



2021-2022

South San Antonio ISD

Head Start

Annual Report

Table of Contents

Mission and Vision/Program Goals	2
Program Governance	3
Financial Audit and Report	4
Enrollment	5
Demographics of Families Served	6
School Readiness	7
Assessments and Child Outcomes	12
Health	18
Disabilities/Special Needs Services	20
Nutrition	22
Parent, Family and Community Engagement	22
Transitioning to Kindergarten	28

Mission

South San Antonio ISD mission is to prepare young children to succeed in school and in life beyond school by delivering services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way.

Vision/Program Goals

South San Antonio ISD (SSAISD) Head Start Program's vision is to prepare today's children to succeed in tomorrow's technologically advanced world geared toward college and career readiness. All participating children will enter kindergarten with a strong foundation for school readiness, ready to learn and continue to be successful learners. We will accomplish this vision with every child and family. Services provided will be of the highest quality and will constantly be modified to meet the needs of the children and families we serve. The SSAISD Head Start program will become part of a comprehensive system of integrated community services for young children in SSAISD. We value families and children in all we do.

Program Governance

Program governance is a responsibility shared by families, district and campus governing bodies, and Head Start staff. All members' ideas, opinions, and concerns are heard and respected according to the bylaws and Robert's Rules of Order. The Head Start Policy Council consists of ten members; the membership consists of one parent representative from each campus. The purpose of the Policy Council (PC) is to provide a formal means for parents to be involved in the SSAISD Head Start program planning and decision-making processes. In partnership with the SSAISD School Board Members and SSAISD Head Start staff, the PC has a vital leadership role as a representative of their program location to receive information, training, and reports which they take back to share with other parents at their monthly Campus Parent Committee meetings.



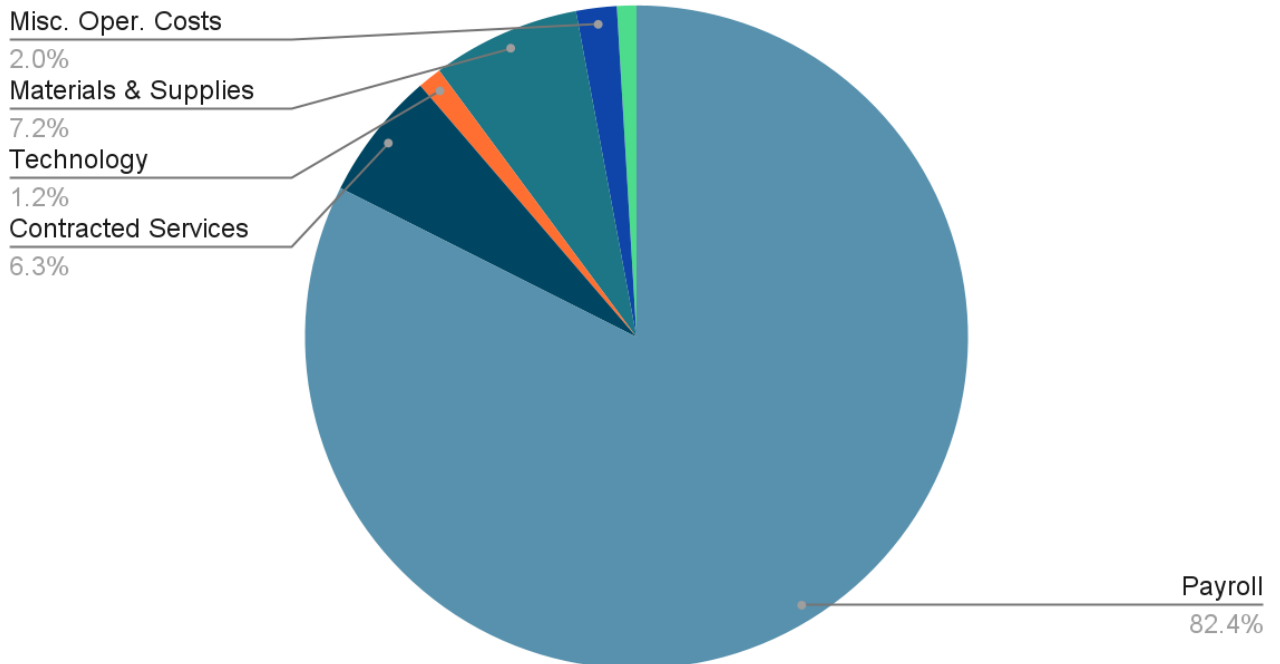
Financial Audit

Weaver and Tidewell completed the annual financial audit report for the year ending August 31, 2022. According to the financial report, no area of noncompliance was found during the course of the review.

Financial Report

Payroll	\$1,986,945.31
Contracted Services	\$151,235.17
Technology	\$27,974.00
Materials & Supplies	\$174,057.08
Misc. Oper. Costs	\$47,726.65
Travel	\$22,869.84
<u>Capital Outlay</u>	<u>\$0</u>
Grand Total	\$2,410,808.05

Financial Report



Enrollment

The SSAISD Head Start Program enrollment is reflected in the table below and is identified as funded enrollment and cumulative enrollment. Cumulative enrollment includes all enrollees who received services during the program year. Due to turnover, more children may have received services than indicated by the funded enrollment numbers.

2021-2022 Head Start Enrollment	
Funded	288 Children
Cumulative:	
Children	329
Families	309

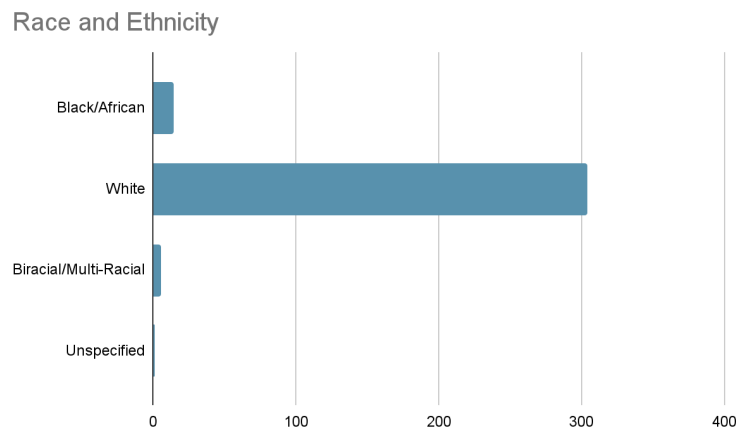
Attendance

Month	2021	2022
August	86%	
September	88%	
October	89%	
November	90%	

December	89%	
January		80%
February		91%
March		91%
April		91%
May		90%

Demographics of Families Served

During the program year for 2021-2022, Head Start had families from many diverse backgrounds. From the 329 families that were served, 307 classified themselves as white, 15 black, 6 multi/biracial, and 1 as unspecified.

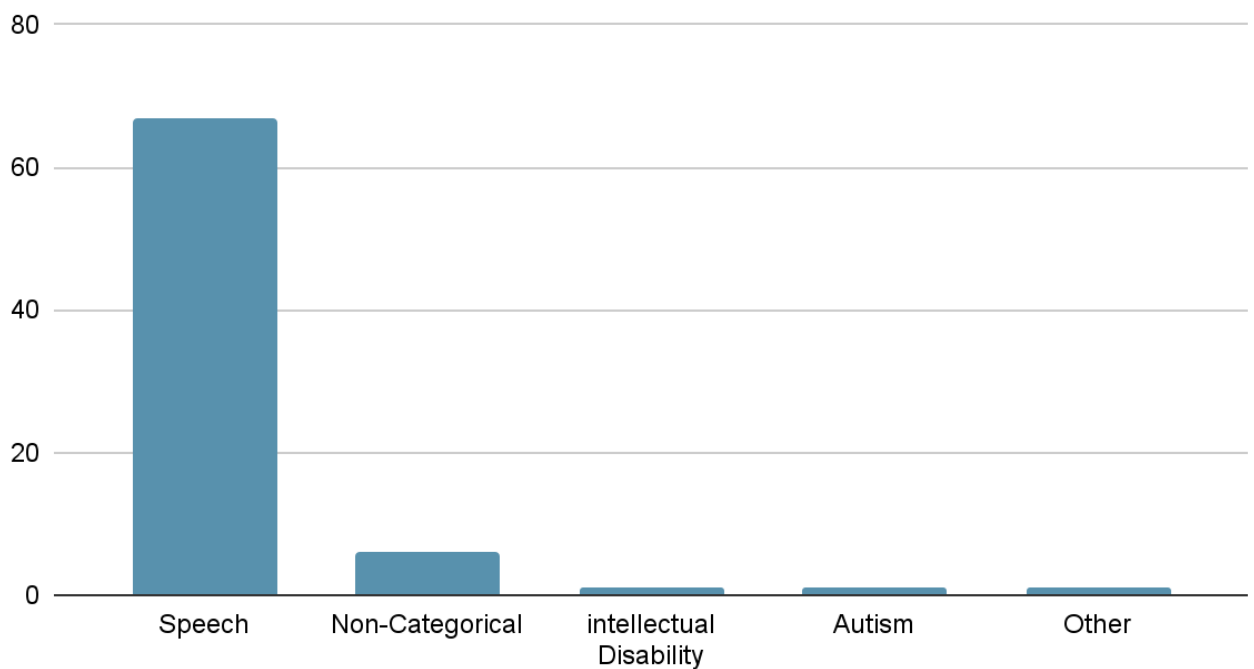


Disabilities/Special Needs Services

The Head Start program works closely with the SSAISD Special Education Department to help the program enroll the required 10% disability of the

required federal mandate. For the 2021-2022 school year the program was able to enroll 76 students surpassing the 10%.

Primary Disability



School Readiness

School readiness can be actively facilitated with a little forward planning from SSAISD and the Head Start program to ensure that all students regularly participate in activities that develop the appropriate skills required to help optimal learning when they start school. We view school readiness as children possessing skills, knowledge, and experiences necessary for success in school and for later learning in life.



School Readiness Strategies

Research shows engaging in mindfulness and reflective practice benefits the health and well-being of both providers and young learners, including reduced stress, improved emotion regulation, better sleep quality, increased focus and attention, and enhanced relationships. For our Head Start students, our goals support two key features high expectations and that students will be ready to succeed once in kindergarten. We will focus on how the progress of children and how will their progress be measured.

In looking at progress measurement we will include the five essential domains: Social and Emotional Development, Language and Literacy, Approaches to Learning, Cognition and Perceptual, Motor, and Physical Development. SSAISD Head Start will make sure to implement Developmentally Appropriate Practices that will support early learners (DAP):

- reflect the ages of the children participating in the program,
- align and include the five essential domains of The Head Start Early Learning Outcomes Framework and the Texas Prekindergarten Guidelines,
- encompass the range of all children served (e.g. dual language learners and children with disabilities),
- be an active and ongoing consultation with parents participating in the program.

Examples of Social and Emotional Goals

1. Children will gain the ability to create and sustain meaningful relationships with adults and children.
2. Children will gain the ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions.
3. Children will learn and internalize (follow) classroom rules, routines, and directions.
4. All children will develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture.

Examples of Language and Literacy Goals

1. Children will be able to identify letters of the alphabet and produce correct sounds associated with letters.
2. Children will use and comprehend oral language for conversation and communication.
3. Children will use and comprehend increasingly complex and varied vocabulary.
4. Children will be able to write for a variety of purposes using increasingly sophisticated marks.
5. Children will engage with literature in developmentally appropriate ways.

Examples of Approaches to Learning Goals

1. Children will show an interest in varied topics and activities, an eagerness to learn, creativity, and independence in their interactions with activities and materials.
2. Children will demonstrate persistence and sustained attention when working with materials, activities, and information.
3. Children will learn and use words and concepts that parallel the information available in activities and materials.

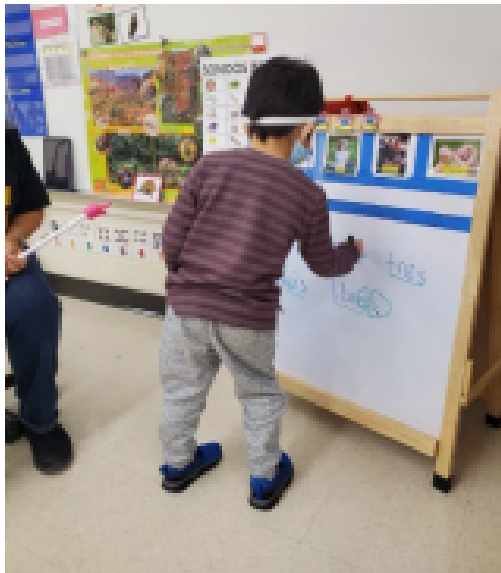
Examples of Cognitive Goals

1. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem-solve.
2. Children will use observation and manipulation, asking questions, making predictions, and developing hypotheses to gain a better understanding of information and activities in their surroundings.
3. Children will increase their skills in remembering information and in being aware of their own thinking.

Examples of Perceptual, Motor, and Physical Development Goals

1. Children will demonstrate control of large muscles for movement, navigation, and balance.
2. Children will use perceptual information to guide motions and interactions with objects and other people.

3. Children will demonstrate increasing control, strength, and coordination of small muscles.
4. Children will demonstrate healthy behaviors through personal hygiene & self-care skills. Children will develop knowledge that promotes nutritious food choices & eating habits. Children will demonstrate knowledge of personal safety practices and routines.



Curriculum

The SSAISD Head Start program utilizes FrogStreet for Pre-K, a Texas State Board of Education-approved curriculum. All instructional goals and objectives are aligned with the Head Start Early Learning Outcomes Framework as well as the Texas Pre-Kindergarten Guidelines which outline the skills and knowledge that are important for children before entering kindergarten. The five early learning essential domains addressed are (1) Approaches to Learning, (2) Language and Literacy Development, (3) Cognition and General Knowledge, (4) Perceptual, Motor, and Physical Development (5) Social and Emotional Development. Head Start firmly believes in a teaching approach that respects both the age and individual needs of each child.

SSAISD Head Start teaching staff utilize Conscious Discipline for Social Emotional learning. Conscious Discipline provides techniques to help children and staff self-regulate their emotions and build connections with one another.

Individualization

The SSAISD Head Start program's teaching staff individualizes lessons to meet each child's unique characteristics, strengths, pattern development, and learning as determined in consultation with the family.

Strategies to individualize activities to enhance each child's learning include:

1. Information from the developmental screener (ASQ-3 and ASQ SE), sensory (hearing and vision) screenings and medical/dental

- evaluations/treatments and mental wellness referrals.
2. Insights from parents on each child's individual characteristics, interests, strengths and needs.
 3. Results of ongoing child assessment from the CIRCLE Progress Monitoring System.
 4. Large and small group activities incorporated into the daily lesson plans.
 5. Ongoing observations, anecdotal notes, parent input and work samples/portfolios.
 6. Integration of the Individualized Education Plan (I.E.P.) goals into the daily lesson plan for children with disabilities.

Assessments and Child Outcomes

SSAISD Head Start program shows growth within multiple domains from the beginning of the year (BOY) to the end of the year (EOY).

The domains are as follows:

- Rapid Letter Naming
- Rapid Vocabulary
- Mathematics
- Social Emotional
- Writing

English All District

Community/District: SOUTH SAN ANTONIO ISD

Schools: 10

School Year: 2021-2022

Ethnicity: All

Sub-populations: All

CIRCLE Progress Monitoring Pre-K
Comm Benchmark Growth Report
Rapid Letter Naming
Benchmark Report

cliengage

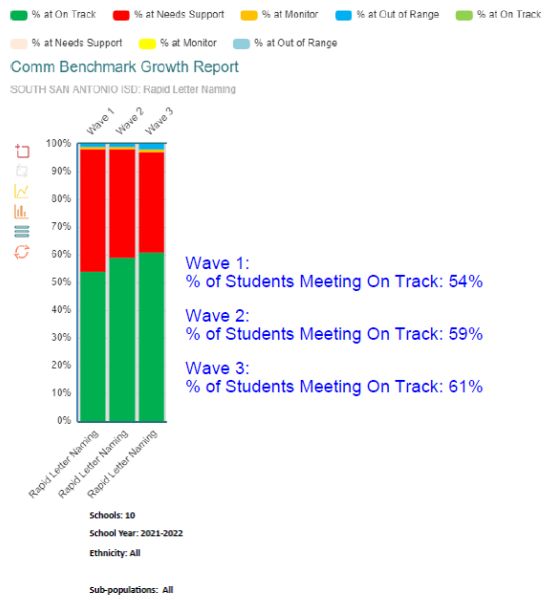
Assessment Language: English

Classes: 23

Wave 1: 11/15/2021

Wave 2: 01/24/2022

Wave 3: 03/02/2022



CIRCLE Progress Monitoring Pre-K
Comm Benchmark Growth Report
Math
Benchmark Report



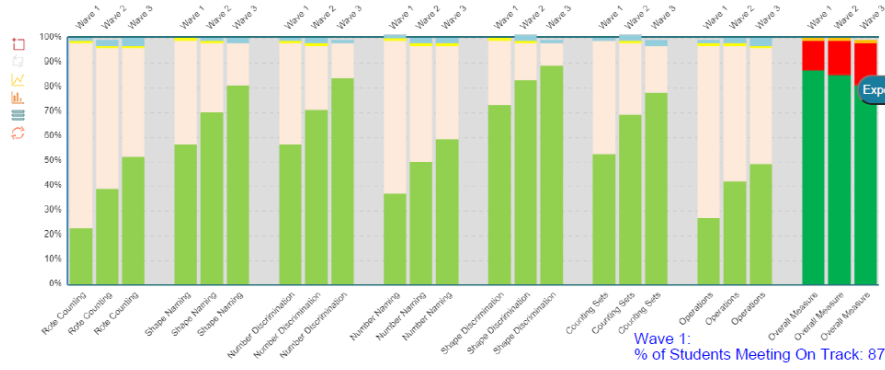
Community/District: SOUTH SAN ANTONIO ISD
Schools: 10
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: English
Classes: 23
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

% at On Track % at Needs Support % at Monitor % at Out of Range % at On Track % at Needs Support % at Monitor % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Math



Wave 1:
% of Students Meeting On Track: 87%

Wave 2:
% of Students Meeting On Track: 85%

Wave 3:
% of Students Meeting On Track: 81%

CIRCLE Progress Monitoring Pre-K
Comm Benchmark Growth Report
Social Emotional Behaviors
Benchmark Report



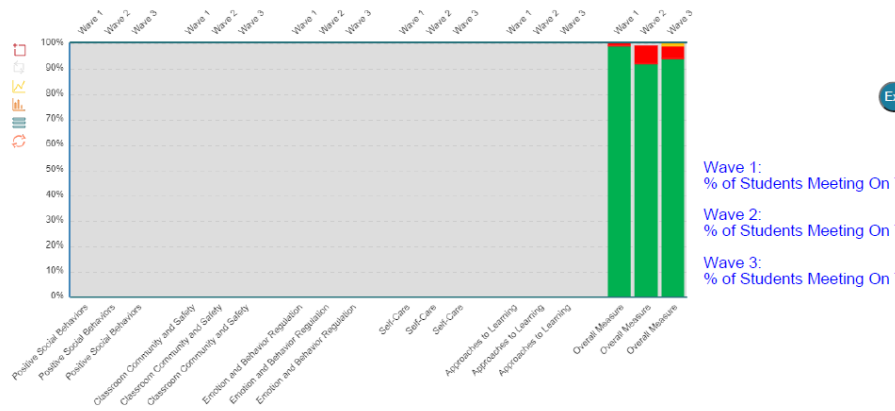
Community/District: SOUTH SAN ANTONIO ISD
Schools: 10
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: English
Classes: 23
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

% at On Track % at Needs Support % at Monitor % at Out of Range % at On Track % at Needs Support % at Monitor % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Social Emotional Behaviors



Wave 1:
% of Students Meeting On Track: 99%

Wave 2:
% of Students Meeting On Track: 92%

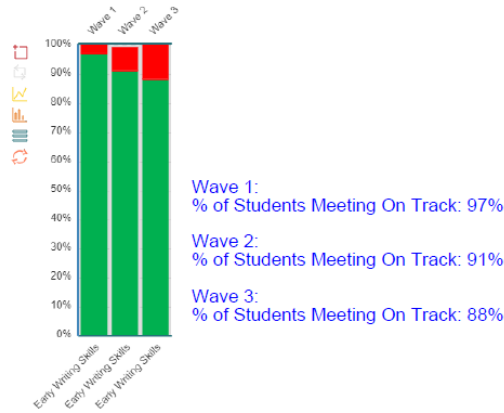
Wave 3:
% of Students Meeting On Track: 94%

Community/District: SOUTH SAN ANTONIO ISD
Schools: 10
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
■ % at Needs Support
■ % at Monitor
■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Early Writing Skills



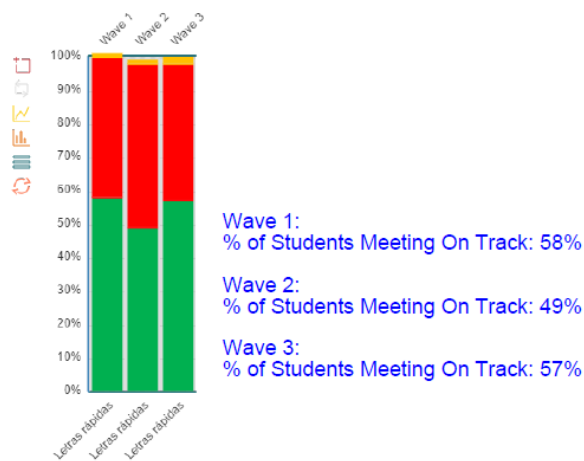
Spanish All District

Community/District: SOUTH SAN ANTONIO ISD
Schools: 5
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
■ % at Needs Support
■ % at Monitor
■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Letras rápidas



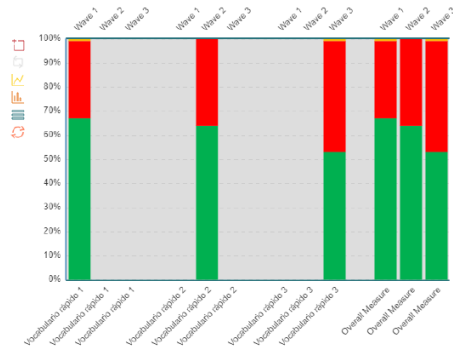
Community/District: SOUTH SAN ANTONIO ISD
Schools: 5
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: Spanish
Classes: 8
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

■ % at On Track ■ % at Needs Support ■ % at Monitor ■ % at Out of Range ■ % at On Track
■ % at Needs Support ■ % at Monitor ■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Vocabulario rápido



Wave 1:
% of Students Meeting On Track: 67%

Wave 2:
% of Students Meeting On Track: 64%

Wave 3:
% of Students Meeting On Track: 53%

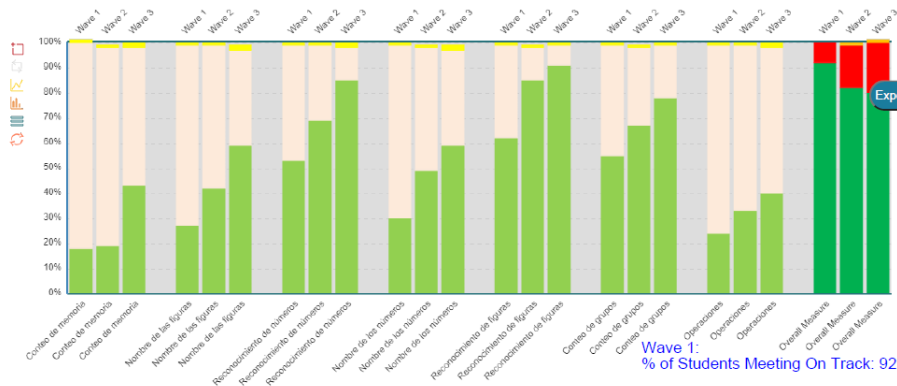
Community/District: SOUTH SAN ANTONIO ISD
Schools: 5
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: Spanish
Classes: 8
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

■ % at On Track ■ % at Needs Support ■ % at Monitor ■ % at Out of Range ■ % at On Track ■ % at Needs Support ■ % at Monitor ■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Matemáticas



Wave 1:
% of Students Meeting On Track: 92%

Wave 2:
% of Students Meeting On Track: 82%

Wave 3:
% of Students Meeting On Track: 80%

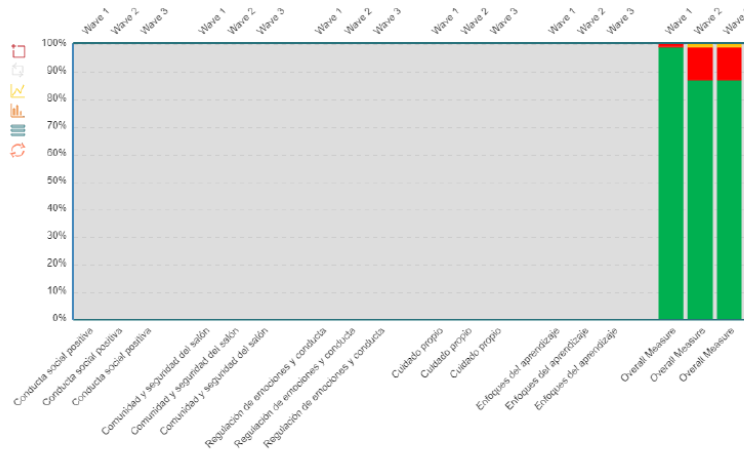
Community/District: SOUTH SAN ANTONIO ISD
Schools: 5
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: Spanish
Classes: 8
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Socio-Emocional



Export

Wave 1:
% of Students Meeting On Track: 99%

Wave 2:
% of Students Meeting On Track: 87%

Wave 3:
% of Students Meeting On Track: 87%

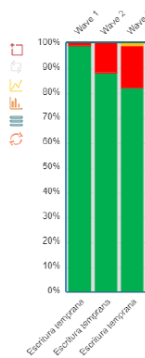
Community/District: SOUTH SAN ANTONIO ISD
Schools: 5
School Year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: Spanish
Classes: 8
Wave 1: 11/15/2021
Wave 2: 01/24/2022
Wave 3: 03/02/2022

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range

Comm Benchmark Growth Report

SOUTH SAN ANTONIO ISD: Escritura temprana



Wave 1:
% of Students Meeting On Track: 99%

Wave 2:
% of Students Meeting On Track: 88%

Wave 3:
% of Students Meeting On Track: 82%

Health

The key to keeping children remaining healthy is having a routine. Brushing teeth, washing hands, eating well, and regular doctor

and dentist checkups help ensure that families have the support, information, care they need to help kids stay well, grow and learn. All of these activities are important in forming a path for the child's future.

SSAISD Head Start works hard to make sure we take a comprehensive approach to meeting the needs of young children. This can include providing a wide array of social, health, and mental health supports for children and their families. Support ranges from nutrition and physical activity to connecting them with social services provided by other agencies, access to quality health care, and ensuring that parents have health-related information when they need it.

SSAISD Head Start continues to make steady progress in increasing the number of children with preventive dental and health care and ongoing access to their own dentist and physician. The goal of the health component is to provide support for physical health, family outreach, and chronic illness management. This is done by considering the families' ability to pay, and is provided in a location where it is most comfortable for them. Community resources, a team of providers in which include; nurse practitioners, physicians, social workers, counselors, health specialists and other health professional staff collaborate on individual children's needs and ensure their needs are met. Our comprehensive, accessible, and high-quality services add measurable value to the health of students and their families. During the COVID-19 pandemic, while campuses were closed, the Health Specialist, and the campus nurses continued to work collaboratively to

assist families with obtaining medical and dental documentation and immunization records.

Health Services for Head Start Children 2021-2022

- 286 out of 288 children were up-to-date on a schedule of age-appropriate preventive, primary health care during enrollment and at the end of the 90 days due to the challenges families were faced during COVID-19 pandemic.
- 278 out of 288 children completed a professional dental exam during enrollment and at the end of the 90 days due to the challenges families faced during the COVID-19 pandemic.
- 280 vision, hearing, and growth assessments were completed with the assistance of the campus nurses and Health Specialist at the end of the 45 days due to the challenges families faced during the COVID-19 pandemic.
- 286 children received developmental screenings utilizing the ASQ screener within the first 45 days of enrollment.



Teeth Brushing

Helping children develop healthy habits and to care for their teeth while they are young is important. These habits can set the stage for good oral health care throughout their entire life. They can avoid many of the problems that result from poor oral health, including gum disease, cavities, and tooth decay. Our Head Start classroom staff model how to brush teeth after lunch accompanied with a song to ensure students brush for 2 minutes.

Teaching children and parents about oral health throughout the program year is a valuable service that Head Start staff provide to our children and families. Repeating messages, and oral health family flyers on daily tooth brushing practices remind children and parents about the importance of keeping their mouth healthy and oral health care.

Teeth brushing was not performed during the 2021-2022 school year due to safety and health precautions associated with COVID-19.

Nutrition

Children are growing by leaps and bounds, so it should go without saying that the foods they consume can provide ample energy and fuel for their mind and body, or it can cause deficiencies, mood swings, sluggishness, and health problems. A child's nutrition is of the utmost importance things in establishing healthy eating habits early on can greatly benefit a child in both the short term and for the future. Therefore, SSAISD Head Start believes that teaching children to eat nutritional and healthy foods prepares

them for learning and helps them stay healthy for the rest of their lives. During the 2021-2022 school year, two children were accommodated with special diet meals. All children were provided with hot nutritious meals and snacks. Modifications to family-style meals and snacks such as social distancing and installing Plexiglas at each table were taken, as well as, dispersing pre-packaged meals. Once COVID-19 enforced minimal visitation entry access the district offered curbside meal pick-up for all children in the district, including Head Start.



Parent, Family, and Community Engagement

Parents are critical to their child's educational achievement. Our program believes that parents are our student's first teacher. They have the ability to empower our children and mold their young minds to be successful and productive citizens within our society. To help reinforce and support our families, we conduct family assessments at the beginning of every year to help assess their needs. We also help them

establish family goals that are focused on strengthening the family and improving school achievement for the student. Familial support is important and helps empower our parents to be leaders in our schools and in our community. Community partnerships are also necessary in helping our program carry out this initiative. Our program continues to develop key partnerships with different community agencies that help promote family engagement and parental empowerment. These partnerships are vital to supporting families in our program.

Opportunities

Throughout the year, parents and families have the opportunity to increase their overall engagement by participating in various activities. The COVID-19 pandemic forced the campus to offer various activities being delivered virtually and face to face. Parents and families were able to participate in any of the following activities:

- ❖ Governance & Leadership
- ❖ Parent Workshops/Classes
- ❖ Fatherhood Initiative
- ❖ Continuing Adult Education
- ❖ Campus Initiated Activities

Empower House Parenting Classes

SSAISD Head Start parents were also able to participate in virtual or face to face parenting classes through Empower House. The

organization uses the parenting curriculum, Triple P (Positive Parenting Program). This curriculum focuses on the power of positive parenting and raising confident, competent, and resilient children. The Triple P curriculum is evidence-based and designed to provide caregivers with the skills and confidence they need to be self-sufficient and manage behavior. This program has been found to reduce behavioral problems, improve relationships, attitudes, and conduct while supporting student performance at home and in school.

Family Engagement Activities

Family engagement activities, such as the Fatherhood Initiative, connect our families with services and information that support the family and their needs. Other events made possible by our program include nutrition classes, campus cafecitos, and trauma and mental health sessions. All of these activities provide parents with resources and information that strengthen the family, encourage parental involvement, provide them with information to make informed decisions, and support family well-being.

2021-2022

Fatherhood Initiative





2021-2022
Trauma and Mental Health Session



Parent Committee Meetings



Family Support

Over time parents and their families endure changes to their family dynamics. As this occurs, our program is there to ensure that the family has the necessary support should they experience hardship or are in need of emergency assistance. Our Head Start program offers services through the assistance of several community agencies that partner with Head Start Family Service Facilitators. In response to servicing our community, Head Start families receive resources such as clothing, water, food, Christmas gifts, rental assistance, utility assistance, plumbing repairs, home repairs, and mental health and

wellness services. Through a number of community partnerships, our program diligently assists all 288 families throughout the program year.

Transitioning to Kindergarten

It is through parent involvement, teachers and ongoing educational lessons that students learn and develop the knowledge and skills needed to enter Kindergarten. Parents and families are the first teachers and play a vital role in ensuring their learning and educational needs are met.

Transition Activities

Head Start staff coordinate with parents, families, and campus staff to provide support and resources for a successful transition.

Activities include the following:

- Kindergarten teachers visited Pre-K classrooms and discussed Kindergarten routines and expectations.
- Early Childhood Instructional Coaches, Kindergarten teachers, Pre-K teachers, and the Early Childhood Director meet with families at the end of the year on Kindergarten expectations.
- Portfolios with the child's assessments and records are passed along to the student's future Kindergarten teacher.
- Teachers create lessons at the end of the year to discuss what to expect in Kindergarten.

The teacher will also speak with the children about their feelings about the change. Children should and will have opportunities to talk about

their fears and concerns so they are addressed. Teachers will share how they will be missed and that you are proud of them for growing up and moving on.