

ANNUAL REPORT

2024
2025



TABLE OF CONTENTS

Program Review

- About Long Beach Unified Head Start
- 2024 Enrollment
- Program Description
- Preparing Children for Kinder
- Child Outcomes
- Parent Engagement

Financial Statements

- Budgetary Expenditures
- Monitoring Review/ Fiscal Audit
- PIR
- Funding Sources



ABOUT LBUSD HEAD START

LBUSD Head Start and Early Head Start provides free part-day and full-day high-quality center-based care and education for children birth to five. Additionally, home-based services are provided for pregnant women and families with children birth to three. We embrace the provision of services through a multi-generational approach that builds on the premise that parents are their children's first and most important teacher. The comprehensive services provided include: family engagement, leadership and advocacy training; child growth development- school readiness, health, nutrition, mental health and early intervention services. Priority is given to families who meet income eligibility guidelines, have foster children, are experiencing homelessness or inadequate housing, have a child with a disability or are facing other circumstances that warrant the need for early childhood care and education services. There are 25 locations across the cities of Long Beach and Signal Hill. The centers are located on Long Beach Unified School District schools as well as five other community locations. The program provides families assistance in the process of potty training, thus, children do not need to be potty trained.



ENROLLMENT

SERVING STUDENTS 6 WEEKS TO FIVE YEARS

25 CENTER ACROSS LONG BEACH

1,418 STUDENTS

Early Head Start

355 infants and toddlers
Serving children ages 0-3

89% had incomes at/ below the federal poverty guidelines, received public assistance, experienced homeless, or were in foster care

3% enrolled between 101-130% of the federal poverty guidelines

8% enrolled household income above the federal poverty guidelines

Head Start

1,063 preschool-age children
Serving children 3-5yrs

91% 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

5% 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).

- Head Start Basic Grant
- Head Start Technical Training
- Early Head Start Basic Grant
- Early Head Start Technical training



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



FUNDING SUMMARY

FEDERAL FUNDING	\$29,076,448	NON FEDERAL	\$7,269,112
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Head Start encourages the role of parents as their child's first and most important teachers. 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.

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.

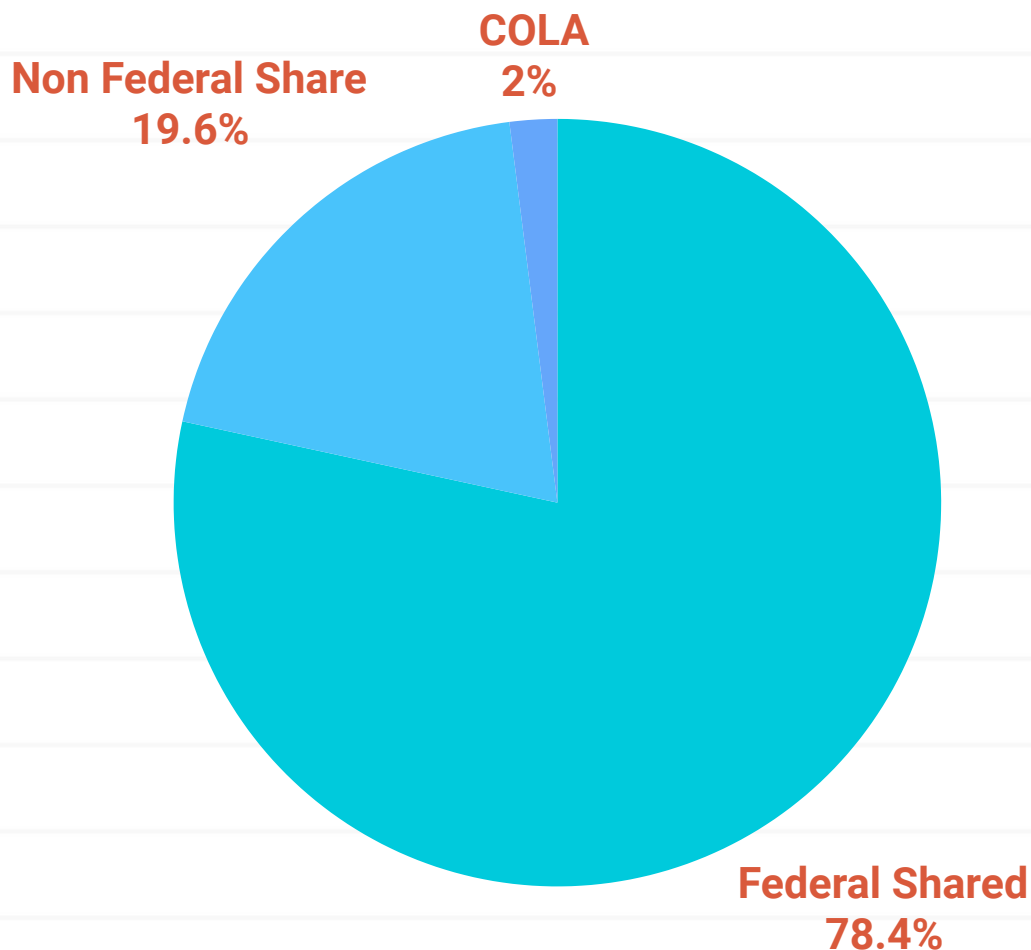


2024-2025 BUDGETARY EXPENDITURES

For the 2024-2025 program year, the total operating budget was \$29,076,448 (federal share) and \$7,269,112 (non-federal share).

Additional amounts awarded were \$675,643(COLA),

JULY 2024 - JUNE 2025





MONITORING REVIEW

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 for the last grant cycle, July 2019-June 2024. All performance and compliance requirements were met and there were no deficiencies within our program.

This year the program began a new five-year grant period; July 1, 2024-June 2029. This year the ACF will conduct a Focus Area One review of Long Beach Unified School District for our new grant cycle.

The areas of monitoring review will include: 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.

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
2023-2024
Critical Indicators

Indicator	Head Start		Early Head Start	
	#	%	#	%
Health Insurance	977	92%	327	92%
Medical Home	895	84%	298	84%
Dental Home	875	82%	285	80%
Up to date immunizations	916	86%	293	83%
Children with disabilities	216	20%	50	14%
Received Family Services	579	54%	172	48%
Mental Health Services	81	8%	57	16%
Teacher with advanced degree (MA/MS)	8	10%	7	13%
Teacher with BA/BS Degree	50	62%	33	61%
Teacher with AS Degree	18	22%	3	6%



PREPARING CHILDREN FOR KINDERGARTEN



FOCUS

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, LBUSD Vision 2035 - The graduate and adult portrait, and are measured by the program's ongoing assessment of children's development.

SCHOOL READINESS

Further attention is given to school readiness Goals that aligned with LBUSD Vision 2035 - The graduate and adult portrait. The Head Start program will ensure that Head Start children are provided the foundation that will help guarantee academic success Pre-K through college.

TRANSITION ACTIVITIES

- 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).



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

Social Emotional 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
SED1: Identity of Self in Relation to Others (EHS)	42%	68%	75%	+7%	---	---	---	---	---	---	---	---
SED2: Social and Emotional Understanding (EHS)	32%	55%	71%	+16%	---	---	---	---	---	---	---	---
SED3: Relationships and Social Interactions with Familiar Adults (EHS & HS)	48%	71%	84%	+13%	61%	81%	95%	+14%	48%	71%	92%	+21%
SED4: Relationships and Social Interactions with Peers (HS & EHS)	42%	69%	80%	+11%	61%	84%	95%	+11%	51%	77%	91%	+14%
SED5: Symbolic and Sociodramatic Play (EHS)	37%	65%	80%	+15%	---	---	---	---	---	---	---	---

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)	36%	63%	75%	+12%	55%	80%	94%	+14%	51%	81%	92%	+30%
LLD2: Responsiveness to Language (EHS & HS)	45%	70%	80%	+10%	58%	81%	95%	+14%	52%	81%	92%	+11%
LLD3: Communication and Use of Language - Expressive (EHS & HS)	28%	45%	63%	+18%	55%	78%	91%	+13%	53%	75%	90%	+15%
LLD4: Reciprocal Communication (EHS & HS)	24%	40%	59%	+19%	51%	73%	88%	+15%	49%	74%	87%	+13%
LLD5: Interest in Literacy (EHS & HS)	52%	74%	84%	+10%	51%	78%	92%	+14%	43%	73%	88%	+15%

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)	---	---	---	---	47%	75%	87%	+12%	37%	67%	86%	+19%
LLD7: Concepts about Print (HS)	---	---	---	---	53%	79%	90%	+11%	39%	71%	91%	+20%
LLD8: Phonological Awareness (HS)	---	---	---	---	51%	76%	88%	+12%	31%	66%	85%	+19%
LLD9: Letter and Word Knowledge (HS)	---	---	---	---	45%	77%	89%	+12%	36%	71%	86%	+15%
LLD10: Emergent Writing (HS)	---	---	---	---	48%	77%	89%	+12%	48%	77%	91%	+14%

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)	---	---	---	---	74%	71%	83%	+12%	65%	83%	87%	+4%
ELD2: Self-Expression in English (Expressive English) (HS)	---	---	---	---	73%	68%	81%	+13%	61%	81%	86%	+5%
ELD3: Understanding and Response to English Literacy Activities (HS)	---	---	---	---	68%	55%	73%	+18%	57%	75%	83%	+8%

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)	35%	69%	76%	+7%	57%	78%	92%	+14%	48%	53%	91%	+38%
COG3: Number Sense of Quantity (EHS)	32%	55%	68%	+13%	---	---	---	---	---	---	---	---
COG8: Cause and Effect (EHS & HS)	42%	64%	79%	+15%	53%	79%	90%	+11%	42%	71%	90%	+19%
COG9: Inquiry Through Observation and Investigation (EHS & HS)	42%	68%	80%	+12%	48%	78%	89%	+11%	37%	69%	88%	+19%
COG11: Knowledge of the Natural World (EHS & HS)	32%	65%	78%	+13%	49%	76%	90%	+14%	32%	71%	57%	+14%

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)	55%	80%	83%	+3%	---	---	---	---	---	---	---	---
PD-HLTH2: Gross Locomotor Movement Skills (EHS)	60%	81%	86%	+5%	---	---	---	---	---	---	---	---
PD-HLTH3: Gross Manipulative Skills (EHS & HS)	51%	74%	86%	+12%	72%	85%	98%	+13%	66%	91%	96%	+5%
PD-HLTH4: Fine Motor Manipulative Skills (EHS & HS)	49%	73%	81%	+8%	61%	86%	95%	+9%	54%	86%	93%	+7%
PD-HLTH5: Safety (EHS)	43%	63%	77%	+14%	---	---	---	---	---	---	---	---
PD-HLTH7: Personal Care Routines: Feeding (EHS)	50%	80%	83%	+3%	---	---	---	---	---	---	---	---
PD-HLTH9: Active Physical Play (HS)	---	---	---	---	79%	92%	99%	+7%	66%	92%	97%	+5%
PD-HLTH10: Nutrition (HS)	---	---	---	---	61%	85%	96%	+11%	46%	81%	91%	+10%



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.



60% 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 LONG BEACH UNIFIED 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.

LBUSD 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.

