

Salida School District Annual Report 2021



In a normal year, Salida Early Childhood Center provides services to 158 children and pregnant moms in the Salida School District and surrounding area. The services are provided with funding from the Federal Office of Head Start, Colorado Department of Education, Local School District Funds, The USDA Child and Adult Care Food Program and private tuition and grants. This year is very different due to COVID-19 restrictions, including lower class sizes, scattered enrollment, some remote learning and less accessible health care services.

	Head Start and Early Head Start Federal Funds	Special Education and District Funds State Funds	Colorado Preschool Program and ECARES Funds from CDE State Funds	Tuition and Grants and CACFP USDA and Private Funds
Salary	\$719,257	\$348,554	\$184,974	\$55,537
Fringe	\$307,802	\$84,871	\$56,094	\$17,895
Supplies	\$28,850	\$1,000	\$8,325	\$2,880
Travel	\$6,000		\$1,200	\$3,826
Contractual	\$84,764		\$10,000	\$10,148
SafeCare Colorado				\$92,886
Food Services				\$ 70,965
Training and Other	\$26,696		\$35,894	\$2600
Covid CARES funding	\$98,426			
Total	\$1,271,795	\$434,425	\$296,487	\$256,737

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A Federal requirement of our Head Start and Early Head Start funds are to generate In-kind or donated services and materials that are used in our program. This year the Salida School District must generate \$295,236 in non-federal match to meet our federal in-kind requirements.



Funded Enrollment: 112 Children, 56 Head Start Children and 56 Early Head Start Children. 80-90% of the eligible children in the county are served through the Salida School District grant. This year is very different due to COVID-19 restrictions, including lower class sizes, reduced enrollment and online learning.

Fiscal Audit: The last fiscal audit conducted showed that the Head Start program had no issues of non-compliance and is in good financial standing. The full report can be found on the Salida School District Website: www.salidaschools.com

Federal Audit: The last Federal Monitoring Review Focus Area 1, conducted in the October of 2019, indicated no areas of concern.

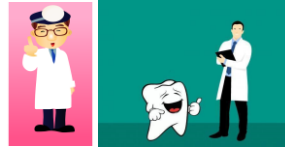
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Parent Involvement Activities:

- Parent Support Group
- Seedlings Parenting Class
- Conscious Discipline Parenting Classes
- Coffee Talks with community partners
- Safety Table, pedestrian safety, car seat classes and free car seats
- Family Swim nights
- Bike to School Days
- WIC table
- Screen Free Week activities and fun day
- Literacy month and family activities including the library and community readers
- Cavity Free by Three
- Family Dental Night
- Money Matters Class for financial literacy
- Dr Seuss' birthday celebration
- Policy Council
- Health Services Advisory
- Parent Teacher Conferences and Home Visit
- Kindergarten transition activities
- Week of the Young Child
- Mountain Mama's Summit
- Housing Policy Advisory Committee

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Percentage of Enrolled children that have received medical and dental services. These service numbers are lower due to COVID -19.



Information in this table is taken from the 2020-2021 Program Information Report to the Office of Head Start. The numbers are lower due to restriction of accessibility to services due to Covid-19 Discrepancies from last year are noted with an *

Total Funded Enrollment 112 56 Head Start and 56 Early Head Start	% of children at enrollment	% of children at the end of the Year
Number of children with Health Insurance	98.97%	100%
Number of uninsured children	1.03%	0%
Number of children with an ongoing source of continuous, accessible health care	94.85%	98.36%
Number of children that are up to date on age appropriate preventive and primary health care, according to the state's EPSDT schedule	51.55% *	54.64%*
Number of children that are up to date with immunizations for their age	73.2%*	77.32% with 10.31% exempt*
Number of children with continuous, accessible dental care provided by a dentist	68.63%	69.42%
Number of mental health referrals at the end of the year		21 or 17.21%

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Kindergarten Readiness/School Readiness:

Salida School District -- Early Childhood Center School Readiness Plan

As required by the Head Start Act, section 641A(9)(2)(A)) Salida Early Childhood Center has established the following program goals for improving each child's school readiness by aligning with the Head Start Child Development and Early Learning Framework and the Colorado Department of Education Academic Standards P-12. For purposes of this plan School Readiness is defined as the following: the expectations that children's status and progression across domains of language and literacy, cognition and general knowledge, approaches towards learning, physical well-being and motor development, and social and emotional development will improve children's readiness for kindergarten.

Based on the knowledge that children's development and early learning progresses through a developmental sequence, or continuum, from birth to age five we have made sure that these goals apply broadly to children birth to age five. However, the indicators which mark children's status and progress toward these goals - as well as the strategies used to foster learning and development - are based on the varying developmental needs and skill progression from infancy and toddlerhood through preschool. Teaching Strategies Creative Curriculum is our base curriculum and Teaching Strategies GOLD is our assessment tool used to measure progress toward each goal. These goals are measured at three levels which include program wide progress toward school readiness standards, classroom trends and individual child progress toward school readiness. In addition both progress and growth are monitored on a regular basis. Progress meaning the gains individual children and groups of children make in terms of the curriculum goals. Growth meaning the gains individual children make in terms of their own skills. The purpose for tracking child level progress and growth is to inform individualized curricular plans, teacher interactions and environmental or routine adaptations. This also informs conversations between program staff and families. The purpose of tracking children's progress at the program-wide level is to inform the program's self-assessment and continuous improvement plans to ensure quality.

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Teachers rate children on the goals and objectives of our curriculum using the Teaching Strategies GOLD assessment system. This is completed three times per year for children in the preschool program option and four times per year for those in the EHS program option. This analysis informs individual planning of experiences, environment, instruction and services. Upon on-going and comprehensive reflection of this data our program does the following:

- ~ Take stock of current status.
- ~ Be thoughtful and thorough.
- ~ Use existing evidence to inform management, staff and parents about program, family, and child outcomes.
- ~ Think about possible changes to procedures, tools, and practice based on current evidence.
- ~ Document ideas, discuss with others, create hypothesis, determine next steps (including no action, small adaptations, or big changes), and continue to gather information and evidence over an extended period of time.

The evaluation of progress toward our School Readiness goals includes input from community partners, self-assessment, CLASS observations, professional development plans and other regulating factors. This analysis drives continuous program improvement, professional development, program decisions & design. Families participate in School Readiness goals by actively engaging with teachers and staff in terms of their child's skills, challenges and progress. This happens through daily communication, home visits, family/teacher conferences, and any other variety of means. School Readiness progress is shared with the Local Education Agency upon a child's anticipated transition to kindergarten in order to assess readiness.

The entire plan and yearly updates will be posted on the Salida School District website under the Early Childhood Center.

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Mission, Vision and Core Values

MISSION STATEMENT

Dedicated to modeling high quality and inclusive early childhood education, strengthening a network of community resources and support for the children and families of Chaffee County.

VISION

To play a critical role within our communities, through early childhood education, so that all children and their families have access to the educational opportunities and resources needed to ensure they can live a healthy and vibrant life.

Core Values

- Individual child and their family support systems
- Staff who are committed to contribute to the growth, security, belonging, safety, and education of children and families
- Respect for and support of the staff among each other
- Being seen as a positive and needed influence by the community