



2018-2019 Annual Report

Early Education

School Readiness

The Head Start Approach to School Readiness means that families are ready to support their children's learning, children are ready for school, and schools are ready for children. Historically, Head Start often has led the early childhood development field with a clear and comprehensive focus on all aspects of healthy development, we achieve this by observing research-based strategies, curricula and philosophies.

School Readiness for All Children

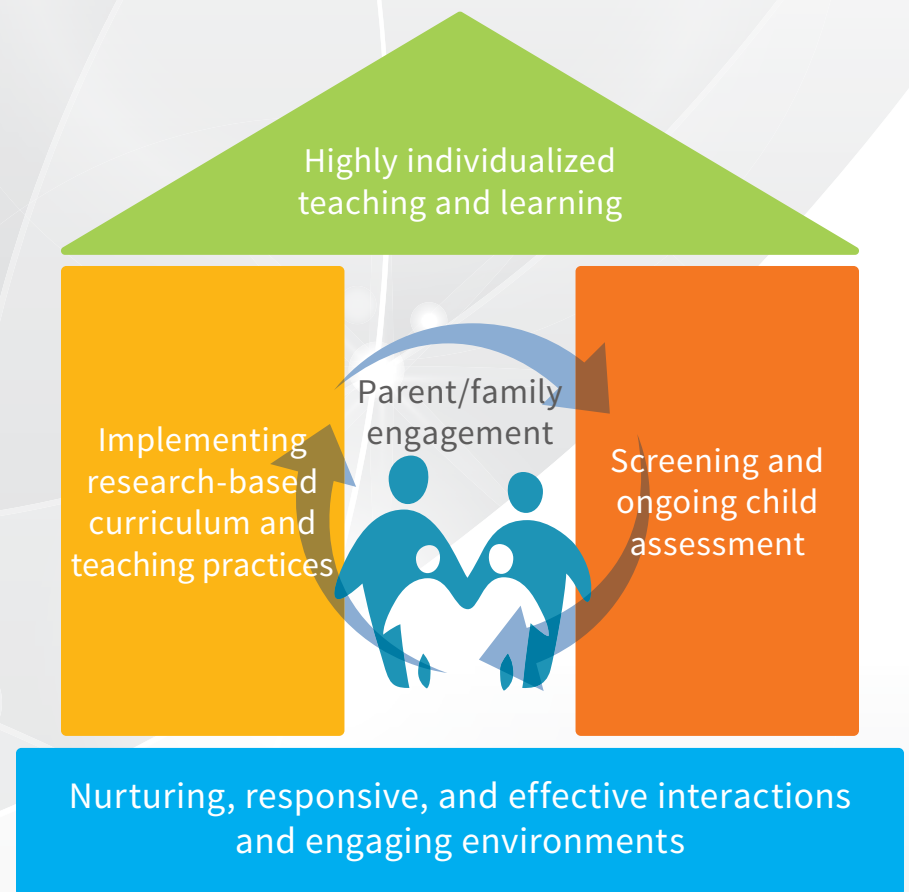
Our program observes the House Framework for effective everyday practices. The house illustrates four integral elements of quality teaching and learning. In this framework, these elements correspond, respectively, to parts of a house - the foundation, two pillars, and a roof - and when connected with one another, they form a single structure

surrounding the family in the center, fostering children's learning and development.

Dual Language Learners

CAPK celebrates the linguistic, ethnic, and cultural diversity that exists among all of our families. This is done in the spirit of ensuring the best early education experience possible.

All assessments are performed in a culturally and linguistically inclusive manner, whereby children are assessed in their preferred language. The majority of our students are English Language Learners, therefore, CAPK makes a strong effort to hire bilingual team members, supporting both children and families with the preservation of the home language, while also helping families develop in their use of English.



Positive Behavior Support

Relationships, both in and out of the classroom, shape the way children learn, interpret, and connect with others. A child's first years of school are filled with wondrous moments and it's a time of tremendous physical, and intellectual development. Children are also developing self-regulation - the ability to calm themselves when they are upset, and this process can lead to some challenging moments for both adults and children.

The Pyramid Model's Positive Behavior Support framework offers proven strategies that support the learning and engagement of all children, giving teachers and parents strategies for promoting children's healthy social and emotional development.

The Pyramid Model builds upon a tiered public health approach to providing universal support to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.



Intensive Intervention

Assessment-based intervention that results in individualized behavior support plans.

Targeted Social Emotional Supports

Systematic approaches to teaching social skills can have a preventive and remedial effect.

High-Quality Support Environments

High-quality early childhood environments promote positive outcomes for all children.

Nurturing & Responsive Relationships

Supportive responsive relationships among adults and children is an essential component to promote healthy social and emotional development.

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices.

Family Engagement

Positive & Goal-Oriented Relationships

Parent and Family Engagement in Head Start is about building relationships with families that support family well-being, strong family relationships, as well as ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is our road map for achieving those kinds of outcomes which lead to positive and enduring change for children and families.

Parent and family engagement activities are grounded in positive, goal-oriented relationships with families. When parent and family engagement activities are systemic and integrated across program foundations, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. For example, correlations between our parent surveys and DRDP outcomes

show a significant increase in the Cognition, Math, Science, and the Self-Regulation ELOF central domains.

Parents are the primary educators of their children, and research shows engagement activities at home are paramount to their child's success. To that end, CAPK adopted ReadyRosie, a research-based parenting curriculum which provides families with customized parenting videos and activities to reinforce learning initiatives from the classroom, while away from the classroom.

ReadyRosie builds on parents' knowledge, harnessing the power of video modeling and mobile technology to build powerful partnerships between families and educators, resulting in Ready Families, Ready Educators, Ready Children.



Ready Rosie

43

Seven workshops were provided to 43 parents and families to guide them on the use of the Ready Rosie mobile application.

2827

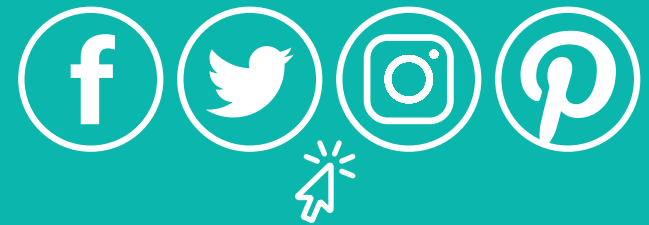
2805 parents and families were registered to use the Ready Rosie mobile service during the 2018-2019 School Year.

Get Involved

- ✓ Monthly Parent Policy Council and Sub-Committee Meetings, including Planning, School Readiness, Finance and By-Laws committee meetings.
- ✓ Quarterly Regional Parent Committee Meetings;
- ✓ Health, Nutrition and the Disabilities Advisory Committee Meetings;
- ✓ Center Family Engagement and School Readiness Parent Activities;
- ✓ Family Education Night (Open House);
- ✓ Monthly VIP Parent Meetings;
- ✓ Workshops such Families as Partners, You Can Make A Difference, and Relationship Matters;
- ✓ Annual School Readiness Resource Fair.

Follow us:

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Did You Know

98%

We are funded to serve 2,425 children and families each day. Cumulatively, 3,185 Head Start and Early Head Start children and families were served. Our monthly enrollment, as a percentage of funded enrollment, was 98%.



93%

93% of children served in the 2018-2019 School Year were income or categorically eligible. This includes families on Public Assistance, experiencing homelessness, and foster children.



74%

74% of enrolled children received medical exams. These children were up-to-date on a schedule of age-appropriate preventive and primary health care, according to California's EPSDT schedule for well child care.



60%

60% of preschool-aged children, including those enrolled in Medicaid or CHIP, received a professional dental exam during the 2018-2019 School Year.





Program Operations

Accountability

The Office of Head Start (OHS) conducted a Classroom Assessment Scoring System (CLASS) review of our Head Start program March 3 - 10, 2017.

CLASS® assesses interactions between children and teachers in three domains of classroom quality: *Emotional Support*, *Classroom Organization*, and *Instructional Support*. Each domain consists of three or four dimensions. The OHS believes that the domains of quality measured by CLASS® remain central to our approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

Domain	Domain Score	Dimension	Dimension Score
Emotional Support	6.3	Positive Climate	6.2
		Negative Climate*	1.0
		Teacher Sensitivity	6.1
		Regard for Student Perspective	5.8
Classroom Organization	6.1	Behavior Management	6.1
		Productivity	6.5
		Instructional Learning Formats	5.7
Instructional Support	3.5	Concept Development	2.9
		Quality of Feedback	3.4
		Language Modeling	4.1

* A score of one is desirable for Negative Climate; seven is the least desirable. For all other dimensions, a score of seven is desirable.

CAPK scored higher than the national average in all dimensions, but received the highest in our region for Instructional Support. Our regional area includes California, Nevada, Arizona, Hawaii, and six territories.

An independent, external audit for fiscal year ending February 28, 2019, found no deficiencies in our financial oversight, expenditures, or program operations.

