



Long Beach Unified School District

HEAD START & EARLY HEAD START

Annual Public Report

2019-2020



Early Head Start & Head Start

Compassion ♦ Excellence ♦ Mindfulness ♦ Integrity

Program Description

Head Start is a federally funded program that promotes the school readiness of young children from low-income families. The Head Start program is authorized by the *Improving Head Start for School Readiness Act of 2007*.

- Head Start and Early Head Start programs provide comprehensive services to support the mental, social, and emotional development of children prenatally through age 5. In addition to education services, our programs provide children and their families with health, nutrition, mental health, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic background.
- Head Start encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community.

The over-arching focus of the Head Start and Early Head Start program is to prepare children to enter kindergarten with the required school readiness skills. In doing so, the Long Beach Unified School District Head Start program prides itself on providing quality early learning experiences for children and a full-range of services to the entire family.

Enrollment

During the 2019-20 school year, the Long Beach Unified School District Head Start Program was funded to serve 1,340 children and their families (1,008 preschool children and 332 infants, toddlers, and pregnant women) in the cities of Long Beach and Signal Hill at 24 preschool centers (serving children ages 3 to 5) and two Early Head Start centers (serving infants, toddlers, and pregnant women). A total of 1,091 **preschool age children** and 404 infants and toddlers were enrolled during the program year. Of those in Head Start, 82% had incomes at or below the federal poverty guidelines. Another 12% had incomes between 101-130% of the federal poverty guidelines and 6% of children enrolled came from families whose income was above the federal poverty guidelines, but had other extenuating circumstances that demonstrated a need for the services.

In **Early Head Start**, 87% of enrolled children come from families whose income was at or below the federal poverty guidelines. Additionally, 9% had families with incomes between 101-130% of the federal poverty guidelines. The other 4% of children enrolled came from families whose income was above the federal poverty guidelines, but had other extenuating circumstances that demonstrated a need for the services.

Funding Sources

The Long Beach Unified School District serves as the grantee (recipient) of federal funds to operate both a Head Start and Early Head Start (EHS) program for preschool children, infants, toddlers, and pregnant women who reside within Long Beach and Signal Hill zip codes. The federal funding includes a *basic grant* and a *training and technical assistance grant*. The *basic grant* funds general program operations (i.e., personnel, health and welfare benefits, materials, supplies, equipment, facilities), while the *training and technical assistance grant* is earmarked to support training and technical assistance (i.e., professional development, training, consultants, and training materials).

2019-20 Budgetary Expenditures

The program's 2019-20 federal share for operating its program was \$26,697,284. The program's non-federal share was \$6,674,314. Of those funds, \$24,359,903.63 was spent, \$6,209,122 in non-federal share earned and \$2,337,380.37 was unspent.

2020-21 Budget

For the 2020-21 program year, Long Beach Unified School District will serve 1,008 preschool children and 332 pregnant women infants, and toddlers. The total operating budget for the 2020-21 program year is \$25,270,327.

Additionally, \$888,532 was awarded for the cost-of-living adjustment and Quality Improvement increases for program operations; \$1,177,602 in CARES Act funds was awarded to prevent, prepare for and respond to the COVID-19 pandemic; and \$778,783 in Program Improvement funds was awarded to add bathrooms to 25 classrooms located at 9 centers.

Monitoring Review

In January 2020, the Administration for Children and Families (ACF) conducted a Focus Area One monitoring review of Long Beach Unified School District Head Start and Early Head Start programs. All performance and compliance requirements were met and there were no deficiencies within our program. The areas of monitoring review included: Program Design and Management, Designing Quality Education and Child Development Program Services, Designing Quality Health Program Services, Designing Quality Family and Community Engagement Services, and Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure.

Fiscal Audit

The Long Beach Unified School District participated in its annual fiscal audit conducted by an external auditor. The outcome of this audit revealed no findings related to the Head Start program.

For the sixth year running, independent audits of the Long Beach Unified School District's finances and its Measures K & E school bond programs have resulted in the highest possible rating from certified public accountants. Results of the audit of the 2019-2020 fiscal year were presented to the school board on December 15, 2020 by the firm of CliftonLarsonAllen LLP. The auditing firm deemed that the school district's accounting is fully compliant with regulations and legal requirements. The "unmodified opinion," designation signifies that the records audited give a true and fair view of LBUSD's finances.

Program Information Report

Annually, the program is required to submit comprehensive data via the Program Information Report (PIR) that provides information about the number of children served, staffing, program services, and activities, and other areas of importance to national policy making. At the national level, PIR information is used by the Administration for Children and Families to respond to Congressional and public inquiries about the Head Start program.

Head Start & Early Head Start Program Information Report (PIR)

Due to the impact of COVID-19 Pandemic on student enrollment and program delivery, the Office of Head Start did not require the PIR report for 2019-2020. The data below is from the most recent report 2018-2019.

Critical Indicators

INDICATOR	HEAD START		EARLY HEAD START	
	#	%	#	%
Health Insurance	1,518	95.4%	274	93%
Medical Exams	1,492	94%	255	94%
Dental Home	1,476	93%	235	80%
Dental Exams	1,514	95%	254	94%
Up-to-date Immunizations	1,560	98%	273	100%
Children with Disabilities	191	12%	71	24%
Received Family Services	1,246	83%	265	98%
Mental Health Services	188	12%	18	6%
Teacher with advance Degree (MA/MS)	11	10%	5	25%
Teacher with BA/BS Degree	77	67%	13	65%
Teacher AA/AS Degree	27	23%	2	10%

An additional area deserving mention is the percentage of teachers who earned their Bachelor of Arts (BA) Degree or higher. In the Early Head Start program, 25% of the teachers have an advanced degree, 65% have earned a BA or higher, and 10% have an AA degree. In the Head Start program 10% of teachers have an advanced degree, 67% have a BA degree, and 23% have an AA degree. All teachers have a Teacher's Child Development Permit issued by the California Commission on Teacher Credentialing. 100% of LBUSD Head Start and Early Head Start teachers meet Head Start and State teacher qualification requirements.

Efforts to Prepare Children for Kindergarten

The successful transition from Head Start to kindergarten is a major focus of the LBUSD program. To this end, the program has established a set of *School Readiness Goals* for both the Early Head Start and Head Start programs. In both cases, the goals are aligned to the Head Start Child Outcomes Framework and are measured by the program's ongoing assessment of children's development.

Further attention is given to school readiness via the program's *Goal #1*, which states the program will ensure that Head Start children are provided the foundation that will help guarantee academic success Pre-K through college.

Moreover, the agency has a history of partnering with kindergarten teachers, elementary principals, district administrators, and parents, to develop and implement strategic plans supporting successful transitions. A broad *Transition Plan*, including Early Head Start and Head Start activities, has been developed to assist with the process. Sample activities include: 1) Early Learning Symposium for and in collaboration with preschool-third grade teachers and administrators; 2) kindergarten classroom visitations; 3) parent transition meetings; 4) participation in the district's annual

Education Celebration; 5) participation on district-wide parent advisories; and 6) dissemination of pertinent child outcomes; etc. Additionally, the program plays a crucial role in the annual Kindergarten Festivals organized by the Long Beach Early Childhood Education Committee. The four festivals are held on LBUSD campuses and are strategically located to ensure optimum participation.

Child Outcomes

The *Improving Head Start for School Readiness Act of 2007* continues to expect that programs record and analyze children's outcomes based on the identified domains. The LBUSD Head Start program assesses children's progress three times per year and utilizes the data for overall program improvement. The following domains are assessed resulting in the dissemination (to key stakeholders) of disaggregated data: language and literacy growth; English language development; cognition and general knowledge; creative arts; social and emotional functioning; physical skills; and health. Data is disaggregated based on gender, language (English fluency), and special needs (children with special educational needs).

DRDP Data Summary (2019-20)

Please note that Spring 2020 is not included due to Head Start centers being closed during the COVID19 Pandemic

DRDP 2015 - Infant/Toddler and Preschool

Targets: 85% of 4 and 5 year-olds will obtain Building Middle or Higher
 85% of 3 year-olds will obtain Building Earlier or Higher
 85% of 0-2 year-olds will obtain Exploring Later or Higher

Approaches to Learning-Self Regulation

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
ATL-REG1: Attention Maintenance (EHS)	33%	---	---	50% (+17%)	---	---
ATL-REG2: Self-Comforting (EHS)	28%	---	---	49% (+21%)	---	---
ATL-REG3: Imitation (EHS)	38%	---	---	56% (+18%)	---	---
ATL-REG4: Curiosity and Initiative in Learning (EHS & HS)	46%	51%	39%	67% (+21%)	72% (+21%)	73% (+34%)
ATL-REG5: Self-Control of Feelings and Behavior (EHS & HS)	33%	39%	34%	54% (+21%)	62% (+23%)	73% (+34%)
ATL-REG6: Engagement and Persistence (HS)	---	55%	50%	---	79% (+24%)	78% (+28%)

Social-Emotional Development

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
SED1: Identity of Self in Relation to Others (EHS)	36%	---	---	57% (+21%)	---	---
SED2: Social and Emotional Understanding (EHS)	37%	---	---	58% (+21%)	---	---
SED3: Relationships and Social Interactions with Familiar Adults (EHS & HS)	44%	51%	44%	65% (+21%)	73% (51%)	77% (+33%)
SED4: Relationships and Social Interactions with Peers (HS & EHS)	45%	57%	49%	62% (+17%)	76% (+19%)	80% (+31%)
SED5: Symbolic and Sociodramatic Play (EHS)	37%	---	---	60% (+23%)	---	---

Language and Literacy Development

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
LLD1: Understanding Of Language – Receptive (EHS & HS)	31%	50%	47%	52% (+21%)	68% (+18)	78% (+31)
LLD2: Responsiveness to Language (EHS)	43%	54%	51%	65% (+22%)	75% (+21 %)	78% (+27%)
LLD3: Communication and Use of Language - Expressive (HS & EHS)	30%	54%	53%	44% (+14%)	74% (+20%)	79% (+26%)
LLD4: Reciprocal Communication (EHS & HS)	23%	42%	42%	35% (+12%)	65% (+23%)	75% (+33%)
LLD5: Interest in Literacy (EHS & HS)	48%	47%	40%	71% (+23%)	69% (+22%)	69% (+29%)
LLD6: Comprehension of Age-Appropriate Text (HS)	---	43%	36%	---	67% (+24%)	72% (+36%)
LLD7: Concepts about Print (HS)	---	55%	43%	---	77% (22%)	73% (+30%)
LLD8: Phonological Awareness (HS)	---	55%	33%	---	73% (+18%)	68% (+35%)
LLD9: Letter and Word Knowledge (HS)	---	46%	36%	---	70% (+24%)	69% (+33%)

English Language Development

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
ELD1: Comprehension of English (Receptive English) (HS)	---	19%	22%	---	25% (+6%)	30% (+8%)
ELD2: Self-Expression in English (Expressive English) (HS)	---	18%	23%	---	26% (+8%)	30% (+7%)
ELD3: Understanding and Response to English Literacy Activities (HS)	---	15%	19%	---	24% (+9%)	28% (+9%)

Cognition: Math & Science

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
COG2: Classification (EHS & HS)	39%	48%	47%	62% (+23%)	65% (+17%)	28% (+28%)
COG3: Number Sense of Quantity (EHS & HS)	34%	---	---	48% (+14%)	---	---
COG8: Cause and Effect (EHS & HS)	48%	51%	40%	67% (+19%)	69% (+18%)	75% (+35%)
COG9: Inquiry Through Observation and Investigation (EHS & HS)	46%	36%	32%	62% (+16%)	62% (26%)	67% (+35%)
COG11: Knowledge of the Natural World (EHS & HS)	38%	35%	30%	64% (+26%)	63% (+28%)	66% (+36%)

Physical Development-Health

	Fall 2019			Winter 2020		
DRDP Measures	0 to 2 Years	3 Years	4 & 5 Years	0 to 2 Years	3 Years	4 & 5 Years
PD-HLTH1: Perceptual-Motor Skills and Movement Concepts (EHS)	50%	---	---	75% (+25%)	---	---
PD-HLTH2: Gross Locomotor Movement Skills (EHS)	59%	---	---	74% (+15%)	---	---
PD-HLTH3: Gross Manipulative Skills (EHS & HS)	41%	63%	57%	61% (+20%)	78% (+15%)	82% (+25%)
PD-HLTH4: Fine Motor Manipulative Skills (EHS & HS)	49%	52%	47%	68% (+19%)	77% (+25%)	78% (+31%)
PD-HLTH5: Safety (EHS)	49%	---	---	66% (+17%)	---	---
PD-HLTH7: Personal Care Routines: Feeding (EHS)	67%	---	---	81% (+14%)	---	---
PD-HLTH9: Active Physical Play (HS)	---	74%	68%	---	90% (+16%)	90% (+22%)
PD-HLTH10: Nutrition (HS)	---	62%	45%	---	83% (+21%)	83% (+38%)

Quality Rating and Improvement System

The California State Quality Rating and Improvement System (QRIS) is a shared set of standards that define quality for early learning programs serving children from birth to age five. The CA Department of Education's QRIS assesses the quality of the learning environment and rates the program on specific measures, such as learning activities and teacher interactions. It is based on a five-tier quality continuum framework and provides a rating of quality on a scale of one to five. The CA QRIS is grounded in CLASS and ERS observations and assessments.

In its most recent assessment, three LBUSD HS/EHS centers received a QRIS score of five, the highest possible rating of "*Excellent Quality Level*." The remainder of LBUSD's sites earned a four, or "*Advanced Quality Level*." The review was conducted by independent evaluators Quality Start Los Angeles, the county's QRIS administering agency. The LBUSD HS/EHS centers were rated on eight measures: results of child assessments; ensuring that children receive annual developmental, behavioral, and sensory screenings; teacher-child ratios; teacher qualifications; effective teacher-child interactions; the physical environment of the program; and the qualifications of the director.

(2019) 4 RATING		(2019) 5 RATING
<ul style="list-style-type: none"> • Carmelitos • Edison • Buffum 	<ul style="list-style-type: none"> • Signal Hill • Whittier 	<ul style="list-style-type: none"> • Garfield • Webster

Through collaboration with parents, instructional staff, management, and the district's governing body, program supports were implemented to address the areas where the least progress was made or had the lowest ratings. Examples of improvement activities include staff professional development and parent education with an emphasis on the target areas of child growth and development.

Parent Engagement Activities

Active parental involvement is important to the program's continued success. Active parent engagement is encouraged from the point of enrollment and throughout the enrollment period. Parents enjoy opportunities to participate in shared governance and various parent-focused activities. Parent and family engagement is the cornerstone of LBUSD's success. LBUSD works to build and strengthen families, which is done by using a strengths-based approach. Parents are engaged as equal partners and their knowledge, pride, and concerns about their children are welcomed. Staff also work with parents to support child learning and development; to provide, if applicable, services and supports for children with disabilities and to foster parental confidence and skills that promote the early learning and development of their children.

Parents in the program are also given opportunities to participate in parenting skills classes via two modalities. The first modality is face-to-face classes, where facilitators use the *Center for Social Emotional Foundations for Learning (CSEFEL)*. (During the spring these classes were offered online due to the COVID 19 pandemic). *CSEFEL* is focused on promoting the social emotional development and school readiness of young children birth to age 5. *CSEFEL* is a national resource center funded by the OHS and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. The second modality for parenting skills training is *ReadyRosie*, a research-based parenting curriculum that builds on parents' knowledge. The curriculum is implemented through the power of video and mobile technology to empower families to work with their schools to promote school readiness. Through a partnership with the Mayor's Fund for Education, all Head Start families had free access during the 2019-2020 school year.

In the area of health services, LBUSD ensures that staff collaborate with parents to promote their children's health and well-being by providing medical, oral, nutrition, and mental health education support services that are understandable and in the families' home language. LBUSD conducted a health and wellness fair where local health care providers and advocates provided free dental and health screenings, as well as offered health education opportunities for parents in the areas of preventive medical and oral health care, emergency first aid, environmental hazards, and health/safety practices for the home.

Partnership Highlights:

- Collaboration with all district providers of early learning programs including: Head Start, State-Preschool, Child Development Centers, Pre-K Special Education, Transitional Kindergarten Department, and Elementary Schools from the Collaborative Schools Initiative, which promote a seamless continuum for early learning from Pre-K through third grade.
- Collaboration with the Department of Children and Family Services to identify, recruit, and enroll children in foster care into the Head Start program.
- Collaboration with the broader Long Beach early childhood education community to help ensure that all the city's children ages 0 to 5 are educated, safe, and healthy.
- Collaboration with the Special Education Department to enroll students with a wide range of special needs and provide inclusion best practices for special education and general education students in the Head Start Program.
- Collaboration with the Century Villages of Cabrillo, a multi-service supportive housing continuum that provides emergency shelter, transitional housing, and permanent housing for victims of domestic violence, homeless families, veterans, and/or individuals/families with chemical dependency issues. Through this partnership, LBUSD HS provided home-based services to pregnant women, children, and families living at the residences at the Cabrillo community.
- Collaboration with the Educare Learning Network and various private funders, LBUSD built the Educare Los Angeles at Long Beach. The mission of Educare is to promote school readiness, reduce the achievement gap and break the cycle of poverty by enhancing the social and cognitive development of children ages 0 to 5 years through the provision of evidence-based education, health, nutritional, social, and other services to enrolled children and their families. Each Educare school has a local evaluation partner charged with collecting data on child, family, staff, and community outcomes. The data is compiled at the local, state, and national levels; and findings shared to inform policy makers about the benefits of implementing high quality programs. The Educare school opened in July 2018 and served 119 Head Start and 40 toddlers.