

# ANNUAL REPORT 2025

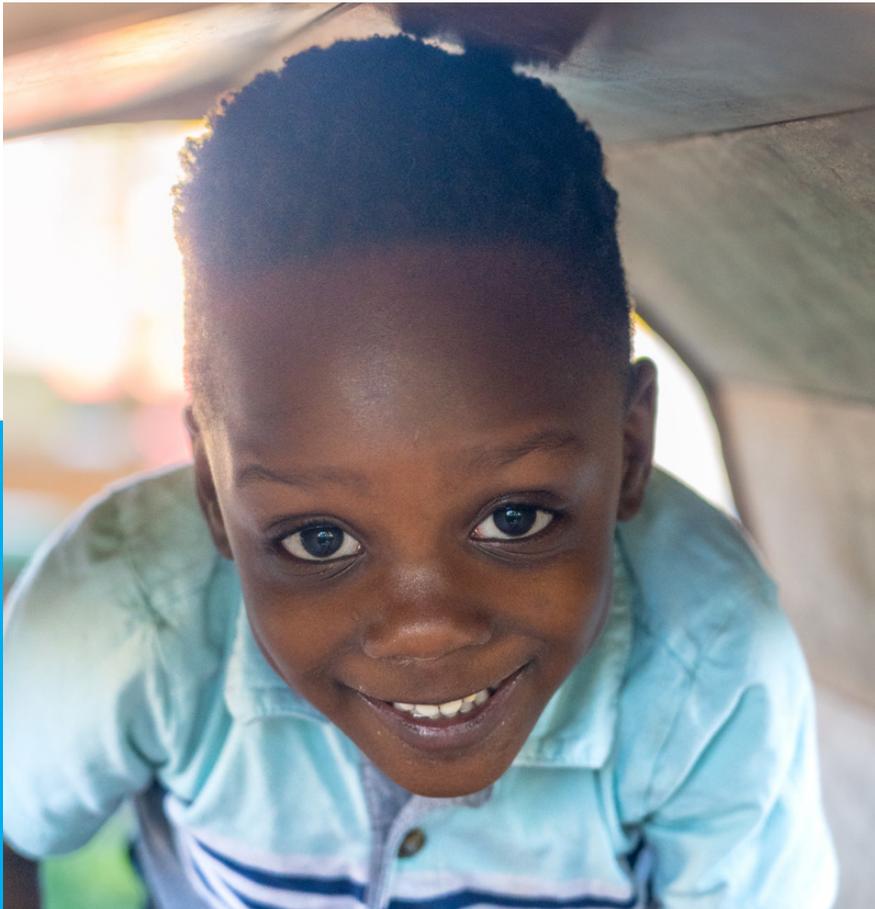


**Head Start**  
A Program of CAPK



# Content.

This report, its charts, tables, general layout, and design were prepared by Chase Rangel, Data Analyst Supervisor, for the Head Start and State Child Development Division. Its narrative content and report data are the sum of all the hard work put forth by our dedicated staff, support divisions, and community partners in the 2024-25 School Year.



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A letter from Yolanda. A former Head Start parent, and our Director for nearly 20 years.

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# Introduction.

Head Start and Early Head Start is a community of families, teachers, and organizations dedicated to forging a path towards a bright and healthy future for every child.

We embrace families as a source of tremendous linguistic, ethnic, and cultural diversity that serves as the foundation for our entire program.

We recognize parents as the child's most important teacher. For us, one of our most important charges is to empower parents to support their children - not only in preschool, but to advocate for them throughout their educational careers.

As the old adage goes, it truly does take a village to raise a child. It is the strength, dedication, and expertise of our partners and staff that allow us to offer high-quality, comprehensive early care and education services to all of our children. As a community, we value every child.



Yolanda Gonzales's story is one of resilience, dedication, and the power of believing in the potential of every child. Her journey began when she enrolled her own children in the Head Start program, seeking to give them a strong foundation in early learning. What started as a parent's choice quickly became a life calling. While volunteering at a Head Start center, Yolanda was encouraged by staff who saw her natural gift for working with children and families. With their support, she made the bold decision to return to school and pursue her passion for education.

# School Readiness.

## What is School Readiness?

School readiness is fundamental across all early childhood systems and programs. 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. Head Start is a pillar among the early childhood development field, leading with a clear and comprehensive focus on all aspects of healthy development through research-based curricula and philosophies.

## School Readiness for All Children

CAPK Head Start and Early Head Start center-based learners utilize the research-based Creative Curriculum. Creative Curriculum is designed to be able to meet the learning needs and interest of all children through an organized, developmental scope and sequence based on developmental progression of how children learn. Topics such Trees and Water are introduced via play-based, hands-on investigations that place the child at the forefront of their learning. Each lesson aligns instruction and opportunities for play, exploration, discovery, and problem solving with the early learning outcomes.

Home-based providers utilize the curriculum Parents as Teachers. Parents as Teachers is a parenting curriculum that provides a variety of topics focused on family care, self-sufficiency, and infant mental health. Regardless of program, CAPK Head Start and Early Head Start creates each child a Child Development Project Plan. These plans help promote individual development that is unique to each individual child's learning needs and temperament.

## Dual Language Learners

CAPK Head Start and Early Head Start celebrates the integration of culturally and linguistically responsive practices for all our families and children. This is done in the spirit of creating the best early education experience possible. Nationally, there is a growing population of children who are dual language learners. At CAPK, **616** preschool-aged children, or **52%** of our three and four-year-old children, were determined to be Dual Language Learners.

CAPK Head Start and Early Head Start assess each child's performance in a culturally and linguistically inclusive manner, whereby a child is assessed in their preferred language. As a reflection of our diverse children population, CAPK makes a strong effort to hire bilingual team members to better support both children and families with the preservation of their home language, while also fostering families to develop their English language skill. Teachers are encouraged to speak in a child's home language and use dual-language books, songs, and cultural materials to support language development.

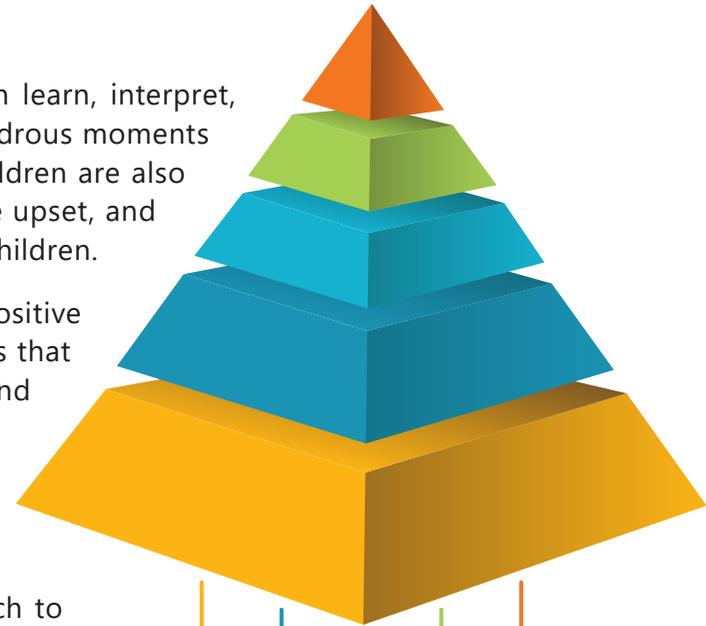


# Positive Behavior Support

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.

At CAPK Head Start and Early Head Start, the Pyramid Model's Positive Behavior Support framework is utilized to offer evidence-based strategies that support the learning and engagement of all children, giving teachers and parents strategies for promoting children's healthy social and emotional development.

As children begin learning to regulate their behaviors and emotions, challenging behaviors are often part of the typical development of young children. 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.



## EFFECTIVE WORKFORCE

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

## NURTURING & RESPONSIVE RELATIONSHIPS

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

## HIGH-QUALITY SUPPORT ENVIRONMENTS

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

## TARGETED SOCIAL EMOTIONAL SUPPORTS

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

## INTENSIVE INTERVENTION

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

# Did You Know?

**1,689**  
FUNDED  
ENROLLMENT<sup>1</sup>



**372**  
SAN JOAQUIN  
COUNTY

**2,411**  
CUMULATIVE  
ENROLLMENT<sup>2</sup>

**2,039**  
KERN COUNTY

**46**  
CHILD  
DEVELOPMENT  
CENTERS



39 | Kern  
7 | San Joaquin

**24**  
HOME-BASED  
EDUCATORS



16 | Kern  
8 | San Joaquin

## ENROLLMENT

**1,183**  
PROGRAM  
ELIGIBLE<sup>3</sup>



97%

**1,485**  
AVG. MONTHLY  
ENROLLMENT



88%

**1.3M**  
CLASSROOM  
INSTRUCTION  
HOURS



**32**  
PREGNANT  
WOMEN PROGRAM  
BIRTHS<sup>4</sup>



91%

**167**  
TRANSITIONS  
TO HEAD START



63%

**416**  
TRANSITIONS  
TO KINDER<sup>5</sup>



48%

## NEW BEGINNINGS

## HEALTH & NUTRITION

**1,762**  
KIDS RECEIVED  
MEDICAL EXAMS



74%

**870**  
PRESCHOOL  
DENTAL EXAMS



74%

**492k+**  
SCHOOL MEALS  
PREPARED



79%



98%

HOURS OF OPERATION



99%

LOCATION CONVENIENCE



100%

EQUIPMENT & MATERIALS

PROGRAM QUALITY  
-----  
SURVEY RESULTS

SURVEY RESULTS  
-----  
WORK/EDU



56%

ACCEPTED EMPLOYMENT



73%

SUSTAINED EMPLOYMENT



48%

FOUND BETTER EMPLOYMENT



99%

STAFF QUALIFICATIONS



99%

PARENT/TEACHER CONNECTIONS



100%

DAILY ACTIVITIES

TEACHER QUALITY  
-----  
SURVEY RESULTS

1. **Funded Enrollment:** The total number of clients CAPK Head Start is contracted to serve each day.
2. **Cumulative Enrollment:** The total number of clients served during the school year.
3. **Program Eligible:** Clients who meet income requirements or are categorically eligible for services. Categorical eligibility includes children in foster care or families who are experiencing homelessness, etc. Visit <https://www.capk.org/apply-now/> for more information.
4. 35 clients were provided prenatal or postnatal services in the Pregnant Women Program. 32 clients gave birth during the 2024-25 school year.

**Data Sources**

2024/25 Program Information Report, Section A.1-A.18.b.1 & Section B.

Survey results are from the Spring 2024-25 Desired Results Parent Survey, a product of WestEd for California State Preschool Programs.



# Quality Transitions.

Transitions to a new care and learning setting impact the entire family. For both children and families, transitions between settings can lead to great excitement and joy. Children can look forward to new possibilities, new friends, and experiences.

Transitions can also bring on uncertainty. Children may experience loss of familiar people and predictable routines. Families may have mixed reactions to their child getting older and wonder if they are ready for the next stage.

As early childhood professionals, we offer support and guidance to help families feel secure and ready to make the move to a new setting.

## Early Head Start

Early Head Start Transition activities are designed to create the supportive climate needed for toddlers transitioning into a preschool setting. These activities ensure a cohesive relationship that is secure and consistent as the family transitions into the Head Start program.

Teachers and parents will develop a transition strategy, called the Exit Plan, when a toddler turns two years old. During this time, the teacher and parent will review all child assessment outcomes, artwork, and writing samples to illustrate the child's readiness for transition. Teachers will provide information for alternate preschool options to families if they are not able to attend a Head Start program.

The Exit Plan begins when the child reaches 30 months. Children will make a minimum of 3 visits to their preschool classroom, for up to 30 minutes per visit, to familiarize them with their new environment.

Quality transitions are important at any stage in a child's development. Transition interviews and classroom visits will be arranged each time a child enters a new program, program option, or even simply a new classroom or center.

## Head Start

In Head Start we understand that the transition to kindergarten is a time that presents changing demands, expectations, and support for children and their families. Smooth transitions greatly reduce the risk of academic struggle and social adjustment problems. Thus, building and implementing a seamless kindergarten transition can make a significant difference for children's early education experiences.

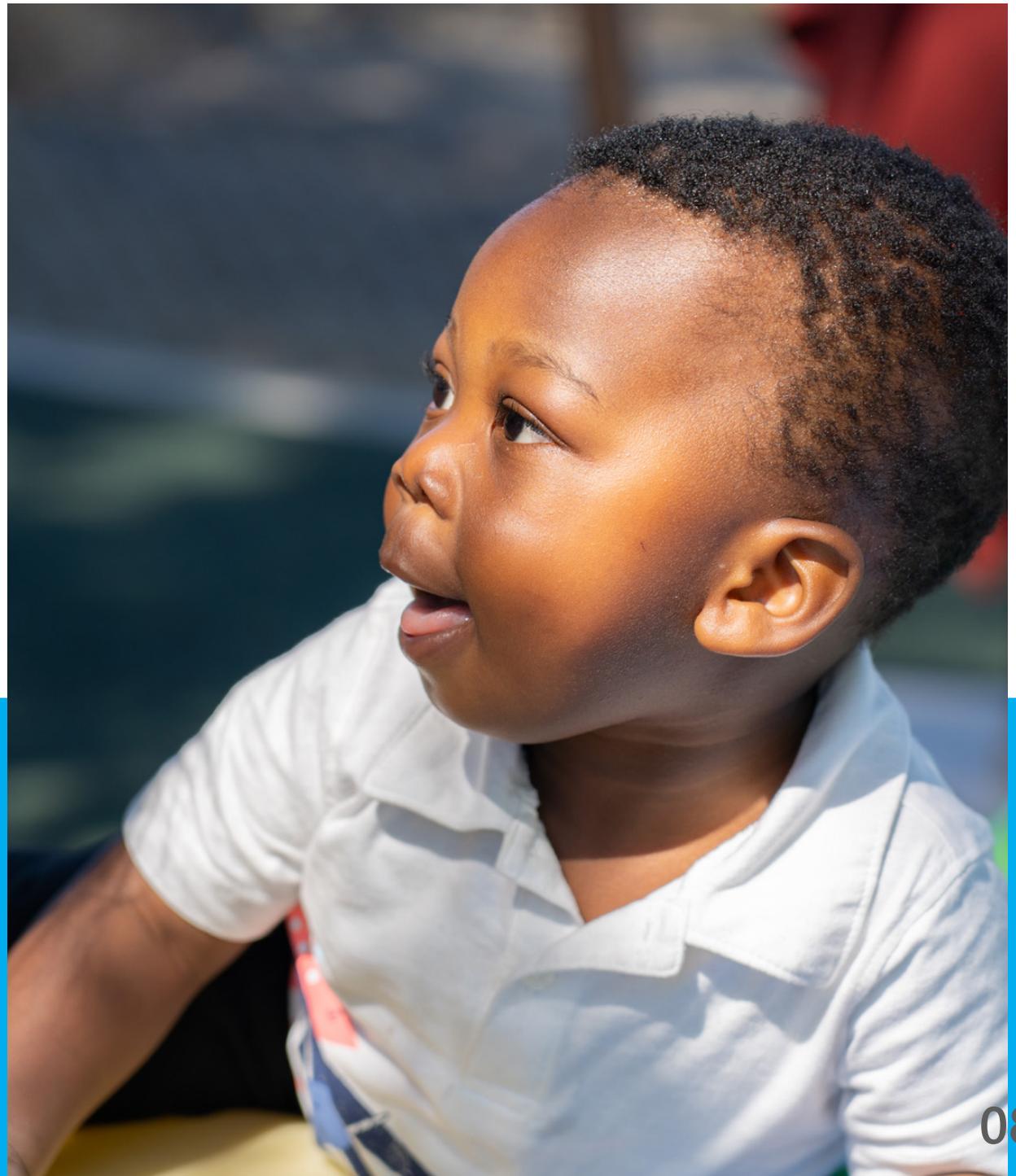
To reinforce school readiness, our dedicated staff coordinate many activities throughout the year that both three and four-year-olds take part in.

Children, enrolled in Head Start centers located on elementary school campuses, will have the opportunity to visit cafeterias, libraries, and kindergarten classrooms.

If the Head Start center is a stand-alone site, teachers will invite elementary librarians and kindergarten teachers to visit their preschool classrooms - an activity often dubbed "Tour our Center Week". Additionally, teachers will recreate the elementary cafeteria experience at their Head Start center.

Before four-year-olds leave our program, parents are provided with information to assist them with enrolling their child in a local school district kindergarten classroom. Families are provide Summer Activity Packets to complete with their child, as well as a set of goals to work towards before the first day of kindergarten.

Lastly, for our students with an individualized education plan (IEP), teachers conduct an exit interview to ensure that children's' IEP goals are up to date before entering kindergarten.



# Engagement.

## Positive & Goal-Oriented Relationships

CAPK Head Start and Early Head Start practices the “Whole Child, Whole Family,” approach while working with parents and their children. Family Engagement at CAPK Head Start and Early Head Start is about building relationships that support family well-being, strong family relationships, as well as ongoing learning and development for both parents and children. The Parent/Guardian, Family, and Community Engagement Framework is our road map for achieving outcomes which lead to positive and enduring change for children and families. During the 2024-2025 school year, 56% of surveyed parents seeking employment were able to accept employment, while 73% of parents surveyed stated they were able to sustain employment while their child was enrolled in CAPK Head Start and Early Head Start.

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 developmental assessment outcomes show a significant increase in the following Early Learning Outcomes Framework central domains: Cognition, Math, Science, and Self-Regulation.

Parents are the primary educators of their children, and research shows engagement activities at home are paramount to their child’s success. In 2025, CAPK Head Start hosted the inaugural Fatherhood Conference, where 65 parents attended and learned

about the importance of having a male figure in their child’s life. Families enrolled in our Head Start and Early Head Start programs also have access to 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, and Ready Children.

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ReadyRosie is a parenting curriculum that builds on parents’ knowledge, harnessing the power of video and mobile technology to empower families and schools to work together to promote school readiness goals.



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Workshops provided to parents and families to introduce and train them on the use of the Ready Rosie mobile app.

1,184

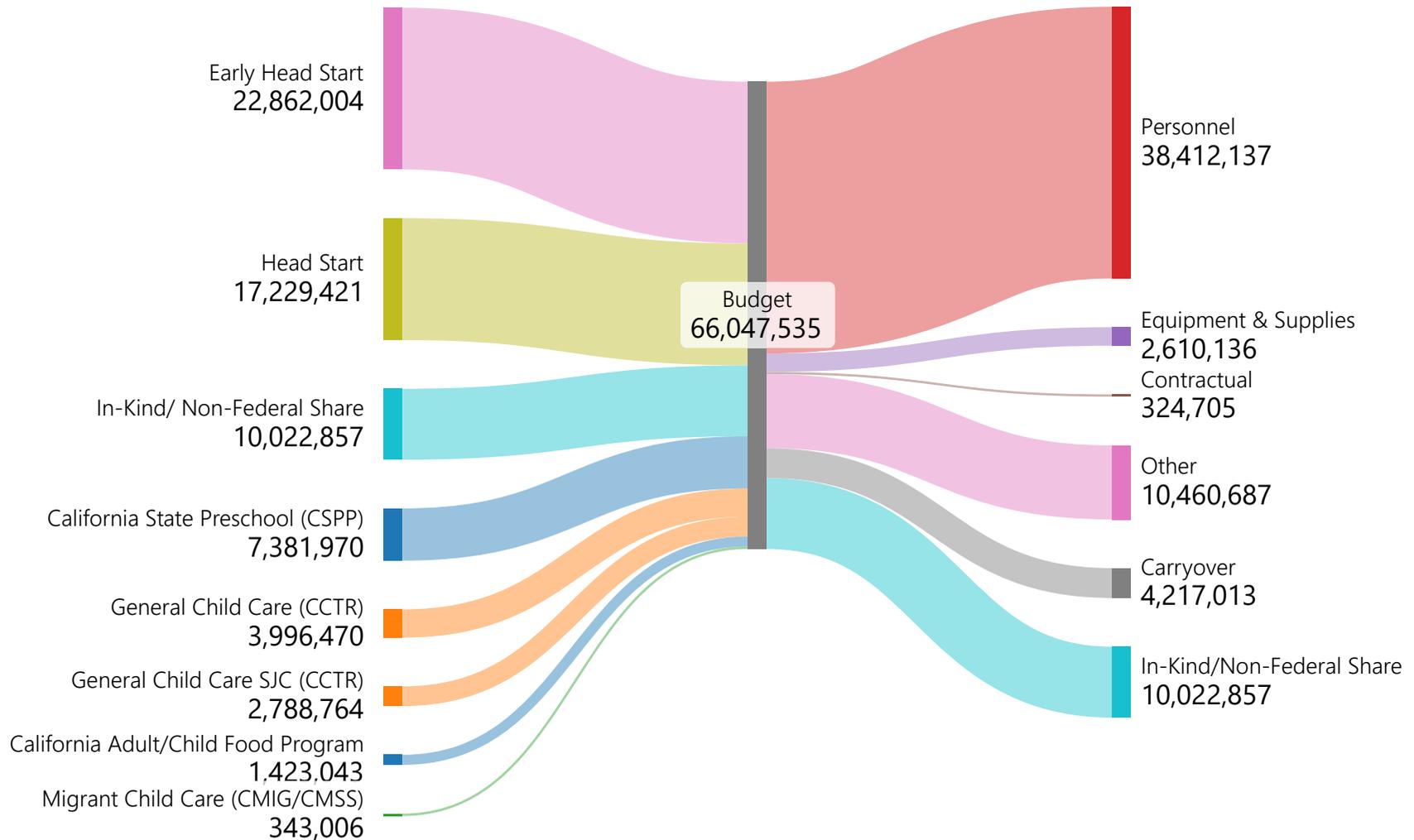
Parents and families registered to use the Ready Rosie mobile service.



## Parent Activities

- Monthly Parent Policy Council and Sub-Committee Meetings (Planning, School Readiness, Finance and By-Laws);
- 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; and
- Annual School Readiness Resource Fair.

# Accountability.



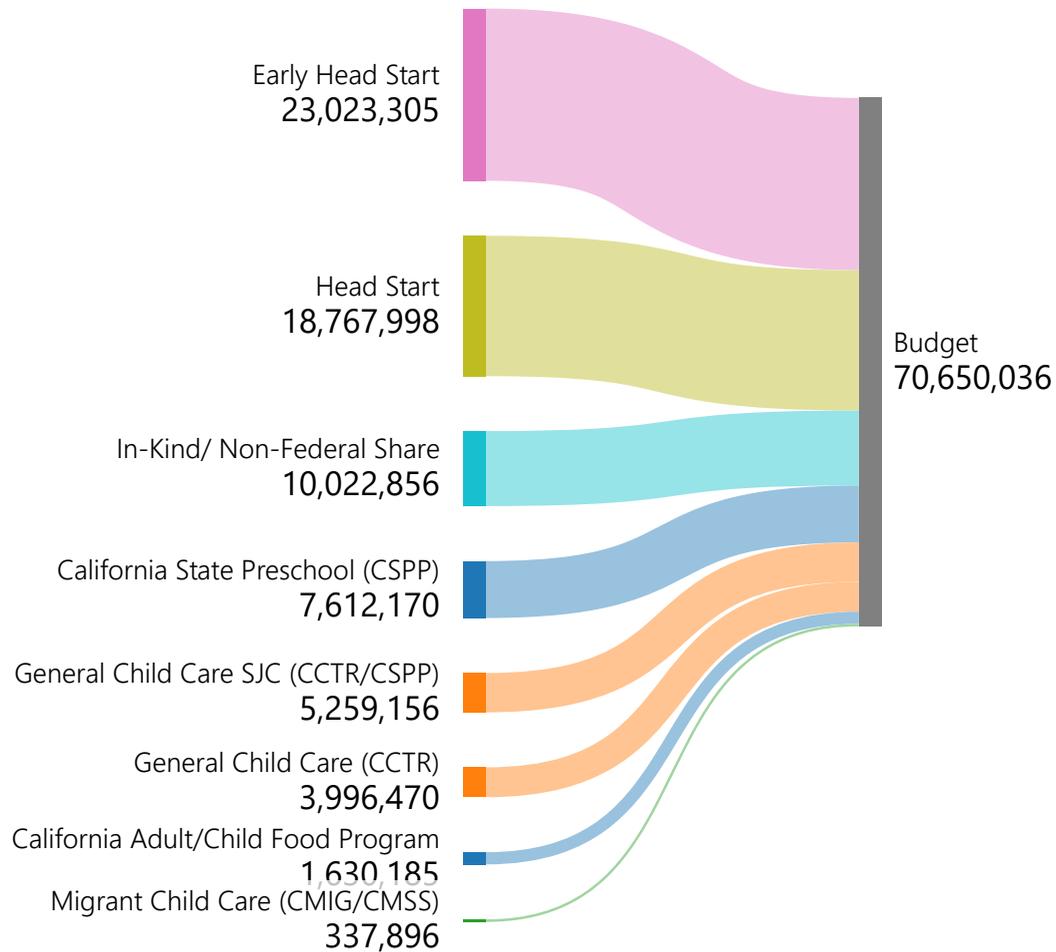
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# Federal Monitoring Review

From May 5, 2025, to May 7, 2025, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Community Action Partnership of Kern. The Office of Head Start (OHS) thanked the governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that the program meet the requirements of all applicable Head Start Program Performance Standards (HSPPS), laws, regulations, and policy requirements.

## External Financial Audit

An independent, external audit for fiscal year ending February 28, 2025, found no significant deficiencies in our financial oversight, expenditures, or program operations.



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