Elevating the Voices of Children:
The State of Early Care and Education in Los Angeles County

Los Angeles County 2017 Needs Assessment
Technical Report

COUNTY OF LOS ANGELES
CHILD CARE PLANNING COMMITTEE
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March 20, 2017

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Dear Colleagues and Friends,

On behalf of the Los Angeles County Child Care Planning Committee, it is with great pleasure that I present the 2016-2017 State of Early Care and Education in Los Angeles County. This report addresses three critical pillars to early care and education: supply, quality and workforce. It offers an overall assessment of priority issues in the field that must be met to foster children's optimal development and strengthen families. Access to early care and education programs afford parents and primary caregivers the peace of mind needed while they are working or attending school. Research confirms that access to high quality programs contribute to children's overall physical, cognitive, language and social-emotional development, leading to success in school and beyond. Unfortunately, early care and education is out of reach for many families, particularly for families facing challenges balancing daily living expenses with the cost of services. In fact, public investments in subsidized services fall woefully short of meeting the needs of moderate to low-income families, particularly those with infants and toddlers at a time when trusted relationships are critical to their early brain development.

First, the report compares the overall supply against the gap of early care and education services available in licensed centers and family child care homes. In addition, it examines the availability of subsidized services provided in centers and family child care homes as well as by family, friends and neighbors. Second, the report documents work underway to enhance the quality of programs, measuring essential factors that are proven to influence children's success, such as teacher/provider-child interactions, physical environments, family engagement, and connections with community. Yet, efforts to reach the broadest network of programs inclusive of centers and family child care homes are restrained by the availability of financial resources. Third, the report references studies documenting the state of our workforce and the critical role early educators play in nurturing and educating our youngest learners. Among the highlights are the challenges the field faces in strengthening and retaining highly qualified early educators when low wages fail to reflect educational levels or years of experience and are not comparable to the salaries of kindergarten teachers.

The Los Angeles Child Care Planning Committee presents this report to assist your advocacy efforts on behalf of the children and families of our Los Angeles communities. We hope that it unites us to find new solutions to address the complex issues and obstacles in the early care and education system. Thank you for your commitment to ensuring that all children and their families are provided with the supports they need to thrive.

Sincerely,

Sarah M. Soriano, Chair

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I. INTRODUCTION

All children deserve access to a high-quality early learning environment to support their growth and development. Early care and education is a cornerstone for a child's success so they can thrive in school and life. Furthermore, the early care and education system is the backbone of the nation's economy, providing quality care for children so their parents can be contributing members of the workforce. To guide the early care and education field throughout California, every county has a Local Child Care and Development Planning Council (LPC). The Los Angeles Child Care Planning Committee (Planning Committee) serves as the LPC for Los Angeles County as mandated by state legislation (AB 2141; Chapter 1187, Statutes of 1991). The mission of the Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of the County of Los Angeles, including the quality and continuity, affordability, and accessibility of child care and development services for all families. In 1997, AB 1542 (Chapter 270, Statutes of 1997) stipulated the composition of the LPCs. The Planning Committee in Los Angeles is comprised of 50 members, 10 from each of the following categories: parent/consumers, child care providers, community representatives, public agency representatives, and discretionary members including Board of Supervisor appointees.

Needs Assessment Partnership

One of the responsibilities of the Planning Committee is to conduct an assessment of child care and development needs in the county no less than once every five years. To fulfill that obligation, the Planning Committee, in partnership with First 5 LA and the Los Angeles County Office for the Advancement of Early Care and Education (OAECE), has prepared ***The State of Early Care and Education in Los Angeles County: A Needs Assessment of the Los Angeles County Child Care Planning Committee 2016-2017 (Needs Assessment)***. In this needs assessment, the Planning Committee determined that it was not enough to simply explore the issue of access, but instead expand the report to also examine the quality of early care and education programs and their workforce. In order to expand the scope and scale of the report, a partnership was created in which assistance was garnered from First 5 LA and the Office for the Advancement of Early Care and Education. The Planning Committee's 2013-2018 strategic plan and First 5 LA's 2015-2020 strategic plan elevate the same three priority areas as critical to the early care and education field, resulting in a natural partnership in this endeavor. Both plans focus on the issues of 1) access to early care and education programs; 2) building high-quality learning environments; and 3) supporting the early care and education workforce.

One of the primary Needs Assessment partners was First 5 LA, a leading early childhood advocate working collaboratively across Los Angeles County. First 5 LA was created in 1998 to invest Los Angeles County's allocation of funds from California's Proposition 10 tobacco tax. Since then, First 5 LA has invested more than $1.2 billion in efforts aimed at providing the best start for children from prenatal to age five and their families. First 5 LA, in partnership with others, strengthens families, communities, and systems of services and supports so all children in Los Angeles County enter kindergarten ready to succeed in school and life. Another key partner was the Los Angeles County Office for the Advancement of Early Care and Education (OAECE), which envisions a high-quality early care and education system accessible to all families that nurtures children's healthy growth and early learning, fosters protective factors in families, and strengthens communities. The OAECE shapes policy recommendations, facilitates planning and provides a range of services aimed at improving the availability, quality and access to early care and education programs. As a part of its work, the OAECE staffs the Planning Committee, as well as the Los Angeles County Policy Roundtable for Child Care and Development. Throughout the past year, First 5 LA, OAECE and Planning Committee leadership conducted research, analyzed data and drafted data-driven recommendations.

II. KEY FINDINGS AND RECOMMENDATIONS

The Needs Assessment explores data and research in the areas of access to early care and education, quality learning environments and the early care and education workforce. After presenting the data, the report highlights policy and systems change recommendations to strengthen the early care and education system. Below is a summary of key findings and recommendations:

- **Access to Early Care and Education Data Highlights**
  - Los Angeles County is home to 2.3 million children from birth to 18 years old and 640,685 children 0 – 5 years old. A total of 27% of children under 18 years old live in poverty and 23% of Los Angeles County public school students were identified as English Learners in 2016.
  - There are 9,518 licensed early care and education sites with 206,830 spaces for children 0-5 years old. A total of 157,465 spaces available for 0-5 year olds are in licensed centers and 49,365 spaces are in licensed family child care homes.
  - In the 2014-15 school year, 20,499 children participated in transitional kindergarten (TK), a 40% increase from previous years.
  - A family's average cost of care is $10,303 a year per preschooler in center-based settings and $8,579 a year per preschooler in a family child care home. Care for infants and toddlers is even more expensive, with an annual cost of $14,309 in a center and $9,186 in a family child care home.
  - Families earning the Los Angeles County median family income of $54,194 pay 16-26% of their wages per child for licensed early care and education services. If a family had an infant and a preschooler who needed care, they would spend nearly half of their income to a center for their children.

- **Access Key Findings and Recommendations**
  - ***There are not enough early care and education services for families with infants and toddlers.***
    - Conduct a deeper analysis of the barriers to increasing the supply of infant and toddler care.
    - Increase investments to expand access for infant and toddler care.
  - ***The county continues to lose licensed family child care spaces for all age groups while licensed center capacity has grown.***
    - Support family child care providers to deliver quality care for infants and toddlers.
    - Conduct a study of family child care providers who have left the system.
  - ***Preschool age children are participating more and more in transitional kindergarten.***
    - Establish a mixed-delivery system early care and education taskforce
  - ***Early care and education is a costly expense for many families.***
    - Support increasing the income eligibility cap for subsidized early care and education for low-income families.

- **Quality Early Care and Education Data Highlights**

  - To increase the quality of early care and education, Quality Rating and Improvement Systems (QRIS) have emerged across the country.
  - With licensing being the entry level to QRIS, participating programs are assessed on quality essentials like staff to child ratios, teacher qualifications and adult-child interactions, and program environment. California's QRIS assesses these elements and provides a rating on a five-point rating scale.
  - Although the rating serves as a starting point, the most valuable component of QRIS lies in the ongoing quality improvement support.
  - As of June 30, 2016, 252 family child care homes and 619 early care and education centers were QRIS rated, representing a mere 4% of licensed family child care homes and 18% of licensed centers.

- **Quality Findings and Recommendations**

  - ***While the number of QRIS rated sites has increased, only a limited percentage of programs in Los Angeles County have been rated.***
    - Increase ongoing QRIS funding.
  - ***To date, QRIS has primarily focused on state funded and center-based care.***
    - Promote flexibility in the use of QRIS funds to best meet the needs of local communities
    - Continue building a single QRIS model in Los Angeles County through the QRIS Architects.

- **Workforce Data Highlights**

  - In California, early educators[1] earn a median hourly wage of $11.61 and preschool teachers earn a median hourly wage of $15.25, compared to kindergarten teachers who earn a median hourly wage of $30.74. In Los Angeles County, center-based early educators make an average of $14.75 per hour, whereas family child care providers make $11.73 per hour.
  - Forty-seven percent of early educators' families participate in one or more public income support programs, such as the Earned Income Tax Credit (EITC), Medicaid, Food Stamps, and/or Temporary Assistance to Needy Families (TANF).
  - Based on a recent study of early educators who participated in First 5 LA funded professional development programs, only 24% had an associate degree, 21% had a bachelor degree, and 5% had an advanced degree.
  - California does not have a teaching credential for early educators, but instead has a Child Development Permit. Currently, only 63% of Los Angeles County's early care and education workforce have a California Child Development permit.

[1] Early educators are defined as persons working directly with children in centers and family child care homes, sometimes also referred to as teachers and/or providers.

- **Workforce Findings and Recommendations**
    - ***The early care and education workforce earns low wages.***
        - Raise the Regional Market Rate for early care and education programs.
        - Raise the Standard Reimbursement Rate for early care and education programs.
        - Adopt a single reimbursement rate system for all California early care and education programs.
    - ***Early care and education providers have limited education.***
        - Expand pathways and supports for the early care and education workforce to pursue higher education.
        - Establish a formal teaching credential in California that prepares educators to work with children 0-8 year olds.
    - ***Cost is a barrier to early care and education providers accessing professional development.***
        - Expand free and low-cost professional development opportunities.
        - Improve information systems to support professional development through the California Early Care and Education Workforce Registry.

III. OVERVIEW OF DATA LIMITATIONS

In order to provide an overview of the strengths and challenges in the Los Angeles County early care and education system, the Needs Assessment examined secondary data from a variety of sources. Each section of the report scanned and surveyed the data available to assess the dimensions of access to early care and education, quality early learning environments and the early care and education workforce. For a full list of data sources utilized in the Needs Assessment, please refer to Appendix A. Although this information provides a portrait of the early care and education landscape, there are limitations to the data.

In a county as diverse as Los Angeles, it is critical to collect disaggregated data on high need populations to determine ways in which the early care and education system is meeting children and families most in need. Unfortunately, the access data represented in the Needs Assessment does not have that level of disaggregation. It is important to have clear data regarding emergent bilinguals, children in families experiencing homelessness, children served by the child welfare system, and children at risk for developmental disabilities and other special needs. A more accurate depiction of the early care and education landscape could be obtained if the California Department of Education – Early Education and Support Division (CDE/EESD) partnered with the California Department of Social Services – Community Care Licensing Division (CDSS/CCLD) and California Department of Developmental Services (CDDS) to create data matches that differentiate between licensed programs offering part- and full-day services, provide unique fields that distinctly code the age groups (i.e., infants, toddlers, preschoolers, school age) of the children served by licensed centers and family child care homes and obtain comprehensive, non-duplicative data on children with Individual Family Service Plans (IFSPs) and Individual Education Programs (IEPs).

In addition to exploring the issue surrounding access to early care and education, the Needs Assessment examined data regarding the quality of early learning services. A limitation identified in this section is that QRIS data at the county and the state level can be confusing because not all indicators are aligned. Thus, it is challenging to adequately compare Los Angeles County data to the state data broadly. To address this issue, County and state data are reported in separate tables within the Needs Assessment. Furthermore, there was confusion and incongruence in terminology across both data sets, as well as the fact that some data were cumulative and others were not. Consequently, it is important to recognize

that data fields may have been interpreted differently across counties, which may have implications. However, this is the most comprehensive QRIS data set available.

The final issue area surveyed in the Needs Assessment is the early care and education workforce. The national data are drawn from *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)* and it is the most comprehensive early care and education workforce data source available at this time. These data are drawn from a national survey that was only conducted during the first half of 2012. As Whitebook et al. (2016) note, due to this limitation, it "…does not support state-level analyses for all states." In addition, the authors of *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers* acknowledge that there are federal data systems maintained by the Bureau of Labor Statistics and the Census Bureau that collect background information on the majority of occupations in the United States, however citing the work of Burton et al. (2002) as well as the Institute of Medicine and National Research Council (2012), it does not fully report on the early care and education workforce. At the State level, the information regarding the California early care and education workforce is gleaned from the *Quality Improvement – Professional Development Participation Report: 2013-14 Tracking and Reporting of Training Participants and Training Activities* (QI-PD Report). Due to the fact that this data set solely reports on those that participated in professional development activities funded by the CDE/EESD, it only includes a select subset of the early care and education workforce at the state level. Additionally, the Child Development Training Consortium (CDTC) recognizes within the QI-PD Report that some early care and education providers who participated in these trainings did not complete each question within the PD profile.

The data source examined to describe the Los Angeles County Workforce at the local level is drawn from the *Los Angeles Early Educators Advance Study (LA Advance)*. The most recent study available on centers and family child care homes in Los Angeles County was conducted by Marcy Whitebook and her cadre of researchers in 2006, which is an outdated study. Regardless, the LA Advance Study was used due to its relatively large sample of participants and the wide variety of data collected on those participants. Again, the LA Advance study represents only a sub-set of early educators. Specifically, this set of early educators voluntarily participated in specific sets of professional development programs, and thus are not fully representative of all early educators within Los Angeles County.

IV. ACCESS TO EARLY CARE AND EDUCATION AND SCHOOL AGE PROGRAMS

Early care and education programs offer nurturing and stimulating environments that contribute to a child's optimal physical, social-emotional and intellectual development. For working families, early care and education is an essential resource that enables them to remain in the workforce after they have children. A recent survey of California parents conducted by EdSource found that nearly half (47%) of California families with children under age 5 said that one parent in the family left the job market to address child care needs.[2] For low-income families, publicly subsidized early care and education means that children have access to early learning experiences that their parents would not otherwise be able to afford. Subsidized early care and education is a particularly vital resource for families receiving services from social safety net programs that are critical to moving and keeping them out of poverty. The following data provide an overview and trends in the population of children and families in Los Angeles County, the cost of early care and education, the supply of licensed early care and education, the supply

[2] EdSource. EdSource poll: Child care and preschool costs force parents to make difficult tradeoffs. Retrieved on February 20, 2017 from https://edsource.org/2017/edsource-poll-child-care-and-preschool-costs-force-parents-to-make-difficult-tradeoffs/576669.

of subsidized care for low-income families, and the unmet early care and education needs for low-income families in Los Angeles County. Lastly, the section ends with a summary of major findings from the data and recommendations for how to improve children's access to early care and education in Los Angeles County.

Children and Families in Los Angeles County

Los Angeles County is the most populous county in the United States, boasting a population of over 10 million people. It is comprised of 88 incorporated cities, 80 school districts and encompasses an area of 4,084 square miles, larger than the combined areas of Delaware and Rhode Island. It is one of the most ethnically diverse counties in the nation with nearly 200 languages spoken by its residents. An estimated 2.3 million children from birth to 18 years old call Los Angeles County home. The County has 1.5 million children between the ages of birth to 12 years old and 648,687 under the age of five years old (see Table 1). In 2014, median family income for families with children under 18 years old in Los Angeles County was $54,194. According to a report by the Public Policy Institute of California, in 2013 Los Angeles County was reported to have the highest level of poverty in California with 21% of its residents living in or near poverty. Children are over-represented at 26% living in poverty. The report continues that the majority of poor children live in families with at least one working parent. Given that children under age 12 are typically the children for whom care is needed, the following data focuses on this age range. Overall, the population of children in Los Angeles County ages birth to 12 years old has decreased by 2% between 2011 and 2015, as shown in Table 1.

Table 1: Changes in the Number of Children Ages 0-12 in Los Angeles County from 2011 to 2015

Child Age Group	2011	2015	Difference	% Change
Infants and Toddlers (under 3 years)	381,403	375,622	-5,781	-2%
Preschoolers (3 and 4 years)	266,284	265,063	-1,221	-1%
School Age (5 to 12 years)	885,717	862,647	-23,070	-3%
Total	**1,533,404**	**1,503,337**	**-30,072**	**-2%**

The child population in Los Angeles County is diverse, as shown in Table 2. The majority of children in Los Angeles County are Hispanic/Latino (62%). This is approximately 10% higher in Los Angeles County than it is in California as a whole.

Table 2: Child Population (under age 18) , by Race/Ethnicity, Los Angeles County and California, 2016[3]

Race/Ethnicity	Los Angeles County	California
African American/Black	7%	5%
American Indian/Alaska Native	>1%	>1%
Asian American	11%	11%
Hispanic/Latino	62%	51%
Native Hawaiian/Pacific Islander	>1%	>1%
White	17%	27%
Multiracial	3%	5%

[3] As cited on kidsdata.org, California Department of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).

In addition to ethnic/racial diversity, Los Angeles County is linguistically diverse. In 2016, 23% of Los Angeles County public school students were identified as "English Learners", a term used to describe students with a primary language other than English and who have not yet achieved sufficient English language proficiency to succeed in a school's English instructional programs.[4] In 2016, the most common 10 languages spoken by public school students identified as English Learners were Spanish, Mandarin, Cantonese, Korean, Filipino, Vietnamese, Arabic, Russian, Punjabi and Hmong.[5]

A great number of children in Los Angeles County have special needs that require additional resources. Table 3 displays the number of children with Individualized Family Services Plans (IFSP) and Individualized Education Programs (IEP). An IFSP is a plan geared towards infants and toddlers. It is based on an in-depth assessment of a child's needs as well as the needs of the child's family. The plan contains information on the child's present level of development, outcomes for the child and family, as well as services the child and family will receive to help them achieve the outcomes. An IEP is a plan that focuses on the educational needs of a child 3 to 21 years old.

Table 3: Number of Children in Los Angeles County Who Have an Individualized Family Services Plan (IFSP) or Individualized Education Program (IEP) by Child Age Group[6]

Child Age Group	IFSP	IEP
Infants and Toddlers (under 3 years)	4,762	N/A
Preschoolers (3 to 5 years)	N/A	12,137
School Age (5 to 12 years)	N/A	95,299
Total	**4,762**	**107,436**

In addition to children with special needs, another vulnerable population are children served by Child Protective Services. Table 4 provides an overview of the children by age group in the Child Protective Services system in Los Angeles County. There are 16,947 children in the Child Protective Services system, yet only 22% are referred for early care and education support.

Table 4: Number of Children Served in Child Protective Services (CPS)

Child Age Group	In CPS System[7]	Referred for Child Care[8]
Infants and Toddlers (under 3 years)	7,192	719
Preschoolers (3 to 5 years)	4,200	2,645
School Age (5 to 12 years)	5,555	421
Total	**16,947**	**3,785**

[4] As cited on kidsdata.org, California Dept. of Education, DataQuest (May 2016).
[5] As cited on kidsdata.org, California Dept. of Education, DataQuest (May 2016).
[6] California Department of Education, Special Education Division. *Special Education Enrollment by Age and Disability – Los Angeles County*. Reporting Cycle: December 1, 2014. Retrieved June 30, 3016 from http://dq.cde.ca.gov/dataquest/SpecEd/SpecEd2.asp?cChoice=SpecEd2&cYear=2014-15&TheCounty=19%2CLOS%5EANGELES&cLevel=County&cTopic=SpecEd&myTimeFrame=S&submit1=Submit&ReptCycle=December and California Department of Developmental Services Data Extraction. Copy of 12.31.2014 active DDS populations aged 0-2-3-4 5-12 with residence type and county. May 26, 2016.
[7] County of Los Angeles Department of Children and Family Services. *Fact Sheet: Child Welfare Services – March 2016.* Retrieved from http://www.lacdcfs.org/aboutus/fact_sheet/DRS/March2016/Fact_Sheet.pdf.
[8] County of Los Angeles Department of Children and Family Services (DCFS). *Child Age Group Breakdown – Counts.* March 31, 2016 for numbers of children served with Alternative Payment Program funds added to numbers of children referred to Head Start and other subsidy programs through a project of the DCFS Education and Developmental Services Section/Education-Early Education Programs, April 2015-March 2016.

Supply of Early Care and Education Programs

Before discussing the supply of early care and education services currently available in Los Angeles County, it is important to first define the types of programs available. There are four types of programs, as follows:

Licensed Child Care and Development Centers: Licensed centers serve children birth through age 12 and their families. They are licensed by the CDSS/CCLD and must meet Title 22 health and safety regulations to remain in good standing. Their license is specific to the age groups they serve and the maximum number of children they can serve at a time (license capacity).

License Exempt Child Care Centers: Centers operated by public agencies (i.e. schools) or providing before and after school services may be exempt from licensing. Cooperative arrangements between parents as long as there is no payment also are considered license-exempt. In addition, a program may be considered licensed exempt if the services are provided on a temporary basis while parents are on site (with some exceptions).

Licensed Family Child Care Homes (FCCH): Family child care is provided in the home of the caregiver for periods of less than 24 hours per day while parents are working, attending school or are engaged in some other activity that requires them to be away from their children. Family child care homes are licensed by CDSS/CCLD. Small Family Child Care Homes are licensed to serve up to eight children depending on their ages; Large Family Child Care Homes may be licensed to serve up to 14 children, again depending on their ages.

License-Exempt Providers: License exempt providers may care for children of only one family in addition to their own. In addition, a license-exempt provider they may care for any number of children who are related to them by blood or marriage. These providers are often referred to as Family, Friend or Neighbor (FFN).

The supply of early care and education is typically defined by the "licensed capacity" or the number of licensed early care and education slots available for children. Unfortunately, there is no systematic data available on the capacity for license exempt care provided by individuals, or Family, Friend and Neighbor (FFN). Thus, the data presented in the following tables represents only the supply of licensed early care and education. As of March 2016, there were 9,518 licensed sites in Los Angeles County. Sixty-four percent (64%) or 6,052 sites were licensed family child care homes and the remaining 3,466 (36%) were licensed centers.[9]

Table 5: Number of Licensed Centers and Family Child Care Homes, 2011-2016

Licensed Type	2011	2016
Centers	3,695	3,466
Family Child Care Homes	7,623	6,052
Total	**11,318**	**9,518**

[9] California Department of Social Services, Community Care Licensing Division. LIS Facility Data Report, March 2016.

Table 6 compares the changes between 2011 and 2016 in terms of licensed capacity, or the number of children from birth through 12 years old that a site is licensed to serve in centers and family child care homes. It is important to note that not all licensed centers and licensed family child care providers enroll to their full licensed capacity. Another factor that complicates the picture is that not all families need full-time care, so many licensed slots may be "shared" between families. For example, a provider who is licensed to serve 12 children will only serve up to 12 children at a time, but if they have children part time, they could actually serve 20 children in a week.

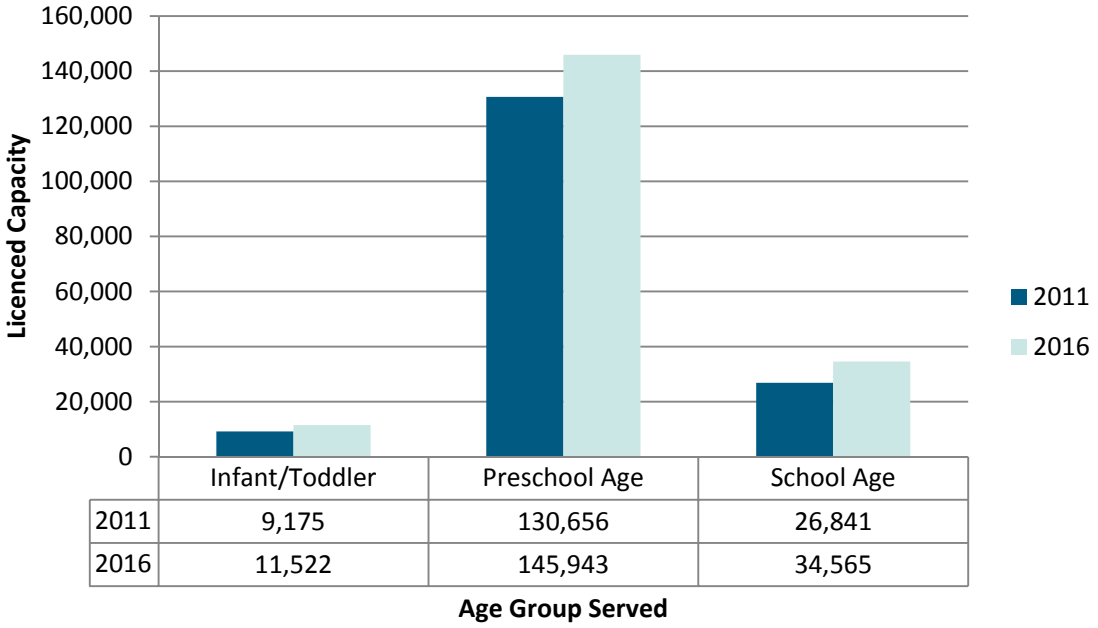
Table 6: Changes in Licensed Capacity for Centers and Family Child Care Homes by Age Group, 2011 and 2016[10]

Age Group	Years	Licensed Center Capacity	Licensed Family Child Care Capacity	Total Licensed Capacity
Infant/Toddler	2011	9,175	19,903	29,078
	2016	11,522	16,455	27,977
	Difference	2,347	-3,448	-1,101
	% Change	26%	-17%	-4%
Preschool Age	2011	130,656	39,004	169,660
	2016	145,943	32,910	178,853
	Difference	15,287	-6,094	9,193
	% Change	12%	-16%	5%
School Age	2011	26,841	20,713	47,554
	2016	34,565	16,455	51,020
	Difference	7,724	-4,258	3,466
	% Change	29%	-21%	7%
All 0-12	2011	166,672	79,620	246,292
	2016	192,030	65,820	257,850
	Difference	25,358	-13,800	11,558
	% Change	15%	-17%	5%

As shown in Table 6, Los Angeles County experienced an overall increase of 5% in the availability of licensed spaces across age groups and types of care between 2011 and 2016. While there was an overall increase in the number of licensed spaces, the story is quite different for centers and family child care. As shown in Figure 1, there was an increase of 25,358 spaces in licensed centers between 2011 and 2016, representing a 15% increase. There was an increase of 2,347 infant and toddler spaces, 15,287 preschool spaces and 7,724 school age spaces.

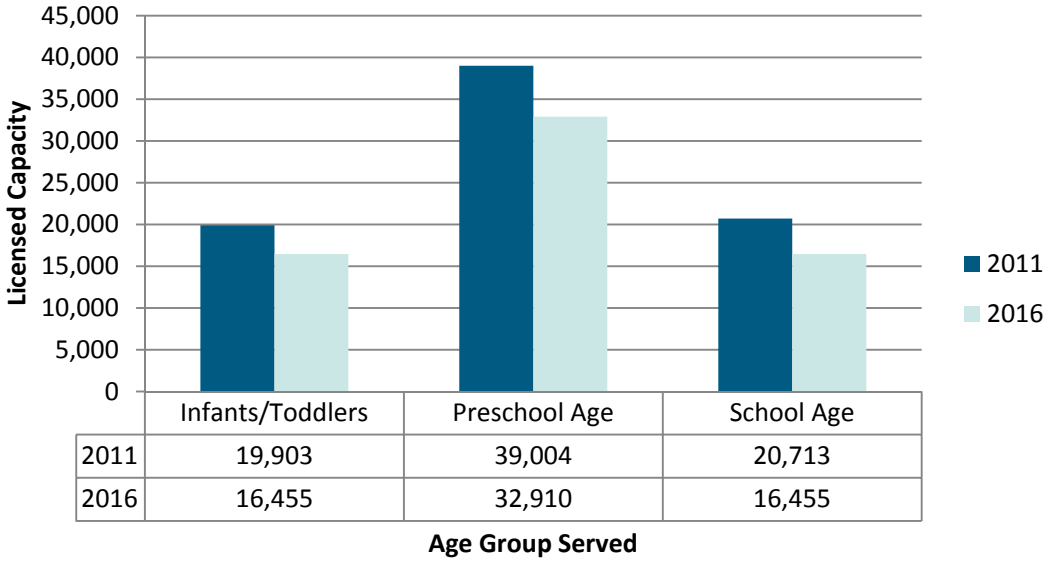
[10] California Department of Social Services, Community Care Licensing Division. *LIS Facility Data Report, 2013 and LIS Facility Data Report, 2016.* Provided in response to request by the Los Angeles County Office for the Advancement of Early Care and Education, located within the Service Integration Branch of the Chief Executive Office.

Figure 1: Licensed Capacity of Center-Based Care by Age Group, 2011-2016



Unlike licensed capacity in centers, there has been a steady decline in licensed family child care since the 2011 Child Care Needs Assessment, as shown in Figure 2. Between 2011 and 2016, licensed capacity for family child care decreased by 13,800 spaces overall, representing a 17% decrease. Between 2011 and 2016, there was a decrease of 3,448 infant and toddler spaces, 6,048 preschool spaces and 4,258 school age spaces in family child care homes.

Figure 2: Licensed Capacity of Family Child Care Homes by Age Group, 2011-2016



In exploring supply and demand in the early care and education landscape, it important to note the emergence of a new element to the system. The most recent addition to early learning system is transitional kindergarten (TK), which was established by the School Readiness Act of 2010 (SB 1381). TK is intended to ensure that children are better prepared to succeed in kindergarten and beyond. TK is the first of a two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate. The program is offered on a voluntary basis at elementary schools or school districts. Eligibility for TK is extended to children whose fifth birthday falls before September 2nd and December 2nd of the academic school year. In 2015, it was clarified that the School Readiness Act also allows school districts to enroll children who will turn 5-years-old after the December cutoff date. This option is called expanded transitional kindergarten (ETK) and is funded through a combination of local and ADA funding.

Table 7: The Number of Students Participating in Transitional Kindergarten in Los Angeles County, 2013-2014 and 2014-2015

Region	2013-14 School Year	2014-15 School Year	Difference	Percent Change
Los Angeles County	14,680	20,499	5,819	40%
California	55,579	77,274	21,695	39%

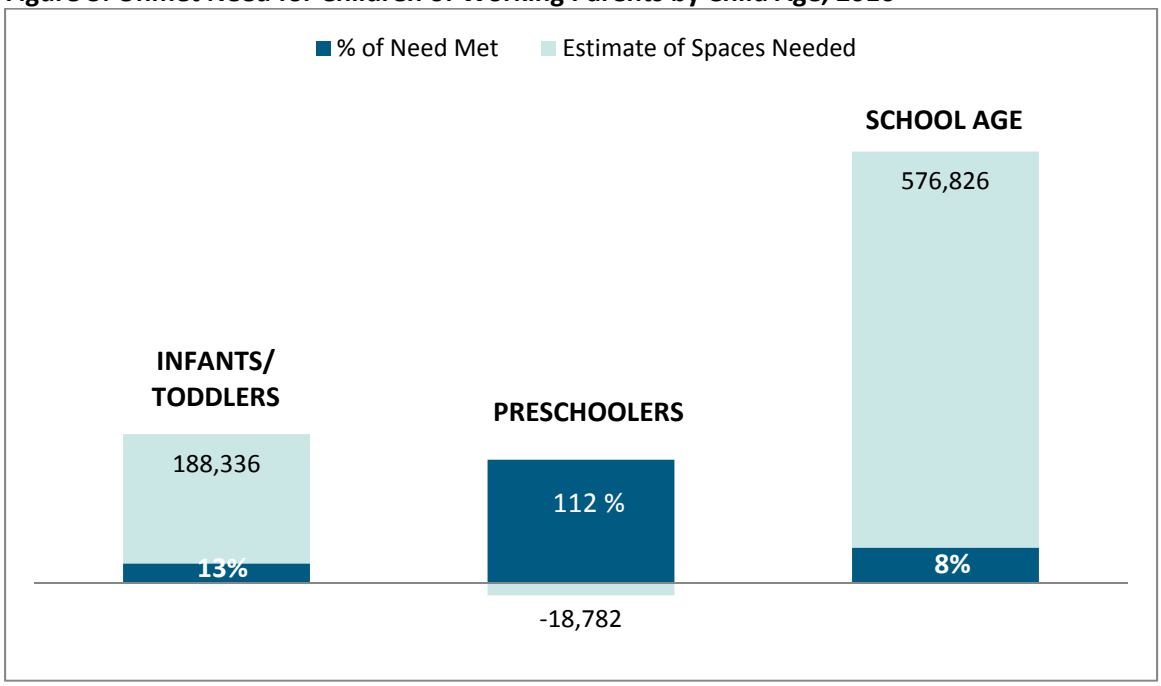
In the 2014-15 school year, 20,499 Los Angeles County children participated in TK, a 40% increase since 2013. With the rise of TK through various school districts, the early care and education system has shifted providing new free educational options for families with less restrictive eligibility requirements. The traditional early learning structure and TK are still learning about each other and exploring how to work efficiently in the same space to ensure all families with children ages 0-5 are served.

Capacity to Serve Working Parents

In order to assess the unmet need for early care and education in Los Angeles County, a comparison is made between the number of children of working parents (need) and the licensed capacity (supply). As shown in Table 8, across the population of children ages 0 to 12 there is an estimated 746,380 more children with working parents than there are licensed spaces in early care and education programs. This represents 74% of the population. When the surplus and shortfall is examined by age group, the story is vastly different, as shown in Figure 3. There are an estimated 188,336 infants and toddlers with working parents who do not have access to a licensed space, which represents 87% of the infants and toddlers in the county. Similarly, over half a million school age children of working parents (576,826) do not have access to a licensed space, which represents 92% of this population. Conversely, license capacity for preschool age children exceeds the number of preschool age children by 18,782 spaces. In other words, there is an estimated surplus of 12%.

Table 8: Number of Children with Working Parents by License Capacity				
Age Group	**Children with Working Parents[11]**	**License Capacity[12]**	**Surplus or Shortfall**	**% Unmet Need**
Infants/Toddlers	216,313	27,977	-188,336	87%
Preschoolers	160,071	178,853	+18,782	-12%
School Age	627,846	51,020	-576,826	92%
Total	**1,004,230**	**257,850**	**-746,380**	**74%**

Figure 3: Unmet Need for Children of Working Parents by Child Age, 2016



Cost of Care

Ensuring families have access to early care and education environments that foster their children's social-emotional, cognitive, physical growth and development can be a financial burden, particularly for families struggling to make ends meet.[13] As shown in Table 9, in 2014 the average annual cost of care for infants in Los Angeles County was estimated at $14,309 in a licensed center and $9,186 in a licensed family child care home. The average cost for care of a preschool age child was $10,303 in a center and $8,579 for family child care. Considering the median family income for families with children under 18 years old in Los Angeles County was $54,194 in 2014[14], families would need to spend 26% of their family income for infant care and 19% of their income on preschool. If a family had an infant and a preschooler

[11] American Institutes for Research. *Early Learning Needs Assessment Tool.* Number of Children in Working Families (three-year-averages up to 2012, five-year in 2014, from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data three-year data file 2010-2012.

[1212] California Department of Social Services, Community Care Licensing Division. LIS Facility Data Report, March 2016. (Provided in response to a request by the Los Angeles County Office for the Advancement of Early Care and Education, located within the Service Integration Branch of the Chief Executive Office).

[13] Kidsdata.org. Kidsdata.org. *Annual Cost of Child Care, by Age Group and Type – Los Angeles County.* Retrieved on January 19, 2017 from www.kidsdata.org/topic/1849/child-care-cost-age-facility/table#fmt=2358&loc=364&tf=79&ch=984,985,222,223&sortColumnId=0&sortType=asc.

[14] As cited on kidsdata.org, U.S. Census Bureau, American Community Survey (Sept. 2015).

who needed care, they would spend nearly half of their income on care for their children. Family child care is less expensive; for infant and toddler care the cost would be approximately 17% of a family's income and 16% for preschool age children.

Table 9: Annual Cost of Care by Age Group and Type of Program, 2012 and 2014				
	2012		2014	
Program Type	**Infant/Toddler**	**Preschool**	**Infant/Toddler**	**Preschool**
Child Care Center	$12,823	$9,164	$14,309	$10,303
Family Child Care Home	$8,095	$7,710	$9,186	$8,579

A challenge in the early care and education system is that although the California minimum wage has been on the rise, income eligibility for subsidized care has not increased since 2011. According the Child Care Law Center, income eligibility was frozen at 70% of the State Median Income used in Fiscal Year 2007-08, which was based on 2005 income data. This is a barrier encountered by many low-income working parents looking for subsidized care since they often do not meet the income requirements for eligibility. With the increase to the minimum wage, low-income parents who receive even a slight wage increase may no longer be eligible for subsidized care.

Subsidized Early Care and Education for Low Income Families

The subsidized early care and education system is an essential resource for income eligible working families who need help paying for care while seeking an environment that also contributes to their child's optimal development and overall well-being. It is designed for two purposes: 1) to promote children's healthy growth and development that prepares them for school and life; and 2) to provide families with the support they need to achieve and maintain self-sufficiency through employment and/or education. Unfortunately, public investments in subsidized services fall far short of keeping pace with the need. Furthermore, families must navigate a complex, mixed delivery system with differing eligibility requirements and options depending on income, age of their child(ren) and family need based on employment, attendance at school or other factors as determined by federal and state funding streams. The following lists the subsidy program options with a brief description of the services offered and basic eligibility criteria.

Early Head Start: A "no cost to family" comprehensive early education program for low-income (up to 100% of the Federal Poverty Level (FPL); up to 130% of FPL if space is available and the needs of all other eligible children in the community are met) pregnant women and infants and toddlers from birth to three years old, including young children with disabilities. Services may be provided in the home of the family, a licensed family child care home or in a center. Important components of the program are the comprehensive services that wrap around the family as well as a family engagement.

Head Start: A "no cost to family" part-day or full-day comprehensive early care and education program for preschoolers ages three to five years old of low-income families. Income eligibility requirements are the same as for Early Head Start. Children in foster care, experiencing homelessness or with families receiving public assistance are automatically eligible and receive priority enrollment for both programs. Comprehensive wrap around services are included as well.

California State Preschool Program (CSPP): Part-day, part-year developmentally appropriate child development services for three and four-year old children from low-income families. Families with case plans with the Department of Children and Family Services (DCFS) receive priority for enrollment as space is available. CSPPs include CSPP Part-Day, a comprehensive 3½ hours a day child development program for income eligible families, as well as CSPP with Wrap-Around for full day child development

program. To qualify for the CSPP Wrap-Around, parents must be working, seeking employment, enrolled in school or a vocational job training program, seeking permanent housing for family stability, or be incapacitated. Families up to 70% of the State Median Income (SMI) are eligible. Families with children enrolled in the wrap around portion of the day are charged a fee based on a sliding scale.

Child Care and Development Centers: Comprehensive child development programs for low-income infants and toddlers (birth to three) and school age children (up to 13 years old) in a group setting. Centers may serve one age group or a combination of age groups, separating children into classrooms by age group. To qualify, parents must be working, seeking employment, enrolled in school or a vocational job training program, seeking permanent housing for family stability or be incapacitated. Families must be at or below 70% of the SMI to enroll and will be assessed a monthly fee on a sliding scale based on income and family size, unless they are exempt from paying fees.

Family Child Care Home Education Network (FCCHEN): Groups of family child care homes that operate under a sponsoring entity like a community organization or local Resource and Referral Agency. Participating family child care homes are licensed to serve up to eight or 14 children from birth through 12 years old. Services are offered full-day and year round. Families must be at or below 70% of the SMI to enroll and will be assessed a monthly fee on a sliding scale based on income and family size, unless they are exempt from paying fees.

Alternative Payment (AP) Program: Voucher-based subsidized child care that may be used for services in private centers, family child care homes or by license-exempt providers such as a family member, relative, friend or neighbor to children from birth through 12 years old. In Los Angeles County, there are 11 agencies including the eight Resource and Referral Agencies that administer the AP Program contracts. Families must be at or below 70% of the SMI to enroll and will be assessed a monthly fee on a sliding scale based on income and family size, unless they are exempt from paying fees.

The Department of Children and Family Services (DCFS) also administers an AP Program for certain children receiving their services.

Additional early care and education supports exist for families participating in the California Work Opportunities and Responsibility to Kids (CalWORKs), a program that provides temporary cash aid to families with children. CalWORKs participants are required to participate in welfare-to-work activities that lead to employment and self-sufficiency. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends or neighbors.

There are three stages of child care:

Stage 1 Child Care: Locally administered by the Los Angeles County Department of Public Social Services (DPSS) through contracts with the 13 local AP program agencies, Stage 1 Child Care begins with a parent's entry into a County-approved welfare-to-work program or employment and continues serving them for up to six months or until their work and child care are stable. Families may continue to receive Stage 1 Child Care assistance if there are insufficient funds in Stage 2.

Stage 2 Child Care: Available to families on welfare and with stable employment. Families may be eligible for Stage 2 Child Care for up to 24 months after they stop receiving cash aid.

Stage 3 Child Care: Supports families as they move off welfare and into self-sufficiency and have exhausted up to 24 months of eligibility for Stage 2. Families can continue to receive Stage 3 Child Care until they no longer meet the income eligibility requirements or their children exceed the age limit.

Table 10 summarizes the number of children by age whose families are participating in CalWORKs. In Los Angeles County, a total of 183,387 children are in families receiving CalWORKS and 34% of those children are 5 years of age or younger.

Table 10: Number of Children in Families Receiving CalWORKs by Age[15]		
Child Age Group	**Number**	**Percentage**
Infants and Toddlers (under 3 years)	29,910	16%
Preschoolers (3 to 5 years)	32,513	18%
School Age (5 to 12 years)	120,964	66%
Total	**183,387**	**100%**

Eligibility for subsidized care varies by program, but eligibility is often connected to income levels as a support mechanism for low- to moderate-income families. Over 900,000 children live in households with earnings 70% below the State Median Income (SMI). Eligibility for subsidized programs contracted by the CDE is capped at 70% of the SMI used since Fiscal Year 2007-18 adjusted for family size (capped at $3,518 per month for a family of three). Even though the California minimum wage has increased, income eligibility for state subsidized early care and education services has not changed. According to the Child Care Law Center, income eligibility was frozen at 70% of the SMI used in Fiscal Year 2007-08, which itself was based on 2005 income data. Families eligible for full-day subsidized services through programs contracted by the CDE are assessed a fee based on their income. Fees for full-day early care and education services may range from $42 per month for a family of three earning $1,950 per month to $173 for a family of three with earnings of $3,518 per month. Table 12 summarizes the availability of subsidized early care and education services for low-income working families who are eligible for those services. As shown in the table, the shortfall in access to subsidized services is most acute for infants and toddlers at 85%, followed by preschoolers at 59% and school age children at 47%.

Table 11: Number of Children in Families with Working Parents Overall and in Working Families Whose Income is at or Below 70% of the State Median Income (SMI)[16]		
Child Age Group	**Working Families**	**Working Families with Incomes at or below 70% of the SMI**
Infants and Toddlers (under 3 years)	216,313	94,812
Preschoolers (3 to 5 years)	160,071	74,444
School Age (5 to 12 years)	627,846	291,655
Total	**1,004,230**	**460,911**

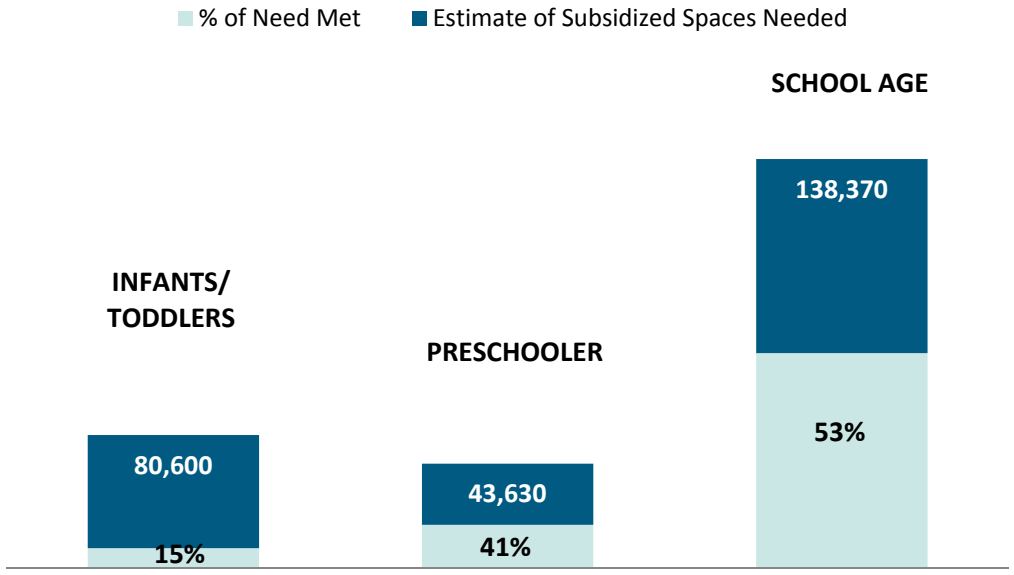
[15] County of Los Angeles Department of Social Services. Data run on number of children receiving CalWORKs Cash Aid. March 2016.

[16] American Institutes for Research. *Early Learning Needs Assessment Tool.* Number of Children in Working Families (three-year-averages up to 2012, five-year in 2014, from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data three-year data file 2010-2012.

Table 12: Need for Subsidized Early Care and Education for Low-Income Working Parents in Los Angeles County					
Age Group	**Total Number of Children in Eligible Families**	**Number of Eligible Children Served**	**Percent of Eligible Children Served**	**Number of Eligible Children Not Served**	**Percent of Children Not Served**
Infants/Toddlers	94,812	14,212	15%	80,600	85%
Preschoolers	74,444	30,814	41%	43,630	59%
School Age	291,655	153,285	53%	138,370	47%
Total	**460,911**	**198,311**	**43%**	**262,600**	**57%**

Unlike the unmet need for working families as shown in the previous section, the need for subsidized care is consistent across the three age groups of children.

Figure 4: Unmet Need for Subsidies Among Low Income Families in Los Angeles County by Age Group



During the economic recession, early care and education programs suffered a significant decline in resources and the field is still operating in a mode of recovery. According to the Child Care Law Center, in fiscal year 2015-16 California's early care and education budget was still 29% lower than the pre-recession funding, even with an additional $423 million appropriated for early care and education. As a result, licensed centers and family child care homes still do not have the resources to serve all of the children in need.

SUMMARY AND RECOMMENDATIONS

There are not enough early care and education services for families with infants and toddlers.
There are approximately 650,000 children under the age of 5 in Los Angeles County, yet licensed centers and family child care homes only have the capacity to serve 13% of working parents with infants and toddlers. In contrast, there are 12% more licensed preschool spaces than there are preschool age children. In addition to the overall lack of licensed spaces for infants and toddlers, subsidies to help low-income working parents cover the cost of infant and toddler care fall woefully short of the need.

Subsidized early care and education programs help low-income working parents become financially stable, yet only 15% of eligible infants and toddlers are served, compared to 41% of eligible preschoolers and 53% of eligible school age children. A lack of care for our youngest children impacts not only working families but also affects our economy as a whole. With the extreme gap between the number of working families with infants and toddlers and the capacity of licensed early care and education providers to care for infants and toddlers, Los Angeles County faces a significant challenge.

- **Recommendation - Conduct a deeper analysis of the barriers to increasing the supply of infant/toddler care:** Conduct in-depth analyses of the challenges and barriers for serving infants and toddlers and identify potential solutions to those barriers. Key issues to explore may include the financial burden of providing care to infants and toddlers, the challenge of providing the appropriate physical environment for infants and toddlers (i.e., city zoning, education code and licensing regulations, such as square footage and the requirement for napping area), the cost and need for staff professional development to appropriately care for infants and toddlers, and the low compensation of the workforce.

- **Recommendation - Increase investments to expand access for infant and toddler care:** Increase State and federal investments in subsidy programs, especially for infants and toddlers. Advocate for additional funding for subsidized infant/toddler care through increases in State programs like the California Center Based Programs (CCTR) for Infants and Toddlers and Alternative Payment, as well as federal initiatives like Early Head Start.

The County continues to lose licensed family child care spaces for all age groups while licensed center capacity has grown.

Licensed family child care homes offer parents an early care and education option that often has more flexible hours of operation and smaller provider-child ratios. In Los Angeles County, as of March 2016 there were 6,052 family child care homes compared to 7,623 in 2011. Over the past five years, family child care homes have experienced a decrease in their licensed capacity by 17%. In 2011, family child care homes throughout Los Angeles had the capacity to serve 79,620 children, but that number dropped to 65,820 children by 2016. While it is likely that the economic recession had a major impact on this phenomenon, it is also possible that other factors such as changes in parent choice and the advent of TK may have had an impact.

- **Recommendation - Support family child care providers to provide quality care for infants and toddlers:** Develop support mechanisms for family child care homes to serve infants and toddlers given the need for services for this age group. Strategies may include professional development, shared business services to support administrative functions, support for staff to pursue higher education opportunities, and capital improvement grants to improve family child care to accommodate infants and toddlers.

- **Recommendation - Conduct a study of family child care providers who have left the system:** Conduct a study with family child care providers who have decided not to renew their licenses to better understand the challenges they faced, the reasons behind their choices, the role that the economic downturn played and other factors impacting their choice to leave the system. Family child care seems to be on the decline nationally due to low wages in the field and more career options for working women who make up the vast majority of the family child care workforce. This study would explore geographic differences in the density of family child care and factors that have led to successful family child care homes. Finally, the study would look at

the dynamics between centers and family child care to better understand issues of access and parent choice.

Preschool age children are increasingly participating in transitional kindergarten.
The most recent addition to the early care and education system in California is transitional kindergarten (TK), which was established by the School Readiness Act of 2010 (SB 1381). TK is the first of a two-year kindergarten program. It uses a modified curriculum that is age and developmentally appropriate, is taught by a credentialed teacher and is funded through Average Daily Attendance (ADA) funds. Eligibility for TK is extended to children whose fifth birthday falls between September and December of the academic school year. In 2015, it was clarified that the School Readiness Act also allows school districts to enroll children who will turn 5-years-old after the December cutoff date. This option is called expanded transitional kindergarten (ETK) and is funded through a combination of local and ADA funding. In the 2014-15 school year, 20,499 Los Angeles County children participated in TK—a 40 % increase from the prior school year. As more and more families become aware of this publicly funded option for their children, it is likely that the number of participating children will continue to grow. The arrival of TK has had, and will continue to have, a major impact on the early care and education system within California. As the field moves into this new era, it is essential that the entire early care and education system (inclusive of local education agencies) works together to meet the needs of young children in the County.

- **Recommendation - Establish a mixed-delivery system early care and education taskforce:** Establish a mixed-delivery taskforce to assess the current birth -5 early care and education system, identify system best practices, explore alignment and coordination opportunities between local education agencies and licensed early care and education programs, discuss policy solutions and propose recommendations. The taskforce would consist of leaders from various birth-5 early care and education sectors like Resource and Referral Agencies, federally funded programs like Head Start and Early Head Start, local school districts, Los Angeles County Office of Education, First 5 LA, Los Angeles County Office for the Advancement of Early Care and Education, Los Angeles County Department of Public Social Services (CalWORKS Stage 1), and representatives of California Department of Education funded programs like California State Preschool Programs, California Center Based Programs serving infants and toddlers and Alternative Payment Programs.

Early care and education is a costly expense for many families.
The cost of care for a young child is high. A family's average cost of care in Los Angeles County is $10,303 a year per preschooler in a center and $8,579 a year per preschooler in a family child care home. Care for infants and toddlers is even more expensive, with an annual cost of $14,309 in an early care and education center and $9,186 in a family child care home. Families earning the Los Angeles County median family income of $54,194 pay 16-26% of their wages per child for early care and education services. If a family has two children, an infant and a preschooler in a center, they would need to spend nearly half of their income (45%) on care for their children. For families with income below the poverty line, the situation is even direr. According to a report published by the Public Policy Institute of California, in 2013 Los Angeles County had the highest rate of poverty in the State, with 21% of the residents living in or near poverty. It is estimated that 27% of children in the County under 18 years old live in poverty. Over 900,000 children live in households with earnings 70% below the State Median Income (SMI). Even though the California minimum wage has increased, income eligibility for subsidized child care has not gone up since 2011. According to the Child Care Law Center, income eligibility was frozen at 70% of the SMI used in Fiscal Year 2007-08, which itself was based on 2005 income data. This barrier is encountered by many low-income working parents looking for subsidized care, since they

often do not meet the income requirements for eligibility. With the minimum wage increasing to $15 per hour by 2021, low-income earning parents who receive slight wage increases may no longer be eligible for subsidized care.

- **Recommendation – Support increasing the income eligibility cap for subsidized early care and education for low-income families:** Update the eligibility guidelines to reflect the current SMI and establish up to 12 months of income eligibility for families up to 85% of the SMI.

V. BUILDING A HIGH-QUALITY EARLY CARE AND EDUCATION SYSTEM

Child Care Aware of America (2013) reported that there are about 15 million children in the United States from birth through age 6 that require some form of early care and education while their parents work. With such a large number of children in early care and education programs, it is critical that high-quality early learning environments are available. Rigorous research studies (e.g., Barnett, 1995; Campbell & Ramey, 1994; Schweinhart, Weikart & Larner, 1986) clearly indicate that high-quality early care and education significantly increases the cognitive and language development of children living in poverty. Even when controlling for socioeconomic status, maternal education and family structure, the following studies confirmed that high-quality early care and education leads to gains in language and cognitive development: the Chicago Study (Clarke-Stewart, Gruber, & Fitzgerald, 1994) and the Child Care and Family Study (Kontos, Howes, Shinn, & Galinsky, 1997).

Howes, Phillips and Whitebook (1992) solidify the importance of high-quality early care and education with the following, "Relations between child care quality and children's social and cognitive development are well-established" (p. 449). Thus, Howes et al. (1992) examined the quality of the relationships between adults and children ages 1 year 2 months and 4 years 6 months. Howes et al. (1992) found that young children within classrooms that were rated as good or very good were usually more securely attached to their early care and education providers, which led to greater competence than their peers in classrooms with lower ratings. Howes et al. (1992) also found that quality was strongly related to class size, with infant classrooms needing six or fewer children, and classrooms for toddlers requiring 12 or fewer children in order for students to experience developmental benefits. Furthermore, after analyzing 20 studies on the impact of quality on children's outcomes, Burchinal et al. (2011) found that there is a relationship between child care quality and children's academic achievement, as well as language and cognitive development. In addition, high-quality early care and education programs that delivered their programs with greater frequency and depth had significantly positive long-term effects, as exhibited by higher levels of education and measured IQ, better rates of employment and fewer criminal infractions (Campbell, Ramey, Pungello, Sparling & Miller-Johnson, 2002; Schweinhart et al., 1986; Yoshikawa, 1995). Thus, the results of high-quality early care and education lead to essential short- and long-term positive outcomes for children, which will most likely be bolstered by the utilization of a Quality Rating and Improvement System (QRIS).

A QRIS is a shared set of standards that define quality for licensed or license exempt early care and education programs that serve young children ages 0-5. In California, QRIS:

- Assesses the quality of early learning programs, looking at elements such as teacher-child interaction and classroom environment, among others;
- Rates the program on these specific quality measures;
- Supports programs to improve the quality of care for children by providing individualized resources and technical assistance; and

- Communicates the quality of the program on a scale of 1-5, making it easy for parents and caregivers to determine the best early learning program for their child.

Because the first years are so important to a child's growth and development, QRIS is critical in helping children receive the best early care and education possible, setting them up for success in school, their careers and beyond.

The importance of quality early care and education is widely acknowledged by educational stakeholders at the local, state and national levels. As a result, there have been several efforts to systematically improve the quality of early care and education, such as improving the state level licensing and national accreditation efforts, as well as the development of quality indicators such as: teacher to child ratio, group size, and teacher education qualifications (education, years of experience, etc.) (National Association for the Education of Young Children, 2013A; 2013B). Sabol and Pianta (2014) indicate that a key strategy to confirm and elevate high-quality early care and education has been the development of a QRIS in most states. With QRIS, quality standards for early care and education are defined and a system is put in place that supports the adoption of the quality standards for early learning programs (Jeon & Buettner, 2015). Zellman and Perlman (2008) state that once the rating system is established the data is collected with the goal that it be disseminated to parents. Parents, in turn, learn about the ratings and use those ratings to choose high-quality early care and education programs for their children. If this rationale is correct, then parents will be more informed about quality, and thus seek high-quality early care and education programs. So, if more parents are demanding high-quality programs, than essentially, it provides a business incentive to increase quality. However, families will most likely face a supply and demand issue, with not enough quality programs available.

Within California, QRIS is taking shape and participation by licensed early care and education programs that serve young children ages birth to five is accelerating. Across the state, QRIS assesses the quality of early learning environments by examining elements such as: effective teacher-child interactions, lead teacher qualifications, and use of developmental and health screenings within the program to support children and their families. A QRIS rates family child care homes on five elements and center-based programs on seven elements. In conjunction with this rating, a QRIS supports quality improvement through techniques like coaching, mentoring and training. As part of the federal Race to the Top – Early Learning Challenge (RTT-ELC) Grant, sites were required to publish ratings. Eventually, all QRIS rated programs, regardless of funding source, will communicate the rating in an easy to understand format for parents and caregivers to determine the best program for their child. (See Appendix B for more details on the Rating Matrix.)

Despite the growing popularity of QRIS, few studies have examined the impact of QRIS on child outcomes. One could infer that the lack of studies on child outcomes is largely due to the fact that QRIS is not a child-level intervention, at least in California, therefore making it harder to link the impact of QRIS to child level outcomes. However, Lieny Jeon and Cynthia Buettner (2015) provide one of the first studies that found a direct relationship between having a high QRIS rating and an increase in children's cognitive skills, which collectively included their vocabulary and math abilities as well as their phonological awareness. These findings resulted from a sample size of 313 children from 36 randomly selected centers that were participating in a QRIS, "…after controlling for family/neighborhood socioeconomic disadvantage, cognitive stimulation at home, parental depression, child age, gender and race/ethnicity" (Jeon & Buettner, 2015, p. 199). This study found that early care and education programs that received high ratings have the potential ability to effectively mediate the difficulties that children from low socio-economic backgrounds face in regards to developing and strengthening their academic skills. Thus, Jeon and Buettner (2015) indicate, "…that the QRIS model has the potential to influence

children's developmental outcomes, especially in the area of academic achievement, so that QRIS may be a good place to allocate public dollars" (p. 203). While this section only highlights one study on QRIS, the findings indicate the importance of the effort and its' potential impact on child outcomes, providing evidence for further discussions about future investments in QRIS.

QRIS in California

In 2012, California was awarded $52.6 million through the RTT-ELC grant from the U.S. Departments of Education and Health and Human Services, providing the state the opportunity to expand its QRIS footprint. In 2013, the U.S. Department of Education and Health and Human Services awarded California an RTT-ELC supplemental grant award of $22.4 million of which $18.6 million went to local grantees.[17] California's RTT-ELC grant implemented a unique QRIS approach built upon California's local and statewide successes to create sustainable capacity at the local level to meet the needs of early learners.

California's Hybrid Rating Matrix outlines the criteria for five QRIS rating tiers. This matrix includes criteria for seven different aspects of quality, referred to as elements: Child Observations, Developmental and Health Screenings, Minimum Qualifications for Lead Teachers, Effective Teacher-Child Interactions, Ratios and Group Size, Program Environment Rating Scales and Director Qualifications. Local adaptations are able to be made at Tiers 2 and 5 while maintaining three common tiers (Tiers 1, 3 and 4). Los Angeles County uses the Hybrid Rating Matrix without local adaptations. The California QRIS is referred to as a "hybrid rating approach" because Tier 1 programs must meet minimum criteria, whereas Tiers 2 through 5 provide point ranges. The Hybrid Rating Matrix is included in Appendix C.

As shown in Table 13, the largest two groups of early care and education programs to participate in QRIS were those who received state preschool funding, as well as licensed family child care home and licensed center-based programs that did not receive federal funding through the Child Care and Development Fund (CCDF). There was a substantial increase in the number of California early care and education programs that participated in QRIS from 2013 to 2015 with an overall increase of 2,885 sites rated. This represents a 189% increase in the number of programs participating in QRIS across all types of programs. Overall, from 2013 to 2015, there was a 205% increase in state preschool programs that participated in QRIS across the state, with 463 programs rated in 2013, and 1,411 programs rated by the end of 2015. For Early Head Start and Head Start Programs that participated in QRIS in California, there was an increase in participation of 121% from 2013 to 2015, with 286 programs rated in 2013 and 633 programs rated by the end of 2015. For early learning and education programs funded by IDEA, Part C, 6 programs were rated in 2013 and that rose to 11 programs by the end of 2015. Additionally, 49 early care and education programs funded under Title I of Elementary and Secondary Education Act (ESEA) were rated in 2013, and by the end of 2015, there were 193 programs rated, which equates to a 294% increase. Finally, for licensed family child care homes and licensed centers that did not receive CCDF funds, there was a collective increase in QRIS participation of 251% from 2013 to 2015, with 410 programs rated in 2013 and 1,439 programs rated by the end of 2015.

[17] From: http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp

Table 13: Number of California Early Care and Education Sites in QRIS by Type of Program, 2013-2015[18]			
Type of Program	**Number of Sites in California Participating in QRIS in 2013[19]**	**Number of Sites in California Participating in QRIS in 2014[20]**	**Number of Sites in California Participating in QRIS in 2015**
State-funded preschool	463	818	1,411
Early Head Start and Head Start	286	438	633
Programs funded by IDEA, Part C	6	12	11
Programs funded under Title I of ESEA	49	85	193
Programs receiving CCDF funds	312	646	724
Licensed family child care homes and licensed center-based facilities not receiving CCDF funds	410	907	1,439
Total	**1,526**	**2,906**	**4,411**

In California, there are approximately 628,831 children with high needs served by early care and education programs. For the purpose of this report, high needs are defined as those who live in poverty, emergent bilinguals and/or children with special needs. The estimated number of high needs children in the state within the following early care and education programs are listed in Table 14.

Table 14: Number of Children Served by Subsidized Early Care and Education Programs	
California State Preschool Program	195,909
Early Head Start and Head Start (Los Angeles County: Head Start Licensed Sites Only)	159,664
Programs funded by IDEA, Part C	4,557
Programs funded under Title I of ESEA	33,521
Programs receiving CCDF Funds	107,848
First 5 California Child Signature Program	127,332

By 2015, slightly more than one quarter (26%) of high needs children within all California QRIS participating programs were served by sites within the top tiers. Table 15 indicates the percentages of high needs children who attended a site that participated in QRIS and received a rating of Tier 3, 4 or 5 (the top tiers of QRIS) by the end of 2015.

[18] The data within this table is duplicative, as an early care and education program can fall into several types of categories. For example, "Programs funded under Title I of ESEA," include: general child care programs, California State Preschool Programs, Head Start and Title I funded programs.

[19] "Participating California QRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2013 reported January 2014," as stated within the, "Race to the Top – Early Learning Challenge 2014 Annual Performance Report."

[20] "Participating California QRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2014 reported January 2015," as stated within the, "Race to the Top – Early Learning Challenge 2014 Annual Performance Report."

Table 15: Children Enrolled in QRIS Participating Program, 2015	
California State Preschool Program	33%
Early Head Start and Head Start (Los Angeles County: Head Start Licensed Sites Only)	21%
Programs funded by IDEA, Part C	15%
Programs funded under Title I of ESEA	22%
Programs receiving CCDF Funds	36%
First 5 California Child Signature Program	14%

Based on the data, it is clear that California is making strides towards ensuring that high needs children are being served in the top tiers (3-5) of QRIS.

Table 16: Number of Children with High Needs in Sites Rated within Tiers 3 – 5 in QRIS in California[21,22]			
Type of Early Care and Education Programs	**Number of High Needs Children Served By Sites in California in QRIS Tiers 3-5 in 2013**	**Number of High Needs Children Served By Sites in California in QRIS Tiers 3-5 in 2014**	**Number of High Needs Children Served By Sites in California in QRIS Tiers 3-5 in 2015**
State-funded preschool (CSPP)	20,357	38,525	65,207
Early Head Start and Head Start (L.A County: Head Start Licensed Sites Only)	11,564	21,000	33,560
Programs funded by IDEA, Part C (Part B for Los Angeles County Added)	96	531	685
Programs funded under Title I of ESEA	778	2,877	7,524
Programs receiving CCDF funds[23] (General Child Care Licensed Sites – L.A. County	12,045	46,295	38,327
First 5 California Child Signature Program	6,390	8,014	18,461
Totals	**51,230**	**117,242**	**163,764**

[21] The data within this table is duplicative, as an early care and education program can fall into several types of categories. For example, "Programs funded under Title I of ESEA," includes: general child care programs, state-funded preschool programs, Head Start and Title 5 & Title I funded programs.

[22] "Participating California QRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2015 reported January 2016," as stated within the, "Race to the Top – Early Learning Challenge 2015 Annual Performance Report."

[23] "California determines the count of children in 'Programs Receiving CCDF Funds' by summing the total number of children served in programs receiving General Child Care, State Funded Migrant, Tribal, Title 5 and Title I funds. As many of California's programs layer funding with many other program types, including those listed and Head Start, First 5 California, and First 5 County Commission investments, children identified as receiving CCDF funds may also benefit from other federal state and local funding," as stated within the, "Race to the Top – Early Learning Challenge 2015 Annual Performance Report."

Most of the sites within California in 2014 and 2015 were rated as a Tier 2, 3 or 4 (see Table 17). Additionally, there was a tremendous amount of growth in the number of sites within each tier from 2014 to 2015. Since QRIS is fairly new, it is not surprising that as the new sites were added, the percentages grew in all of the rating tiers. The greatest increase in the number of sites occurred at Tier 5 (a 76% increase) followed closely by Tier 4 (a 72% increase), and Tier 3 (a 68% increase) from 2014 to 2015. The number of sites in Tier 2 increased by 58%, whereas the number of sites in Tier 1 increased by 55% from 2014 to 2015. As such, it is evident that there continues to be progress made in the number of sites with a particular tier rating, and, most importantly, the number of sites rated within Tiers 3, 4 and 5, which are all designated as the top tiers of QRIS.

Table 17: Early Care and Education Sites by Quality Rating Tier in California, 2014 and 2015

Quality Tier	California Rated Sites[24]			
	2014		2015	
	Number	Percent of Total Number of Sites	Number	Percent of Total Number of Sites
Sites in Tier 1	424	19%	951	15%
Sites in Tier 2	639	29%	1,525	23%
Sites in Tier 3	507	23%	1,598	25%
Sites in Tier 4	592	26%	2,128	33%
Sites in Tier 5	70	3%	291	4%
Total	**2,232**	**100%**	**6,493**	**100%**

The Growth in QRIS in Los Angeles County

Los Angeles County has a long history of QRIS efforts in early care and education programs. The first set of quality standards evolved from community planning efforts as part of the Los Angeles County Universal Preschool Master Planning Process funded by First 5 LA in 2003. Shortly thereafter, LAUP[25] was established and developed its own quality rating system called LAUP Star Ratings. In addition to LAUP's efforts, the Los Angeles County Policy Roundtable for Child Care and Development implemented its own QRIS called the Steps to Excellence Program (STEP), which was administered by the Los Angeles County Office for the Advancement of Early Care and Education[26] (OAECE). The STEP pilot was launched in 2007 (Wold and Associates, 2011[27]). These two rating systems continued to be implemented with local funds until 2012 when the federal RTT-ELC was awarded to California.

Both of the organizations – LAUP and OAECE – received RTT-ELC grants. From 2012 to 2016, these two QRIS approaches remained distinct from one another under RTT-ELC. While both LAUP and OAECE shifted to using the California Quality Continuum Framework (CA-QCF) Rating Matrix and a tiered rating schedule, differences remained in the methodology for conducting the assessments and assigning the ratings. Differences also remained in the quality improvement strategies between both organizations. LAUP provided its own coaching model and training to QRIS providers, while the OAECE partnered with

[24] "Participating California QRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2014 reported January 2015," as stated within the, "Race to the Top – Early Learning Challenge 2014 Annual Performance Report."
[25] Formerly Los Angeles Universal Preschool.
[26] Formerly the Los Angeles County Office of Child Care.
[27] http://ceo.lacounty.gov/ccp/pdf/STEP%20Report-Wold%2029-Nov-2011aFINALrevisedcover.pdf.

the Child Care Alliance of Los Angeles (CCALA) to provide quality improvement services to target sites through the Gateways for Early Educators coaching and training model.

Los Angeles County is home to a wide variety of early care and education providers. As of March 2016, there were 3,466 centers and 6,052 family child care homes. As of June 30, 2016, a total of 871 Los Angeles County early care and education sites participated in QRIS, of which 71% were centers and 29% were family child care homes (Table 18). Thus, 9.2% of all licensed sites in the county were QRIS rated. More specifically, 18% of licensed centers and only 4% of Family Child Care Homes were rated.

Table 18: Number of Sites Rated in QRIS in Los Angeles County, as of June 2017

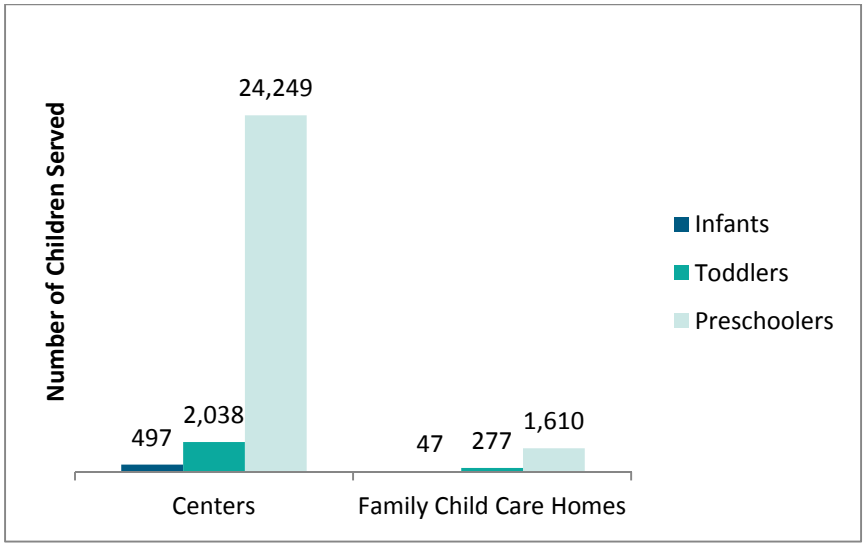
Types of Sites	Number	Percent
Centers	619	71%
Family Child Care Homes	252	29%
Total	**871**	**100%**

Nearly 29,000 children were served by QRIS rated sites as shown in Table 19. The vast majority of children (93%) were served by centers of which (90%) were preschool age.

Table 19: Children by Age Served by QRIS Rated Sites in Los Angeles County, as of June 30, 2016

Type of Site	Infants	Toddlers	Preschoolers	Total
Centers	497	2,038	24,249	26,784
Family Child Care Homes	47	277	1,610	1,934
Total	**544**	**2,315**	**25,859**	**28,718**

Figure 5: Number of Children Served by Age and Site Type in Los Angeles County



As of December 2016, there were 269,539 preschool children, 373,615 toddlers and 117,753 infants collectively residing in Los Angeles County. Eleven percent of preschool children, toddlers and infants within Los Angeles County are served by QRIS Rated Sites designated as centers or family child care homes. Thus, slightly less than 90% of children birth through five years old within Los Angeles County has yet to be served by a QRIS rated site. It is important to note that only 1% of infants and toddlers attend QRIS rated sites designated as either a center or family child care home.

Levels of Quality in Los Angeles County Early Care and Education Programs

In Los Angeles County, 41% of sites participating in QRIS were in the lowest two tiers of quality (Tier 1 or 2), while 59% of the rated sites fell into the top three tiers (Tier 3, 4 or 5).

Table 20: Early Care and Education Sites by Quality Tier in Los Angeles County as of June 30, 2016		
Quality Tier	**Los Angeles County Rated Sites as of June 30, 2016**	
	Number	**Percent**
Sites in Tier 1	3	>1%
Sites in Tier 2	356	41%
Sites in Tier 3	281	32%
Sites in Tier 4	226	26%
Sites in Tier 5	3	>1%
Total	**869**	**100%**

As seen in Table 21, the majority of infants, toddlers and preschoolers enrolled in centers that participated in QRIS were rated as Tier 2, 3 or 4. No infants, toddlers or preschool children attended a site that participated in QRIS with a Tier 1 rating, and less than 1% of preschool children attended a site that participated in QRIS that achieved a Tier 5 rating.

Table 21: Number of Infants, Toddlers and Preschoolers in Los Angeles Center-Based Child Care Sites by Quality Tier, as of June 30, 2016						
Quality Tier	**Infants Centers**		**Toddlers Centers**		**Preschoolers Centers**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Tier 1	0	0%	0	0%	0	0%
Tier 2	220	44%	897	44%	6,301	26%
Tier 3	211	42%	817	40%	8,233	34%
Tier 4	66	13%	324	16%	9,642	40%
Tier 5	0	0%	0	0%	73	>1%
Total	**497**	**99%**	**2038**	**100%**	**24,249**	**100%**

Table 22 shows that the majority of infants and toddlers attended family child care sites that received a Tier 2 rating, 76% and 71%, respectively. This is in stark contrast to centers, in which the number of infants and toddlers were largely distributed across QRIS sites that were rated Tier 2, 3 and 4. The distribution of preschool age children in family child care homes with a QRIS rating is similar to rated centers with 15% of preschool children in family child care homes rated as Tier 2, 51% in family child care homes rated as Tier 3, and 34% of preschool children in Tier 4.

Table 22: Number of Infants, Toddlers and Preschool Age Children in Los Angeles Family Child Care Sites by Quality Rating Tier, as of June 30, 2016						
Quality Tier	**Infants Family Child Care Homes**		**Toddlers Family Child Care Homes**		**Preschoolers Family Child Care Homes**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Tier 1	0	0%	1	>1%	1	>1%
Tier 2	38	76%	198	71%	203	15%
Tier 3	9	18%	62	22%	707	51%
Tier 4	3	6%	16	6%	477	34%
Tier 5	0	0%	0	0%	0	0%
Total	**50**	**100%**	**277**	**100%**	**1,388**	**100%**

When the number of infants, toddlers and preschool age children from both centers and family child care homes that participated in QRIS are combined, the majority attended a site that had a QRIS rating of Tier 2, 3 or 4, which is consistent with the data on the centers. Slightly more than half of the infants and toddlers attended sites with a Tier 3 rating. Very few sites that participated in QRIS received a Tier 1 or a Tier 5 rating.

Table 23: Number of Infants, Toddlers and Preschooler Age Children in All Sites by Quality Rating Tier, as of June 30, 2016						
Quality Tier	**Infants – All Sites**		**Toddlers – All Sites**		**Preschoolers – All Sites**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Tier 1	0	0%	1	>1%	1	>1%
Tier 2	80	22%	478	28%	6,726	26%
Tier 3	217	59%	879	52%	8,940	35%
Tier 4	69	19%	340	20%	10,119	39%
Tier 5	0	0%	0	0%	73	>1%
Total	**366**	**100%**	**1,698**	**100%**	**25,859**	**100%**

Espinosa (2013) states that, "Young Dual Language Learners (DLLs) [emergent bilinguals] are significantly less likely to attend high-quality early childhood education programs than their peers who speak only English. Yet enrollment in such programs can yield significant benefits for their kindergarten readiness and later achievement" (p. 1). Thus, it is critical to understand how many emergent bilinguals are served in Los Angeles County through QRIS rated sites, and specifically, how many are in sites that received a high rating (Tier 3, 4 or 5). It is hypothesized that emergent bilinguals who received care within QRIS sites that received a rating of Tier 3, 4 or 5, would be better equipped to succeed in kindergarten and in other future activities. In Los Angeles County during the 2015-16 school year, there were 48,007 emergent bilinguals enrolled in kindergarten, which is about one-third less than those designated as English-Only (75,058).[28] As of June 30, 2016, there were 16,085 preschool age children designated as emergent bilinguals in centers and family child care homes. The large majority of emergent bilinguals within centers attended QRIS sites with a Tier 2 rating (58%), whereas the majority of emergent bilinguals within family child care homes that participated in QRIS sites received a rating of Tier 3 (52%).

[28] Data retrieved from California Department of Education Data Reporting Office, "2015-2016 Enrollment by English Language Acquisition Status (ELAS) and Grade: Los Angeles County Report"http://data1.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cds=19&agglevel=County&year=2015-16.

Table 24: Number of Preschool Age Children Designated as Emergent Bilinguals in Centers and Family Child Care Homes by Quality Tier, as of June 30, 2016				
Quality Tier	**Emergent Bilinguals in Centers**		**Emergent Bilinguals in Family Child Care Homes**	
	Number	**Percent**	**Number**	**Percent**
Tier 1	3	>1%	0	0%
Tier 2	8,671	57%	196	22%
Tier 3	4,325	28%	451	52%
Tier 4	2,202	14%	226	26%
Tier 5	11	>1%	0	0%
Total	**15,212**	100%	**873**	**100%**

Moving Towards a Single QRIS Model for Los Angeles County

Los Angeles County operated two distinct QRIS models under RTT-ELC. With the growing investment in QRIS through the California State Preschool Program (CSPP) QRIS Block Grant, the California Infant-Toddler QRIS Block Grant, First 5 California and First 5 LA, a number of the components of these two models have been aligned. One important signal of this alignment is the use of a single name to refer to QRIS in Los Angeles County regardless of funding stream – Quality Start Los Angeles (QSLA)[29]. The Los Angeles County Office of Education (LACOE) administers the funding for the CSPP QRIS Block Grant and the Infant-Toddler Block Grant and First 5 LA administers the funding from First 5 CA Improve and Maximize Programs so All Children Thrive (IMPACT), as well as their own local investment in QRIS. LACOE and First 5 LA are working closely with the QRIS implementing agencies (LAUP, Child Care Alliance of Los Angeles, and UCLA Center for Improving Child Care Quality) to align funding streams and to ensure that the experience for sites participating in QRIS is as seamless and streamlined as possible.

In addition to the work being done to align current QRIS implementation under the QSLA umbrella, there is a long-term systems building strategy being coordinated to design a single QRIS model for Los Angeles County. With the release of First 5 CA's IMPACT initiative in 2015, First 5 LA convened the organizations that are required participants in the California QRIS (CA-QRIS) efforts. The organizations include First 5 LA, the Child Care Alliance of Los Angeles, Los Angeles County Office for the Advancement of Early Care and Education, the Los Angeles Child Care Planning Committee, LACOE, LAUP, and representatives from institutes of higher education through Partnerships for Education, Articulation, and Coordination through Higher Education (PEACH). This representative group is now called the Los Angeles County QRIS Architects[30]. The QRIS Architects were established to take advantage of the opportunity IMPACT presented to build a model that will be unconstrained by the specifics of particular funding sources and build on lessons learned from previous QRIS efforts in Los Angeles County.

The QRIS Architects has adopted a systems-building approach to streamline and focus the effort. The QRIS Architects have three main goals to guide and frame their work:

- Collectively develop a countywide QRIS that addresses the quality improvement needs of different licensed provider types.
- Strengthen relationships between QRIS participants for successful implementation.
- Strengthen the QRIS infrastructure so that it is efficient and able to expand.

[29] Visit http://qualitystartla.org/ for more information.
[30] Visit http://www.laqris.com/ for more information.

An important aspect of the QRIS Architects' approach is their commitment to continuing to implement ongoing QRIS grants while refining the QRIS model. The QRIS Architects' methodology to enhancing the QRIS model for Los Angeles County is multi-faceted and complex. However, the group believes that by utilizing this method, the uniform QRIS model for Los Angeles County will be thoughtful, logical and sustainable.

SUMMARY AND RECOMMENDATIONS

While the number of QRIS rated sites has increased, only a limited percentage of Los Angeles County providers have been QRIS rated. Over the last 10 years, Los Angeles County has been building its QRIS system with local funding from First 5 LA and First 5 CA, as well as federal investments like the RTT-ELC. Although this funding has laid a foundation for a county-wide QRIS system, and there has been substantial progress in reaching more and more programs, there is still a long way to go to reach all programs. As of June 30, 2016, when federal funding for QRIS through the RTT-ELC grants ended, 252 family child care homes and 619 early care and education centers were rated. This represents a mere 4% of family child care homes and 18% of centers in Los Angeles County. While federal funding for QRIS has ended, the California Department of Education is currently providing QRIS on-going funding for California State Preschool Programs and a one-time QRIS block grant for programs that serve infants and toddlers that is slated to end in September 30, 2017. In addition, First 5 CA has invested in QRIS across the state through First 5 IMPACT, and First 5 LA continues its commitment to QRIS.

- **Recommendation - Increase Ongoing QRIS Funding:** Expand ongoing investments in QRIS, especially for programs that serve infants and toddlers. Strategies may include expanding funding for the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant, continuing the Infant/Toddler Quality Rating and Improvement System (QRIS) Block Grant Program, and expanding QRIS support to include additional programs in the early care and education care system.

To date, QRIS has been primarily focused on state funded and center-based care. Every community has different strengths, challenges and needs. Early care and education in Los Angeles County is a complex tapestry of various funding streams, curricula and structures. Low-income children, emergent bilinguals, children in the child welfare system and children with special needs all have unique requirements that early educators need the skills and resources to meet. As of June 30, 2016, 59% of the licensed centers and family child care homes that participated in QRIS were rated in the higher tiers of three, four, or five. To ensure the needs of Los Angeles County's children are served by high-quality early care and education programs, public funding to support local QRIS efforts has to be reasonably flexible. By providing more flexibility for QRIS, funding could be braided, and QRIS could more easily target programs that serve the children most at risk of not being prepared for school success.

- **Recommendation - Promote flexibility in the use of QRIS funds to best meet the needs of local communities:** Advocate for Los Angeles County to have local control over how to spend QRIS dollars to support the diverse needs of its community. Funders should provide the local QRIS system with the flexibility to allocate money where it is most needed in the county.

- **Recommendation - Continue building a single QRIS model in Los Angeles County through the QRIS Architects:** Refine the QRIS to best serve Los Angeles' children through the QRIS Architects. The QRIS Architects is a collaborative of seven organizations working collectively to develop a countywide QRIS that addresses the quality improvement needs of different licensed provider

types, strengthens relationships between QRIS participants for successful implementation, and enhances the QRIS infrastructure so that it is efficient and able to be expanded. Members of the QRIS Architects include the Child Care Alliance of Los Angeles, the County of Los Angeles Child Care Planning Committee, First 5 LA, Los Angeles County Office of Education, LAUP, County of Los Angeles Office for the Advancement of Early Care and Education, and Partnerships for Education Articulation and Coordination through Higher Education (PEACH).

VI. LOS ANGELES COUNTY EARLY CARE AND EDUCATION WORKFORCE

The quality of early learning programs for children is intrinsically connected to the early care and education workforce. Numerous studies (e.g., Shonkoff & Phillips, 2000; Whitebook, 2003; Tout, Zaslow & Berry, 2006; Kelley & Camilli, 2007) have cited how members of the early care and education workforce who are more educated and have specialized training not only provide children with better quality care, but the children in their care have been found to make greater gains developmentally than their counterparts. More specifically, highly qualified early educators are better equipped to provide individualized, responsive learning opportunities for the children in their care. According to the National Institute for Early Education Research (NIEER), one way to measure quality in early childhood education is to look at teacher qualifications, thus it is critical that we understand the current status of our early learning workforce.

Overview of the ECE Workforce

According to the findings from the National Survey of Early Care and Education Study conducted in 2012 (NSECE Report, 2013), the majority of the early care and education workforce are employed in centers (59%), with public pre-kindergartens[31] (21%) and Head Start Centers[32] (14%) rounding out the top three employment settings. Approximately 6% of early educators were employed by centers sponsored by schools.[33] Within centers, lead teachers (45%), and assistant teachers (21%) occupied the top two employment positions, followed closely by teachers (21%), and then teacher's assistants (11%).

In a 2015 report, the Institute of Medicine and the National Research Council concluded that all lead teachers in the nation's preschools should have a bachelor's degree in early childhood development or early education. Yet according to the 2016 Early Care and Education Workforce Index, a bachelor's degree in early childhood education is the college major with the lowest projected lifetime earnings. In regards to educational attainment, nationally 19% of the early care and education workforce employed by centers serving children from birth to three years old hold a bachelor's degree while 45% of early educators working with children from three to five years old hold bachelor's degrees. This is followed closely by early educators with at least some college coursework, but no degree (36%) who teach children birth to three year old children and 24% for those that work with children three to five years old. For early educators working in centers with young children ages birth to three years old only or young children ages three to five years old only, 17% have their Associate of Arts (AA) degrees. Finally,

[31] Public pre-kindergarten was defined by NSECE (2012) with the following, "At least one child was funded by public pre-k dollars, but the center-based program was not school sponsored, and no Head Start funding was reported" (p. 9).

[32] Head Start was defined by NSECE (2012) with the following, "At least one child was funded by Head Start dollars, but the center-based program was not school sponsored" (p. 9).

[33] This particular employment setting was noted as "school sponsored centers" within the NSECE (2012) report. It was defined by the following, "A public school district had administrative oversight or reporting requirements or funds the program" (NSECE, 2012, p. 9).

28% of center-based early educators who work with children ages birth to three years old have a high school degree or less.

Whitebook et al. (2016) notes, "There are few sources of state-level wage data for the early childhood workforce. Most states do not regularly capture and report workforce-level data, nor is such data harmonized and comparable across states" (p. 18). According to the NSECE Report (2013), nationally the early care and education workforce employed at centers earn a median wage of $10.60 per hour, however for those with an associate's degree the median wage is $11.00 per hour, and for those with a bachelor's degree or higher, the median wage is $14.70 per hour. With some college and no degree, the median wage lowers to $9.30 per hour, and the median wage decreases further to $9.00 per hour for early educators with a high school degree or less.

Data on wages was also broken down by program: school sponsored, Head Start funded, public pre-k funded, and other early care and education programs.[34] Early educators employed by school-sponsored programs earned a median hourly wage of $20.60 with a bachelor degree or higher, $13.00 for those with an AA degree, and $11.80 for those with a high school degree or less. For early educators employed by a Head Start program, the median hourly wage was $15.90 with a bachelor degree or higher, $12.20 with an AA degree, and $8.00 with a high school degree or less. For early educators employed by public pre-k funded programs, the median hourly wage was $16.20 for those with a bachelor or higher, $9.80 with an AA degree and $8.40 with a high school degree or less. Finally, for all other early care and education programs, the median hourly wage for a bachelor degree or higher was $13.90, $11.00 with an AA degree and $9.60 with a high school degree or less. **The data on wages from the NSECE Report (2012) does not include family child care or licensed-exempt providers, which is a limitation of this data source**. More succinctly, as Whitebook, McClean and Austin (2016) stated, "Detailed national and state-by-state wage data by educational level and funding source for home-based providers are not available" (p. 11).

When examining annual earnings, Whitebook et al. (2016) found that, "across states, child care workers are nearly in the bottom percentile of occupational rankings by annual earnings (See Table 25, which is pulled from Table 3.3 from the Early Childhood Workforce Index - 2016).

Table 25: Selected Occupations Ranked by Median Hourly Earnings in California, 2015

Occupation	Median Hourly Wage
Child Care Workers	$11.61
Preschool Teachers	$15.25
Kindergarten Teachers	$30.74
Anesthesiologists	$90.00

The findings listed in Table 25 were confirmed when Whitebook et al. (2016) compared the "Mean Annual Salary of Teachers with a Bachelor's or Higher Degree by Occupation & for the Civilian Labor Force, 2012" (see below, which is an excerpted from Figure 3.2 from Whitebook et al. (2016)).

- Mean annual salary for all other early care and education teachers working with ages birth – 3: **$27,248**; for all other early care and education teachers working with ages 3-5: **$28,912**

[34] This category represents any early care and education program that is not funded by public pre-k dollars, Head Start dollars, or is not subject to administrative regulation by a public school district. The majority of early care and education providers that participated in the survey (59%) made up this group, with them being employed by centers.

- Mean annual salary for Head Start Teachers: **$33,072**; other public pre-k teachers: **$33,696**; school sponsored pre-k teachers: **$42,848**
- Mean annual salary for kindergarten teachers: **$53,030**; elementary school teachers: **$56,130**[35]

According to the California Early Care and Education Workforce Study – Licensed Child Care Centers and Family Child Care Providers, 2006 Statewide Highlights published by the Center for the Study of Child Care Employment, Institute of Industrial Relations, as well as the California Child Care Resource and Referral Network, indicate that California is home to about 130,000 members of the early care and education workforce including:

- 7,000 center directors
- 45,000 teachers and 23,000 assistant teachers in licensed centers
- 27,000 licensed family child care home providers
- 16,000 – 21,000 assistants employed by licensed family child care home providers

In addition, as of 2008, there were approximately 50,000 license exempt providers across the state. License exempt providers are "those who provide care in a child's own home or in their own home to children from at most one unrelated family" (Karoly, 2012, p. xiii). Karoly (2012) points out that it is very difficult to get information on the number of license exempt providers throughout California, as the data is not easily available. Finally, the Early Childhood Workforce Index (Whitebook, McLean and Austin, 2016) stated that there are 107,400 members of the early care and education workforce. The data from 2006 is the most recent source that indicates the approximate number of center directors, teachers and assistant teachers, as well as licensed family child care home providers and assistants employed by those family child care home providers.

The wages in California for the early care and education workforce are bleak. In 2015, the median hourly wage for early educators was $11.61 in California, a 1% decrease since 2010 (Early Childhood Workforce Index, 2016). In fact, 47% of early educators and their families participate in public support programs like the Earned Income tax Credit, Medicaid or food stamps.

A Portrait of the Early Care and Education Workforce in Los Angeles County

The population across Los Angeles County consists of a variety of ethnicities, which is reflected within its early care and education workforce. The diversity of the workforce in many ways mirrors the children of Los Angeles County. Across both Los Angeles County and the State of California, the majority of early educators are of Hispanic/Latino descent (65% in Los Angeles County; 51% in California). However, there is a greater proportion of white early educators at the state level (25%), than in Los Angeles County (14%) when accounting for centers and family child care providers.

The conclusions that are drawn from above are similar when the data for Los Angeles County workforce is disaggregated between centers and family child care homes. Los Angeles County specific data indicates that there is a greater proportion of Hispanic family child care providers (74%) than Hispanic center-based providers (59%). Additionally, there are more than double the amount of center-based early educators who are White (15%) than family child care providers (7%).

[35] Annual wages calculated by multiplying the hourly mean wage by a year-round, full-time hours figure of 2,080 hours.

Table 26: Race/Ethnicity of the Los Angeles and California ECE Workforce		
Race/Ethnicity	**Los Angeles County Center-Based and Family Child Care Providers[36]**	**California Center-Based and Family Child Care Providers**
Hispanic	65%	51%
White	14%	25%
African-American	15%	7%
Other	6%	17%

Table 27: Race/Ethnicity of Los Angeles County Center-Based Care and Family Child Care[37]		
Race/Ethnicity	**Los Angeles County Center-Based Providers**	**Los Angeles County Family Child Care Providers**
Hispanic	59%	74%
White	15%	7%
African-American	18%	15%
Other	8%	4%

Across Los Angeles County and California, English and Spanish are the predominant languages spoken by the early care and education workforce. Based on the data, within Los Angeles County most center-based early educators speak English (68%), whereas the majority of family child care providers speak Spanish (53%). Both the majority of center-based and family child care providers across California speak English (79%), whereas slightly more than half speak Spanish (56%).

Table 28: Primary Language of the Los Angeles and California ECE Workforce		
Primary Language[38]	**Los Angeles County Center-Based and Family Child Care Providers[39]**	**California Center-Based and Family Child Care Providers[40]**
English	55%	79%
Spanish	36%	54%
Other	8%	N/A

The percentage total may be more than 100% due to the multi-select option on the EESD Profile question that addresses language fluency. N is based on all direct service activities for selected FY.

[36] LA Advance baseline early educator survey and Consortium program registry data – From Table B.1 Characteristics of sampled Consortium program participants in 2014-2015 who responded to the LA Advance early educator survey in Spring 2016. (*LA Advance Spring 2016 Analysis)*

[37] Data Source: LA Advance baseline early educator survey and Consortium program registry data. (*LA Advance Baseline Analysis Memo – August 2015)*

[38] When providers had the opportunity to indicate their predominant language, they had the option to check more than one language, which is why percentages for this column add up to more than 100%."

[39] Data Source: LA Advance baseline early educator survey and Consortium program registry data – From Table B.1 Characteristics of sampled Consortium program participants in 2014-2015 who responded to the LA Advance early educator survey in Spring 2016. (*LA Advance Spring 2016 Analysis)*

Table 29: Primary Language of Los Angeles County Centers and Family Child Care Homes[41]		
Primary Language	**Los Angeles County Centers**	**Los Angeles County Family Child Care Homes**
English	68%	41%
Spanish	25%	53%
Other	7%	6%

The Roles and Positions within the Early Care and Education Workforce

Early care and education is made up of a mixed delivery system, with centers and family child care homes as the two principal early learning environments. In Los Angeles County, the percentage of early educators working in centers and family child care homes are relatively equal based on the data presented in Table 30. This data should be interpreted with caution, however, as one professional development program, Project Vistas, catered primarily to family child care staff, which could have driven up the numbers. At the state level, the data in Table 30 indicates that slightly more than three-quarters of early educators work in centers.

Table 30: Employment Setting of the Los Angeles and California Early Care and Education Workforce		
Employment Settings	**Los Angeles County Percentage of Workforce[42]**	**California Percentage of Workforce**
Centers	47%	78%
Family Child Care Homes	43%	16%
Other	11%	6%

A typical early learning environment consists of a variety of staff who take on different roles. According to the National Association for the Education of Young Children (NAEYC, 2013), some of the common titles found in the early care and education field are:

Assistant teacher or teacher's aide: Adult who works under the direct supervision of a teacher. An assistant teacher–teacher aide may work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher–teacher aide works directly with the teacher in the same space and with the same group of children. This position works under the direct supervision of a teacher.

Teacher or lead teacher: Adult with primary responsibility for a group of children. For the purposes of NAEYC Accreditation, a group of children is defined as those children who are assigned for most of the day to a specific teacher or a team of teaching staff members and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area. Each group must have at least one designated teacher. The teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups.

[41] Data Source: LA Advance baseline early educator survey and Consortium program registry data (*LA Advance Baseline Analysis Memo – August 2015)*.

[42] LA Advance baseline early educator survey and Consortium program registry data – From Table B.1 Characteristics of sampled Consortium program participants in 2014-2015 who responded to the LA Advance early educator survey in Spring 2016. (*LA Advance Spring 2016 Analysis)*.

Administrator, director or site supervisor: The program administrator is the individual responsible for planning, implementing and evaluating a child care, preschool or kindergarten program.

For center-based early educators in Los Angeles County, as well as across the state, there are roughly the same percentage of staff that hold the position of assistant teacher and teacher. However, in Los Angeles County, the majority of family child care staff hold administrator positions, followed by assistant teacher positions. Family child care providers often hold multiple roles, for example, owners often take on the role of teacher as well as administrator.

Table 31: Employment Positions Held by the Los Angeles and California Early Care and Education Workforce

Employment Positions Held	Los Angeles County Workforce[43]	California Workforce
Assistant Teacher	30%	40%
Teacher	32%	41%
Program Administrator[44]	33%	12%
Other	5%	7%

Table 32: Employment Positions Held in Centers and Family Child Care – Los Angeles County

Employment Positions Held	Center-Based Workforce	Family Child Care Workforce
Assistant Teacher	43%	21%
Teacher	46%	10%
Program Administrator[45]	6%	67%
Other	5%	2%

Low Compensation in the Worthy Work of Early Care and Education

Compensation is a serious issue for the early care and education workforce. While there is growing public awareness about the critical importance of the early years of a child's life, and many families rely on the early care and education workforce to nurture the learning of our youngest children, early care and education professionals are often paid close to minimum wage and dramatically less than teachers of older children. In California, early educators working with infants and toddlers earn a median hourly wage of $11.61 and preschool teachers earn a median hourly wage of $15.25, compared to kindergarten teachers who earn a median hourly wage of $30.74. Teaching infants, toddlers and preschool age children requires the equivalent level of skills and knowledge as teaching older children, yet the pay is over 50% lower. Whitebook et al. (2016) report that the median wage for early educators decreased between 1 and 5% from 2010 to 2015. This median wage, when looked at as a percentage of the state median income is 61%. This means that early educators made a median wage that was 61% less than other occupations across California. Furthermore, when examining occupational percentile by Earnings and State in 2015, early educators in California rank in the bottom 7th percentile (US Department of Labor, 2016). Based on the QI-PD Report, assistant teachers in centers and family child care homes earn $12.00 per hour and teachers in both centers and family child care homes earn $15 an hour. In Los Angeles County, all early educators earn an average of $14.65 per hour. More specifically, in Los Angeles

[43] LA Advance baseline early educator survey and Consortium program registry data – From Table C.1 Employment of study participants in Consortium programs in Spring 2016 (*LA Advance Spring 2016 Analysis)*.
[44] Program Administrator includes the following positions: Family Child Care Owner, and Center Administrator.
[45] Program Administrator includes the following positions: Family Child Care Owner, and Center Administrator.

County, center-based early educators earn an average of $14.75 per hour, whereas family child care home providers earn $11.73 per hour.

A key factor impacting compensation for the early care and education workforce serving children enrolled in state subsidized early care and education programs is the reimbursement system. California has a dual system of reimbursement: the Standard Reimbursement Rate (SRR); and the Regional Market Rate (RMR). Organizations holding contracts with the California Department of Education to provide center-based early care and education services and/or family child care are subject to the SRR. The SRR is adjusted based on the characteristics of the children such as age, limited English proficiency or having a disability. While the SRR has experienced incremental increases during the recovery from the recession, it has not kept pace with inflation and falls far short of the cost of operating a quality program that meets at the least standards set forth in the California Education Code (Title 5). Table 33 compares the revised reimbursement rates by contract type for fiscal year 2016-17 with the rates for 2015-16. In January 2017, the Standard Reimbursement Rate (SRR) increased by 10% bringing the daily rates per child to $42.12 for general child care programs, $26.26 for part-day state preschool and $42.38, for full day state preschool programs.

Table 33: 2017 Standard Reimbursement Rate (SRR)

Program	SRR for FY 15-16	Approved 10% Increase Effective 1/1/17	Blended SRR Rate used for the Entire FY 2016-17
General Child Care and Migrant Programs	$38.29	$42.12	$40.20
Part-day State Preschool Programs	$23.87	$26.26	$25.06
Full-day State Preschool Programs	$38.53	$42.38	$40.50

The RMR is used to reimburse centers, family child care homes and license-exempt providers (e.g. family, friend or neighbor) accepting a subsidy voucher through the Alternative Payment Program or CalWORKs Child Care Stages 1, 2 or 3. The RMR is based on a regional market rate survey of private providers. Effective January 1, 2017, the RMR ceilings were established at the 75th percentile of the 2014 RMR survey. Establishing the ceiling at the 75th percentile means that low income families receiving vouchers have access to approximately 75% of the providers in their community. However, since the current RMR is out of date and is based on the 2014 RMR study, families enrolled in these programs have fewer choices, thus impacting their access to quality care options for their children. In Los Angeles County, the current daily RMR ceilings for full-time care at a center is $90.68 per infant/toddler and $64.21 per preschooler, while at a family child care, the daily reimbursement rate for full time care is $51.77 per infant/toddler and $50.44 per preschooler.

Table 34: Los Angeles County Regional Market Rate (RMR) Ceilings for Child Care Centers

Age Group	Full-time Daily	Full-time Weekly	Full-time Monthly	Part-time Hourly	Part-time Weekly	Part-time Monthly
Birth to 24 Months	$90.68	$366.34	$1,465.87	$14.61	$264.94	$958.10
2 through 5 Years	$64.21	$301.55	$1,039.18	$11.99	$227.58	$696.45

Table 35: Los Angeles County Regional Market Rate (RMR) Ceilings for Family Child Care Homes						
Age Group	**Full-time Daily**	**Full-time Weekly**	**Full-time Monthly**	**Part-time Hourly**	**Part-time Weekly**	**Part-time Monthly**
Birth to 24 Months	$51.77	$228.41	$927.25	$10.65	$172.79	$683.54
2 through 5 Years	$50.44	$207.93	$846.18	$10.38	$164.21	$634.94

Existing rates simply do not cover the full costs of operating programs, particularly for high-quality services. In addition, recent increases to the minimum wage have raised program costs further. Without additional increases to the SRR, programs will find it difficult to raise employee wages to meet the new requirements. Any increases to the minimum wage should trigger, at a minimum, comparable augmentations to the reimbursement rate. The next step toward building a better reimbursement system for early care and education programs throughout California would be to merge the two existing rate structures into a single reimbursement system that maintains both early care and education options and reflects the actual current cost of quality care in each region/county with a base at the 85th percentile level.

Building a Highly Qualified Workforce to Support the Early Learning of Children

Enhancing the quality of the early care and education system requires significant investments in the professionalization of the workforce. Professionalization is based in boosting workforce qualifications through access to educational attainment, permits/credentials and continued professional development. A large body of research indicates that the employment of highly educated early care and education professionals is associated with improving the quality of early learning programs (Saracho & Spodek, 2007). In regard to educational attainment, there is a comparable percentage of early educators both in Los Angeles County (24%) and at the state level (25%) with associate's degrees and with bachelor's degrees (19% in Los Angeles County and 22% in the state). Across California, almost half of the early care and education workforce (47%) have a high school degree or less.

More specifically, in Los Angeles County a similar percentage of center-based and family child care providers (31% and 36% respectively) have at least some college education, whereas 29% of center-based providers have an associate's degree and 16% of family child care providers have an associate's degree. In terms of four-year degrees, 27% of center-based providers have a bachelor's degree, whereas only 13% of family child care providers have a bachelor's degree. However, 6% of family child care providers have advanced degrees, whereas only 3% of center-based providers have an advanced degree.

Table 36: Educational Attainment of the Los Angeles and California Early Care and Education Workforce	
Educational Attainment	**Los Angeles County Early Educators[46]**
High School or Less	18%
Some College	32%
Associates Degree	24%
Bachelor's Degree	21%
Advanced Degree	5%

[46] Data Source: LA Advance baseline early educator survey and Consortium program registry data – From Table B.1 Characteristics of sampled Consortium program participants in 2014-2015 who responded to the LA Advance early educator survey in Spring 2016. (*LA Advance Spring 2016 Analysis)*.

Table 37: Educational Attainment of Los Angeles County Center-Based and Family Child Care Workforce		
Educational Attainment	**Center-Based Workforce[47]**	**Family Child Care Workforce**
High School or Less	9%	29%
Some College	31%	36%
Associates Degree	30%	17%
Bachelor's Degree	27%	13%
Advanced Degree	3%	6%

Beyond educational obtainment, another factor that strengthens the qualifications of the early care and education workforce is the value attributed to early childhood education permits and teaching credentials. Although California currently does not offer a teaching credential for early care and education professionals, the State offers a Child Development Permit. Staff employed by early care and education programs in California contracted by the State are required to hold child development permits. This requirement does not pertain to private centers that only have to abide by licensing standards.

California offers six levels of Child Development Permits, each with its own set of issuance requirements and each authorizing the holder to perform different levels of service in child development programs. As defined by the California Commission on Teacher Credentialing (2016), the permit levels include:

Child Development Assistant Permit: The holder of this permit can assist with the instruction and care of children in a center under the supervision of someone who holds one of the following Child Development Permits: Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.

Child Development Associate Teacher Permit: The holder of this permit can instruct and care for children in a child care program and supervise someone with a Child Development Assistant Permit and an aide.

Child Development Teacher Permit: The holder of this permit can instruct and care for children in a center and supervise those who have a Child Development Associate or Assistant Teacher Permit, as well as any aides within the program.

Child Development Master Teacher Permit: The holder of this permit can instruct and care for children in a child care program and supervise those who have the following Child Development Permits: Teacher, Associate Teacher, and Assistant as well as any aides within the program. Additionally, the holder of this permit can coordinate the curriculum and staff development opportunities for the child care program.

Child Development Site Supervisor Permit: The holder of this permit is authorized to do the following: (1) supervise a child care program at one site; (2) instruct and care for children within a child care program; (3) arrange the curriculum for the child care program and coordinate the staff development for the program.

[47] Data Source: LA Advance baseline early educator survey and Consortium program registry data (*LA Advance Baseline Analysis Memo – August 2015)*.

Child Development Program Director Permit – The holder of this permit can do the following: (1) supervise a child care program at one site or multiple sites; (2) instruct and care for children within a child care program; (3) coordinate the curriculum and staff development of the child care program.

According to the report, 62% of the Los Angeles County early care and education workforce holds some type of child development permit, in comparison to 56% of the early care and education workforce across California. The most common permit held in both Los Angeles County and California is the Assistant or Associate Teacher Permit (53%). Early educators in Los Angeles County hold more Assistant and Associate Teacher Permits (31% compared to 22% at the state level), along with Teacher and Master Teacher Child Development Permits (20% compared to 16% at the state level) than their peers at the state level. (See Table 38 for more details.)

In Los Angeles County, center-based early educators hold more Program Director and Site Supervisor Permits (20%) than family child care providers (6%), and also more Teacher and Master Teacher Permits (26%) than family child care providers (14%). However, center-based early educators hold slightly less Assistant and Associate Teacher Permits (31%) then family child care providers (34%). There are more family child care providers in Los Angeles County without permits (45%) than center-based early educators (24%).

Table 38: Child Development Permits Held by the Los Angeles and California Early Care and Education Workforce

Child Development Permit	Los Angeles County Workforce[48]	California Workforce
Program Director and Site Supervisor	14%	18%
Teacher and Master Teacher	18%	16%
Assistant and Associate Teacher	31%	22%
No permit	37%	42%

A final element that enhances the qualifications of the early care and education workforce is in their ability to continue developing their skills and knowledge through professional development. The LA Advance study gathered data from early educators on why they participated in professional development, what they would like more training on, and barriers to their participation in professional development. Overall, 65% of early educators said that they are currently participating in professional development, with respondents providing one or more reasons as to why they participate in professional development.

Table 39 presents the top reasons that early educators participate in professional development with the two highest ranked motives being to increase knowledge (56%) and to improve practice/learn new classroom strategies (38%). All of the potential professional development topics are listed in Table 40. Finally, Table 41 lists the barriers that early educators indicated for participating in professional development. The top two barriers were “I don’t have enough money for tuition or training expenses” (55%) and “I don’t have enough time” (42%).

[48] LA Advance baseline early educator survey and Consortium program registry data – From Table B.1 Characteristics of sampled Consortium program participants in 2014-2015 who responded to the LA Advance early educator survey in Spring 2016. (*LA Advance Spring 2016 Analysis)*.

Table 39: Reasons Early Educators Participate in Professional Development in Los Angeles County	
Reason for Participating in Professional Development	**Percentage of Early Educators Who Listed that Reason**
Increase my knowledge	56%
Improve my practice/learn new classroom strategies	38%
Professional Interest or Goal	24%
Improve the quality of the program	22%
Earn a degree	19%
Apply for/renew/move up in a child development permit	10%
Improve or expand my business	5%
Meet requirements of my employer	5%
Earn a promotion	4%
Earn a certificate	3%
Earn a credential	3%
Meet other early childhood educators	3%
Other	2%
Earn a stipend	1%

Table40: Desired Professional Development Topics of Early Educators in Los Angeles County[49]	
Professional Development Topics	**Percentage of Early Educators that Would Like Training on Topic[50]**
How to include children with special needs	94%
How to make activities appropriate for different cultures or languages	93%
How to support children's language development	92%
How to help children develop their literacy skills	92%
How to make activities appropriate for children at different levels of development	92%
How to support children's social and emotional development	92%
How to help children develop their mathematics skills	91%
How to manage children's behavior	91%
How to observe and assess children's skills	84%
How children grow and develop	84%
How to use my curriculum	80%

[49] Data Source: LA Advance Baseline early educator survey (*LA Advance Baseline Analysis Memo – August 2015)*.
[50] The percentages in second column of Table 12 add up to more than 100% because respondents were able to mark more than one topic that they would like additional training on.

Table 41: Barriers to Participating in Early Care and Education Professional Development in Los Angeles County[51]	
Barriers to Participating in Professional Development	**Percentage of Early Educators Who Marked that Barrier**
I don't have enough money for tuition or training expenses	55%
I don't have enough time	42%
I am not able to get into the courses or trainings that I need	25%
I don't have the math skills I need	20%
I don't have the English language skills I need	17%
I don't have support from my employer	16%
I don't have reliable transportation	16%
I don't have support from my family	14%
I don't have childcare or dependent care	13%
I don't have access to a reliable computer or internet connection	13%
I don't understand the courses or trainings I need	11%

SUMMARY AND RECOMMENDATIONS

The early care and education workforce earn low wages. Although there is growing public awareness about the critical importance of the early years of a child's life, and many families rely on the early care and education workforce to nurture the early learning of their children, these professionals are often paid close to minimum wage and dramatically less than teachers of older children. Compounding the issue, California has a dual reimbursement system for state subsidized services.

- **Recommendation - Raise the Regional Market Rate for early care and education providers:** Increase the Regional Market rate for reimbursements to subsidized early care and education providers to the 85th percentile of the most recent market rate.

- **Recommendation – Raise the Standard Reimbursement Rate for early care and education providers:** Maintain the Standard Reimbursement Rate increase of 10% approved in the 2016-2017 California State Budget.

- **Recommendation – Adopt a single reimbursement rate for all California early care and education providers:** Advocate with the State legislature and administration to adopt and implement a new, single reimbursement rate that covers the actual cost of infant/toddler and preschool care and education in each region/county with a base at the 85th percentile level.

Early care and education providers have limited education. High-quality early care and education for young children is inherently linked to a highly-qualified workforce, yet approximately half of the local workforce does not possess a college degree. In addition, California does not have a teaching credential for early childhood educators.

[51] Data Source: LA Advance spring 2016 early educator survey -- From Table D.4 Barriers for Consortium program participants' participation in PD: Spring 2016 (*LA Advance Spring 2016 Analysis*).

- **Recommendation – Expand pathways and supports for the early care and education workforce to pursue higher education:** Increase accessibility for programs that support higher education for early care and education professionals. Supports may include college tuition support; education advisors; flexible class times; and the availability of courses, books, and technology in languages in addition to English. Strategies for institutions of higher education include identifying ways to support degree-granting institutions, strengthening the articulation of coursework from community colleges to four-year universities, and funding college faculty to map and align their courses with the Early Childhood Education Competencies.

- **Recommendation - Establish a formal teaching credential in California that prepares educators to work with children 0-8 years old:** Advocate for a 0-8 teaching credential in California. Credentialed teachers strengthen the early care and education system by increasing the quality of education and care provided to children, lowering teacher turnover rates, providing a smoother transition for children, and increasing the capacity of all teachers to work with diverse families.

Cost is a barrier to early care and education providers accessing professional development. When asked about professional development, early educators reported that their number one reason to participate in professional development is to increase their knowledge, yet the top barrier they shared is not having enough money for tuition or training expenses. It is essential to connect members of the early care and education workforce to free and low-cost training opportunities and expand training databases like the California Early Care and Education Workforce Registry

- **Recommendation - Expand free and low-cost professional development opportunities:** Increase funding for free and low-cost training, coaching, and mentoring for educators. It is important that strategies considered are provided in languages in addition to English including training instruction and program curricula.

- **Recommendation - Improve information systems to support professional development through the California Early Care and Education Workforce Registry:** Advocate for on-going public funding to support the California Early Care and Education Workforce Registry. As a professional development strategy, the registry would increase access to professional development opportunities, monitor the impact of professional development supports, and standardize data collection practices to track the movement of the workforce.

VII. APPENDIX

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Appendix A: REFERENCES

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CALIFORNIA QUALITY RATING AND IMPROVEMENT SYSTEM (CA-QRIS)
QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	**1 POINT**	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	☐ DRDP (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ Center: 24 units of ECE/CD[2] OR Associate Teacher Permit ☐ FCCH: 12 units of ECE/CD OR Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) OR Program Director Permit AND ☐ 21 hours PD annually
4. Effective Teacher–Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support – 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 Toddler ▪ Emotional & Behavioral Support – 5	☐ Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant ▪ Responsive Caregiving (RC) – 5.5

1. Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.
2. For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				▪ Engaged Support for Learning – 3.5 Infant ▪ Responsive Caregiving (RC) – 5.0	
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 ☐ FCCH: Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	☐ Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	☐ Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	☐ Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2[3]	Common-Tier 3	Common-Tier 4	Local-Tier 5[4]
Centers 7 Elements for 35 points	Blocked (7 points) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (5 points) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

4. Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015.

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks* twice a year	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ Center: 24 units of ECE/CD[1] OR Associate Permit + 12 units of ECE/CD ☐ FCCH: 12 units of ECE/CD OR Associate Permit	☐ 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA) in ECE/CD OR 60 degree-applicable units, including 24 units of ECE OR AA in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) with 48+ units of ECE/CD OR Master's degree in ECE/CD OR Program Director Permit AND ☐ 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 Toddler ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5	☐ Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4

[1] For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 ☐ FCCH: Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ Center - Ratio:Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	☐ Center - Ratio:Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	☐ Center - Ratio:Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	☐ Center - Ratio:Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 3:20 or better
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
7. Director Qualifications (Centers Only)	☐ 12 units core ECE/CD+ 3 units management/ administration	☐ 24 units core ECE/CD + 16 units General Education + 3 units management/ administration OR Master Teacher Permit	☐ Associate's degree with 24 units core ECE/CD + 6 units management/ administration + 2 units supervision OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units core ECE/CD + 8 units management/ administration OR Program Director Permit AND ☐ 21 hours PD annually	☐ Master's degree with 30 units core ECE/CD including specialized courses + 8 units management/ administration, OR Administrative Credential AND ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2[2]	Common-Tier 3	Common-Tier 4	Local-Tier 5[3]
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
Infant-only Centers 6 elements for 30 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 7 to 16	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Infant-only FCCHs 4 Elements for 20 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

[2]Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
[3] Local-Tier 5: Local decision if there are additional elements included

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

COUNTY OF LOS ANGELES
CHILD CARE PLANNING COMMITTEE
POLICY • PLANNING • PRACTICE

Capacity and Demand - Family Child Care Homes and Centers for Infants and Toddlers in Working Families of All Income Levels - 2016

			Infants and Toddlers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCCH Spaces[2]	Center Spaces[3]	FCCH Spaces	Center Spaces
1, 2	6	90001	3,237	1,464	424	527	512	88	162	-336	-365
2	6	90002	3,002	1,332	386	480	466	131	125	-255	-355
2	6	90003	4,014	1,794	520	646	628	115	187	-405	-459
1, 2, 3	4	90004	2,316	1,260	365	454	441	146	238	-219	-216
1, 2, 3	4	90005	1,584	796	231	287	279	59	232	-172	-55
1, 2	4	90006	2,612	1,335	387	481	467	105	202	-282	-279
1, 2	6	90007	1,294	615	178	221	215	28	330	-150	109
2	6	90008	1,234	669	194	241	234	178	127	-16	-114
2,3	4	90010	27	14	4	5	5	0	61	-4	56
1, 2	6	90011	6,103	2,703	784	973	946	209	481	-575	-492
1	4	90012	703	330	96	119	116	35	171	-61	52
1, 2	4	90013	169	64	19	23	22	0	43	-19	20
1, 2	4	90014	111	45	13	16	16	0	0	-13	-16
1, 2	4	90015	776	399	116	144	140	7	91	-109	-53
2	6	90016	1,945	1,082	314	390	379	207	219	-107	-171
1	4	90017	1,149	592	172	213	207	0	189	-172	-24
2	6	90018	2,034	1,071	311	386	375	184	244	-127	-142
2	4	90019	2,441	1,340	389	482	469	143	189	-246	-293
2, 3	4	90020	1,448	696	202	251	244	81	188	-121	-63
1,2	4	90021	74	35	10	12	12	0	209	-10	197
1	7	90022	3,083	1,624	471	585	568	211	235	-260	-350
1	7	90023	2,331	1,223	355	440	428	130	295	-225	-145
3	5	90024	889	430	125	155	151	15	257	-110	102
2,3	5	90025	1,573	778	226	280	272	85	209	-141	-71
1	4	90026	2,499	1,290	374	465	452	94	257	-280	-208
1 , 3	4	90027	1,258	693	201	250	243	22	226	-179	-24
3	4	90028	577	313	91	113	110	22	184	-69	71
1,2,3	4	90029	1,367	792	230	285	277	66	124	-164	-161
1	4	90031	1,574	869	252	313	304	57	165	-195	-148
1 , 5	4	90032	1,818	1,039	301	374	364	84	103	-217	-271
1	4	90033	2,377	1,253	363	451	439	112	280	-251	-171
2	4	90034	2,255	1,159	336	417	406	159	357	-177	-60
2,3	5	90035	1,274	692	201	249	242	127	263	-74	14
2, 3	4	90036	1,409	767	223	276	269	143	175	-80	-101
2	6	90037	3,299	1,592	462	573	557	201	173	-261	-400
3	4	90038	915	531	154	191	186	44	176	-110	-15
1 , 3	4	90039	963	507	147	182	177	73	153	-74	-29
1	7	90040	527	259	75	93	91	0	59	-75	-34
1 , 5	4	90041	841	479	139	172	168	80	189	-59	17
1 , 5	4	90042	2,579	1,479	429	532	518	107	117	-322	-415
2	6	90043	1,522	846	245	305	296	323	248	78	-57
2	6	90044	4,773	2,437	707	877	853	437	349	-270	-528
2, 4	5	90045	1,315	757	220	273	265	86	335	-134	62
3	5	90046	1,005	449	130	162	157	110	206	-20	44
2	6	90047	1,841	926	269	333	324	492	295	223	-38
2,3	4	90048	659	347	101	125	122	21	101	-80	-24
3	5	90049	1,052	522	151	188	183	28	169	-123	-19
2	5	90056	183	94	27	34	33	63	19	36	-15
2 , 3	5	90057	2,108	1,102	320	397	386	66	66	-254	-331
1,2	7	90058	175	77	22	28	27	0	35	-22	7
2	6	90059	2,334	1,077	312	388	377	168	168	-144	-220
2	6	90061	1,299	596	173	215	209	117	149	-56	-66
2	6	90062	1,444	716	208	258	251	188	90	-20	-168
1	7	90063	2,677	1,413	410	509	494	107	85	-303	-424
2, 3	5	90064	969	511	148	184	179	149	244	1	60
1, 5	4	90065	1,707	981	284	353	343	79	104	-205	-249
2,3	5	90066	2,081	1,132	328	407	396	159	255	-169	-152
3	5	90067	39	20	6	7	7	0	0	-6	-7
3	4	90068	616	339	98	122	119	0	38	-98	-84
3	4	90069	403	182	53	66	64	13	35	-40	-31
1	4	90071	0	0	0	0	0	0	31	0	31
3	VA Hospital	90073	9	6	2	2	2	0	0	-2	-2
3	5	90077	243	122	36	44	43	0	96	-36	52
2	USC	90089	1	0	0	0	0	0	34	0	34
2,4	5	90094	316	182	53	66	64	0	15	-53	-51
3	5	90095	0	0	0	0	0	0	74	0	74

			Infants and Toddlers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCCH Spaces[2]	Center Spaces[3]	FCCH Spaces	Center Spaces
1, 4	7	90201	4,904	2,394	694	862	838	132	248	-562	-614
3	5	90210	578	278	81	100	97	0	63	-81	-37
2,3	5	90211	198	88	25	32	31	7	59	-18	27
3	5	90212	301	134	39	48	47	0	78	-39	30
2	6	90220	2,317	1,153	334	415	404	331	312	-3	-103
2	6	90221	2,892	1,460	423	526	511	174	267	-249	-259
2	6	90222	1,717	864	250	311	302	87	100	-163	-211
2	5	90230	1,053	569	165	205	199	175	332	10	127
2	5	90232	549	274	80	99	96	57	47	-23	-52
1, 4	7	90240	917	544	158	196	190	65	75	-93	-121
4	7	90241	1,696	1,018	295	366	356	80	213	-215	-153
4	7	90242	1,840	1,112	322	400	389	130	132	-192	-268
2,4	8	90245	506	300	87	108	105	29	218	-58	110
2, 4	8	90247	1,885	1,023	297	368	358	215	155	-82	-213
2, 4	8	90248	308	169	49	61	59	29	59	8	-2
2	8	90249	951	523	152	188	183	203	67	51	-121
2	8	90250	4,365	2,408	698	867	843	382	261	-316	-606
4	8	90254	613	365	106	131	128	14	88	-92	-43
1, 2	7	90255	3,425	1,594	462	574	558	159	208	-303	-366
2	8	90260	1,412	768	223	277	269	147	114	-76	-163
2	8	90261	0	0	0	0	0	0	0	0	0
2, 4	6	90262	3,442	1,857	539	669	650	176	226	-363	-443
3	5	90263	15	8	2	3	3	0	0	-2	-3
3	5	90265	304	155	45	56	54	14	86	-31	30
4	8	90266	1,032	624	181	225	218	35	574	-146	349
1	7	90270	1,358	661	192	238	231	51	66	-141	-172
3	5	90272	619	325	94	117	114	13	242	-81	125
4	8	90274	406	229	66	83	80	0	330	-66	247
4	8	90275	743	447	130	161	157	22	166	-108	5
4	8	90277	1,039	623	181	224	218	22	215	-159	-9
4	8	90278	1,752	1,076	312	387	377	94	243	-218	-144
1 , 4	7	90280	4,316	2,347	681	845	822	249	219	-432	-626
3	2	90290	175	87	25	31	31	15	56	-10	25
2,3	5	90291	891	523	152	188	183	28	172	-124	-16
2, 3, 4	5	90292	722	395	114	142	138	7	32	-107	-110
4	5	90293	364	208	60	75	73	0	41	-60	-34
2	8	90301	1,567	877	254	316	307	146	234	-108	-82
2	8	90302	1,262	705	204	254	247	183	211	-21	-43
2	8	90303	1,183	667	193	240	233	211	112	18	-128
2	8	90304	1,409	791	229	285	277	43	185	-186	-100
2	8	90305	386	210	61	76	74	197	98	136	22
3	5	90401	144	70	20	25	25	7	108	-13	83
3	5	90402	327	191	55	69	67	7	4	-48	-65
3	5	90403	735	418	121	150	146	0	194	-121	44
3	5	90404	608	341	99	123	119	56	228	-43	105
3	5	90405	762	429	124	154	150	71	306	-53	152
4	8	90501	1,696	942	273	339	330	73	119	-200	-220
2, 4	8	90502	629	426	124	153	149	41	77	-83	-76
4	8	90503	1,228	708	205	255	248	108	274	-97	19
4	8	90504	875	496	144	179	174	129	263	-15	84
4	8	90505	906	527	153	190	184	87	448	-66	258
2	8	90506	0	0	0	0	0	0	15	0	15
1, 4	7	90601	1,189	689	200	248	241	51	280	-149	32
4	7	90602	1,020	602	175	217	211	29	31	-146	-186
4	7	90603	607	353	102	127	124	51	115	-51	-12
4	7	90604	1,498	818	237	294	286	88	235	-149	-59
1, 4	7	90605	1,582	878	255	316	307	110	140	-145	-176
1, 4	7	90606	1,249	729	211	262	255	116	168	-95	-94
		90623	2	1	0	0	0	0	0	0	0
4	7	90630	8	5	1	2	2	0	0	-1	-2
4	7	90631	112	67	19	24	23	0	100	-19	76
4	7	90638	1,318	723	210	260	253	109	124	-101	-136
1	7	90639	36	21	6	8	7	0	0	-6	-8
1	7	90640	2,401	1,259	365	453	441	130	161	-235	-292
4	7	90650	4,165	2,246	651	809	786	271	403	-380	-406
1	7	90660	2,403	1,280	371	461	448	175	200	-196	-261
4	7	90670	504	258	75	93	90	44	133	-31	40
4	7	90701	477	273	79	98	96	15	237	-64	139
4	7	90703	1,050	592	172	213	207	110	168	-62	-45
4	8	90704	141	90	26	32	32	0	13	-26	-19
4	7	90706	3,285	1,636	474	589	572	241	324	-233	-265

			Infants and Toddlers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCCH Spaces[2]	Center Spaces[3]	FCCH Spaces	Center Spaces
2, 4	8	90710	960	532	154	192	186	107	135	-47	-57
4	7	90712	1,065	615	178	221	215	176	155	-2	-66
4	7	90713	926	536	155	193	188	93	154	-62	-39
4	7	90715	732	425	123	153	149	58	62	-65	-91
4	7	90716	658	390	113	140	136	81	36	-32	-104
4	8	90717	744	428	124	154	150	73	287	-51	133
1,2 4	6	90723	2,573	1,304	378	469	456	88	116	-290	-353
4	8	90731	2,546	1,393	404	501	487	128	183	-276	-318
4	8	90732	640	352	102	127	123	28	119	-74	-8
4	8	90744	2,680	1,480	429	533	518	71	231	-358	-302
2, 4	8	90745	1,917	1,261	366	454	441	197	135	-169	-319
2	8	90746	753	485	141	175	170	333	62	192	-113
2	8	90747	22	15	4	5	5	0	23	-4	18
4	8	90755	485	227	66	82	79	14	50	-52	-32
4	8	90802	1,416	663	192	239	232	37	90	-155	-149
4	8	90803	795	499	145	179	174	15	55	-130	-124
4	8	90804	1,761	915	265	329	320	95	56	-170	-273
4	8	90805	4,526	2,483	720	894	869	430	355	-290	-539
4	8	90806	1,980	981	285	353	343	165	242	-120	-111
4	8	90807	1,128	632	183	228	221	66	156	-117	-72
4	8	90808	1,184	815	236	293	285	123	247	-113	-46
4	8	90810	1,562	858	249	309	300	161	103	-88	-206
4	8	90813	3,168	1,549	449	558	542	58	208	-391	-350
4	8	90814	568	331	96	119	116	22	79	-74	-40
4	8	90815	1,217	809	235	291	283	220	410	-15	119
4	8	90822	0	0	0	0	0	0	0	0	0
4	8	90831	0	0	0	0	0	0	23	0	23
4	8	90840	1	1	0	0	0	0	11	0	11
4	8	90846	0	0	0	0	0	0	0	0	0
5	3	91001	1,129	638	185	230	223	138	198	-47	-32
5	3	91006	704	426	123	153	149	15	135	-108	-18
5	3	91007	748	445	129	160	156	36	173	-93	13
5	3	91008	27	13	4	5	5	0	0	-4	-5
1, 5	3	91010	905	491	142	177	172	87	204	-55	27
5	2	91011	345	191	56	69	67	15	309	-41	240
1, 5	3	91016	1,526	881	256	317	308	109	163	-147	-154
5	2	91020	220	124	36	45	43	22	83	-14	38
5	3	91023	0	0	0	0	0	0	0	0	0
5	3	91024	271	153	44	55	54	7	59	-37	4
1, 5	3	91030	717	422	122	152	148	33	195	-89	43
3, 5	2	91040	604	311	90	112	109	102	55	12	-57
5	2	91042	883	451	131	162	158	65	125	-66	-37
5	2	91046	4	2	1	1	1	0	0	-1	-1
5	3	91101	851	464	134	167	162	7	139	-127	-28
5	3	91103	1,162	653	189	235	229	65	196	-124	-39
5	3	91104	1,332	742	215	267	260	117	120	-98	-147
1, 5	3	91105	346	192	56	69	67	0	156	-56	87
5	3	91106	885	484	140	174	169	36	124	-104	-50
5	3	91107	1,071	607	176	219	212	85	346	-91	127
5	3	91108	254	151	44	54	53	0	50	-44	-4
5	3	91126	2	1	0	0	0	0	0	0	0
5	2	91201	657	342	99	123	120	88	110	-11	-13
5	2	91202	721	388	112	140	136	109	72	-3	-68
5	2	91203	408	213	62	77	75	87	32	25	-45
1, 5	2	91204	530	279	81	101	98	29	104	-52	3
1, 5	2	91205	1,133	611	177	220	214	176	184	-1	-36
1, 5	2	91206	960	508	147	183	178	103	124	-44	-59
5	2	91207	328	172	50	62	60	15	6	-35	-56
5	2	91208	413	220	64	79	77	0	44	-64	-35
5	2	91210	0	0	0	0	0	0	0	0	0
5	2	91214	632	347	101	125	121	66	198	-35	73
3	2	91301	617	319	92	115	112	45	242	-47	127
3	2	91302	574	286	83	103	100	0	204	-83	101
3	2	91303	1,259	716	208	258	251	51	77	-157	-181
3, 5	2	91304	1,774	988	287	356	346	137	224	-150	-132
3	2	91306	1,763	1,003	291	361	351	180	248	-111	-113
3, 5	2	91307	583	316	92	114	111	73	190	-19	76
3, 5	2	91311	1,046	573	166	206	201	58	289	-108	83
3	2	91316	997	521	151	188	182	107	180	-44	-8
5	2	91321	1,452	796	231	287	279	36	291	-195	4
3,5	2	91324	890	499	145	180	175	78	188	-67	8

			Infants and Toddlers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
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3,5	2	91325	996	557	162	201	195	65	360	-97	159
5	2	91326	844	475	138	171	166	36	133	-102	-38
3,5	2	91330	1	0	0	0	0	0	15	0	15
3	2	91331	4,747	2,323	674	836	813	247	432	-427	-404
3	2	91335	2,771	1,473	427	530	516	321	414	-106	-116
3	2	91340	1,610	781	227	281	273	95	222	-132	-59
3, 5	2	91342	3,972	2,161	627	778	756	238	190	-389	-588
3, 5	2	91343	2,688	1,375	399	495	481	234	321	-165	-174
3, 5	2	91344	1,457	825	239	297	289	229	356	-10	59
3	2	91345	643	316	92	114	111	66	74	-26	-40
5	2	91350	988	523	152	188	183	127	377	-25	189
5	2	91351	1,369	742	215	267	260	65	190	-150	-77
3, 5	2	91352	2,061	1,087	315	391	380	146	94	-169	-297
5	2	91354	962	525	152	189	184	42	27	-110	-162
5	2	91355	1,212	660	191	238	231	57	394	-134	156
3	2	91356	927	491	142	177	172	124	261	-18	84
3	2	91361	121	63	18	23	22	0	39	-18	16
3	2	91362	22	13	4	5	5	0	0	-4	-5
3	2	91364	757	413	120	149	144	44	209	-76	60
3	2	91367	1,325	716	208	258	250	100	529	-108	271
5	2	91381	373	187	54	67	65	7	146	-47	79
5	2	91382	0	0	0	0	0	0	0	0	0
5	2	91384	758	355	103	128	124	29	181	-74	53
5	2	91387	1,606	852	247	307	298	51	129	-196	-178
5	2	91390	573	273	79	98	96	44	0	-35	-98
3	2	91401	1,501	827	240	298	290	204	302	-36	4
3	2	91402	3,469	1,740	505	626	609	154	120	-351	-506
3	2	91403	810	412	119	148	144	35	88	-84	-60
3	2	91405	2,235	1,231	357	443	431	160	125	-197	-318
3	2	91406	2,434	1,318	382	475	461	183	208	-199	-267
3	2	91411	1,123	619	180	223	217	29	121	-151	-102
3	2	91423	1,044	537	156	193	188	48	135	-108	-58
3	2	91436	397	204	59	73	71	37	88	-22	15
5	2	91501	631	361	105	130	126	73	6	-32	-124
5	2	91502	380	218	63	79	76	15	120	-48	41
5	2	91504	721	396	115	142	139	59	108	-56	-34
3, 5	2	91505	972	558	162	201	195	101	152	-61	-49
3, 5	2	91506	527	303	88	109	106	49	150	-39	41
5	2	91521	0	0	0	0	0	0	0	0	0
5	2	91522	0	0	0	0	0	0	0	0	0
5	2	91523	0	0	0	0	0	0	0	0	0
3, 5	2	91601	1,329	695	202	250	243	50	173	-152	-77
3	2	91602	507	261	76	94	91	7	0	-69	-94
3	2	91604	929	469	136	169	164	22	127	-114	-42
3, 5	2	91605	2,364	1,250	362	450	437	159	84	-203	-366
3	2	91606	1,802	959	278	345	336	253	284	-25	-61
3	2	91607	989	510	148	184	179	73	224	-75	40
3	2	91608	0	0	0	0	0	0	0	0	0
1, 5	3	91702	2,596	1,401	406	504	490	117	144	-289	-360
1	3	91706	3,171	1,732	502	624	606	146	310	-356	-314
1,4	3	91709	3	1	0	1	1	0	0	0	-1
1	3	91710	0	0	0	0	0	0	0	0	0
1, 5	3	91711	744	395	115	142	138	44	302	-71	160
1, 5	3	91722	1,295	784	227	282	274	81	111	-146	-171
5	3	91723	690	421	122	152	147	7	127	-115	-25
1, 5	3	91724	845	490	142	176	171	49	96	-93	-80
1	3	91731	1,168	520	151	187	182	59	231	-92	44
1, 5	3	91732	2,634	1,149	333	414	402	109	147	-224	-267
1	3	91733	2,036	929	269	334	325	88	121	-181	-213
5	3	91740	784	421	122	152	148	51	232	-71	80
5	3	91741	666	350	101	126	122	29	70	-72	-56
1	3	91744	3,443	1,850	537	666	648	213	513	-324	-153
1, 4	3	91745	1,468	869	252	313	304	109	226	-143	-87
1, 4	3	91746	1,226	646	187	233	226	73	176	-114	-57
1, 4	3	91748	1,274	785	228	283	275	102	288	-126	5
1, 5	3	91750	811	423	123	152	148	71	112	-52	-40
1	3	91754	889	549	159	198	192	81	265	-78	67
1	3	91755	688	430	125	155	151	44	51	-81	-104
5	3	91759	1	0	0	0	0	0	0	0	0
4	3	91765	1,085	666	193	240	233	88	317	-105	77
1 , 4	3	91766	3,042	1,434	416	516	502	182	165	-234	-351

			Infants and Toddlers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
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1	3	91767	2,182	1,002	290	361	351	131	283	-159	-78
1, 5	3	91768	1,428	658	191	237	230	65	180	-126	-57
1, 5	3	91770	1,809	1,113	323	401	390	153	358	-170	-43
1, 5	3	91773	878	476	138	171	167	43	248	-95	77
5	3	91775	654	379	110	136	133	44	156	-66	20
1, 5	3	91776	1,186	680	197	245	238	88	181	-109	-64
1, 5	3	91780	800	463	134	167	162	87	149	-47	-18
1, 4, 5	3	91789	832	502	146	181	176	51	441	-95	260
1	3	91790	1,550	888	258	320	311	94	259	-164	-61
1	3	91791	958	558	162	201	195	51	155	-111	-46
1, 5	3	91792	1,126	669	194	241	234	73	110	-121	-131
5	3	91801	1,751	1,010	293	364	354	152	347	-141	-17
5	3	91803	935	562	163	202	197	87	93	-76	-109
5	1	92397	4	2	1	1	1	0	0	-1	-1
4	3	92821	23	15	4	5	5	0	0	-4	-5
4	3	92823	0	0	0	0	0	0	0	0	0
5	1	93243	2	1	0	0	0	0	0	0	0
5	1	93510	169	77	22	28	27	35	0	13	-28
5	1	93523	0	0	0	0	0	0	0	0	0
5	1	93532	80	37	11	13	13	15	0	4	-13
5	1	93534	2,000	886	257	319	310	211	322	-46	3
5	1	93535	3,631	1,620	470	583	567	518	159	48	-424
5	1	93536	2,339	1,039	301	374	364	343	212	42	-162
5	1	93543	503	236	68	85	83	44	11	-24	-74
5	1	93544	33	15	4	5	5	0	0	-4	-5
5	1	93550	3,838	1,743	505	627	610	355	330	-150	-297
5	1	93551	1,652	740	215	266	259	286	112	71	-154
5	1	93552	1,693	753	218	271	264	242	47	24	-224
5	1	93553	47	22	6	8	8	0	0	-6	-8
5	1	93563	5	2	1	1	1	0	0	-1	-1
5	1	93591	324	155	45	56	54	0	0	-45	-56

[1] Infants and toddlers are from birth to 5 years old.

[2] California Department of Social Services/Community Care Licensing Division (CDSS/CCLD). Facility type code 810-Family Day Care Home. (March 2016). Total was divided by 3 to estimate the capacity for infants and toddlers.

[3] CDSS/CCLD. Facility type codes 830, 845, 850 (column AE), 955, 960 and 961 at 25%.

Source: Infant and Toddler population and number in working families are estimates obtained from the County of Los Angeles Internal Services Department's Urban Research (July 2015). "Likely to Use Care" is based on Los Angeles County Health Survey 2013 applied to the number of children in working parents families (29% family child care, 36% center, and 35% license exempt).

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COUNTY OF LOS ANGELES

CHILD CARE PLANNING COMMITTEE

POLICY • PLANNING • PRACTICE

Capacity and Demand - Family Child Care Homes and Centers for Preschool Children in Working Families of All Income Levels - 2016

			Preschoolers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
1, 2	6	90001	3,404	1,504	226	960	319	88	325	-138	-635
2	6	90002	3,154	1,369	205	874	290	131	250	-74	-624
2	6	90003	4,289	1,863	280	1189	395	115	374	-165	-815
1, 2, 3	4	90004	2,475	1,305	196	833	277	146	476	-50	-357
1, 2, 3	4	90005	1,649	816	122	521	173	59	463	-63	-58
1, 2	4	90006	2,932	1,411	212	900	299	105	404	-107	-496
1, 2	6	90007	1,288	628	94	400	133	28	659	-66	259
2	6	90008	1,232	669	100	427	142	178	254	78	-173
2,3	4	90010	27	14	2	9	3	0	123	-2	114
1, 2	6	90011	6,589	2,830	424	1805	600	209	961	-215	-844
1	4	90012	628	304	46	194	64	35	342	-11	148
1, 2	4	90013	134	43	6	27	9	0	87	-6	60
1, 2	4	90014	92	34	5	22	7	0	0	-5	-22
1, 2	4	90015	813	403	61	257	86	0	182	-61	-75
2	6	90016	2,095	1,136	170	725	241	207	438	37	-287
1	4	90017	1,173	594	89	379	126	0	378	-89	-1
2	6	90018	2,210	1,123	168	717	238	184	488	16	-229
2	4	90019	2,570	1,374	206	877	291	143	378	-63	-499
2, 3	4	90020	1,413	696	104	444	148	81	376	-23	-68
1,2	4	90021	73	33	5	21	7	0	417	-5	396
1	7	90022	3,286	1,678	252	1071	356	211	470	-41	-601
1	7	90023	2,496	1,271	191	811	269	130	590	-61	-221
3	5	90024	733	380	57	243	81	15	514	-42	271
2,3	5	90025	1,418	721	108	460	153	85	418	-23	-42
1	4	90026	2,603	1,322	198	843	280	107	514	-91	-329
1 , 3	4	90027	1,271	677	102	432	144	22	452	-80	20
3	4	90028	545	294	44	187	62	22	369	-22	182
1,2,3	4	90029	1,455	808	121	516	171	66	248	-55	-268
1	4	90031	1,746	925	139	590	196	57	330	-82	-260
1 , 5	4	90032	1,915	1,080	162	689	229	84	206	-78	-483
1	4	90033	2,592	1,301	195	830	276	112	559	-83	-271
2	4	90034	2,134	1,121	168	715	238	159	714	-9	-1
2,3	5	90035	1,277	675	101	430	143	127	525	26	95
2, 3	4	90036	1,459	777	117	496	165	143	351	26	-145
2	6	90037	3,541	1,648	247	1052	349	201	347	-46	-705
3	4	90038	987	552	83	352	117	44	353	-39	1
1 , 3	4	90039	986	514	77	328	109	73	307	-4	-21
1	7	90040	573	273	41	174	58	0	119	-41	-55
1 , 5	4	90041	862	483	72	308	102	80	378	8	70
1 , 5	4	90042	2,760	1,540	231	983	326	107	234	-124	-749
2	6	90043	1,597	863	129	551	183	335	497	206	-54
2	6	90044	5,049	2,512	377	1603	533	450	698	73	-905
2, 4	5	90045	1,364	765	115	488	162	79	670	-36	182
3	5	90046	970	424	64	270	90	110	412	46	142
2	6	90047	1,864	938	141	598	199	505	590	364	-8
2,3	4	90048	675	341	51	218	72	21	202	-30	-16
3	5	90049	1,035	506	76	323	107	0	339	-76	16
2	5	90056	175	92	14	59	19	63	38	49	-21
2 , 3	5	90057	2,265	1,137	171	725	241	66	132	-105	-593
1,2	7	90058	192	82	12	52	17	0	69	-12	17
2	6	90059	2,508	1,121	168	715	238	168	336	0	-379
2	6	90061	1,327	614	92	392	130	117	299	25	-93
2	6	90062	1,537	743	111	474	158	188	180	77	-294
1	7	90063	2,928	1,476	221	942	313	107	170	-114	-772
2, 3	5	90064	1,005	520	78	332	110	149	489	71	157
1, 5	4	90065	1,824	1,027	154	656	218	79	208	-75	-448
2,3	5	90066	2,199	1,154	173	737	245	159	510	-14	-227
3	5	90067	42	21	3	13	4	0	0	-3	-13
3	4	90068	619	333	50	213	71	0	75	-50	-138
3	4	90069	416	175	26	112	37	0	71	-26	-41
1	4	90071	0	0	0	0	0	0	0	0	0
3	VA Hospital	90073	17	9	1	6	2	0	0	-1	-6
3	5	90077	236	123	18	78	26	0	191	-18	113
2	USC	90089	1	0	0	0	0	0	68	0	68

			Preschoolers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
2,4	5	90094	335	183	27	117	39	0	30	-27	-87
3	5	90095	0	0	0	0	0	0	147	0	147
1, 4	7	90201	5,313	2,518	378	1607	534	132	495	-246	-1,112
3	5	90210	581	280	42	178	59	7	127	-35	-51
2,3	5	90211	203	93	14	59	20	0	119	-14	60
3	5	90212	309	132	20	84	28	0	155	-20	71
2	6	90220	2,378	1,171	176	747	248	331	623	155	-124
2	6	90221	3,110	1,530	230	976	324	174	533	-56	-443
2	6	90222	1,824	887	133	566	188	87	200	-46	-366
2	5	90230	1,082	590	88	376	125	175	665	87	289
2	5	90232	508	259	39	165	55	57	110	18	-55
1, 4	7	90240	966	565	85	360	120	65	150	-20	-210
4	7	90241	1,841	1,059	159	676	225	80	427	-79	-249
4	7	90242	2,008	1,159	174	740	246	130	265	-44	-475
2,4	8	90245	516	298	45	190	63	42	435	-3	245
2, 4	8	90247	2,044	1,076	161	686	228	215	310	54	-376
2, 4	8	90248	342	182	27	116	38	29	118	2	2
2	8	90249	1,001	541	81	345	115	203	134	122	-211
2	8	90250	4,706	2,486	373	1586	527	397	522	24	-1,064
4	8	90254	614	359	54	229	76	0	176	-54	-53
1, 2	7	90255	3,696	1,671	251	1066	354	159	417	-92	-649
2	8	90260	1,470	796	119	508	169	147	228	28	-280
2	8	90261	0	0	0	0	0	0	0	0	0
2, 4	6	90262	3,670	1,928	289	1230	409	176	452	-113	-778
3	5	90263	20	10	1	6	2	0	0	-1	-6
3	5	90265	305	158	24	101	33	0	171	-24	70
4	8	90266	1,067	648	97	413	137	35	1148	-62	735
1	7	90270	1,446	683	103	436	145	51	132	-52	-304
3	5	90272	636	341	51	217	72	13	485	-38	268
4	8	90274	409	243	37	155	52	0	660	-37	505
4	8	90275	827	480	72	306	102	37	331	-35	25
4	8	90277	1,090	637	96	406	135	22	430	-74	24
4	8	90278	1,909	1,119	168	714	237	94	486	-74	-228
1 , 4	7	90280	4,731	2,469	370	1575	523	249	437	-121	-1,138
3	2	90290	169	86	13	55	18	15	112	2	57
2,3	5	90291	928	513	77	327	109	28	344	-49	17
2, 3, 4	5	90292	723	376	56	240	80	7	63	-49	-177
4	5	90293	378	201	30	128	43	0	81	-30	-47
2	8	90301	1,641	909	136	580	193	161	467	25	-113
2	8	90302	1,336	730	109	466	155	183	421	74	-45
2	8	90303	1,256	691	104	441	146	211	224	107	-217
2	8	90304	1,546	827	124	528	175	43	370	-81	-158
2	8	90305	360	208	31	133	44	197	196	166	63
3	5	90401	104	57	9	36	12	0	216	-9	180
3	5	90402	358	205	31	131	44	0	9	-31	-122
3	5	90403	746	410	62	262	87	0	388	-62	126
3	5	90404	579	326	49	208	69	56	457	7	249
3	5	90405	733	422	63	269	89	71	612	8	343
4	8	90501	1,870	1,004	151	641	213	73	239	-78	-402
2, 4	8	90502	751	462	69	295	98	41	155	-28	-140
4	8	90503	1,414	771	116	492	163	108	548	-8	56
4	8	90504	973	527	79	337	112	129	526	50	189
4	8	90505	1,030	580	87	370	123	87	895	0	525
2	8	90506	0	0	0	0	0	0	30	0	30
1, 4	7	90601	1,262	723	108	461	153	51	561	-57	100
4	7	90602	1,084	637	96	406	135	29	62	-67	-344
4	7	90603	631	366	55	233	78	51	230	-4	-3
4	7	90604	1,616	857	129	547	182	88	471	-41	-76
1, 4	7	90605	1,731	921	138	588	195	110	280	-28	-308
1, 4	7	90606	1,323	759	114	484	161	116	373	2	-111
		90623	1	1	0	1	0	0	0	0	-1
4	7	90630	9	5	1	3	1	0	0	-1	-3
4	7	90631	122	72	11	46	15	0	200	-11	154
4	7	90638	1,487	785	118	501	166	109	249	-9	-252
1	7	90639	43	22	3	14	5	0	0	-3	-14
1	7	90640	2,581	1,321	198	843	280	130	323	-68	-520
4	7	90650	4,498	2,335	350	1490	495	271	807	-79	-683
1	7	90660	2,625	1,345	202	858	285	175	400	-27	-458
4	7	90670	514	268	40	171	57	44	267	4	96
4	7	90701	494	285	43	182	60	15	474	-28	292

			Preschoolers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
4	7	90703	1,104	628	94	401	133	110	336	16	-65
4	8	90704	196	106	16	68	22	0	26	-16	-42
4	7	90706	3,404	1,676	251	1069	355	241	647	-10	-422
2, 4	8	90710	1,047	568	85	362	120	119	270	34	-92
4	7	90712	1,123	636	95	406	135	176	309	81	-97
4	7	90713	966	544	82	347	115	93	308	11	-39
4	7	90715	791	447	67	285	95	58	124	-9	-161
4	7	90716	737	412	62	263	87	81	72	19	-191
4	8	90717	793	446	67	284	95	73	574	6	290
1,2 4	6	90723	2,738	1,357	204	866	288	88	232	-116	-634
4	8	90731	2,744	1,444	217	921	306	128	367	-89	-554
4	8	90732	677	366	55	234	78	28	238	-27	4
4	8	90744	2,958	1,575	236	1005	334	71	462	-165	-543
2, 4	8	90745	2,151	1,341	201	855	284	197	269	-4	-586
2	8	90746	807	491	74	313	104	333	124	259	-189
2	8	90747	26	16	2	10	3	0	46	-2	36
4	8	90755	518	238	36	152	50	0	101	-36	-51
4	8	90802	1,415	654	98	417	139	37	180	-61	-237
4	8	90803	766	477	72	304	101	15	110	-57	-194
4	8	90804	1,826	924	139	589	196	95	111	-44	-478
4	8	90805	4,685	2,533	380	1616	537	430	711	50	-905
4	8	90806	2,032	1,000	150	638	212	165	485	15	-153
4	8	90807	1,254	663	100	423	141	66	313	-34	-110
4	8	90808	1,229	832	125	531	176	123	494	-2	-37
4	8	90810	1,713	898	135	573	190	161	206	26	-367
4	8	90813	3,374	1,589	238	1014	337	58	417	-180	-597
4	8	90814	570	327	49	209	69	22	159	-27	-50
4	8	90815	1,194	816	122	521	173	220	819	98	298
4	8	90822	0	0	0	0	0	0	0	0	0
4	8	90831	0	0	0	0	0	0	47	0	47
4	8	90840	2	2	0	1	0	0	23	0	22
4	8	90846	0	0	0	0	0	0	0	0	0
5	3	91001	1,233	669	100	427	142	151	395	51	-32
5	3	91006	850	479	72	305	101	15	270	-57	-35
5	3	91007	909	504	76	322	107	51	346	-25	24
5	3	91008	24	12	2	8	3	0	0	-2	-8
1, 5	3	91010	959	511	77	326	108	87	407	10	81
5	2	91011	354	206	31	131	44	15	618	-16	487
1, 5	3	91016	1,652	916	137	584	194	109	326	-28	-258
5	2	91020	249	133	20	85	28	22	166	2	81
5	3	91023	0	0	0	0	0	0	0	0	0
5	3	91024	297	164	25	105	35	7	119	-18	14
1, 5	3	91030	752	440	66	281	93	33	389	-33	108
3, 5	2	91040	628	319	48	203	68	102	110	54	-93
5	2	91042	882	451	68	288	96	65	250	-3	-38
5	2	91046	5	2	0	2	1	0	0	0	-2
5	3	91101	897	461	69	294	98	0	277	-69	-17
5	3	91103	1,227	676	101	432	143	65	393	-36	-39
5	3	91104	1,388	760	114	485	161	117	240	3	-245
1, 5	3	91105	376	199	30	127	42	0	312	-30	185
5	3	91106	893	485	73	309	103	36	248	-37	-61
5	3	91107	1,171	637	96	407	135	85	691	-11	284
5	3	91108	289	164	25	105	35	0	100	-25	-5
5	3	91126	2	1	0	1	0	0	64	0	63
5	2	91201	657	344	52	220	73	88	219	36	-1
5	2	91202	756	396	59	252	84	109	144	50	-108
5	2	91203	416	216	32	137	46	87	65	55	-72
1, 5	2	91204	554	284	43	181	60	29	209	-14	28
1, 5	2	91205	1,189	617	93	394	131	176	368	83	-26
1, 5	2	91206	998	511	77	326	108	103	248	26	-78
5	2	91207	330	171	26	109	36	15	13	-11	-96
5	2	91208	433	235	35	150	50	0	89	-35	-61
5	2	91210	0	0	0	0	0	0	0	0	0
5	2	91214	681	367	55	234	78	66	395	11	161
3	2	91301	677	333	50	213	71	45	483	-5	270
3	2	91302	562	298	45	190	63	0	408	-45	218
3	2	91303	1,358	747	112	477	158	51	153	-61	-324
3, 5	2	91304	1,851	1,019	153	650	216	137	448	-16	-202
3	2	91306	1,935	1,065	160	680	226	180	496	20	-184
3, 5	2	91307	570	323	48	206	68	73	380	25	174

			Preschoolers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
3, 5	2	91311	1,080	585	88	373	124	58	577	-30	204
3	2	91316	997	514	77	328	109	107	360	30	32
5	2	91321	1,609	845	127	539	179	36	583	-91	44
3,5	2	91324	952	519	78	331	110	78	376	0	45
3,5	2	91325	1,058	581	87	370	123	65	720	-22	350
5	2	91326	864	491	74	313	104	36	267	-38	-46
3,5	2	91330	0	0	0	0	0	0	30	0	30
3	2	91331	5,134	2,461	369	1570	522	247	864	-122	-706
3	2	91335	2,903	1,527	229	975	324	328	827	99	-148
3	2	91340	1,748	825	124	526	175	95	443	-29	-83
3, 5	2	91342	4,226	2,265	340	1445	480	238	379	-102	-1,066
3, 5	2	91343	2,891	1,428	214	911	303	234	641	20	-270
3, 5	2	91344	1,526	848	127	541	180	229	711	102	170
3	2	91345	649	328	49	209	70	66	149	17	-60
5	2	91350	1,060	545	82	347	115	127	754	45	407
5	2	91351	1,494	781	117	498	166	65	380	-52	-118
3, 5	2	91352	2,265	1,141	171	728	242	146	188	-25	-540
5	2	91354	1,054	567	85	362	120	42	54	-43	-308
5	2	91355	1,357	707	106	451	150	50	789	-56	338
3	2	91356	954	495	74	316	105	124	522	50	206
3	2	91361	135	68	10	43	14	0	78	-10	35
3	2	91362	34	16	2	10	3	0	0	-2	-10
3	2	91364	749	409	61	261	87	44	418	-17	157
3	2	91367	1,381	724	109	462	153	100	1058	-9	596
5	2	91381	457	215	32	137	46	7	292	-25	155
5	2	91382	0	0	0	0	0	0	0	0	0
5	2	91384	788	373	56	238	79	29	362	-27	124
5	2	91387	1,750	899	135	573	191	51	257	-84	-316
5	2	91390	607	286	43	183	61	44	0	1	-183
3	2	91401	1,617	859	129	548	182	217	604	88	56
3	2	91402	3,820	1,853	278	1182	393	176	240	-102	-942
3	2	91403	826	413	62	264	88	35	177	-27	-87
3	2	91405	2,429	1,289	193	823	273	175	256	-18	-567
3	2	91406	2,581	1,371	206	875	291	183	417	-23	-458
3	2	91411	1,252	650	98	415	138	29	243	-69	-172
3	2	91423	1,038	529	79	338	112	0	269	-79	-69
3	2	91436	398	208	31	133	44	37	176	6	43
5	2	91501	650	363	54	231	77	73	12	19	-219
5	2	91502	395	221	33	141	47	15	240	-18	99
5	2	91504	672	392	59	250	83	59	216	0	-34
3, 5	2	91505	974	561	84	358	119	101	304	17	-54
3, 5	2	91506	526	306	46	195	65	49	301	3	106
5	2	91521	0	0	0	0	0	0	0	0	0
5	2	91522	0	0	0	0	0	0	0	0	0
5	2	91523	0	0	0	0	0	0	0	0	0
3, 5	2	91601	1,384	698	105	445	148	50	345	-55	-100
3	2	91602	525	254	38	162	54	0	0	-38	-162
3	2	91604	922	460	69	294	98	22	255	-47	-39
3, 5	2	91605	2,616	1,313	197	838	278	159	167	-38	-671
3	2	91606	1,960	1,012	152	646	215	253	569	101	-77
3	2	91607	1,004	509	76	325	108	73	448	-3	123
3	2	91608	0	0	0	0	0	0	0	0	0
1, 5	3	91702	2,850	1,480	222	944	314	117	287	-105	-657
1	3	91706	3,458	1,834	275	1170	389	146	620	-129	-550
1,4	3	91709	3	1	0	1	0	0	0	0	-1
1	3	91710	0	0	0	0	0	0	0	0	0
1, 5	3	91711	751	402	60	257	85	44	603	-16	346
1, 5	3	91722	1,399	825	124	526	175	81	223	-43	-303
5	3	91723	751	440	66	281	93	7	254	-59	-27
1, 5	3	91724	924	518	78	331	110	49	193	-29	-138
1	3	91731	1,285	548	82	350	116	59	463	-23	113
1, 5	3	91732	2,857	1,208	181	771	256	109	294	-72	-477
1	3	91733	2,243	980	147	625	208	88	242	-59	-383
5	3	91740	809	433	65	276	92	51	464	-14	188
5	3	91741	653	353	53	225	75	29	140	-24	-85
1	3	91744	3,635	1,924	289	1228	408	213	1025	-76	-203

			Preschoolers[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
1, 4	3	91745	1,567	911	137	581	193	109	452	-28	-129
1, 4	3	91746	1,330	682	102	435	145	73	351	-29	-84
1, 4	3	91748	1,321	771	116	492	164	117	576	1	84
1, 5	3	91750	819	435	65	277	92	71	224	6	-53
1	3	91754	978	583	87	372	124	81	530	-6	158
1	3	91755	748	450	68	287	95	44	102	-24	-185
5	3	91759	1	0	0	0	0	0	0	0	0
4	3	91765	1,240	726	109	463	154	88	633	-21	170
1 , 4	3	91766	3,255	1,483	222	946	314	182	330	-40	-616
1	3	91767	2,201	1,016	152	648	215	131	567	-21	-81
1, 5	3	91768	1,493	683	102	435	145	65	360	-37	-75
1, 5	3	91770	2,031	1,218	183	777	258	153	715	-30	-62
1, 5	3	91773	909	480	72	306	102	43	495	-29	189
5	3	91775	787	427	64	272	90	44	312	-20	40
1, 5	3	91776	1,286	712	107	454	151	88	363	-19	-91
1, 5	3	91780	886	502	75	320	106	87	298	12	-22
1, 4, 5	3	91789	894	531	80	339	113	51	881	-29	542
1	3	91790	1,664	928	139	592	197	94	518	-45	-74
1	3	91791	1,025	581	87	370	123	51	310	-36	-60
1, 5	3	91792	1,297	718	108	458	152	73	220	-35	-238
5	3	91801	1,818	1,033	155	659	219	152	693	-3	34
5	3	91803	1,032	588	88	375	125	87	185	-1	-190
5	1	92397	5	2	0	1	0	0	0	0	-1
4	3	92821	24	14	2	9	3	0	0	-2	-9
4	3	92823	0	0	0	0	0	0	0	0	0
5	1	93243	2	1	0	1	0	0	0	0	-1
5	1	93510	162	77	12	49	16	35	0	23	-49
5	1	93523	0	0	0	0	0	0	0	0	0
5	1	93532	81	36	5	23	8	15	0	10	-23
5	1	93534	2,095	910	137	581	193	211	643	74	62
5	1	93535	3,717	1,642	246	1048	348	518	318	272	-730
5	1	93536	2,391	1,059	159	676	225	358	425	199	-251
5	1	93543	530	247	37	157	52	44	22	7	-135
5	1	93544	34	16	2	10	3	0	0	-2	-10
5	1	93550	4,104	1,819	273	1160	386	370	660	97	-500
5	1	93551	1,682	763	114	487	162	286	225	172	-262
5	1	93552	1,740	770	115	491	163	242	93	127	-398
5	1	93553	48	23	3	14	5	0	0	-3	-14
5	1	93563	5	2	0	2	1	0	0	0	-2
5	1	93591	352	160	24	102	34	0	0	-24	-102

[1]Preschool age is 3 to 5 years old.

[2]California Department of Social Services/Community Care Licensing Division (CDSS/CCLD). Facility type code 810-Family Day Care Home. (March 2016). Total was divided by 3 to estimate the capacity for infants and toddlers.

[3]CDSS/CCLD. Facility type codes 830-850 (column AE), 955, 960 and 961 at 50%.

Source: Preschool population and number in working families are estimates obtained from the County of Los Angeles Internal Services Department's Urban Research (July 2015). "Likely to Use Care" is based on Los Angeles County Health Survey 2013 applied to the number of preschool children in working parent families (15% family child care, 63.8% center, and 21.2% license exempt).

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COUNTY OF LOS ANGELES

CHILD CARE PLANNING COMMITTEE

POLICY • PLANNING • PRACTICE

Capacity and Demand - Family Child Care Homes and Centers for School Age Children in Working Families of All Income Levels - 2016

			School Age Children[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
1, 2	6	90001	7,564	3,502	140	700	2,662	88	162	-52	-538
2	6	90002	7,096	3,225	129	645	2,451	131	125	2	-520
2	6	90003	9,374	4,233	169	847	3,217	115	187	-54	-660
1, 2, 3	4	90004	5,242	2,805	112	561	2,132	146	238	34	-323
1, 2, 3	4	90005	3,383	1,716	69	343	1,304	59	232	-10	-111
1, 2	4	90006	5,895	3,013	121	603	2,290	105	202	-16	-401
1, 2	6	90007	2,785	1,508	60	302	1,146	28	330	-32	28
2	6	90008	2,931	1,693	68	339	1,287	178	127	110	-212
2,3	4	90010	59	33	1	7	25	0	61	-1	54
1, 2	6	90011	14,320	6,700	268	1,340	5,092	209	481	-59	-859
1	4	90012	1,264	618	25	124	470	35	171	10	47
1, 2	4	90013	209	50	2	10	38	0	43	-2	33
1, 2	4	90014	135	37	1	7	28	0	0	-1	-7
1, 2	4	90015	1,491	745	30	149	566	0	91	-30	-58
2	6	90016	4,727	2,747	110	549	2,088	207	219	97	-330
1	4	90017	2,369	1,170	47	234	889	0	189	-47	-45
2	6	90018	4,993	2,837	113	567	2,156	184	244	71	-323
2	4	90019	5,431	3,086	123	617	2,345	143	189	20	-428
2, 3	4	90020	3,068	1,581	63	316	1,202	81	188	18	-128
1,2	4	90021	122	50	2	10	38	0	209	-2	199
1	7	90022	7,379	3,809	152	762	2,895	211	235	59	-527
1	7	90023	5,717	2,904	116	581	2,207	130	295	14	-286
3	5	90024	1,523	849	34	170	645	15	257	-19	87
2,3	5	90025	2,335	1,251	50	250	951	85	209	35	-41
1	4	90026	5,148	2,578	103	516	1,959	87	257	-16	-259
1 , 3	4	90027	2,297	1,236	49	247	939	22	226	-27	-21
3	4	90028	1,059	592	24	118	450	22	184	-2	66
1,2,3	4	90029	3,078	1,737	69	347	1,320	66	124	-3	-223
1	4	90031	3,866	2,140	86	428	1,626	57	165	-29	-263
1 , 5	4	90032	4,463	2,659	106	532	2,021	84	103	-22	-429
1	4	90033	5,545	2,759	110	552	2,097	112	280	2	-272
2	4	90034	4,160	2,341	94	468	1,779	159	357	65	-111
2,3	5	90035	2,424	1,364	55	273	1,037	127	263	72	-10
2, 3	4	90036	2,896	1,595	64	319	1,212	143	175	79	-144
2	6	90037	7,432	3,746	150	749	2,847	201	173	51	-576
3	4	90038	2,010	1,140	46	228	866	44	176	-2	-52
1 , 3	4	90039	2,124	1,130	45	226	859	73	153	28	-73
1	7	90040	1,305	629	25	126	478	0	59	-25	-67
1 , 5	4	90041	1,931	1,145	46	229	871	80	189	34	-40
1 , 5	4	90042	5,893	3,477	139	695	2,642	107	117	-32	-578
2	6	90043	3,870	2,257	90	451	1,715	317	248	227	-203
2	6	90044	11,269	6,076	243	1,215	4,618	430	349	187	-866
2, 4	5	90045	2,914	1,738	70	348	1,321	79	335	9	-13
3	5	90046	1,654	605	24	121	460	110	206	86	85
2	6	90047	4,401	2,418	97	484	1,837	485	295	388	-189
2,3	4	90048	998	505	20	101	384	21	101	1	0
3	5	90049	2,218	1,159	46	232	881	0	169	-46	-63
2	5	90056	420	248	10	50	188	63	19	53	-31
2 , 3	5	90057	4,335	2,166	87	433	1,646	66	66	-21	-367
1,2	7	90058	439	208	8	42	158	0	35	-8	-7
2	6	90059	5,575	2,650	106	530	2,014	168	168	62	-362
2	6	90061	3,125	1,503	60	301	1,142	117	149	57	-152
2	6	90062	3,457	1,818	73	364	1,381	188	90	115	-274
1	7	90063	6,432	3,285	131	657	2,497	107	85	-24	-572
2, 3	5	90064	2,082	1,156	46	231	879	149	244	103	13
1, 5	4	90065	4,170	2,462	98	492	1,871	79	104	-19	-388
2,3	5	90066	4,275	2,376	95	475	1,806	159	255	64	-220
3	5	90067	67	35	1	7	27	0	0	-1	-7
3	4	90068	1,119	591	24	118	449	0	38	-24	-80
3	4	90069	611	209	8	42	159	0	35	-8	-7
1	4	90071	0	0	0	0	0	0	31	0	31
3	VA Hospital	90073	32	19	1	4	14	0	0	-1	-4

			School Age Children[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
3	5	90077	703	368	15	74	280	0	96	-15	22
2	USC	90089	2	1	0	0	1	0	34	0	34
2,4	5	90094	409	208	8	42	158	0	15	-8	-27
3	5	90095	0	0	0	0	0	0	74	0	74
1, 4	7	90201	12,179	5,978	239	1,196	4,543	132	248	-107	-948
3	5	90210	1,694	769	31	154	584	0	63	-31	-91
2,3	5	90211	502	195	8	39	148	7	59	-1	20
3	5	90212	647	245	10	49	186	0	78	-10	29
2	6	90220	5,494	2,963	119	593	2,252	331	312	212	-281
2	6	90221	6,926	3,722	149	744	2,829	174	267	25	-477
2	6	90222	4,049	2,186	87	437	1,662	87	100	0	-337
2	5	90230	2,598	1,493	60	299	1,135	175	332	115	33
2	5	90232	1,132	644	26	129	490	57	47	31	-82
1, 4	7	90240	2,340	1,394	56	279	1,059	65	75	9	-204
4	7	90241	4,089	2,390	96	478	1,817	80	213	-16	-265
4	7	90242	4,383	2,559	102	512	1,945	130	132	28	-380
2,4	8	90245	1,207	721	29	144	548	22	218	-7	74
2, 4	8	90247	4,584	2,652	106	530	2,016	215	155	109	-375
2, 4	8	90248	775	449	18	90	341	29	59	11	-31
2	8	90249	2,425	1,429	57	286	1,086	203	67	146	-219
2	8	90250	9,894	4,975	199	995	3,781	375	261	176	-734
4	8	90254	1,335	792	32	158	602	0	88	-32	-70
1, 2	7	90255	8,619	4,114	165	823	3,127	159	208	-6	-615
2	8	90260	3,501	2,081	83	416	1,582	147	114	64	-302
2	8	90261	0	0	0	0	0	0	0	0	0
2, 4	6	90262	8,354	4,581	183	916	3,482	176	226	-7	-690
3	5	90263	50	25	1	5	19	0	0	-1	-5
3	5	90265	1,036	514	21	103	391	0	86	-21	-17
4	8	90266	3,281	2,031	81	406	1,543	35	574	-46	168
1	7	90270	3,364	1,652	66	330	1,255	51	66	-15	-264
3	5	90272	2,000	1,017	41	203	773	13	242	-28	39
4	8	90274	1,686	986	39	197	749	0	330	-39	133
4	8	90275	2,966	1,682	67	336	1,278	15	166	-52	-170
4	8	90277	2,228	1,280	51	256	973	22	215	-29	-41
4	8	90278	3,796	2,190	88	438	1,664	94	243	6	-195
1 , 4	7	90280	10,632	5,800	232	1,160	4,408	249	219	17	-941
3	2	90290	535	264	11	53	201	15	56	4	3
2,3	5	90291	1,678	980	39	196	745	28	172	-11	-24
2, 3, 4	5	90292	995	538	22	108	409	7	32	-15	-76
4	5	90293	529	296	12	59	225	0	41	-12	-18
2	8	90301	3,731	2,148	86	430	1,633	139	234	53	-196
2	8	90302	2,932	1,679	67	336	1,276	183	211	116	-125
2	8	90303	2,937	1,688	68	338	1,283	211	112	143	-226
2	8	90304	3,316	1,749	70	350	1,329	43	185	-27	-165
2	8	90305	1,044	602	24	120	458	197	98	173	-22
3	5	90401	204	110	4	22	84	0	108	-4	86
3	5	90402	1,006	601	24	120	457	0	4	-24	-116
3	5	90403	1,318	757	30	151	576	0	194	-30	43
3	5	90404	1,151	664	27	133	505	56	228	29	95
3	5	90405	1,544	898	36	180	682	71	306	35	126
4	8	90501	4,272	2,456	98	491	1,867	73	119	-25	-372
2, 4	8	90502	1,419	845	34	169	642	41	77	7	-92
4	8	90503	3,600	2,218	89	444	1,686	108	274	19	-170
4	8	90504	2,468	1,524	61	305	1,158	129	263	68	-42
4	8	90505	2,888	1,721	69	344	1,308	87	448	18	104
2	8	90506	0	0	0	0	0	0	15	0	15
1, 4	7	90601	2,986	1,828	73	366	1,389	51	280	-22	-86
4	7	90602	2,519	1,575	63	315	1,197	29	31	-34	-284
4	7	90603	1,646	1,054	42	211	801	51	115	9	-96
4	7	90604	3,819	2,292	92	458	1,742	88	235	-4	-223
1, 4	7	90605	4,024	2,487	99	497	1,890	110	140	11	-357
1, 4	7	90606	3,207	2,053	82	411	1,560	116	168	34	-243
		90623	7	5	0	1	4	0	0	0	-1
4	7	90630	20	13	1	3	10	0	0	-1	-3
4	7	90631	396	259	10	52	197	0	100	-10	48
4	7	90638	3,583	2,148	86	430	1,633	109	124	23	-306
1	7	90639	88	51	2	10	39	0	0	-2	-10
1	7	90640	6,080	3,392	136	678	2,578	130	161	-6	-517

			School Age Children[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
4	7	90650	10,245	5,828	233	1,166	4,429	271	403	38	-763
1	7	90660	6,022	3,388	136	678	2,575	175	200	39	-478
4	7	90670	1,442	836	33	167	635	44	133	11	-34
4	7	90701	1,330	861	34	172	654	15	237	-19	65
4	7	90703	3,273	2,158	86	432	1,640	110	168	24	-264
4	8	90704	341	177	7	35	135	0	13	-7	-22
4	7	90706	7,779	4,149	166	830	3,153	241	324	75	-506
2, 4	8	90710	2,531	1,386	55	277	1,053	101	135	46	-142
4	7	90712	2,764	1,753	70	351	1,332	176	155	106	-196
4	7	90713	2,391	1,544	62	309	1,174	93	154	31	-155
4	7	90715	1,911	1,236	49	247	939	58	62	9	-185
4	7	90716	1,560	998	40	200	759	81	36	41	-164
4	8	90717	1,734	910	36	182	692	73	287	37	105
1,2 4	6	90723	6,267	3,320	133	664	2,523	88	116	-45	-548
4	8	90731	5,867	3,185	127	637	2,421	128	183	1	-454
4	8	90732	1,626	885	35	177	672	28	119	-7	-58
4	8	90744	6,713	3,665	147	733	2,785	71	231	-76	-502
2, 4	8	90745	4,925	3,044	122	609	2,314	197	135	75	-474
2	8	90746	1,812	1,141	46	228	867	333	62	287	-166
2	8	90747	52	31	1	6	24	0	23	-1	17
4	8	90755	1,118	524	21	105	398	0	50	-21	-55
4	8	90802	2,776	1,316	53	263	1,000	37	90	-16	-173
4	8	90803	1,601	1,001	40	200	761	15	55	-25	-145
4	8	90804	3,786	1,920	77	384	1,459	95	56	18	-328
4	8	90805	10,850	5,849	234	1,170	4,446	430	355	196	-815
4	8	90806	4,719	2,362	94	472	1,795	165	242	71	-230
4	8	90807	2,542	1,344	54	269	1,022	66	156	12	-113
4	8	90808	3,033	2,028	81	406	1,541	123	247	42	-159
4	8	90810	3,777	2,045	82	409	1,554	161	103	79	-306
4	8	90813	7,104	3,483	139	697	2,647	58	208	-81	-489
4	8	90814	1,212	695	28	139	528	22	79	-6	-60
4	8	90815	2,958	1,946	78	389	1,479	220	410	142	21
4	8	90822	0	0	0	0	0	0	0	0	0
4	8	90831	0	0	0	0	0	0	23	0	23
4	8	90840	7	6	0	1	4	0	11	0	10
4	8	90846	0	0	0	0	0	0	0	0	0
5	3	91001	3,053	1,721	69	344	1,308	131	198	62	-146
5	3	91006	2,452	1,489	60	298	1,132	15	135	-45	-163
5	3	91007	2,454	1,472	59	294	1,118	29	173	-30	-121
5	3	91008	55	30	1	6	23	0	0	-1	-6
1, 5	3	91010	2,333	1,253	50	251	952	87	204	37	-47
5	2	91011	1,369	859	34	172	653	15	309	-19	137
1, 5	3	91016	3,579	2,019	81	404	1,535	109	163	28	-241
5	2	91020	614	355	14	71	270	22	83	8	12
5	3	91023	0	0	0	0	0	0	0	0	0
5	3	91024	808	475	19	95	361	7	59	-12	-36
1, 5	3	91030	2,089	1,360	54	272	1,034	33	195	-21	-77
3, 5	2	91040	1,394	796	32	159	605	102	55	70	-104
5	2	91042	2,013	1,162	46	232	883	65	125	19	-107
5	2	91046	12	7	0	1	5	0	0	0	-1
5	3	91101	1,263	647	26	129	492	0	139	-26	10
5	3	91103	2,739	1,541	62	308	1,171	65	196	3	-112
5	3	91104	3,197	1,767	71	353	1,343	117	120	46	-233
1, 5	3	91105	732	389	16	78	296	0	156	-16	78
5	3	91106	1,628	870	35	174	661	36	124	1	-50
5	3	91107	2,598	1,459	58	292	1,109	85	346	27	54
5	3	91108	1,081	682	27	136	518	0	50	-27	-86
5	3	91126	3	1	0	0	1	0	0	0	0
5	2	91201	1,514	833	33	167	633	88	110	55	-57
5	2	91202	1,581	847	34	169	644	109	72	75	-97
5	2	91203	890	480	19	96	364	87	32	68	-64
1, 5	2	91204	1,192	645	26	129	491	29	104	3	-25
1, 5	2	91205	2,558	1,419	57	284	1,078	176	184	119	-100
1, 5	2	91206	2,156	1,165	47	233	886	103	124	56	-109
5	2	91207	787	424	17	85	322	15	6	-2	-79
5	2	91208	1,225	684	27	137	520	0	44	-27	-93
5	2	91210	0	0	0	0	0	0	0	0	0
5	2	91214	2,120	1,262	50	252	959	66	198	16	-54

			School Age Children[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
3	2	91301	1,905	958	38	192	728	45	242	7	50
3	2	91302	2,103	1,074	43	215	816	0	204	-43	-11
3	2	91303	2,889	1,792	72	358	1,362	51	77	-21	-281
3, 5	2	91304	4,590	2,913	117	583	2,214	137	224	20	-359
3	2	91306	4,321	2,698	108	540	2,050	180	248	72	-292
3, 5	2	91307	1,726	1,131	45	226	860	73	190	28	-36
3, 5	2	91311	2,617	1,637	65	327	1,244	58	289	-7	-38
3	2	91316	2,001	1,148	46	230	872	107	180	61	-50
5	2	91321	3,661	2,112	84	422	1,605	36	291	-48	-131
3,5	2	91324	2,173	1,359	54	272	1,033	78	188	24	-84
3,5	2	91325	2,449	1,517	61	303	1,153	65	360	4	57
5	2	91326	2,587	1,655	66	331	1,258	36	133	-30	-198
3,5	2	91330	1	1	0	0	1	0	15	0	15
3	2	91331	12,214	5,859	234	1,172	4,452	247	432	13	-740
3	2	91335	6,803	3,988	160	798	3,031	321	414	161	-384
3	2	91340	4,013	1,987	79	397	1,510	95	222	16	-175
3, 5	2	91342	10,163	6,057	242	1,211	4,603	238	190	-4	-1,021
3, 5	2	91343	6,628	3,515	141	703	2,672	234	321	93	-382
3, 5	2	91344	3,738	2,423	97	485	1,841	229	356	132	-129
3	2	91345	1,689	894	36	179	679	66	74	30	-105
5	2	91350	2,735	1,572	63	314	1,195	127	377	64	63
5	2	91351	3,570	2,074	83	415	1,576	65	190	-18	-225
3, 5	2	91352	4,988	2,838	114	568	2,157	146	94	32	-474
5	2	91354	3,110	1,838	74	368	1,397	42	27	-32	-341
5	2	91355	3,503	1,994	80	399	1,515	50	394	-30	-5
3	2	91356	2,248	1,329	53	266	1,010	124	261	71	-5
3	2	91361	402	210	8	42	160	0	39	-8	-3
3	2	91362	96	49	2	10	37	0	0	-2	-10
3	2	91364	1,951	1,235	49	247	939	44	209	-5	-38
3	2	91367	2,892	1,704	68	341	1,295	100	529	32	188
5	2	91381	1,525	778	31	156	591	7	146	-24	-10
5	2	91382	0	0	0	0	0	0	0	0	0
5	2	91384	2,384	1,176	47	235	894	29	181	-18	-54
5	2	91387	4,317	2,437	97	487	1,852	51	129	-46	-358
5	2	91390	1,909	955	38	191	726	44	0	6	-191
3	2	91401	3,311	1,824	73	365	1,386	197	302	124	-63
3	2	91402	8,243	4,175	167	835	3,173	154	120	-13	-715
3	2	91403	1,649	839	34	168	638	35	88	1	-80
3	2	91405	5,170	2,843	114	569	2,161	153	125	39	-444
3	2	91406	5,551	3,077	123	615	2,338	183	208	60	-407
3	2	91411	2,372	1,294	52	259	984	29	121	-23	-138
3	2	91423	2,186	1,118	45	224	850	0	135	-45	-89
3	2	91436	1,107	635	25	127	482	37	88	12	-39
5	2	91501	1,394	847	34	169	644	73	6	39	-163
5	2	91502	755	455	18	91	346	15	120	-3	29
5	2	91504	1,957	1,196	48	239	909	59	108	11	-131
3, 5	2	91505	2,299	1,402	56	280	1,066	101	152	45	-128
3, 5	2	91506	1,316	817	33	163	621	49	150	16	-13
5	2	91521	1	1	0	0	1	0	0	0	0
5	2	91522	0	0	0	0	0	0	0	0	0
5	2	91523	0	0	0	0	0	0	0	0	0
3, 5	2	91601	2,684	1,550	62	310	1,178	50	173	-12	-137
3	2	91602	949	490	20	98	372	0	0	-20	-98
3	2	91604	2,050	1,014	41	203	771	22	127	-19	-76
3, 5	2	91605	5,594	3,175	127	635	2,413	159	84	32	-551
3	2	91606	4,384	2,545	102	509	1,934	253	284	151	-225
3	2	91607	2,039	1,176	47	235	894	73	224	26	-11
3	2	91608	0	0	0	0	0	0	0	0	0
1, 5	3	91702	6,393	3,389	136	678	2,575	117	144	-19	-534
1	3	91706	8,104	4,420	177	884	3,359	146	310	-31	-574
1,4	3	91709	8	4	0	1	3	0	0	0	-1
1	3	91710	0	0	0	0	0	0	0	0	0
1, 5	3	91711	2,251	1,357	54	271	1,031	44	302	-10	31
1, 5	3	91722	3,240	2,017	81	403	1,533	81	111	0	-292
5	3	91723	1,670	1,045	42	209	794	7	127	-35	-82
1, 5	3	91724	2,139	1,326	53	265	1,007	49	96	-4	-169
1	3	91731	2,873	1,434	57	287	1,090	59	231	2	-56
1, 5	3	91732	6,549	3,295	132	659	2,504	109	147	-23	-512

			School Age Children[1]		Likely to Use Care			Licensed Capacity		Surplus/Shortfall	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Total Population	In Working Families	Family Child Care Home	Center	License Exempt	FCC Spaces[2]	Center Spaces[3]	FCC Spaces	Center Spaces
1	3	91733	5,057	2,590	104	518	1,969	88	121	-16	-397
5	3	91740	2,053	1,234	49	247	938	51	232	2	-15
5	3	91741	1,919	1,169	47	234	889	29	70	-18	-164
1	3	91744	8,634	4,895	196	979	3,720	213	513	17	-466
1, 4	3	91745	4,082	2,638	106	528	2,005	109	226	3	-302
1, 4	3	91746	3,223	1,762	70	352	1,339	73	176	3	-176
1, 4	3	91748	3,250	2,035	81	407	1,547	95	288	14	-119
1, 5	3	91750	2,392	1,425	57	285	1,083	71	112	14	-173
1	3	91754	2,443	1,361	54	272	1,035	81	265	27	-7
1	3	91755	1,806	1,003	40	201	763	44	51	4	-150
5	3	91759	3	2	0	0	1	0	0	0	0
4	3	91765	3,246	2,074	83	415	1,576	88	317	5	-98
1 , 4	3	91766	7,398	3,712	148	742	2,821	182	165	34	-577
1	3	91767	5,146	2,555	102	511	1,942	131	283	29	-228
1, 5	3	91768	3,419	1,686	67	337	1,282	65	180	-2	-157
1, 5	3	91770	5,181	2,894	116	579	2,200	153	358	37	-221
1, 5	3	91773	2,347	1,404	56	281	1,067	43	248	-13	-33
5	3	91775	2,036	1,235	49	247	939	44	156	-5	-91
1, 5	3	91776	2,893	1,692	68	338	1,286	88	181	20	-157
1, 5	3	91780	2,529	1,531	61	306	1,164	87	149	26	-157
1, 4, 5	3	91789	2,539	1,665	67	333	1,265	51	441	-16	108
1	3	91790	4,023	2,520	101	504	1,915	94	259	-7	-245
1	3	91791	2,631	1,661	66	332	1,263	51	155	-15	-177
1, 5	3	91792	2,715	1,665	67	333	1,265	73	110	6	-223
5	3	91801	3,806	2,360	94	472	1,794	152	347	58	-125
5	3	91803	2,272	1,411	56	282	1,072	87	93	31	-189
5	1	92397	15	7	0	1	6	0	0	0	-1
4	3	92821	74	50	2	10	38	0	0	-2	-10
4	3	92823	0	0	0	0	0	0	0	0	0
5	1	93243	6	3	0	1	2	0	0	0	-1
5	1	93510	511	257	10	51	195	35	0	25	-51
5	1	93523	0	0	0	0	0	0	0	0	0
5	1	93532	208	101	4	20	77	15	0	11	-20
5	1	93534	4,404	2,108	84	422	1,602	211	322	127	-100
5	1	93535	8,694	4,261	170	852	3,239	518	159	348	-693
5	1	93536	6,021	2,997	120	599	2,278	336	212	216	-387
5	1	93543	1,273	616	25	123	468	44	11	19	-112
5	1	93544	87	42	2	8	32	0	0	-2	-8
5	1	93550	9,318	4,388	176	878	3,335	348	330	172	-548
5	1	93551	4,615	2,237	89	447	1,700	286	112	197	-335
5	1	93552	4,389	2,117	85	423	1,609	242	47	157	-376
5	1	93553	127	61	2	12	46	0	0	-2	-12
5	1	93563	15	7	0	1	5	0	0	0	-1
5	1	93591	797	391	16	78	297	0	0	-16	-78

[1]School age children are 5 to 12 years old.
[2]California Department of Social Services/Community Care Licensing Division (CDSS/CCLD). Facility type code 810-Family Day Care Home. (March 2016).
Total was divided by 3 to estimate the capacity for school age children.
[3]CDSS/CCLD. Facility type codes 840 (column AE).

Source: School age population and number in working families are estimates obtained from the County of Los Angeles Internal Services Department's Urban Research (July 2015).
"Likely to Use Care" is based on U.S. Census American Community Survey 5-year estimate (2010-2014).

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COUNTY OF LOS ANGELES
CHILD CARE PLANNING COMMITTEE
POLICY • PLANNING • PRACTICE

Subsidized Early Care and Education Capacity for Low-Income Working Families - Birth to 5 Years Old - 2016

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)			Eligible Children Served[1]				Eligible Children Unserved		Priority Level	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 0 to 3	Ages 3 to 5	Total	Ages 0 to 3	Ages 3 to 5	Total	Percent Served	Total	Percent Unserved	Infant & Toddler	Preschool
1 , 2	6	90001	2,423	2,613	**5,036**	183	756	**939**	19%	4,097	81%	1	1
2	6	90002	2,257	2,607	**4,864**	155	619	**774**	16%	4,090	84%	1	1
2	6	90003	2,897	3,433	**6,330**	183	605	**788**	12%	5,542	88%	1	1
1 , 2, 3	4	90004	1,404	1,446	**2,850**	85	458	**543**	19%	2,307	81%	2	2
1 , 2, 3	4	90005	973	924	**1,897**	84	302	**386**	20%	1,511	80%	2	3
1 , 2	4	90006	1,663	1,637	**3,300**	83	767	**850**	26%	2,450	74%	1	2
1 , 2	6	90007	1,187	1,185	**2,372**	88	298	**386**	16%	1,986	84%	2	2
2	6	90008	815	948	**1,763**	95	224	**319**	18%	1,444	82%	3	3
2,3	4	90010	93	88	**181**	6	6	**12**	7%	169	93%		
1 , 2	6	90011	4,868	5,458	**10,326**	256	1,683	**1,939**	19%	8,387	81%	1	1
1	4	90012	828	851	**1,679**	42	173	**215**	13%	1,464	87%	2	3
1,2	4	90013	324	326	**650**	57	13	**70**	11%	580	89%		
1, 2	4	90014	192	193	**385**	1	7	**8**	2%	377	98%		
1, 2	4	90015	459	505	**964**	144	130	**274**	28%	690	72%		
2	6	90016	1,248	1,452	**2,700**	145	466	**611**	23%	2,089	77%	2	2
1	4	90017	511	610	**1,121**	159	348	**507**	45%	614	55%		
2	6	90018	1,349	1,440	**2,789**	152	539	**691**	25%	2,098	75%	2	2
2	4	90019	1,055	1,155	**2,210**	102	379	**481**	22%	1,729	78%	2	2
2, 3	4	90020	1,025	968	**1,993**	76	202	**278**	14%	1,715	86%	2	2
1,2	4	90021	107	108	**215**	28	18	**46**	21%	169	79%		
1	7	90022	1,890	2,440	**4,330**	173	767	**940**	22%	3,390	78%	1	1
1	7	90023	1,279	1,432	**2,711**	129	647	**776**	29%	1,935	71%	2	2
3	5	90024	332	351	**683**	68	9	**77**	11%	606	89%		
2,3	5	90025	295	312	**607**	82	97	**179**	29%	428	71%		
1	4	90026	1,446	1,742	**3,188**	210	561	**771**	24%	2,417	76%	2	2
1 , 3	4	90027	835	982	**1,817**	33	138	**171**	9%	1,646	91%	2	2
3	4	90028	511	596	**1,107**	22	166	**188**	17%	919	83%		
1,2,3	4	90029	696	815	**1,511**	36	338	**374**	25%	1,137	75%	3	
1	4	90031	867	998	**1,865**	80	443	**523**	28%	1,342	72%	2	3
1 , 5	4	90032	871	1,109	**1,980**	70	372	**442**	22%	1,538	78%	2	3
1	4	90033	1,345	1,352	**2,697**	175	689	**864**	32%	1,833	68%	2	3
2	4	90034	732	821	**1,553**	82	201	**283**	18%	1,270	82%	3	3
2,3	5	90035	387	430	**817**	8	29	**37**	5%	780	95%		2
2, 3	4	90036	497	558	**1,055**	6	27	**33**	3%	1,022	97%		3
2	6	90037	2,256	2,395	**4,651**	254	899	**1,153**	25%	3,498	75%	1	2
3	4	90038	514	599	**1,113**	39	339	**378**	34%	735	66%		
1 , 3	4	90039	485	608	**1,093**	5	94	**99**	9%	994	91%		3
1	7	90040	444	530	**974**	16	68	**84**	9%	890	91%		
1 , 5	4	90041	520	663	**1,183**	8	28	**36**	3%	1,147	97%	3	3
1 , 5	4	90042	1,159	1,475	**2,634**	107	374	**481**	18%	2,153	82%	2	2
2	6	90043	987	1,150	**2,137**	143	246	**389**	18%	1,748	82%	2	2
2	6	90044	2,805	2,826	**5,631**	286	857	**1,143**	20%	4,488	80%	1	1
2, 4	5	90045	328	379	**707**	27	82	**109**	15%	598	85%		
3	5	90046	260	382	**642**	11	54	**65**	10%	577	90%		
2	6	90047	1,515	1,531	**3,046**	165	372	**537**	18%	2,509	82%	2	2
2,3	4	90048	245	282	**527**	4	12	**16**	3%	511	97%		
3	5	90049	219	136	**355**	0	14	**14**	4%	341	96%		
2	5	90056	38	47	**85**	10	15	**25**	29%	60	71%		
2 , 3	5	90057	958	1,154	**2,112**	97	511	**608**	29%	1,504	71%	2	3
1,2	7	90058	147	164	**311**	15	90	**105**	34%	206	66%		
2	6	90059	1,668	1,969	**3,637**	131	742	**873**	24%	2,764	76%	1	2
2	6	90061	1,059	1,241	**2,300**	75	336	**411**	18%	1,889	82%	2	2
2	6	90062	1,019	1,038	**2,057**	100	321	**421**	20%	1,636	80%	2	3
1	7	90063	1,578	1,924	**3,502**	209	523	**732**	21%	2,770	79%	2	2
2, 3	5	90064	177	188	**365**	52	30	**82**	22%	283	78%		
1, 5	4	90065	872	1,102	**1,974**	45	218	**263**	13%	1,711	87%		2
2,3	5	90066	387	427	**814**	84	137	**221**	27%	593	73%		
3	5	90067	15	16	**31**	0	0	**0**	0%	31	100%		
3	4	90068	319	368	**687**	1	18	**19**	3%	668	97%		
3	4	90069	73	124	**197**	1	6	**7**	4%	190	96%		
1	4	90071	0	0	**0**	0	0	**0**	0%	0	0%		
3	VA Hospital	90073	3	3	**6**	0	0	**0**	0%	6	100%		
3	5	90077	56	0	**56**	0	0	**0**	0%	56	100%		
2	USC	90089	91	92	**183**	6	16	**22**	12%	161	88%		
2,4	5	90094	41	49	**90**	5	5	**10**	11%	80	89%		
3	5	90095	0	0	**0**	0	1	**1**	0%	-1	0%		
1, 4	7	90201	3,630	4,323	**7,953**	130	1270	**1,400**	18%	6,553	82%	1	1
3	5	90210	75	87	**162**	0	0	**0**	0%	162	100%		
2,3	5	90211	17	35	**52**	2	4	**6**	12%	46	88%		
3	5	90212	23	48	**71**	0	1	**1**	1%	70	99%		
2	6	90220	1,609	1,825	**3,434**	124	764	**888**	26%	2,546	74%		2
2	6	90221	1,746	1,980	**3,726**	114	522	**636**	17%	3,090	83%		2
2	6	90222	1,036	1,176	**2,212**	69	448	**517**	23%	1,695	77%		3
2	5	90230	184	222	**406**	57	159	**216**	53%	190	47%		
2	5	90232	75	91	**166**	2	53	**55**	33%	111	67%		
1, 4	7	90240	399	518	**917**	35	157	**192**	21%	725	79%		
4	7	90241	654	854	**1,508**	54	245	**299**	20%	1,209	80%	3	
4	7	90242	672	873	**1,545**	53	289	**342**	22%	1,203	78%	3	
2,4	8	90245	35	69	**104**	1	5	**6**	6%	98	94%		
2, 4	8	90247	1,380	1,339	**2,719**	149	353	**502**	18%	2,217	82%		2
2, 4	8	90248	270	268	**538**	23	48	**71**	13%	467	87%		
2	8	90249	768	737	**1,505**	82	271	**353**	23%	1,152	77%		

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)			Eligible Children Served[1]				Eligible Children Unserved		Priority Level	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 0 to 3	Ages 3 to 5	Total	Ages 0 to 3	Ages 3 to 5	Total	Percent Served	Total	Percent Unserved	Infant & Toddler	Preschool
2	8	90250	2,493	2,592	**5,085**	244	818	**1,062**	21%	4,023	79%		
4	8	90254	42	80	**122**	0	2	**2**	2%	120	98%		
1, 2	7	90255	3,109	3,274	**6,383**	73	1095	**1,168**	18%	5,215	82%	1	1
2	8	90260	1,007	968	**1,975**	72	390	**462**	23%	1,513	77%		3
2	8	90261	0	0	**0**	0	0	**0**	0%	0	0%		
2, 4	6	90262	2,098	2,278	**4,376**	78	243	**321**	7%	4,055	93%		1
3	5	90263	8	6	**14**	0	0	**0**	0%	14	100%		
3	5	90265	105	82	**187**	1	2	**3**	2%	184	98%		
4	8	90266	77	146	**223**	2	6	**8**	4%	215	96%		
1	7	90270	982	1,169	**2,151**	28	347	**375**	17%	1,776	83%	2	2
3	5	90272	107	89	**196**	0	5	**5**	3%	191	97%		
4	8	90274	163	165	**328**	0	1	**1**	0%	327	100%		
4	8	90275	272	275	**547**	0	7	**7**	1%	540	99%		
4	8	90277	103	163	**266**	3	10	**13**	5%	253	95%		
4	8	90278	91	168	**259**	19	58	**77**	30%	182	70%		
1 , 4	7	90280	2,837	3,081	**5,918**	130	747	**877**	15%	5,041	85%	1	1
3	2	90290	36	26	**62**	0	0	**0**	0%	62	100%		
2,3	5	90291	197	226	**423**	11	67	**78**	18%	345	82%		
2,3,4	5	90292	140	167	**307**	3	12	**15**	5%	292	95%		
4	5	90293	92	108	**200**	0	8	**8**	4%	192	96%		
2	8	90301	1,215	1,134	**2,349**	93	409	**502**	21%	1,847	79%	2	3
2	8	90302	971	907	**1,878**	97	339	**436**	23%	1,442	77%	2	2
2	8	90303	862	809	**1,671**	64	347	**411**	25%	1,260	75%	2	3
2	8	90304	796	797	**1,593**	35	540	**575**	36%	1,018	64%	2	1
2	8	90305	493	459	**952**	24	64	**88**	9%	864	91%		3
3	5	90401	22	26	**48**	5	24	**29**	60%	19	40%		
3	5	90402	48	47	**95**	0	6	**6**	6%	89	94%		
3	5	90403	86	99	**185**	0	31	**31**	17%	154	83%		
3	5	90404	75	87	**162**	38	49	**87**	54%	75	46%		
3	5	90405	97	111	**208**	49	70	**119**	57%	89	43%		
4	8	90501	725	728	**1,453**	121	194	**315**	22%	1,138	78%	3	
2, 4	8	90502	233	164	**397**	34	53	**87**	22%	310	78%		
4	8	90503	253	280	**533**	21	46	**67**	13%	466	87%		
4	8	90504	183	203	**386**	16	127	**143**	37%	243	63%		
4	8	90505	207	235	**442**	7	35	**42**	10%	400	90%		
2	8	90506	0	0	**0**	0	0	**0**	0%	0	0%		
1, 4	7	90601	428	479	**907**	30	194	**224**	25%	683	75%		
4	7	90602	298	338	**636**	23	293	**316**	50%	320	50%		
4	7	90603	229	261	**490**	6	41	**47**	10%	443	90%		
4	7	90604	616	646	**1,262**	20	289	**309**	24%	953	76%	3	
1, 4	7	90605	585	626	**1,211**	31	371	**402**	33%	809	67%	3	
1, 4	7	90606	386	435	**821**	22	337	**359**	44%	462	56%		
4	7	90630	448	541	**989**	23	73	**96**	10%	893	90%		
4	7	90631	752	899	**1,651**	97	449	**546**	41%	772	59%	3	
4	7	90638	763	804	**1,567**	9	140	**149**	10%	1,418	90%	2	
1	7	90639	0	0	**0**	0	1	**1**	0%	-1	0%		
1	7	90640	1,326	1,492	**2,818**	70	405	**475**	17%	2,343	83%	2	2
4	7	90650	2,275	2,252	**4,527**	82	1203	**1,285**	55%	1,064	45%	1	
1	7	90660	1,334	1,500	**2,834**	41	742	**783**	63%	456	37%	2	3
4	7	90670	232	243	**475**	19	132	**151**	32%	324	68%		
4	7	90701	140	223	**363**	19	120	**139**	38%	224	62%		
4	7	90703	423	668	**1,091**	13	67	**80**	7%	1,011	93%		
4	8	90704	26	26	**52**	2	3	**5**	10%	47	90%		
4	7	90706	2,235	2,156	**4,391**	99	616	**715**	16%	3,676	84%	1	
2, 4	8	90710	691	665	**1,356**	39	162	**201**	15%	1,155	85%	3	
4	7	90712	275	433	**708**	23	120	**143**	20%	565	80%		
4	7	90713	240	377	**617**	7	66	**73**	12%	544	88%		
4	7	90715	172	274	**446**	21	140	**161**	36%	285	64%		
4	7	90716	119	190	**309**	39	240	**279**	90%	30	10%		
4	8	90717	163	164	**327**	20	61	**81**	25%	246	75%		
1,2 4	6	90723	1,625	1,560	**3,185**	60	391	**451**	14%	2,734	86%	1	
4	8	90731	1,759	1,726	**3,485**	112	339	**451**	13%	3,034	87%	1	
4	8	90732	619	607	**1,226**	6	41	**47**	4%	1,179	96%	3	
4	8	90744	1,597	1,568	**3,165**	103	545	**648**	20%	2,517	80%	2	
2, 4	8	90745	742	522	**1,264**	54	161	**215**	17%	1,049	83%	3	
2	8	90746	349	253	**602**	76	94	**170**	28%	432	72%		
2	8	90747	0	0	**0**	0	0	**0**	0%	0	0%		
4	8	90755	267	207	**474**	13	116	**129**	27%	345	73%		
4	8	90802	1,304	1,273	**2,577**	65	233	**298**	12%	2,279	88%	2	
4	8	90803	234	229	**463**	5	14	**19**	4%	444	96%		
4	8	90804	953	864	**1,817**	71	350	**421**	23%	1,396	77%	2	
4	8	90805	2,196	2,706	**4,902**	273	1332	**1,605**	33%	3,297	67%	1	
4	8	90806	1,343	1,423	**2,766**	131	617	**748**	27%	2,018	73%	2	
4	8	90807	740	912	**1,652**	25	145	**170**	10%	1,482	90%	3	
4	8	90808	134	154	**288**	6	78	**84**	29%	204	71%		
4	8	90810	933	1,001	**1,934**	66	327	**393**	20%	1,541	80%	2	
4	8	90813	1,951	1,926	**3,877**	173	936	**1,109**	29%	2,768	71%	1	
4	8	90814	315	290	**605**	17	36	**53**	9%	552	91%		
4	8	90815	139	152	**291**	10	98	**108**	37%	183	63%		
4	8	90822	0	0	**0**	0	0	**0**	0%	0	0%		
4	8	90831	0	0	**0**	0	0	**0**	0%	0	0%		
4	8	90840	0	0	**0**	0	0	**0**	0%	0	0%		
4	8	90846	0	0	**0**	0	0	**0**	0%	0	0%		
5	3	91001	228	291	**519**	18	152	**170**	33%	349	67%		
5	3	91006	281	346	**627**	4	37	**41**	7%	586	93%		
5	3	91007	267	351	**618**	6	28	**34**	6%	584	94%		
5	3	91008	24	27	**51**	0	0	**0**	0%	51	100%		

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)			Eligible Children Served[1]				Eligible Children Unserved		Priority Level	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 0 to 3	Ages 3 to 5	Total	Ages 0 to 3	Ages 3 to 5	Total	Percent Served	Total	Percent Unserved	Infant & Toddler	Preschool
1, 5	3	91010	462	499	**961**	15	170	**185**	19%	776	81%		
5	2	91011	127	164	**291**	0	0	**0**	0%	291	100%		
1, 5	3	91016	469	496	**965**	17	196	**213**	22%	752	78%		
5	2	91020	74	80	**154**	0	9	**9**	6%	145	94%		
5	3	91023	0	0	**0**	0	0	**0**	0%	0	0%		
5	3	91024	68	87	**155**	2	18	**20**	13%	135	87%		
1, 5	3	91030	277	330	**607**	2	7	**9**	1%	598	99%		
3, 5	2	91040	429	382	**811**	11	69	**80**	10%	731	90%		
5	2	91042	582	518	**1,100**	23	116	**139**	13%	961	87%	3	
5	2	91046	0	1	**1**	0	0	**0**	0%	1	100%		
5	3	91101	278	278	**556**	8	67	**75**	13%	481	87%		
5	3	91103	372	371	**743**	34	213	**247**	33%	496	67%		
5	3	91104	458	471	**929**	20	222	**242**	26%	687	74%		
1, 5	3	91105	151	151	**302**	6	9	**15**	5%	287	95%		
5	3	91106	330	330	**660**	9	86	**95**	14%	565	86%		
5	3	91107	369	392	**761**	9	99	**108**	14%	653	86%		
5	3	91108	105	138	**243**	0	3	**3**	1%	240	99%		
5	3	91126	0	0	**0**	0	0	**0**	0%	0	100%		
5	2	91201	337	292	**629**	18	78	**96**	15%	533	85%		
5	2	91202	340	294	**634**	8	32	**40**	6%	594	94%		
5	2	91203	195	168	**363**	5	41	**46**	13%	317	87%		
1, 5	2	91204	238	206	**444**	13	88	**101**	23%	343	77%		
1 , 5	2	91205	562	485	**1,047**	42	148	**190**	18%	857	82%	3	
1, 5	2	91206	491	423	**914**	11	42	**53**	6%	861	94%		
5	2	91207	155	134	**289**	5	10	**15**	5%	274	95%		
5	2	91208	241	209	**450**	1	8	**9**	2%	441	98%		
5	2	91210	3	4	**7**	0	0	**0**	0%	7	100%		
5	2	91214	330	325	**655**	0	21	**21**	3%	634	97%		
3	2	91301	146	109	**255**	2	4	**6**	2%	249	98%		
3	2	91302	146	111	**257**	1	5	**6**	2%	251	98%		
3	2	91303	398	413	**811**	33	421	**454**	56%	357	44%		
3, 5	2	91304	684	687	**1,371**	58	184	**242**	18%	1,129	82%	3	
3	2	91306	655	674	**1,329**	42	167	**209**	16%	1,120	84%	3	
3, 5	2	91307	338	334	**672**	2	11	**13**	2%	659	98%		
3, 5	2	91311	467	462	**929**	17	42	**59**	6%	870	94%		
3	2	91316	434	542	**976**	15	44	**59**	6%	917	94%		
5	2	91321	436	444	**880**	18	178	**196**	22%	684	78%		
3,5	2	91324	360	355	**715**	27	145	**172**	24%	543	76%		
3,5	2	91325	443	468	**911**	33	105	**138**	15%	773	85%		
5	2	91326	442	443	**885**	7	23	**30**	3%	855	97%		
3,5	2	91330	33	33	**66**	1	2	**3**	5%	63	95%		
3	2	91331	2,471	3,241	**5,712**	235	1063	**1,298**	23%	4,414	77%	1	1
3	2	91335	1,196	1,490	**2,686**	72	411	**483**	18%	2,203	82%	2	2
3	2	91340	575	778	**1,353**	140	491	**631**	47%	722	53%		
3, 5	2	91342	1,564	1,926	**3,490**	238	414	**652**	19%	2,838	81%	2	1
3, 5	2	91343	1,725	1,781	**3,506**	92	511	**603**	17%	2,903	83%	1	2
3, 5	2	91344	778	920	**1,698**	42	190	**232**	23%	798	77%	3	
3	2	91345	560	581	**1,141**	77	110	**187**	16%	954	84%		
5	2	91350	398	419	**817**	11	21	**32**	4%	785	96%		
5	2	91351	403	411	**814**	22	150	**172**	21%	642	79%		
3, 5	2	91352	1,011	899	**1,910**	62	341	**403**	21%	1,507	79%	2	3
5	2	91354	342	372	**714**	5	11	**16**	2%	698	98%	2	
5	2	91355	406	417	**823**	6	19	**25**	3%	798	97%		
3	2	91356	474	593	**1,067**	10	34	**44**	4%	1,023	96%		3
3	2	91361	116	101	**217**	1	11	**12**	6%	205	94%		
3	2	91362	194	158	**352**	4	41	**45**	13%	307	87%		
3	2	91364	377	391	**768**	2	17	**19**	2%	749	98%		
3	2	91367	566	578	**1,144**	11	32	**43**	4%	1,101	96%	3	3
5	2	91381	200	244	**444**	3	9	**12**	3%	432	97%		
5	2	91382	0	0	**0**	0	0	**0**	0%	0	0%		
5	2	91384	297	362	**659**	10	60	**70**	11%	589	89%		
5	2	91387	475	518	**993**	37	141	**178**	18%	815	82%		
5	2	91390	200	234	**434**	1	8	**9**	2%	425	98%		
3	2	91401	999	1,134	**2,133**	55	371	**426**	20%	1,707	80%	2	3
3	2	91402	2,312	2,376	**4,688**	136	610	**746**	16%	3,942	84%	1	1
3	2	91403	248	219	**467**	3	17	**20**	4%	447	96%		
3	2	91405	1,301	1,476	**2,777**	151	333	**484**	17%	2,293	83%	2	
3	2	91406	1,094	1,279	**2,373**	68	444	**512**	22%	1,861	78%	2	2
3	2	91411	627	712	**1,339**	22	57	**79**	6%	1,260	94%	3	3
3	2	91423	427	416	**843**	8	18	**26**	3%	817	97%		
3	2	91436	185	214	**399**	0	1	**1**	0%	398	100%		
5	2	91501	144	141	**285**	5	42	**47**	16%	238	84%		
5	2	91502	78	76	**154**	4	27	**31**	20%	123	80%		
5	2	91504	218	207	**425**	14	58	**72**	17%	353	83%		
3, 5	2	91505	220	214	**434**	5	40	**45**	10%	389	90%		
3, 5	2	91506	131	127	**258**	6	14	**20**	8%	238	92%		
5	2	91521	0	0	**0**	0	0	**0**	0%	0	100%		
5	2	91522	0	0	**0**	0	0	**0**	0%	0	0%		
5	2	91523	0	0	**0**	0	0	**0**	0%	0	0%		
3, 5	2	91601	715	866	**1,581**	24	137	**161**	10%	1,420	90%	3	3
3	2	91602	185	179	**364**	4	28	**32**	9%	332	91%		
3	2	91604	178	100	**278**	4	10	**14**	5%	264	95%		
3, 5	2	91605	1,150	1,159	**2,309**	81	291	**372**	16%	1,937	84%	2	2
3	2	91606	869	1,050	**1,919**	69	189	**258**	13%	1,661	87%	2	2
3	2	91607	499	592	**1,091**	17	65	**82**	8%	1,009	92%		3
3	2	91608	0	0	**0**	0	1	**1**	0%	-1	0%		
1, 5	3	91702	1,078	1,187	**2,265**	52	402	**454**	20%	1,811	80%	2	2

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)			Eligible Children Served[1]				Eligible Children Unserved		Priority Level	
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 0 to 3	Ages 3 to 5	Total	Ages 0 to 3	Ages 3 to 5	Total	Percent Served	Total	Percent Unserved	Infant & Toddler	Preschool
1	3	91706	1,384	1,534	**2,918**	97	1048	**1,145**	39%	1,773	61%	2	
1,4	3	91709	0	0	**0**	0	0	**0**	0%	0	100%		
1	3	91710	0	0	**0**	0	0	**0**	0%	0	0%		
1, 5	3	91711	235	311	**546**	11	47	**58**	11%	488	89%		
1, 5	3	91722	538	451	**989**	31	234	**265**	27%	724	73%	3	
5	3	91723	292	237	**529**	19	129	**148**	28%	381	72%		
1, 5	3	91724	316	287	**603**	15	143	**158**	26%	445	74%		
1	3	91731	789	979	**1,768**	81	451	**532**	52%	496	48%	3	
1, 5	3	91732	1,649	2,044	**3,693**	142	722	**864**	23%	2,829	77%	1	2
1	3	91733	1,139	1,352	**2,491**	140	560	**700**	28%	1,791	72%	2	2
5	3	91740	164	218	**382**	17	57	**74**	19%	308	81%		
5	3	91741	180	234	**414**	10	9	**19**	5%	395	95%		
1	3	91744	1,679	1,757	**3,436**	137	964	**1,101**	32%	2,335	68%	1	
1, 4	3	91745	618	703	**1,321**	26	235	**261**	20%	1,060	80%	3	
1, 4	3	91746	630	673	**1,303**	71	343	**414**	32%	889	68%	3	
1, 4	3	91748	318	447	**765**	12	245	**257**	34%	508	66%		
1, 5	3	91750	216	287	**503**	18	31	**49**	10%	454	90%		
1	3	91754	399	589	**988**	28	111	**139**	14%	849	86%		
1	3	91755	334	495	**829**	16	145	**161**	19%	668	81%		
5	3	91759	9	9	**18**	0	1	**1**	6%	17	94%		
4	3	91765	325	458	**783**	7	34	**41**	5%	742	95%		
1 , 4	3	91766	1,824	2,130	**3,954**	212	805	**1,017**	26%	2,937	74%	1	2
1	3	91767	1,216	1,444	**2,660**	157	584	**741**	28%	1,919	72%	2	2
1, 5	3	91768	873	1,022	**1,895**	113	551	**664**	59%	471	41%	2	
1, 5	3	91770	768	1,126	**1,894**	78	579	**657**	35%	1,237	65%	3	
1, 5	3	91773	228	290	**518**	6	47	**53**	10%	465	90%		
5	3	91775	188	247	**435**	5	58	**63**	14%	372	86%		
1, 5	3	91776	308	428	**736**	17	114	**131**	18%	605	82%		
1, 5	3	91780	276	361	**637**	12	86	**98**	15%	539	85%		
1, 4, 5	3	91789	582	530	**1,112**	13	45	**58**	5%	1,054	95%	3	
1	3	91790	747	647	**1,394**	76	434	**510**	37%	884	63%	3	
1	3	91791	533	442	**975**	41	301	**342**	35%	633	65%		
1, 5	3	91792	508	422	**930**	24	132	**156**	17%	774	83%		
5	3	91801	574	682	**1,256**	45	220	**265**	21%	991	79%	3	
5	3	91803	329	392	**721**	21	144	**165**	23%	556	77%		
5	1	92397	0	0	**0**	0	0	**0**	0%	0	0%		
4	3	92821	2	0	**2**	0	0	**0**	0%	2	100%		
4	3	92823	0	0	**0**	0	0	**0**	0%	0	0%		
5	1	93243	57	54	**111**	0	1	**1**	1%	110	99%		
5	1	93510	78	94	**172**	3	8	**11**	6%	161	94%		
5	1	93523	0	0	**0**	0	0	**0**	0%	0	0%		
5	1	93532	27	34	**61**	3	2	**5**	8%	56	92%		
5	1	93534	1,178	1,074	**2,252**	93	305	**398**	18%	1,854	82%		3
5	1	93535	1,945	1,811	**3,756**	219	770	**989**	26%	2,767	74%	1	2
5	1	93536	1,990	1,839	**3,829**	76	231	**307**	8%	3,522	92%	1	1
5	1	93543	128	157	**285**	17	40	**57**	20%	228	80%		
5	1	93544	11	14	**25**	0	0	**0**	0%	25	100%		
5	1	93550	2,230	2,450	**4,680**	356	1174	**1,530**	59%	1,048	41%	1	
5	1	93551	1,405	1,551	**2,956**	43	202	**245**	15%	1,385	85%	2	2
5	1	93552	1,140	1,252	**2,392**	68	364	**432**	33%	885	67%	2	
5	1	93553	19	24	**43**	2	2	**4**	9%	39	91%		
5	1	93563	3	4	**7**	0	0	**0**	0%	7	100%		
5	1	93591	71	87	**158**	8	57	**65**	41%	93	59%		

[1]Eligible children served by Early Head Start, Head Start, Centers, State Preschool CalWORKs Stages 2 and 3 and Alternative Payment (AP) retrieved from Early Learning Needs Assessment Tool hosted by AIR.

Source: American Institutes for Research (AIR). Early Learning Needs Assessment Tool (2014). Data compiled by AIR from multiple sources including the California Child Care Resource and Referral Network, California Department of Education, California Department of Public Health, the American Community Survey PUMS data, and an AIR-administered survey of Head Start programs.

COUNTY OF LOS ANGELES
CHILD CARE PLANNING COMMITTEE
POLICY • PLANNING • PRACTICE

Subsidized Early Care and Education Capacity for Low-Income Working Families - School Age (Ages 6 to 12) - 2016

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
1 , 2	6	90001	2,549	111	4%	2,438	96%	1
2	6	90002	2,100	221	11%	1,879	89%	1
2	6	90003	2,637	274	10%	2,363	90%	1
1 , 2, 3	4	90004	1,629	46	3%	1,583	97%	
1 , 2, 3	4	90005	1,050	38	4%	1,012	96%	2
1 , 2	4	90006	2,116	62	3%	2,054	97%	1
1 , 2	6	90007	1,084	60	6%	1,024	94%	1
2	6	90008	1,077	150	14%	927	86%	
2,3	4	90010	17	2	12%	15	88%	
1 , 2	6	90011	5,305	314	6%	4,991	94%	
1	4	90012	457	23	5%	434	95%	2
1,2	4	90013	25	6	24%	19	76%	3
1, 2	4	90014	20	1	5%	19	95%	
1, 2	4	90015	603	40	7%	563	93%	3
2	6	90016	1,767	142	8%	1,625	92%	2
1	4	90017	921	39	4%	882	96%	2
2	6	90018	1,877	148	8%	1,729	92%	1
2	4	90019	1,801	67	4%	1,734	96%	
2, 3	4	90020	782	27	3%	755	97%	2
1,2	4	90021	36	4	11%	32	89%	
1	7	90022	2,356	106	4%	2,250	96%	1
1	7	90023	2,086	85	4%	2,001	96%	
3	5	90024	130	0	0%	130	100%	3
2,3	5	90025	290	3	1%	287	99%	
1	4	90026	1,474	78	5%	1,396	95%	1
1 , 3	4	90027	515	41	8%	474	92%	2
3	4	90028	428	20	5%	408	95%	2
1,2,3	4	90029	1,276	53	4%	1,223	96%	
1	4	90031	1,463	39	3%	1,424	97%	
1 , 5	4	90032	1,416	69	5%	1,347	95%	
1	4	90033	1,941	100	5%	1,841	95%	
2	4	90034	783	31	4%	752	96%	2
2,3	5	90035	312	5	2%	307	98%	3
2, 3	4	90036	318	2	1%	316	99%	2
2	6	90037	2,593	281	11%	2,312	89%	
3	4	90038	844	30	4%	814	96%	3
1 , 3	4	90039	434	6	1%	428	99%	3
1	7	90040	263	22	8%	241	92%	2
1 , 5	4	90041	344	5	1%	339	99%	2
1 , 5	4	90042	1,610	75	5%	1,535	95%	
2	6	90043	1,342	211	16%	1,131	84%	
2	6	90044	4,089	516	13%	3,573	87%	
2, 4	5	90045	498	29	6%	469	94%	
3	5	90046	117	1	1%	116	99%	3
2	6	90047	1,258	308	24%	950	76%	1
2,3	4	90048	61	0	0%	61	100%	
3	5	90049	97	1	1%	96	99%	
2	5	90056	32	13	40%	19	60%	
2 , 3	5	90057	1,562	46	3%	1,516	97%	2
1,2	7	90058	172	13	8%	159	92%	
2	6	90059	1,579	204	13%	1,375	87%	1
2	6	90061	773	126	16%	647	84%	1
2	6	90062	1,127	163	14%	964	86%	2
1	7	90063	1,974	85	4%	1,889	96%	1
2, 3	5	90064	183	7	4%	176	96%	
1, 5	4	90065	1,104	56	5%	1,048	95%	
2,3	5	90066	681	30	4%	651	96%	
3	5	90067	3	0	0%	3	100%	
3	4	90068	143	0	0%	143	100%	

Supervisorial District	Service Planning Area (SPA)	Zip Code	Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
			Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
3	4	90069	35	2	6%	33	94%	
1	4	90071	0	0	0%	0	100%	
3	VA Hospital	90073	10	0	0%	10	100%	
3	5	90077	18	0	0%	18	100%	
2	USC	90089	0	0	0%	0	0%	
2,4	5	90094	45	2	4%	43	96%	
3	5	90095	0	0	0%	0	0%	
1, 4	7	90201	4,001	165	4%	3,836	96%	1
3	5	90210	77	0	0%	77	100%	
2,3	5	90211	21	1	5%	20	95%	
3	5	90212	16	1	6%	15	94%	
2	6	90220	1,427	177	12%	1,250	88%	
2	6	90221	1,972	152	8%	1,820	92%	
2	6	90222	1,167	101	9%	1,066	91%	
2	5	90230	439	43	10%	396	90%	
2	5	90232	95	14	15%	81	85%	
1, 4	7	90240	575	25	4%	550	96%	2
4	7	90241	1,055	60	6%	995	94%	1
4	7	90242	1,287	44	3%	1,243	97%	2
2,4	8	90245	58	4	7%	54	93%	
2, 4	8	90247	1,629	128	8%	1,501	92%	
2, 4	8	90248	119	7	6%	112	94%	
2	8	90249	573	89	16%	484	84%	
2	8	90250	1,756	357	20%	1,399	80%	2
4	8	90254	70	0	0%	70	100%	
1, 2	7	90255	2,786	130	5%	2,656	95%	
2	8	90260	1,024	53	5%	971	95%	
2	8	90261	0	0	0%	0	0%	
2, 4	6	90262	2,744	103	4%	2,641	96%	
3	5	90263	3	0	0%	3	100%	
3	5	90265	114	4	4%	110	96%	
4	8	90266	127	0	0%	127	100%	
1	7	90270	1,042	40	4%	1,002	96%	2
3	5	90272	125	0	0%	125	100%	
4	8	90274	62	0	0%	62	100%	
4	8	90275	202	1	0%	201	100%	3
4	8	90277	162	20	12%	142	88%	
4	8	90278	268	62	23%	206	77%	
1 , 4	7	90280	3,464	123	4%	3,341	96%	
3	2	90290	53	0	0%	53	100%	
2,3	5	90291	314	9	3%	305	97%	
2,3,4	5	90292	68	5	7%	63	93%	
4	5	90293	41	0	0%	41	100%	
2	8	90301	1,188	158	13%	1,030	87%	1
2	8	90302	727	131	18%	596	82%	2
2	8	90303	980	108	11%	872	89%	2
2	8	90304	1,219	61	5%	1,158	95%	1
2	8	90305	97	44	45%	53	55%	3
3	5	90401	30	11	37%	19	63%	
3	5	90402	31	5	16%	26	84%	
3	5	90403	85	22	26%	63	74%	
3	5	90404	240	74	31%	166	69%	
3	5	90405	192	46	24%	146	76%	
4	8	90501	991	39	4%	952	96%	2
2, 4	8	90502	240	13	5%	227	95%	
4	8	90503	395	6	2%	389	98%	3
4	8	90504	342	23	7%	319	93%	
4	8	90505	408	7	2%	401	98%	3
2	8	90506	0	0	0%	0	0%	
1, 4	7	90601	533	41	8%	492	92%	2
4	7	90602	713	62	9%	651	91%	3
4	7	90603	119	19	16%	100	84%	3
4	7	90604	581	113	19%	468	81%	2
1, 4	7	90605	796	55	7%	741	93%	3

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
1, 4	7	90606	676	46	7%	630	93%	2
4	7	90630	6	39	611%	-33	-511%	
4	7	90631	24	177	727%	-153	-627%	1
4	7	90638	281	18	6%	263	94%	1
1	7	90639	3	0	0%	3	100%	
1	7	90640	1,384	92	7%	1,292	93%	2
4	7	90650	2,148	139	6%	2,009	94%	1
1	7	90660	1,081	56	5%	1,025	95%	2
4	7	90670	193	25	13%	168	87%	
4	7	90701	349	9	3%	340	97%	
4	7	90703	358	5	1%	353	99%	2
4	8	90704	53	2	4%	51	96%	
4	7	90706	1,451	182	13%	1,269	87%	1
2, 4	8	90710	488	59	12%	429	88%	
4	7	90712	348	60	17%	288	83%	2
4	7	90713	209	6	3%	203	97%	2
4	7	90715	485	27	6%	458	94%	3
4	7	90716	655	23	4%	632	96%	
4	8	90717	201	36	18%	165	82%	
1,2 4	6	90723	1,716	115	7%	1,601	93%	1
4	8	90731	1,481	78	5%	1,403	95%	1
4	8	90732	113	2	2%	111	98%	2
4	8	90744	2,407	71	3%	2,336	97%	2
2, 4	8	90745	845	55	7%	790	93%	
2	8	90746	279	41	15%	238	85%	
2	8	90747	2	0	0%	2	100%	
4	8	90755	90	26	29%	64	71%	3
4	8	90802	744	98	13%	646	87%	1
4	8	90803	134	13	10%	121	90%	3
4	8	90804	1,127	111	10%	1,016	90%	2
4	8	90805	3,253	522	16%	2,731	84%	1
4	8	90806	1,553	119	8%	1,434	92%	1
4	8	90807	233	45	19%	188	81%	2
4	8	90808	166	25	15%	141	85%	
4	8	90810	1,019	111	11%	908	89%	2
4	8	90813	2,751	150	5%	2,601	95%	1
4	8	90814	145	30	21%	115	79%	3
4	8	90815	239	17	7%	222	93%	
4	8	90822	0	0	0%	0	0%	
4	8	90831	0	0	0%	0	0%	
4	8	90840	2	0	0%	2	100%	
4	8	90846	0	0	0%	0	0%	
5	3	91001	526	39	7%	487	93%	2
5	3	91006	256	14	5%	242	95%	3
5	3	91007	528	10	2%	518	98%	2
5	3	91008	3	0	0%	3	100%	
1, 5	3	91010	366	14	4%	352	96%	2
5	2	91011	71	2	3%	69	97%	
1, 5	3	91016	471	38	8%	433	92%	2
5	2	91020	104	14	13%	90	87%	
5	3	91023	0	0	0%	0	0%	
5	3	91024	95	0	0%	95	100%	
1, 5	3	91030	305	2	1%	303	99%	
3, 5	2	91040	238	10	4%	228	96%	3
5	2	91042	515	36	7%	479	93%	3
5	2	91046	3	0	0%	3	100%	
5	3	91101	258	15	6%	243	94%	3
5	3	91103	773	54	7%	719	93%	3
5	3	91104	613	41	7%	572	93%	
1, 5	3	91105	43	4	9%	39	91%	
5	3	91106	244	23	9%	221	91%	3
5	3	91107	285	13	5%	272	95%	
5	3	91108	69	0	0%	69	100%	
5	3	91126	0	0	0%	0	100%	

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
5	2	91201	469	45	10%	424	90%	3
5	2	91202	365	22	6%	343	94%	3
5	2	91203	317	32	10%	285	90%	
1, 5	2	91204	500	75	15%	425	85%	
1 , 5	2	91205	1,107	134	12%	973	88%	3
1, 5	2	91206	504	50	10%	454	90%	2
5	2	91207	104	7	7%	97	93%	
5	2	91208	196	14	7%	182	93%	
5	2	91210	0	0	0%	0	0%	
5	2	91214	225	21	9%	204	91%	2
3	2	91301	211	1	0%	210	100%	
3	2	91302	161	4	2%	157	98%	
3	2	91303	1,075	41	4%	1,034	96%	
3, 5	2	91304	1,268	62	5%	1,206	95%	
3	2	91306	1,346	48	4%	1,298	96%	
3, 5	2	91307	194	6	3%	188	97%	3
3, 5	2	91311	230	32	14%	198	86%	3
3	2	91316	318	20	6%	298	94%	2
5	2	91321	1,217	34	3%	1,183	97%	2
3,5	2	91324	543	22	4%	521	96%	
3,5	2	91325	607	47	8%	560	92%	
5	2	91326	196	7	4%	189	96%	2
3,5	2	91330	1	0	0%	1	100%	
3	2	91331	2,518	229	9%	2,289	91%	1
3	2	91335	2,018	144	7%	1,874	93%	
3	2	91340	1,214	57	5%	1,157	95%	
3, 5	2	91342	2,307	152	7%	2,155	93%	
3, 5	2	91343	1,590	167	11%	1,423	89%	1
3, 5	2	91344	496	58	12%	438	88%	2
3	2	91345	168	32	19%	136	81%	3
5	2	91350	215	16	7%	199	93%	2
5	2	91351	631	39	6%	592	94%	2
3, 5	2	91352	1,730	111	6%	1,619	94%	
5	2	91354	201	10	5%	191	95%	2
5	2	91355	398	15	4%	383	96%	2
3	2	91356	479	29	6%	450	94%	3
3	2	91361	34	3	9%	31	91%	
3	2	91362	6	12	209%	-6	-109%	
3	2	91364	80	11	14%	69	86%	2
3	2	91367	265	9	3%	256	97%	2
5	2	91381	109	1	1%	108	99%	3
5	2	91382	0	0	0%	0	0%	
5	2	91384	196	14	7%	182	93%	2
5	2	91387	731	97	13%	634	87%	2
5	2	91390	92	10	11%	82	89%	3
3	2	91401	1,048	81	8%	967	92%	1
3	2	91402	2,121	174	8%	1,947	92%	
3	2	91403	107	8	8%	99	92%	
3	2	91405	2,175	132	6%	2,043	94%	
3	2	91406	1,908	81	4%	1,827	96%	2
3	2	91411	745	56	8%	689	92%	2
3	2	91423	159	8	5%	151	95%	2
3	2	91436	70	0	0%	70	100%	
5	2	91501	410	19	5%	391	95%	
5	2	91502	277	15	5%	262	95%	
5	2	91504	556	47	8%	509	92%	3
3, 5	2	91505	498	38	8%	460	92%	3
3, 5	2	91506	269	15	6%	254	94%	
5	2	91521	0	0	0%	0	100%	
5	2	91522	0	0	0%	0	0%	
5	2	91523	0	0	0%	0	0%	
3, 5	2	91601	700	42	6%	658	94%	2
3	2	91602	80	5	6%	75	94%	
3	2	91604	119	2	2%	117	98%	

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
3, 5	2	91605	1,847	123	7%	1,724	93%	
3	2	91606	1,319	124	9%	1,195	91%	
3	2	91607	245	27	11%	218	89%	3
3	2	91608	0	1	0%	-1	0%	
1, 5	3	91702	1,287	112	9%	1,175	91%	1
1	3	91706	2,120	134	6%	1,986	94%	1
1,4	3	91709	1	0	0%	1	100%	
1	3	91710	0	0	0%	0	0%	
1, 5	3	91711	268	14	5%	254	95%	2
1, 5	3	91722	719	92	13%	627	87%	2
5	3	91723	396	79	20%	317	80%	3
1, 5	3	91724	389	49	13%	340	87%	2
1	3	91731	550	53	10%	497	90%	2
1, 5	3	91732	1,369	109	8%	1,260	92%	1
1	3	91733	1,173	96	8%	1,077	92%	1
5	3	91740	259	43	17%	216	83%	3
5	3	91741	204	12	6%	192	94%	3
1	3	91744	1,754	198	11%	1,556	89%	
1, 4	3	91745	586	23	4%	563	96%	
1, 4	3	91746	626	32	5%	594	95%	2
1, 4	3	91748	489	99	20%	390	80%	1
1, 5	3	91750	285	32	11%	253	89%	2
1	3	91754	472	32	7%	440	93%	2
1	3	91755	390	17	4%	373	96%	2
5	3	91759	0	0	0%	0	100%	
4	3	91765	215	24	11%	191	89%	2
1 , 4	3	91766	2,246	102	5%	2,144	95%	1
1	3	91767	1,343	102	8%	1,241	92%	1
1, 5	3	91768	947	58	6%	889	94%	1
1, 5	3	91770	1,257	88	7%	1,169	93%	2
1, 5	3	91773	239	19	8%	220	92%	2
5	3	91775	257	16	6%	241	94%	3
1, 5	3	91776	832	83	10%	749	90%	3
1, 5	3	91780	349	33	9%	316	91%	2
1, 4, 5	3	91789	226	14	6%	212	94%	2
1	3	91790	1,085	81	7%	1,004	93%	2
1	3	91791	663	58	9%	605	91%	2
1, 5	3	91792	658	67	10%	591	90%	2
5	3	91801	1,270	55	4%	1,215	96%	2
5	3	91803	518	36	7%	482	93%	
5	1	92397	0	0	0%	0	100%	
4	3	92821	7	0	0%	7	100%	
4	3	92823	0	0	0%	0	0%	
5	1	93243	1	0	0%	1	100%	
5	1	93510	45	3	7%	42	93%	
5	1	93523	0	0	0%	0	0%	
5	1	93532	19	1	5%	18	95%	
5	1	93534	949	208	22%	741	78%	1
5	1	93535	2,213	480	22%	1,733	78%	1
5	1	93536	872	207	24%	665	76%	1
5	1	93543	260	22	8%	238	92%	
5	1	93544	10	0	0%	10	100%	

			Number of Children in Working Families with Income at or Below 70 Percent of State Median Income (SMI)	Eligible Children Served[1]		Eligible Children Unserved		Priority Level
Supervisorial District	Service Planning Area (SPA)	Zip Code	Ages 6 to 12	Ages 6 to 12	Percent Served	Total	Percent Unserved	School Age
5	1	93550	2,404	411	17%	1,993	83%	1
5	1	93551	374	76	20%	298	80%	1
5	1	93552	758	161	21%	597	79%	
5	1	93553	13	7	54%	6	46%	
5	1	93563	1	0	0%	1	100%	
5	1	93591	202	17	8%	185	92%	

[1]Eligible children served by Centers, CalWORKs Child Care Stages 2 and 3 and Alternative Payment (AP) retrieved from Early Learning Needs Assessment Tool hosted by AIR. In addition, data captures children enrolled in After School Education and Safety (ASES) Program and 21st Century Community Learning Centers.

Source: County of Los Angeles Internal Services Department's Urban Research population estimates (July 2015) and California Department of Education (CDE) 801A data (2014) uploaded to Early Learning Needs Assessment Tool hosted by American Institutes for Research (2014).