

2022
2023

Annual Report



Enrollment

Head Start

25 centers
Serving children ages 3- 5

Family Income levels

Of those in Head Start, 86% had incomes at or below the federal poverty guidelines, received public assistance, experienced homeless, or were in foster care.

7% had incomes between 101-130% of the federal poverty guidelines.

7% of children enrolled came from families whose income was above the federal poverty guidelines

Total enrolled

1,340 Students

A total of 1,015 preschool-age children and 325 infants and toddlers were enrolled during the program year.

Early Head Start

15 centers

Serving children ages 0-3

92% of enrolled children came from families whose income was at or below the federal poverty guidelines, received public assistance, experienced homeless, or were in foster care

4% had families with incomes between 101-130% of the federal poverty guidelines

4% of children enrolled came from families whose incomes were above the federal poverty guidelines but had other extenuating circumstances that demonstrated a need for services

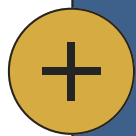


FUNDING SOURCES

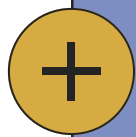
The Long Beach Unified School District serves as the recipient of federal funds to operate both a Head Start and Early Head Start (EHS) program for preschool children, infants, toddlers, and pregnant women who reside within Long Beach and Signal Hill zip codes. The federal funding includes a basic grant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



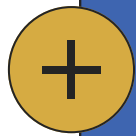
Funding Sources



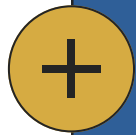
Head Start Basic Grant



Head Start Technical Training



Early Head Start Basic Grant



Early Head Start Technical training

The basic grant funds general program operations (i.e., personnel, health and welfare benefits, materials, supplies, equipment, and 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).

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.*



COMPREHENSIVE SERVICES

Emotional
Development

Health

Cultural
Responsiveness

Mental

Nutrition

Resources

Social

Responsive Ethnic
Background

Responsive to Linguistic
Background

FUNDING SUMMARY

\$26,474,023

FEDERAL FUNDING

\$6,618,506

NON FEDERAL SHARE

Head Start encourages the role of parents as their child's first and most important teachers.

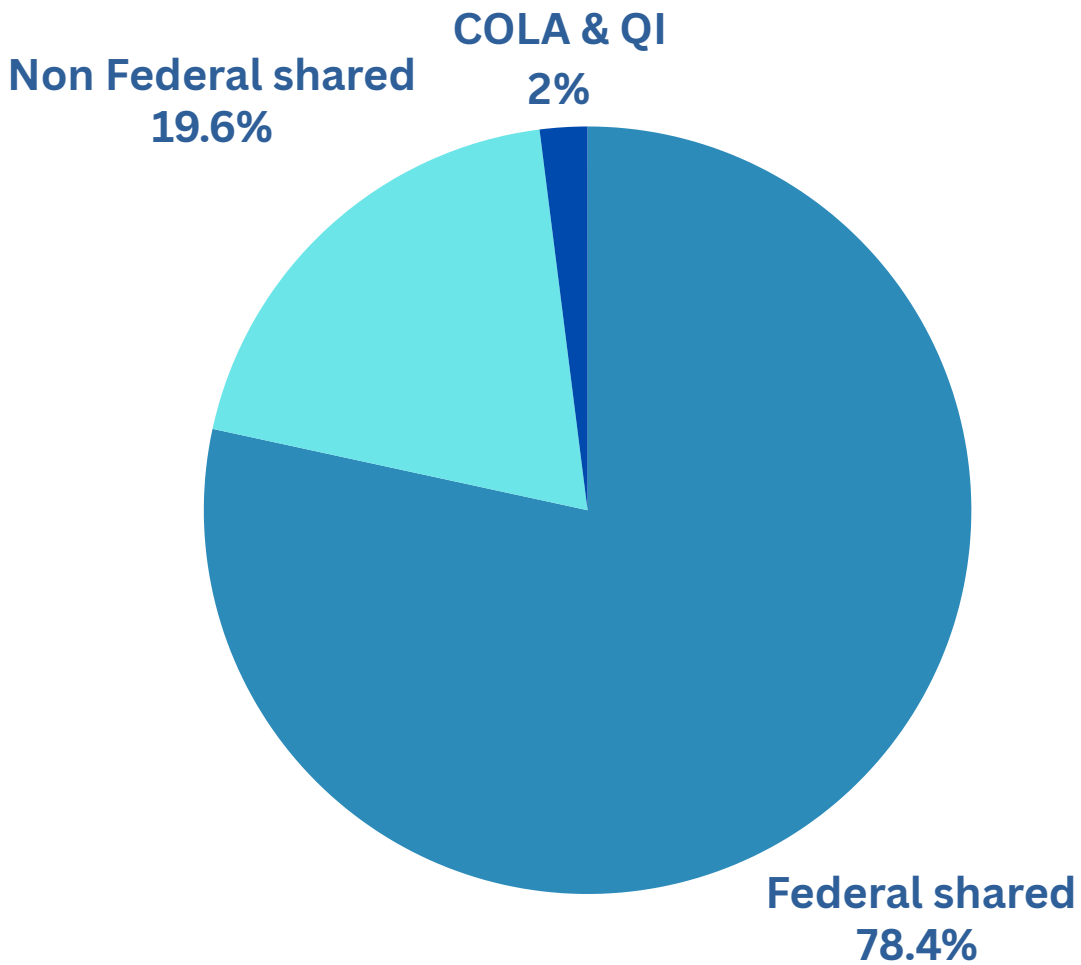
THE OVER-ARCHING FOCUS OF THE HEAD START AND EARLY HEAD START PROGRAM IS TO PREPARE CHILDREN TO ENTER KINDERGARTEN WITH THE REQUIRED SCHOOL READINESS SKILLS.

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.

2022-2023 Budgetary Expenditures

For the 2022-2023 program year, the total operating budget was \$26,474,023 (federal share) and \$6,618,506 (non-federal share).

Additional amounts awarded were \$596,182 (COLA), \$78,859 (Quality Improvement, QI).





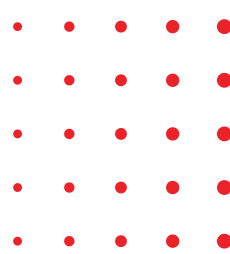
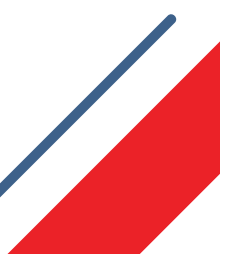
MONITORING REVIEW

In March 23, the Administration for Children and Families (ACF) conducted a Focus Area Two 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.

The program will end of the five-year grant (June 30, 2024) and will submit the new application for the period, July 2024-June 2029.

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.



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, activities, and other areas of importance to national policymaking. 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)

The data below is from the most recent PIR report 2022-2023
Critical Indicators

Indicator	Head Start		Early Head Start	
	#	%	#	%
Health Insurance	998	98%	363	98%
Medical Home	1009	99%	362	98%
Dental Home	1.010	99%	361	98%
Up-to-date Immunizations	964	95%	354	97%
Children with Disabilities	184	18%	62	17%
Received Family Services	730	72%	218	59%
Mental Health Services	103	10%	67	18%
Teacher with advanced degree (MA/MS)	11	12%	10	15%
Teacher with BA/BS Degree	52	56%	35	52%
Teacher AS/AS Degree	93	100%	67	100%



Preparing children for Kindergarten



<p>FOCUS</p>	<p>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.</p>
<p>GOAL #1</p>	<p>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.</p>
<p>TRANSITION ACTIVITIES</p>	<ul style="list-style-type: none"> • Early Learning Symposium for and in collaboration with preschool-third grade teachers and administrators; • TK Collaboration with the Birth to three Team • Planning Sessions with TK Teaching teams • Kindergarten classroom visitations • Parent transition meetings; • Participation in the district’s annual Education Celebration • Participation in district-wide parent advisories; • 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).



Language and Literacy Development

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

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
LLD1: Understanding of Language – Receptive (EHS & HS)	35%	53%	69%	+16%	66%	85%	94%	+9%	50%	82%	94%	+12%
LLD2: Responsiveness to Language (EHS & HS)	42%	65%	76%	+11%	69%	86%	95%	+9%	53%	82%	92%	+10%
LLD3: Communication and Use of Language - Expressive (EHS & HS)	28%	38%	54%	+16%	66%	78%	92%	+14%	55%	80%	93%	+13%
LLD4: Reciprocal Communication (EHS & HS)	21%	34%	48%	+14%	57%	77%	91%	+14%	49%	77%	92%	+15%
LLD5: Interest in Literacy (EHS & HS)	53%	71%	79%	+8%	60%	84%	95%	+11%	43%	76%	93%	+17%

Language and Literacy Development (continued)

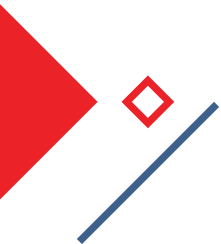
Targets: 85% of 4 and 5 year-olds will obtain Building Middle or Higher
 85% of 3 year-olds will obtain Building Earlier or Higher
 85% of 0-2 year-olds will obtain Exploring Later or Higher

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
LLD6: Comprehension of Age-Appropriate Text (HS)	---	---	---	---	53%	76%	89%	+13%	40%	75%	92%	+17%
LLD7: Concepts about Print (HS)	---	---	---	---	63%	80%	94%	+14%	42%	74%	92%	+18%
LLD8: Phonological Awareness (HS)	---	---	---	---	62%	78%	92%	+14%	32%	71%	90%	+19%
LLD9: Letter and Word Knowledge (HS)	---	---	---	---	56%	77%	88%	+11%	45%	77%	92%	+15%
LLD10: Emergent Writing (HS)	---	---	---	---	60%	78%	93%	+15%	50%	81%	93%	+12%

English Language Development

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

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
ELD1: Comprehension of English (Receptive English) (HS)	---	---	---	---	75%	89%	90%	+1%	68%	88%	93%	+5%
ELD2: Self-Expression in English (Expressive English) (HS)	---	---	---	---	73%	83%	90%	+7%	67%	84%	89%	+5%
ELD3: Understanding and Response to English Literacy Activities (HS)	---	---	---	---	66%	80%	87%	+7%	62%	80%	89%	+9%



Cognition: Math & Science

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

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
COG2: Classification (EHS & HS)	41%	63%	66%	+3%	63%	84%	95%	+11%	51%	81%	93%	+12%
COG3: Number Sense of Quantity (EHS)	34%	51%	58%	+7%	---	---	---	---	---	---	---	---
COG8: Cause and Effect (EHS & HS)	49%	69%	76%	+7%	60%	80%	95%	+15%	41%	77%	93%	+16%
COG9: Inquiry Through Observation and Investigation (EHS & HS)	46%	66%	72%	+6%	56%	79%	94%	+15%	30%	72%	91%	+19%
COG11: Knowledge of the Natural World (EHS & HS)	40%	59%	71%	+12%	57%	79%	93%	+14%	31%	71%	92%	+21%

Physical Development – Health

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

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
PD-HLTH1: Perceptual-Motor Skills and Movement Concepts (EHS)	56%	75%	78%	+3%	---	---	---	---	---	---	---	---
PD-HLTH2: Gross Locomotor Movement Skills (EHS)	62%	74%	85%	+11%	---	---	---	---	---	---	---	---
PD-HLTH3: Gross Manipulative Skills (EHS & HS)	54%	67%	78%	+11%	78%	91%	98%	+7%	61%	88%	97%	+9%
PD-HLTH4: Fine Motor Manipulative Skills (EHS & HS)	51%	68%	78%	+10%	67%	85%	96%	+11%	55%	88%	96%	+8%
PD-HLTH5: Safety (EHS)	50%	62%	71%	+9%	---	---	---	---	---	---	---	---
PD-HLTH7: Personal Care Routines: Feeding (EHS)	64%	80%	82%	+2%	---	---	---	---	---	---	---	---
PD-HLTH9: Active Physical Play (HS)	---	---	---	---	87%	93%	98%	+5%	66%	92%	99%	+7%
PD-HLTH10: Nutrition (HS)	---	---	---	---	68%	86%	95%	+9%	48%	85%	94%	+9%



PARENT ENGAGEMENT ACTIVITIES

Active parental involvement is important to the program's continued success.. Parents enjoy opportunities to participate in shared governance and various parent-focused activities. Parent and family engagement is the cornerstone of LBUSD's success. 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.



72% of our families are connected to the family engagement platform Ready Rosie

During the fall offering of CSEFEL, parents had the opportunity to learn tools that promote healthy social emotional development



The mission of Abriendo Puertas/Opening Doors is to honor and support parents as leaders of their families and their child's first and most influential teacher

PARTNERSHIP HIGHLIGHTS:

COLLABORATION WITH SCHOOL DISTRICT

Collaborative Schools Initiative, which promote a seamless continuum for early learning from Pre-K through third grade.

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

To identify, recruit, and enroll children in foster care into the Head Start program.

LONG BEACH ECE COMMUNITY

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.

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.

CENTURY VILLAGES OF CABRILLO

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.

EDUCARE LEARNING NETWORK

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.