



# Annual Report

2021-2022

Year 2

Grant Number 90C19915-02  
Funding Cycle: August 1-July 31  
Program Option: Center Based

Prepared by BHS Parents and Staff



Received, reviewed, and approved by the Tribal Council on 4/21/2023 and the Tribal Council on 4/19/2023.

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## INTRODUCTION

In 2021-2022, Bishop Indian Head Start served the population located on and near the federally recognized Bishop and Big Pine Reservation with the primary recruitment area being on or near the Bishop Paiute Indian Reservation. Pre COVID-19 Pandemic: BIHS and the Inyo County Superintendent of Schools State Preschool program partnered to allow BIHS to operate a 10-month center-base program, 5 days per week, six and a half hours per day at one center for a total of 175 days per year. Prior to the COVID-19 Pandemic, BIHS maintained 60 enrolled children with a waitlist. On March 16<sup>th</sup>, 2020, BIHS closed all onsite services. During this time BIHS provided emergency meal and snack services and Distant Learning activities through May 2020. BIHS reopened onsite services in August of 2020 and provided a Kindergarten camp for all BIHS children transferring to kindergarten funded by Office of Head Start and the Bishop Paiute Tribe. In the Fall of 2020, BIHS reopened our onsite service to our four-year-old students transitioning to kindergarten in 2021. BIHS provided a Distant Learning Program option to our families for three and four-year-old students. By the end of the program year, we ran 4 onsite classrooms of 10 children and 12 children participating in Distant Learning via Zoom. BIHS provided breakfast, lunch and an afternoon snack for each child enrolled in onsite through our Child Adult Care Food Program. BIHS was granted a waiver to provide home delivery for our Distant Learning families. United States Department of Agriculture prohibits the discrimination against its customers. In June 2021, BIHS partnered with the Bishop Paiute Tribal Social Services to host a summer Childcare program for Essential Workers for a second summer.

Our goal for program year 2021-2022 was to open 5 classrooms of 12 children for 100% onsite services for children ages 3-5 years of age. BIHS used funding from Inyo County First 5, Edison California, Inyo County State Preschool and the Office of Head Start Covid-19 funding to open a 5<sup>th</sup> classroom. We were able to open the 5<sup>th</sup> classroom in late fall and enrolled 6 children. However, due to COVID-19 protocols and staffing challenges we made the decision to close the 5<sup>th</sup> classroom and transfer the 6 children to our 4 original classrooms. In summary, we served 57 children and maintained an enrollment of 56 children. Average classroom size during this pandemic year was fourteen (14).

In 2022-2023, our goal was to open all 4 classrooms with an average classroom size of 15 children following COVID-19 guidelines suggested by Centers for Disease Control and Prevention (CDC). As of March 28<sup>th</sup>, 2023, we have maintained full enrollment, 100% onsite services and an open campus for our families. Zero (0) classroom and school closures due to COVID-19 positive exposures or COVID-19 illness.

The **Mission** of the Bishop Indian Head Start program is to provide a safe and nurturing learning environment for children ages three to five by enhancing their school readiness skills and embracing the Bishop Paiute Tribal language preservation and revitalization in two ways: The outdoor and indoor classrooms will provide hands on experience to support children's growth in language and literacy, social and emotional development, cognition, approaches to learning, perceptual, motor and physical development. Each family will be provided with individual services to support their family's overall wellness based on the family's needs assessments. The Bishop Indian Head Start Program's **Vision** is to provide families, children, staff, and the community with a diverse leaning experience. Bishop Indian

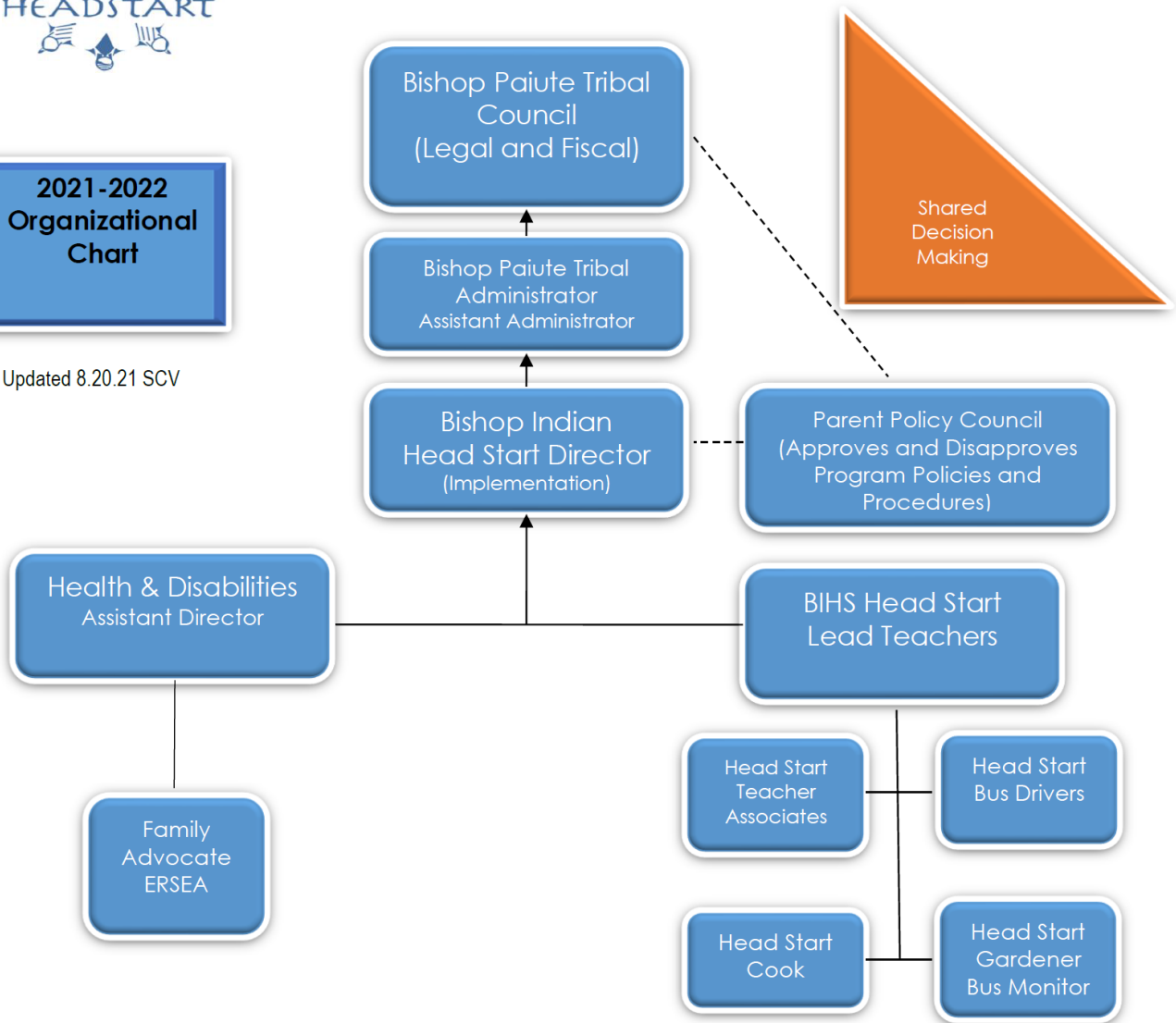
Head Start collaborates with community services to provide education on parenting, leadership, disabilities, health, mental health, nutrition, fitness, and culture. The Bishop Indian Head Start Program's **Philosophy** is to create a developmentally appropriate and enriched environment for every child. Bishop Indian Head Start believes in the empowerment of families so that they may make informed decisions about their children's education and well-being.





**2021-2022  
Organizational  
Chart**

Updated 8.20.21 SCV



**Bishop Paiute Tribal Council:** Tilford Denver-Chair; Jeff Romero-Vice Chair; Steven Orihuela-Secretary/ Treasurer; Allen Summers-Council Member; and Joyce White-Council Member

**Parent Policy Council:** Ambroshia Stone, Vice Chair; Tawaanee Rodriguez, Vice Chair; Taylor Richards, Secretary; Josie Rogers, Treasurer; and Bonnie Amisone-Council Member

**Bishop Paiute Tribal Administrator:** Gloriana M. Bailey, MBA

**BIHS Director/Sub Driver/Sub Cook/Sub Teacher/Civil Rights Coordinator:** Susie Cisneros

**Health & Disabilities Assistant Director:** Amanda Miloradich (Assist in Nutrition and Safety and program operations)

**Family Advocate/ERSEA:** Susie Cisneros

**BIHS Assistant Cook/Admin Assistant/ Lead Bus Driver:** Gwen Turner

**Teachers:** Tanya Spoonhunter, Virginia Figueroa, Lena Dondero-**sub bus driver**, Annette Dondero, and Dayle Dondero

**Associate Teachers:** Tashina Brown, Paige Sills and Paula Manriquez

**Head Start Cooks (CACFP):** Lynda Charley and Gwen Turner (as needed)

**Head Start Bus Drivers:** Gwen Turner, Darrin Bernard and Phillip Kane-**sub bus driver**

**Big Pine Bus Monitor/Gardener/Landscaper:** TBA

**BIHS Janitor:** Cynnara Shay



## OFFICE OF HEAD START MONITORING REVIEWS

1304.60 Deficiencies and Quality Improvement Plans /1304.51 Noncompliance: Since 2013, BIHS has been in full compliance with the Office of Head Start Performance Standards.



### ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

### Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Mr. Tilford Denver  
Bishop Indian Headstart Program  
405 N Barlow Ln  
Bishop, CA 93514 - 8046

**From: Responsible HHS Official**

A handwritten signature in cursive script, appearing to read "Ann L. Lichtenhan".

**Date: 03/26/2021**

**On behalf of Dr. Bernadine Futrell  
Director, Office of Head Start**

From February 8, 2021 to February 12, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Bishop Indian Headstart Program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

**DISTRIBUTION OF THE REPORT**

Mr. Todd Lertjuntharangool, Regional Program Manager  
Mrs. Gloriana Bailey, Chief Executive Officer/Executive Director  
Mrs. Susie Cisneros, Head Start Director

No Findings or deficiencies indicated in the 2021 FA1 Office of Head Start Review.

California Department of Education  
Nutrition Services Division

Field Services Unit  
April 2019

**SFSP Summation Report**

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 227502	Review ID 31483	CNIPS Number:04020
Address: 390 N. BARLOW LANE	City: BISHOP	Zip: 93514	County INYO
Authorized Representative: Suzie Cisneros		Title: Director	Telephone: 760-872-38784
Contact Person: Above		Title:	Fax:
Type of Agreement: <input checked="" type="checkbox"/> Summer Food Service Program <input type="checkbox"/> USDA Foods (Commodities)			
Reason for Review: <input checked="" type="checkbox"/> Administrative Review <input type="checkbox"/> Program Request <input type="checkbox"/> Follow-up			
<input type="checkbox"/> Second Year Follow Up Review			
<b>Areas Of Review For Compliance</b>			
1. Program Eligibility		6. Site Monitoring and Training	
2. Meal Counts		7. Safety and Sanitation	
3. Meal Requirements		8. Civil Rights	
4. Fiscal Accountability		9. USDA Donated Foods	
5. Procurement		10. Vended Meal Contracts	
		11. Year-Round Sites	
<b>SUMMARY OF REVIEW FINDINGS</b>			
Month/Claim Period Reviewed: <u>May 2020</u> Review Date: <u>7-25-20</u>			
<input checked="" type="checkbox"/> All areas are in compliance and no sponsor action is required. This review is closed. <input type="checkbox"/> The underlined areas above are not in compliance. The attached sheets summarize the problems identified during the site and administrative review and provide space for the sponsor to describe the corrective action plan (CAP) with implementation dates. Sponsor is required to submit completed forms by _____ <small>(Allow a maximum of 15 calendar days)</small> <input type="checkbox"/> Review findings may result in fiscal action, which may change after submission and review of your corrective action plan (CAP). <input type="checkbox"/> Reviewer recommends Follow-up Review due to non-compliance. <input type="checkbox"/> Your agency is Seriously Deficient in the operation of the SFSP due to findings identified in the Administrative Review. A participation capacity or ceiling is established and your agency shall not exceed _____-operating sites and / or shall not exceed _____ADP at sites. This determination may affect other agreements under the Child and Adult Care Food Program.			
Submit completed forms to:			
Phone number:		Fax number:	
Email:			
<p><b>The findings of this review are the results of an assessment of a sample of the agency program records for the current year. Federal regulations require SFSP program record retention for a period of three years plus the current year.</b></p>			
Signature of Reviewer:			Date: 7/31/20
Signature of Sponsor Representative			Date: 7/31/20
(Sponsor signature does not designate agreement with reviewer comments)			



**CACFP Centers  
Summation Report**

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 22750Z	CNIPS ID: 04020-CACFP-14-TG-IC	Review ID: 30888
Address: 405 North Barlow	City: Bishop	Zip: 93514-8058	County: Inyo
Contact Person: Susie Cisneros	Title: Head Start Director	Telephone: 760-872-3911	
Program Types: <input type="checkbox"/> Adult Care <input type="checkbox"/> At-risk <input type="checkbox"/> Child Care <input type="checkbox"/> Emergency Shelters <input checked="" type="checkbox"/> Head Start <input type="checkbox"/> School Age			
Type of Review: <input checked="" type="checkbox"/> First <input type="checkbox"/> First Follow-up <input type="checkbox"/> Second Follow-up <input type="checkbox"/> Ninety-day <input type="checkbox"/> Program Assistance			

**Areas Reviewed for Compliance**

Performance Standard 1: Financial Viability	Performance Standard 3: Program Accountability
<input type="checkbox"/> 100 Financial Management	<input type="checkbox"/> 300 Enrollment
Performance Standard 2: Administrative Capability	<input type="checkbox"/> 500 Eligibility
<input type="checkbox"/> 200 Procurement Procedures	<input type="checkbox"/> 600 Meal Counts
<input type="checkbox"/> 220 Program Resources	<input type="checkbox"/> 700 Licensing Requirements
<input type="checkbox"/> 240 Policies and Procedures	<input type="checkbox"/> 800 Meal Requirements
<input type="checkbox"/> 280 Pricing Program	<input type="checkbox"/> 900 Fiscal Accountability
	<input type="checkbox"/> 1000 Training
	<input type="checkbox"/> 1100 Facility Review
	<input type="checkbox"/> 1200 Safety and Sanitation
	<input type="checkbox"/> 1300 Civil Rights

Place an (R) at the end of all repeat findings.

**Summary of Review Findings**

Review Month: **February 2021** Review Dates: **April 2-12, 2021**

- All areas found to be in compliance. No action is required. This review is closed. Congratulations on an excellent administrative review (AR).
- One or more performance standards (PS) were not in compliance. The noncompliant areas are checked above.
- A **follow-up review** may be conducted because of noncompliance in PS 1, PS 2, or PS 3.
- Serious deficiencies (SD) were found during your AR. If permanent, acceptable corrective action documentation (CAD) is not implemented, the California Department of Education (CDE) will propose to terminate your Child and Adult Care Food Program (CACFP) agreement. If the CACFP agreement is terminated, your organization and responsible parties will be placed on the National Disqualified List (NDL) and will remain on the NDL until such time as the CDE, in consultation with the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) determines that the SDs have been corrected, or until seven years after their disqualification. However, if any debt relating to the SDs has not been repaid, your organization and responsible parties will remain on the NDL until the debt has been repaid. These actions are being taken pursuant to Title 7, *Code of Federal Regulations (7 CFR)*, sections 226.6(c)(3) and (7)(v).

Agency is required to submit CAD by: **N/A**  
Submit CAD to:

Laurie Brackett, Child Nutrition Consultant  
California Department of Education Nutrition Services Division  
2550 Fulton Road  
Pomona, CA 91767  
Phone: 909-360-3665  
E-mail: [lbrackett@cde.ca.gov](mailto:lbrackett@cde.ca.gov)

The findings of this review are the results of an assessment of a sample of your program records for the current year. All program records must be retained for a period of three years plus the current year.

Signature of Agency Representative: <i>Susie Cisneros</i>	Date: <i>4/16/21</i>
Signature of State Representative: <i>Laurie Brackett</i>	Date: 4/16/2021
(Agency signature does not designate agreement with reviewer comments)	

**Summation Report**

<b>Agency Name:</b> Bishop Indian Tribal Council Education Center	<b>Vendor Number:</b> 22750Z	<b>CNIPS ID:</b> 04020-CACFP-14-TG-IC	<b>Review ID:</b> 30888
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**Comments:**

The California Department of Education (CDE), Nutrition Services Division (NSD), completed an Administrative Review (AR) of the Bishop Indian Tribal Council Education Center Head Start CACFP on April 2, 2021. February 2021 was the month of review, since this was the last claim submitted in the Child Nutrition Information System (CNIPS).

Due to the COVID-19 pandemic, the NSD implemented USDA Child Nutrition Response #8: Nationwide Waiver of Onsite Monitoring Requirements in the CACAP for state agencies. The AR process was completed remotely through a desk audit.

At the time of the AR, Bishop Head Start program was operating under the following USDA Nationwide Child Nutrition Response's Waivers in Child Nutrition Programs:

- #1 Meal Service Time Flexibility
- #33 Non-Congregate Feeding
- #36 Meal Pattern Flexibility

**Site Visit:**

One unannounced virtual lunch site visit was conducted at the Bishop Head Start/17996 on February 25, 2021. In addition to staff interviews and a video conference call, staff uploaded pictures of the meal service operation, signage for civil rights, kitchen prep/storage areas, serving lines, foods served with labels, menus, and meal counting systems.

**Commendations/Highlights:**

The reviewer would like to thank Susie Cisneros for the courtesy and cooperation during the review. Documentation was uploaded in an organized easy to follow system. Despite staffing issues and pivoting between in care service and distance learning due to COVID-19 outbreaks, Susie always made time to answer questions, provide clarifications, and participate in virtual phone meetings.

Bishop Head Start updated procedures to reflect COVID-19 operations. Systems were in place to obtain both CDE and parental consent for the home meal delivery option. Conducting daily delivery of hot and nutritious meals to homes required teamwork from a variety of site staff including the Bus Drivers/Monitors, Teachers, Food Corp volunteer, Health & Disabilities Specialist and Janitor-well done!

The compliance areas of review are listed on page one of this summation report. No findings were identified and no further action is required. Congratulations on the review.

**Resources provided for further guidance on the CACFP:**

- **Compliance Area 800: Meal Requirements**

Operating in a rural location of Inyo County, Bishop Head Start applied for and received approval to have the option to implement USDA's Meal Pattern Flexibilities when needed. Just a reminder that once the flexibilities expire in June 2021, compliance to the meal pattern requirements as set forth in 7CFR 226.20 is expected.

The CDE's updated Medical Statement Form is available in CNIPS Download Forms. CNP Form 925 streamlines the description of the participant's physical or mental impairment affected by allergy/sensitivity.

When a fluid milk substitution is not a result of a disability, the nondairy beverage must be nutritionally equivalent to milk. For more information on Nutrition Requirements for Fluid Milk in the CACFP, refer to NSD Management Bulletin CACFP-02-2020 at: <https://www.cde.ca.gov/ls/nu/cc/mbcacfp022020.asp>


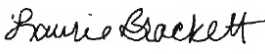
**Summation Report**

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 22750Z	CNIPS ID: 04020-CACFP-14-TG-IC	Review ID: 30888
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**Comments:**

More information on crediting requirements for luncheon meats in the CACP can be located in the USDA's Food Buying Guide and in the updated Crediting Handbook for the Child and Adult Care Food Program.

- **Compliance Area 900: Fiscal Accountability**  
 If in the future program year, the Tribal Council would like to charge an Indirect Cost Rate, contact the CDE assigned CACFP Analyst for direction and approval.

Signature of Agency Representative: 	Date: 4/16/21
Approval Signature of State Representative: 	Date: 4/16/2021

**FISCAL SINGLE AUDIT**

Melissa B Peterson, CPA LLC, Certified Public Accountant	<b>2022-In Process</b>	2019- No Finding were reported 2020- No Finding were reported 2021- No Finding were reported
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**BIHS and OHS Operational Budget 2021-2022**

**Summary**

Program Type	Funded Enrollment	Federal			Non-Federal Share	Non-Federal Percentage	Total Budget
		Program Operations	TTA	Total			
AIAN Head Start	60	\$565,152	\$11,522	\$576,674	\$431,254	42.79%	\$1,007,928

100% of the Bishop Paiute Head Start Employees received a 1.22% Cost-of Living Adjustment.

BISHOP INDIAN HEAD START COST-OF-LIVING-ADJUSTMENT (FY) 2021-2022



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

March 19, 2021

**Grant No. 90CI01005**

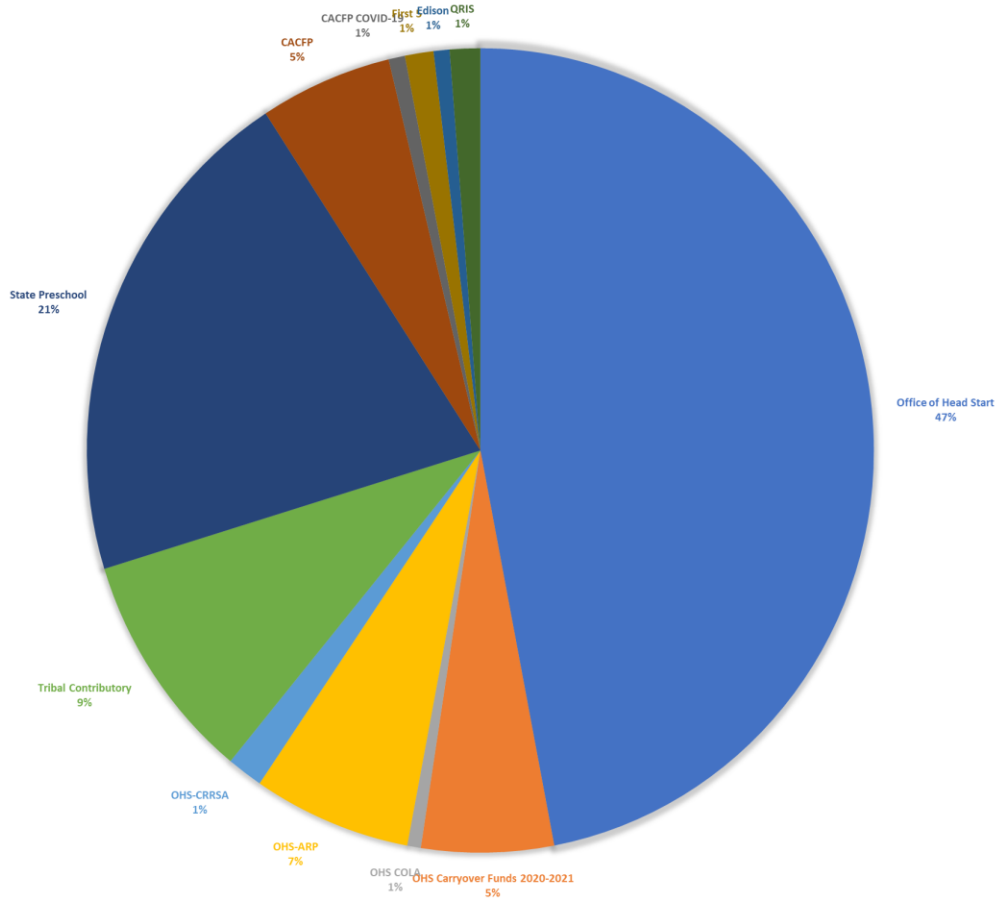
**Dear Head Start Grantee:**

The Consolidated Appropriations Act, 2021, contains an increase of approximately \$123 million for a cost-of-living adjustment (COLA) for all Head Start grantees, inclusive of all Early Head Start - Child Care Partnerships, with the exception of new awards made in fiscal year (FY) 2021. The COLA supports a 1.22 percent increase above FY 2020 funding levels to increase staff salaries and fringe benefits, and offset higher operating costs. The funds are effective with the start of the FY 2021 budget period and are retroactive if this period has already commenced.

The following table reflects the increase(s) available for FY 2021.

Funding Type	AIAN Head Start
Cost-of-Living Adjustment (COLA)	\$6,812
<b>Total Funding</b>	<b>\$6,812</b>

2021-2022 BISHOP INDIAN HEAD START OPERATIONAL BUDGET ALLOCATION



PROJECTED FUNDING AND OPERATIONAL EXPENSES

Final Budget Report Funding for 2021-2022

Funding Resources	Head Start Operational costs	State Preschool Non-Federal Share	Tribal Contributory	CACFP/USDA Reimbursement Program	Edison	First 5	State QRIS Teacher Funds	Total Revenue
Projected Budget	\$576,674.00	\$252,404.00	\$114,023.00	\$66,780.00 Estimated	\$8,000.00	\$14,410.00	\$24,696.00	
Adjusted Budget	\$66,636.00 Carry over			8,219.00 COVID Funds				
Adj.	\$6,812.00 COLA							
Adj.	\$79,790.00 ARP							
Adj.	\$18,058.00 CRRSA			<\$8,781.00>				
Final Budget	\$747,970.00	\$252,404.00	\$114,023.00	\$66,218.00	\$8,000.00	\$14,410.00	\$24,696.00	\$1,227,721.00
Actual Expense	\$488,360.84 \$60,115.25 \$4,364.90 crrsa	\$252,404.00	\$23,423.79	\$57,675.31 Actual Reimbursement	\$5,644.52	\$14,410.00	\$14,182.34	\$920,600.95
Balance	\$195,129.01	0	\$90,599.21	\$8,542.69	\$2,355.48	0	\$10,513.66	\$307,140.05

063- Report Head Start produced November 28<sup>th</sup>, 2022-Closed

**Bishop Paiute Tribe**  
 Statement of Revenues and Expenditures - Unposted Transactions Included In Report  
 3664 - Head Start 21/22 (HHS)  
 063 - Program - HS  
 From 8/1/2021 Through 8/31/2022

	<u>Current Year Actual</u>	<u>Total Budget - Original</u>	<u>Total Budget Variance - Origir</u>
<b>Revenue</b>			
4310	Grant Revenue	465,238.50	547,840.00
4315	Indirect Revenue	23,122.34	28,834.00
	<b>Total Revenue</b>	<u>488,360.84</u>	<u>576,674.00</u>
	<b>Gross Profit</b>	<u>488,360.84</u>	<u>576,674.00</u>
<b>Expenditures</b>			
6110	Regular Wages	63,295.86	409,919.00
6120	Temporary	13,605.18	0.00
6130	Vacation Leave Expense	13,729.82	0.00
6150	Sick Leave Expense	14,154.25	0.00
6152	CHDS Teachers/infant Toddler	62,307.90	0.00
6155	Teacher Aides & Other Educ Per	8,598.01	0.00
6156	Health/Mental SVCS Personnel	38,374.16	0.00
6160	Prog Mgrs & Content Area Exper	26,760.48	0.00
6163	Head Start Director	42,543.74	0.00
6170	Transportation Personnel	61,131.75	0.00
6210	Fringe Benefits	67,527.38	114,777.00
6211	401K Expense	4,929.03	0.00
6212	Work Comp Expense	3,610.00	0.00
6490	Other Prof and Tech Services	15,254.80	800.00
6491	Health Screenings	447.00	0.00
6522	Electricity	7,343.83	0.00
6530	Repair and Maintenance	71.19	0.00
6590	Other Property Services	1,897.00	0.00
6602	Bank Charges	64.00	0.00
6606	Communications	1,947.74	0.00
6608	DMV-License and Renewal	695.00	800.00
6710	General Supplies	1,022.68	0.00
6715	Health/Safety Supplies	8,204.33	4,073.00
6730	Food	633.63	0.00
6760	Program/Education Supplies	800.38	1,449.00
6901	General Repairs and Maint	632.65	2,000.00
7100	Computer Hardware/Software	2,893.18	2,500.00
7206	School Activities	(0.30)	0.00
7301	Training	2,442.83	11,522.00
7302	Travel	321.00	0.00
8110	Indirect Expense	23,122.34	28,834.00
	<b>Total Expenditures</b>	<u>488,360.84</u>	<u>576,674.00</u>
	<b>Net Profit</b>	<u>0.00</u>	<u>0.00</u>



**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

3670 - HeadStart ARP (HHS)

000 - In & Out

From 4/1/2021 Through 3/31/2023

		Current Year Actual
		<u>                    </u>
	Revenue	
4310	Grant Revenue	51,787.15
	Total Revenue	<u>51,787.15</u>
	Gross Profit	<u>51,787.15</u>
	Expenditures	
6110	Regular Wages	35,270.14
6120	Temporary	1,798.53
6130	Vacation Leave Expense	2,015.92
6150	Sick Leave Expense	1,467.43
6210	Fringe Benefits	5,661.14
6211	401K Expense	133.35
6212	Work Comp Expense	354.20
6606	Communications	(29.27)
6710	General Supplies	2,059.19
6760	Program/Education Supplies	3,027.25
7240	Capital Equipment (over 5k)	7,454.37
8110	Indirect Expense	<u>903.00</u>
	Total Expenditures	<u>60,115.25</u>
	Net Profit	<u>(8,328.10)</u>

**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

3669 - HeadStart CRRSA (HHS)

000 - In & Out

From 4/1/2021 Through 3/31/2023

		Current Year Actual
		<u>                    </u>
	Revenue	
4310	Grant Revenue	4,364.90
	Total Revenue	<u>4,364.90</u>
	Gross Profit	<u>4,364.90</u>
	Expenditures	
6120	Temporary	1,085.58
6152	CHDS Teachers/infant Toddler	726.61
6210	Fringe Benefits	287.70
6212	Work Comp Expense	25.06
6715	Health/Safety Supplies	<u>2,239.95</u>
	Total Expenditures	<u>4,364.90</u>
	Net Profit	<u>0.00</u>

Bishop Paiute Tribe  
Statement of Revenues and Expenditures  
From 8/1/2021 Through 6/30/2022

*3664 - Head Start 21/22 (HHS)*

*068 - State Preschool - HS*

Current Year Actual

Revenue		
4310	Grant Revenue	238,650.42
4315	Indirect Revenue	<u>13,753.58</u>
	Total Revenue	<u>252,404.00</u>
	Gross Profit	<u>252,404.00</u>
Expenditures		
6110	Regular Wages	38,507.18
6120	Temporary	1,071.46
6130	Vacation Leave Expense	9,923.20
6150	Sick Leave Expense	7,926.75
6152	CHDS Teachers/infant Toddler	66,148.72
6155	Teacher Aides & Other Educ Per	41,202.99
6163	Head Start Director	17,780.50
6210	Fringe Benefits	42,186.22
6211	401K Expense	2,920.56
6212	Work Comp Expense	2,636.03
6520	Solid Waste	1,544.63
6522	Electricity	2,428.97
6523	Gas/Propane	2,878.63
6760	Program/Education Supplies	268.24
7101	Office Equipment Lease/Rental	1,226.34
8110	Indirect Expense	<u>13,753.58</u>
	Total Expenditures	<u>252,404.00</u>
	Net Profit	

090-Report Tribal Contribution produced on March 30<sup>th</sup> , 2023.

**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - 3665 090 - Head Start General Fund - Unposted Transactions Included In Report  
 3664 - Head Start 21/22 (HHS)  
 090 - Tribal Contributions/Match  
 From 8/1/2021 Through 12/31/2022

		Current Period Actual	Total Budget - Original
Expenditures			
Unsupported Credit Card Charges	6000	139.09	0.00
Regular Wages	6110	448.80	0.00
Temporary	6120	694.64	0.00
Fringe Benefits	6210	145.81	0.00
Incentives	6260	106.22	0.00
Water and Sewer	6521	360.00	0.00
Electricity	6522	1,385.98	0.00
Gas/Propane	6523	4,819.25	0.00
Other Property Services	6590	3,450.00	0.00
Fees & Permits	6601	3.60	0.00
Bank Charges	6602	32.00	0.00
Finance Charges and Late Fees	6603	71.10	0.00
Communications	6606	5,080.24	0.00
DMV-License and Renewal	6608	56.78	0.00
General Supplies	6710	2,181.66	0.00
Health/Safety Supplies	6715	330.67	0.00
Fuel - Vehicles/Equipment	6720	427.08	0.00
Food	6730	223.89	0.00
Program/Education Supplies	6760	0.86	0.00
Office Equipment (Own & Rent)	7101	3,277.49	0.00
Donations	7204	175.00	0.00
Program Mileage	7304	13.63	0.00
Total Expenditures		<u>23,423.79</u>	<u>0.00</u>
Net Profit		<u>(23,423.79)</u>	<u>0.00</u>

**Bishop Paiute Tribe**  
 Statement of Revenues and Expenditures - Unposted Transactions Included In Report  
 3664 - Head Start 21/22 (HHS)  
 065 - Food - State DOE - HS  
 From 10/1/2021 Through 10/30/2022

		<u>Current Year Actual</u>
Revenue		
4310	Grant Revenue	57,675.31
	Total Revenue	<u>57,675.31</u>
	Gross Profit	<u><u>57,675.31</u></u>
Expenditures		
6110	Regular Wages	3,228.76
6120	Temporary	330.30
6130	Vacation Leave Expense	236.15
6150	Sick Leave Expense	235.49
6152	CHDS Teachers/infant Toddler	230.81
6210	Fringe Benefits	960.69
6212	Work Comp Expense	82.41
6710	General Supplies	4,242.63
6730	Food	48,082.69
6735	Food & Supplies	45.38
	Total Expenditures	<u>57,675.31</u>
	Net Profit	<u><u>0.00</u></u>

<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">T</span> <b>Child &amp; Adult Care Food Program</b> <b>Claim Year Summary for 2021 - 2022</b>					
04020-CACFP-14-TG-IC <b>Bishop Indian Tribal Council Education Center</b> 50 N TU SU LN BISHOP, CA 93514-8058 Vendor #: 22750Z payment address					
Claim Month	Adj Number	Claim Status	Date Received	Date Processed	Earned Amount
Oct 2021	0	Processed	10/29/2021	11/04/2021	\$6,002.62
Nov 2021	0	Processed	11/30/2021	12/02/2021	\$5,594.93
Dec 2021	0	Processed	12/27/2021	12/30/2021	\$3,417.75
Jan 2022	0	Processed	02/01/2022	02/03/2022	\$6,226.08
Feb 2022	0	Processed	03/01/2022	03/03/2022	\$5,848.72
Mar 2022	0	Processed	03/29/2022	03/30/2022	\$6,303.10
Apr 2022	0	Processed	05/01/2022	05/05/2022	\$5,724.92
May 2022	0	Processed	05/25/2022	05/26/2022	\$4,611.23
Jun 2022					\$0.00
Jul 2022					\$0.00
Aug 2022	0	Processed	09/01/2022	09/08/2022	\$5,239.74
Sep 2022	1	Processed	10/07/2022	10/13/2022	\$8,706.22
<b>Year to Date Totals</b>					<b>\$57,675.31</b>

**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

3160 - Edison HS and Ed Ctr

From 1/1/2022 Through 12/31/2022

		Current Year Actual	YTD Budget - Original
		<u>                    </u>	<u>                    </u>
	Revenue		
4310	Grant Revenue	0.00	(8,000.00)
4399	Carryforward Prior Year Grant/Contract Rev	(103.04)	0.00
	Total Revenue	<u>(103.04)</u>	<u>(8,000.00)</u>
	Gross Profit	<u>(103.04)</u>	<u>(8,000.00)</u>
	Expenditures		
6260	Incentives	415.52	0.00
6710	General Supplies	506.49	0.00
6760	Program/Education Supplies	4,702.51	8,000.00
7206	School Activities	20.00	0.00
	Total Expenditures	<u>5,644.52</u>	<u>8,000.00</u>
	Net Profit	<u>(5,747.56)</u>	<u>(16,000.00)</u>



First 5-Report produced on May 24th, 2022-open.

**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

3668 - HeadStart - First 5 20/21

000 - In & Out

From 9/1/2021 Through 6/30/2022

		<u>Current Year Actual</u>
	Revenue	
4310	Grant Revenue	<u>4,304.20</u>
	Total Revenue	<u>4,304.20</u>
	Gross Profit	<u><u>4,304.20</u></u>
	Expenditures	
6110	Regular Wages	8,809.65
6120	Temporary	956.66
6130	Vacation Leave Expense	757.12
6150	Sick Leave Expense	248.96
6210	Fringe Benefits	2,078.89
6211	401K Expense	139.31
6212	Work Comp Expense	109.41
8110	Indirect Expense	<u>1,310.00</u>
	Total Expenditures	<u>14,410.00</u>
	Net Profit	<u><u>(10,105.80)</u></u>

**Bishop Paiute Tribe**

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

3667 - HeadStart -Quality Results Classroom Supplies

000 - In & Out

From 8/1/2020 Through 7/31/2022

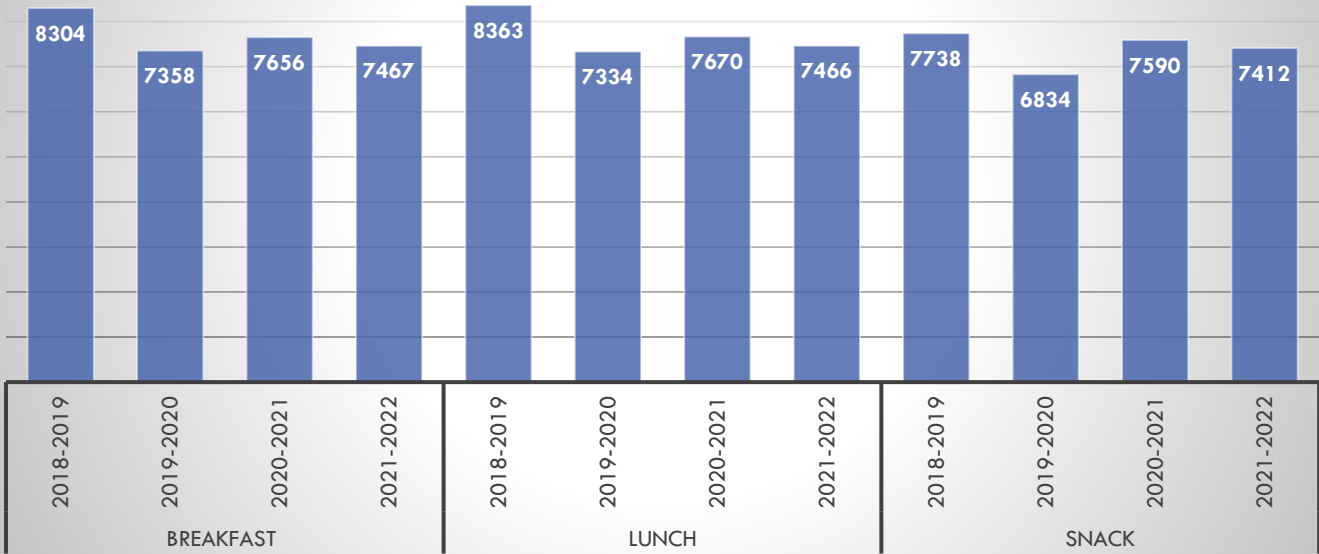
		<u>Current Year Actual</u>
	Revenue	
4310	Grant Revenue	12,313.45
4399	Carryforward Prior Year Grant/Contract Rev	12,382.55
	Total Revenue	<u>24,696.00</u>
	Gross Profit	<u><u>24,696.00</u></u>
	Expenditures	
6710	General Supplies	800.47
6760	Program/Education Supplies	<u>13,381.87</u>
	Total Expenditures	<u>14,182.34</u>
	Net Profit	<u><u>10,513.66</u></u>

Code	2021-2022 Summary-Final Expenditures	Federal Share OHS	ARP	CRRSA	State Preschool NFS	Tribal Contribution NFS	CACFP	QRIS	First 5	Edison	Total
6000	Unsupported Credit Card Charges					139.09					139.09
6110	Regular Wage	63,295.86	35,270.14	0	38,507.18	448.80	3,228.76	0	8,809.65	0	149,560.39
6120	Temps-subs	13,605.18	1,798.53	1,085.58	1,071.46	694.64	330.30	0	956.66	0	19,542.35
6130	Vacation Leave Expense	13,729.82	2,015.92	0	9,923.20	0	236.15	0	757.12	0	26,662.21
6150	Sick Leave Expense	14,154.25	1,467.43	0	7,926.75	0	235.49	0	248.96	0	24,032.88
6152	CHDS Teacher/Infant Toddler	62,307.90	0	726.61	66,148.72	0	230.81	0	0	0	129,414.04
6155	Teacher Aides & Other Educ Per	8,598.01	0	0	41,202.99	0	0	0	0	0	49,801.00
6156	Health/Mental SVCS Personnel	38,374.16	0	0	17,780.50	0	0	0	0	0	56,154.66
6158	CHDS Nutrition Service	0	0	0	0	0	0	0	0	0	0
6160	Prog Mgrs & Content Area Exper	26,760.48	0	0	0	0	0	0	0	0	26,760.48
6163	Head Start Director	42,543.74	0	0	0	0	0	0	0	0	42,543.74
6170	Transportation Personnel	61,131.75	0	0	0	0	0	0	0	0	61,131.75
6199	Contract Labor	0	0	0	0	0	0	0	0	0	0
6210	Fringe Benefits	67,527.38	5,661.14	287.70	42,186.22	145.81	960.69	0	2,078.89	0	118,847.83
6211	401 K Expense	4,929.03	133.35	0	2,920.56	0	0	0	139.31	0	8,122.25
6215	Worker's Comp Expense	3,610.00	354.20	25.06	2,636.03	0	82.41	0	109.41	0	6,817.11
6260	Incentives	0	0	0	0	106.22	0	0	0	415.52	521.74
6425	Contract Labor	0	0	0	0	0	0	0	0	0	0
6490	Other Prof and Tech Services	15,254.80	0	0	0	0	0	0	0	0	15,254.80
6491	Health Screenings	447.00	0	0	0	0	0	0	0	0	447.00
6520	Solid Waste	0	0	0	1,544.63	0	0	0	0	0	1,544.63
6521	Water and Sewer	0	0	0	0	360.00	0	0	0	0	360.00
6522	Electricity	7,343.83	0	0	2,428.97	1,385.98	0	0	0	0	11,158.78
6523	Gas/Propane	0	0	0	2,878.63	4,819.25	0	0	0	0	7,697.88
6530	Repair and Maintenance	71.19	0	0	0	0	0	0	0	0	71.19
6590	Other Property Services	1,897.00	0	0	0	3450.00	0	0	0	0	5,347.00
6601	Fees and Permits	0	0	0	0	3.60	0	0	0	0	3.60
6602	Bank charges	64.00	0	0	0	32.00	0	0	0	0	96.00
6603	Finance Charges and Late Fees	0	0	0	0	71.10	0	0	0	0	71.10
6606	Communications	1,947.74	-29.27	0	0	5,080.24	0	0	0	0	6,998.71
6608	DMV-License and Renewal	695.00	0	0	0	56.78	0	0	0	0	751.78
6710	General Supplies	1,022.68	2,059.19	0	0	2181.66	4,242.63	800.47	0	506.49	10,813.12
6715	Health/Safety Supplies	8,204.33	0	2,239.95	0	330.67	0	0	0	0	10,774.95
6720	Fuel-Vehicles/Equipment	0	0	0	0	427.08	0	0	0	0	427.08
6730	Food	633.63	0	0	0	223.89	48,082.69	0	0	0	48,940.21
6735	Food & Supplies	0	0	0	0	0	45.38	0	0	0	45.38
6760	Program/Education Supplies	800.38	3,027.25	0	268.24	.86	0	13,381.87	0	4,702.51	22,181.11
6901	General Repair and Maint	632.65	0	0	0	0	0	0	0	0	632.65
7100	Computer/Hardware/ Software	2,893.18	0	0	0	0	0	0	0	0	2,893.18
7101	Office Equipment Lease/Rental	0	0	0	1,226.34	3,277.49	0	0	0	0	4,503.83
7204	Donations	0	0	0	0	175.00	0	0	0	0	175.00
7206	School Activities	-30	0	0	0	0	0	0	0	20.00	19.70
7240	Capital Equipment (Over 5K)		7,454.37	0	0	0	0	0	0	0	7,454.37
7301	Training	2,442.83	0	0	0	0	0	0	0	0	2,442.83
7302	Travel	321.00	0	0	0	0	0	0	0	0	321.00
7304	Program Mileage	0	0	0	0	13.63	0	0	0	0	13.63
	<b>Direct Charge</b>	<b>465,238.50</b>	<b>59,212.25</b>	<b>4364.90</b>	<b>238,650.42</b>	<b>23,423.79</b>	<b>57,675.31</b>	<b>14,182.34</b>	<b>13,100.00</b>	<b>5,644.52</b>	<b>881,492.03</b>
8110	<b>Indirect Costs</b>	<b>23,122.34</b>	<b>903.00</b>	<b>0</b>	<b>13,753.58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,310.00</b>	<b>0</b>	<b>39,088.92</b>
	<b>Total Expenditures</b>	<b>488,360.84</b>	<b>60,115.25</b>	<b>4,364.90</b>	<b>252,404.00</b>	<b>23,423.79</b>	<b>57,675.31</b>	<b>14,182.34</b>	<b>14,410.00</b>	<b>5,644.52</b>	<b>920,580.95</b>
4310	<b>Grant Revenue</b>	<b>576,674.00</b>	<b>79,790.00</b>	<b>18,058.00</b>	<b>252,404.00</b>	<b>114,023.00</b>	<b>65,893.32</b>	<b>24,696.00</b>	<b>14,410.00</b>	<b>8,000.00</b>	<b>1,153,948.32</b>
	<b>Difference</b>	<b>88,313.16</b>	<b>19,674.75</b>	<b>13,693.10</b>	<b>0</b>	<b>90,599.21</b>	<b>8,218.01</b>	<b>10,513.66</b>	<b>0</b>	<b>2,355.48</b>	<b>233,367.40</b>

## Transportation Service Stats

Transportation Services				
School Buses: 2 ~Certificated School Bus Drivers: 4 ~ Trained Bus Monitors: All Staff				
Terminal Inspection Complete by CHP August 2021-2022. No major findings.				
Data	Children utilizing transportation services	Fuel Cost	Mileage	Repair and Maintenance Cost
<b>2021-2022 COVID-19 Based on 175 school days</b>	4,459 number of times children used transportation services	\$7,295.07 In a year	12,524	\$11,838.15 45-day inspections, bus computer repair, stop arm, brakes, new tires, steering gear, new belts, and visor repair
<b>Stats</b>	26/56=46% children using transportation services each day	\$42.00 a day	Travel 72 miles per school day	The cost to maintain the buses is \$67.65 a day
<b>2020-2021 COVID-19 Based on 162 school days</b>	4,471 number of times children used transportation services	\$4,463.36 In a year	11,687	\$2,651.32 45-day inspections, bearings, batteries
<b>Stats</b>	28/52=54% children using transportation services each day	\$27.55 a day	Travel 72 miles per school day	\$16.37 a day to maintain buses
<b>2019-2020 COVID-19 Based 129 school days</b>	6,131 number of times children used transportation services	\$5,729.06 In a Year	13,664	\$7,226.01 45-day inspections, batteries, oil changes, switches, horn
<b>Stats</b>	48/52=92% children using transportation services each day	\$15.69 a day	Travel 106 miles per school day	\$56.02 a day to maintain buses
<b>2018-2019 Based 175 school days</b>	8,427 number of times children used transportation services	\$7,264.82 In a Year	16,572	\$9,749.28 Due to Mandatory Child Safety Check Installation on 4 School Buses.
<b>Stats</b>	49/64=77% children using transportation services each day	\$19.90 a day	Travel 95 miles per school day	\$55.71 a day to maintain buses
<b>2017-2018 Based 175 school days</b>	7,439 number of times children used transportation services	\$6,232.00 In a Year	16,030	\$3,720 45-day inspections
<b>Stats</b>	43/64=68% children using transportation services each day	\$17.07 a day	Travel 92 miles per school day	\$22.00 a day to maintain buses

### Child, Adult, Care Food Program- Meals and Snacks Served



4/1/2023  
8:23 PM

## Bishop Indian Head Start Program 4310 - In-Kind Amount and Value

Volunteers: A - Agency or Business, N - Non-Parent, P - Parent/Guardian, S - Sibling, Service Types: A - Automobile (Miles), M - Materials, O - Other, S - Space, T - Time (In Hours), Transaction Date: 8/1/2021 - 7/31/2022

<b>Bishop Indian Head Start: Total Volunteers</b>	16 Volunteers			
<b>Bishop Indian Head Start: Parent/Former Parent Totals</b>	2 Transactions	Quantity: N/A*		<b>\$56.00</b>
<b>Bishop Indian Head Start: All Volunteer Totals</b>	96 Transactions	Quantity: N/A*		<b>\$300688.10</b>
<b>Bishop Indian Head Start Program: Total Volunteers</b>	16 Volunteers			
<b>Bishop Indian Head Start Program: Parent/Former Parent Totals</b>	2 Transactions	Quantity: N/A*		<b>\$56.00</b>
<b>Bishop Indian Head Start Program: All Volunteer Totals</b>	96 Transactions	Quantity: N/A*		<b>\$300688.10</b>
<b>Report Grand Totals</b>	Total Volunteers		16	
	Parent or Former Parent Volunteers		2	
	Volunteers who volunteered at more than one site		0	
	Parent or Former Parent Volunteers who volunteered at more than one site		0	
	Total Volunteer Dollars		\$300688.10	
	Parent or Former Parent Volunteer Dollars		\$56.00	
	Total Volunteer Hours		1570.00	
	Parent or Former Parent Volunteer Hours		4.00	

2021-2022

### Father engagement

	# of father/ father figures
<b>C.45</b> Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	5
b. Family goal setting	4
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	4
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	14

2020-2021

### Father engagement

	# of father/ father figures
Number of fathers/father figures who were engaged in the following activities during this program year:	
Family assessment	11
Family goal setting	10
Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	13
Head Start program governance, such as participation in the Policy Council or policy committees	2
Parenting education workshops	2



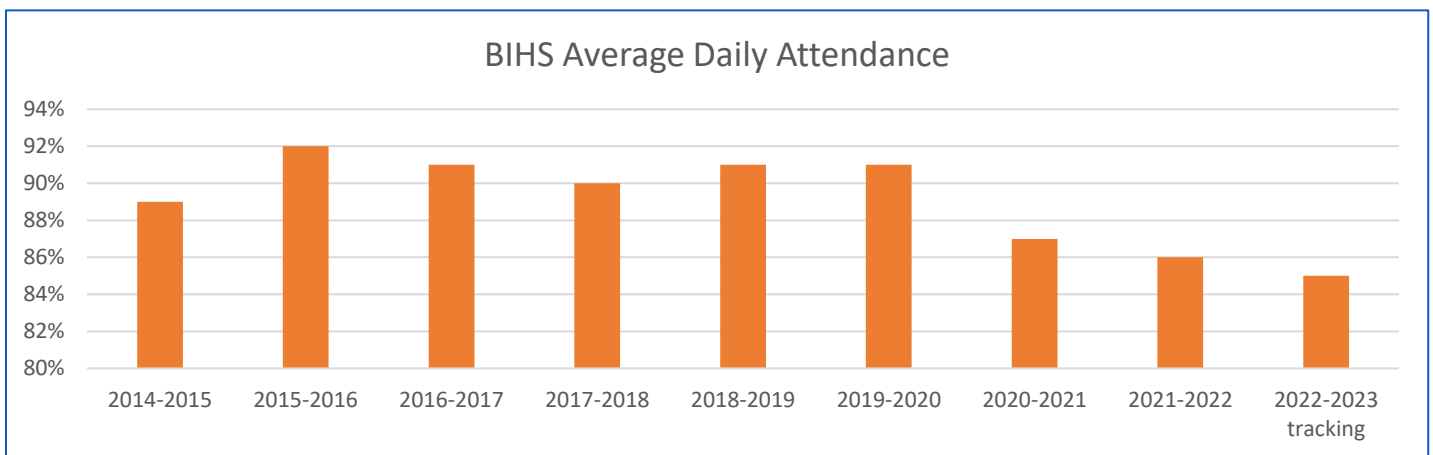
**Parent Policy Council, Parent Committee, and Health and Nutrition Advisory and Curriculum Discussion Topics in 2021-2022: All agendas and minutes available at Head Start**

<b>Parent Committee-All BIHS Families</b>		
<p><b>Topics:</b>                      Recruiting Policy Council Members                      Parent Survey Outcomes</p>	<p><b>Topics:</b>                      Budget Review                      Fundraising for Picture Day, Seasonal Events, and the End of the Year Events                      Firewood, Basket raffles, 50/50, Regalia</p>	<p><b>Topics:</b>                      Picture Day using COVID-19 Protocols                      Graduation Onsite Playing using COVID-19 Protocols                      Children’s School Readiness Gifts and Sweatshirts with the BIHS Logo</p>
<b>Health and Nutrition Advisory and Curriculum Topics</b>		
<p><b>Topics:</b>                      Triple P parenting programs                      Health Carnival (plan and prep)                      Flu Shot Clinic                      Lead Screening                      Child immunization                      Updating Partnership Agreements: Inyo County Health, TIHP, and Inyo County SELPA                      Child Passenger Car Seats                      Covid-19 Vaccination Policy</p>	<p><b>Topics:</b>                      Illness trends                      dental fluoride varnish clinic                      Policy and Procedures: Covid-19, Smoke /Carbon Monoxide Alarms                      Thermometers                      Air Purifiers                      PPE-Masks (Adult and child)                      Fire Extinguishers                      First Aid Kits                      Masking Policy</p>	<p><b>Topics:</b>                      Shields dividers for meal and snack time                      Indian Health Service Plan of Action                      Indian Health Service Car Seat usage                      Grant Planning: Health and Safety budget, COVID-19 needs, First 5 CARES grant-PPE supplies and 2021-2022-5<sup>th</sup> classroom                      Self-Assessment                      Behavioral Health, Speech and Language, Physical and Occupational Therapy</p>
<b>Parent Policy and Bishop Tribal Council and Parent Committee Topics</b>		
<p><b>Topic:</b>                      Director Reports                      ❖ HHS Secretary Communications                      ❖ Financial Statements                      ❖ Enrollment                      ❖ Meal Counts                      ❖ Transportation Stats                      ❖ Community Partners                      ❖ In-kind                      ❖ Family and Community Engagement Events/Projects                      ❖ Indian Health Service and other Facility Safety Visits/Plan of Actions                      Facility Upgrades:                      ❖ New Stove                      ❖ Additional Shade Covers                      New/Updated program plans/revisions to Operational Policies and Procedures:                      ❖ Policy and Procedures: Covid-19 Vaccination and Masking                      ❖ Adding a 5<sup>th</sup> Onsite Classroom</p>	<p><b>Topic:</b>                      School Readiness Goals and Outcomes                      ❖ Desired Results Developmental Profile (Data)                      ❖ <del>Early Childhood Environmental Rating Scale (ECERS-R) (Data)</del>                      ❖ <del>Classroom Assessment Scoring (CLASS) No onsite review due to COVID-19</del>                      Parent Surveys and Outcomes                      ❖ Parent Education Needs                      ❖ Family Needs Assessment                      ❖ Parent Volunteer Interests                      ❖ Parent Survey Results related to BIHS Services-Goals</p>	<p><b>Topic:</b>                      Self-Assessment &amp; Program Improvement                      2022-2023 Head Start Grant Process                      ❖ Five Year Strategic Plan                      ❖ grant budget                      ❖ Training and TA                      ❖ Selection Criteria updates using Community Assessment updates                      ❖ COLA                      ❖ ARP and CRRSA Needs                      ❖ ICSOS Sub-Contract                      Program Information Reports                      Certification and Leadership Program                      Governance Screener                      Shared Governance                      Resolution of Disputes Protocol                      Annual Report</p>

**Due to COVID-19 and the worldwide pandemic our meetings were held through Zoom/phone conferences and will continue until our families and partners are comfortable meeting in person.**

CHILDREN AND FAMILIES SERVED				
2021-2022 Enrollment				
Center Based	Children Served	Families Served	Funded Enrollment	%Of enrollment
2021-2022	56	56	60	93%
2020-2021	52	52	60	87%
Family Income		2021-2022-based on 56 families		2020-2021-based on 52 families
Income at or below 100% of federal poverty level		5-9%		13-25%
Receipt of Public Assistance such as TANF, SSI		6-11%		9-17%
Status as a foster child-# of children only		6-11%		0
Status of homeless/Double Up		6-11%		11-21%
Total		23-41%		33-63%
Over Income –federal poverty level-regulation AIAN-49%		33-60%		19-37%
Number of Children Served		2021-2022		2020-2021
3-year-old:		25-45%		17-33%
4-year-old:		31-55%		35-67%
Ethnicity of Children Served		2021-2022		2020-2021
Hispanic or Latino Origin:		3-5%		0
Non-Hispanic or Non-Latino Origin:		53-95%		52-100%
Race of Children Served		2020-2021		2020-2021
American Indian or Alaska Native:		56-100%		52-100%
White		53-95%		0
Other: Mexican American		3-5%		0
Primary Language		English-52-93%		English-52-100%
		Spanish-3-5%		Spanish-0
		Native North American-1-2%		Native North American-0

**OHS-Regulation: AVERAGE DAILY ATTENDANCE-GOAL IS 85%**



**HEALTH SERVICES**

**Health insurance – children**

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	52	53
a. Of these, the number enrolled in Medicaid and/or CHIP	48	48
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	4	5
C.2 Number of children with no health insurance	4	3

**Accessible health care - children**

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	53	56
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	53	56

Medical Services	# of children at enrollment	# of children at the end of enrollment year
Number of all children who are up to date on a scheduled of age-appropriate preventative and primary health care according to state (Early Periodic Screening Diagnosis Treatment) EPSDT schedule for well childcare:	51-91%	53-95%
Of these, the number diagnosed with chronic conditions needing medical treatment since last year's PIR was reported:	4-7%	Note: 7% lower than 2020-2021
Of these, the number who have received or are receiving medical treatment:	4-7%	

Number of all children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:

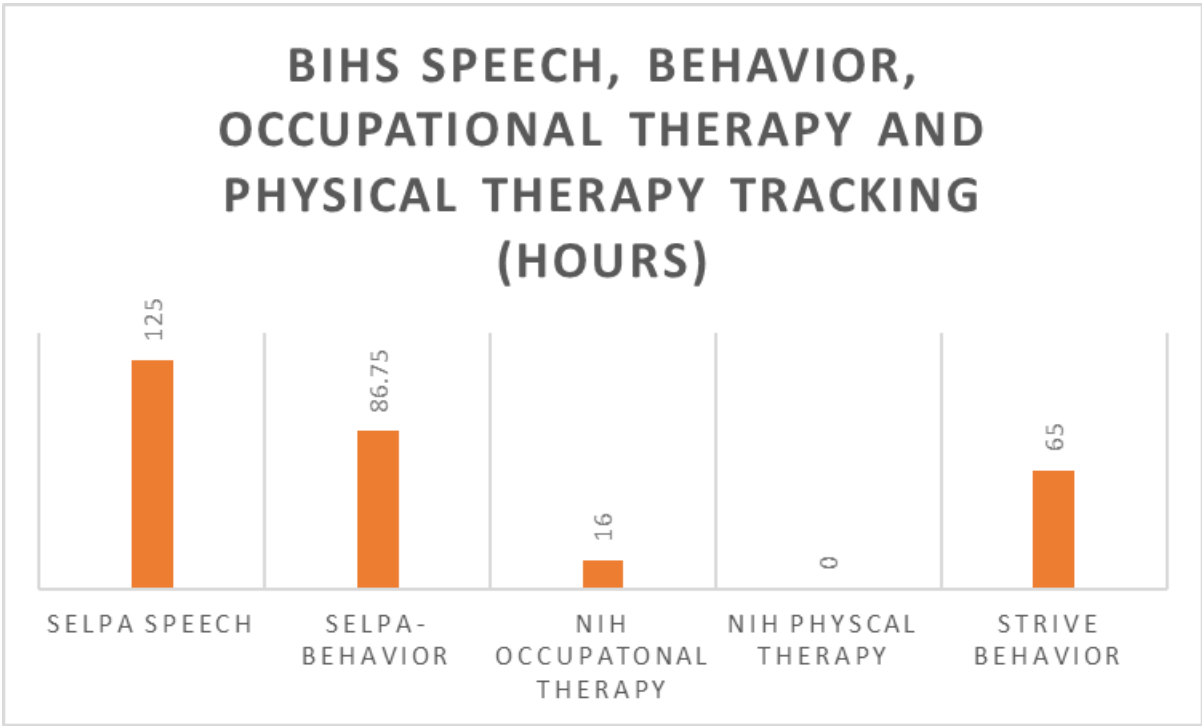
Chronic Condition (s)	# of Children 2018-2019	# of Children 2019-2020	# of Children 2020-2021	# of Children 2021-2022
<b>Autism spectrum disorder (ASD)</b>	n/a	1	1	4
<b>Attention deficit hyperactivity disorder (ADHD)</b>	0	0	0	0
Anemia	0	1	0	0
Asthma	2	4	6	3
<b>Seizures</b>	1	2	1	1
<b>Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in system anaphylaxis)</b>	4	4	3	1
Hearing Difficulties	1	2	0	0
Vision Problems	0	1	1	1
Blood lead level test elevated lead levels >g/dL	0	0	0	0
Diabetes	0	0	0	0
Cleft Palate	1	1	0	0
Blood Disorder	1	1	0	0
Intestinal Disorder	1	1	0	0
Chronic Kidney Disease	1	1	0	0
Child Heart Disease	1	1	1	0

<b>Immunization Services</b>	<b># of children at enrollment</b>	<b># of children at the end of enrollment year</b>
Number of all children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	24-43%	24-43%
Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	24-43%	24-43%
<b>Number of children who meet their state's guidelines for an exemption from immunizations</b>	0	0

Dental Services	# of children at enrollment	# of children at the end of enrollment year
Number of all children with continuous, accessible dental care provided by an oral health care professional which includes access to preventative care and dental health treatment	53-95%	56-100%
Number of children who received dental preventive care during the program year:	56-100%	
Number of children, including those enrolled in Medicaid or (Children's Health Insurance Program) CHIP, who have completed a professional dental examination during the program year:	25-45%	
Of these, the number of children diagnosed as needing treatment during and at the end of the program year:	7-13%	
Of these, the number of children who have received or are receiving dental treatment at the end of enrollment:	7-13%	

**Mental Health Services**

BIHS Teachers collaborated with Inyo County Superintendent of Schools and with Kelly M Devine, Master of Education (Special Education) a Board-Certified Behavior Analyst. The purpose for this partnership is to ensure parents/guardians and teachers receive the resources they need to support their student's and children's success in higher education. The feedback from the Direct Service Team and parents was positive. Additional assistance came late in year but was effective. Our goal is to start services at the start of the school year.



BIHS Speech, Behavior, Occupational Therapy and Physical Therapy Tracking					2021-2022	
Month	SELPA Speech	SELPA-Behavior	NIH Occupational Therapy	NIH Physical Therapy	STRIVE Behavior	
August	13	7	1	0	0	
September	16.5	4	2.5	0	0	
October	16.5	0.5	2	0	0	
November	12.5	10.75	4.5	0	0	
December	12.5	3	0.5	0	0	
January	7	0	1	0	0	
February	15.25	0	1	0	0	
March	11	11	0.5	0	12	
April	14.75	15.75	2	0	53	
May	6	34.75	1	0	0	
June	0	0	0	0	0	
July	0	0	0	0	0	
	SELPA Speech	SELPA-Behavior	NIH Occupational Therapy	NIH Physical Therapy	STRIVE Behavior	
Total	125	86.75	16	0	65	
Monthly Average	13	9	2	0	7	

**Screenings Percent complete within 45-day deadline:**

100% of all children enrolled at BIHS completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported.

Of these, 16% of the children were identified as needing follow-up assessments or formal evaluation to determine if the child has a disability.

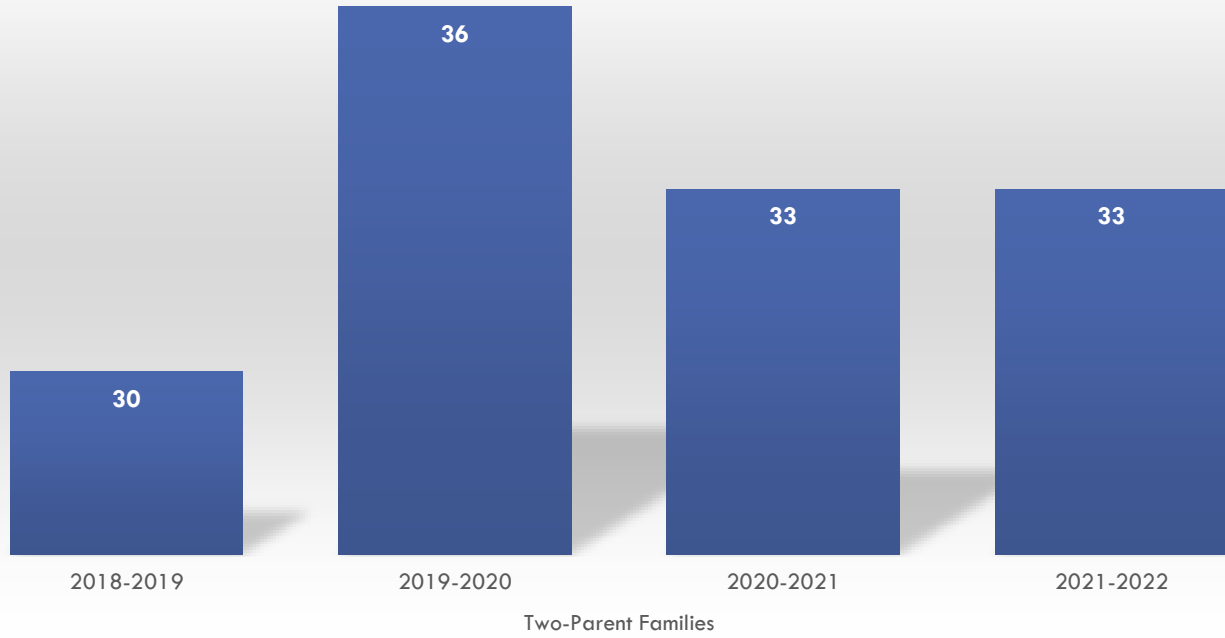


<b>Disabilities Services:</b>		# of children
IDEA eligibility determination		
Number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	7-13%	
Of these, the number who received an evaluation to determine IDEA eligibility.	7-13%	
Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	6-11%	
Of the one who did not qualify, BIHS Teachers continued to provide individualized age-appropriate strategies to meet student's developmental needs.		

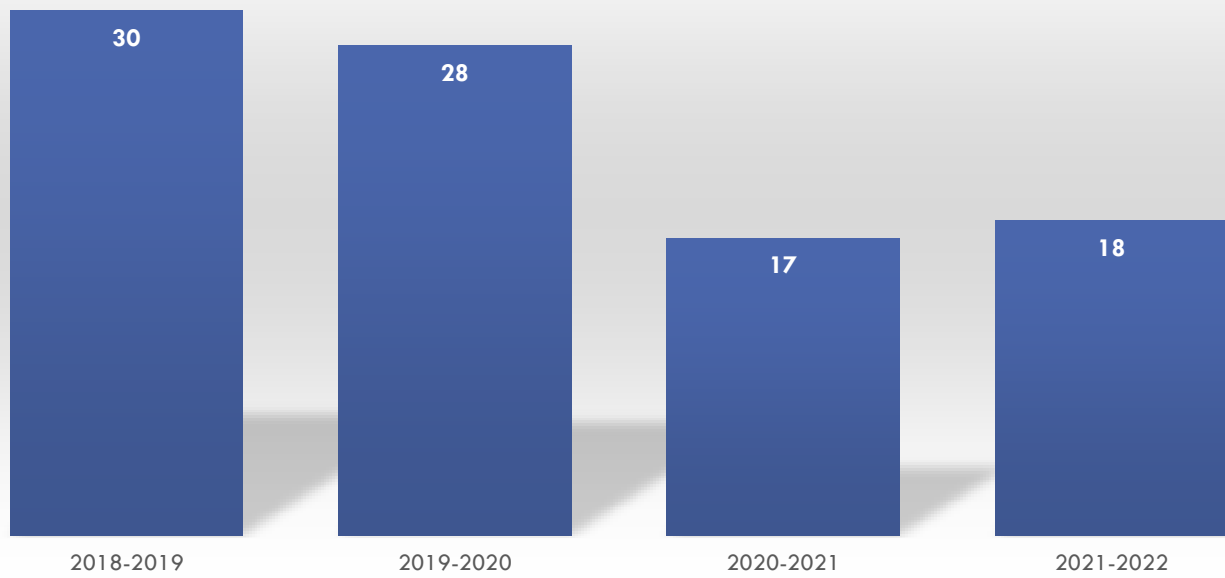
<b>Diagnosed primary disability: Speech or language impairment:</b>										
Preschool Primary Disabilities	2012 2013	2013 2014	2014 2015	2015 2016	2016- 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
Health impairment (i.e. meeting IDEA definition of "other health impairment")							1-2%	2-3%		
Emotional Disturbance										
Speech or language Impairments	(15)25%	(7)12%	(7)12%	(6)10%	(6)10%	(12)20%	(17)28%	(15)23%	(11)21%	(9)16%
Intellectual disabilities										
Hearing Impairments, including deafness							(1)2%			
Orthopedic Impairment										
Visual Impairment, including blindness										
Specific learning disability										
Autism					(1)2%				(1)2%	(3)5%
Traumatic brain injury										
Non-categorical/developmental delay										
Multiple disabilities, deaf-blind										
Deaf-blind										

<b>Body Mass Index (BMI)-Children</b>											
Number of children in the following weight categories per the 2000 CDC BMI –for-age growth charts	2012 2013	2013 2014	2014 2015	2015- 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	
Underweight (BMI less than 5 <sup>th</sup> percentile for the child's age and sex)	0	0	5%	3%	3%	2%	5%	3%	3%	4%	
Healthy weight (at or above 5 <sup>th</sup> percentile and below 85 <sup>th</sup> percentile of the child's age and sex)	95%	96%	85%	73%	90%	53%	63%	80%	75%	80%	
Overweight (BMI at or above 85 <sup>th</sup> percentile and below 95 <sup>th</sup> percentile of the child's age and sex)	2%	2%	5%	5%	2%	13%	20%	11%	6%	9%	
Obese (BMI at or above 95 <sup>th</sup> percentile of the child's age and sex)	3%	2%	5%	18%	5%	32%	12%	6%	15%	7%	

### BIHS Number of Two-Parent Families



### BIHS Number of Single Parent Families



Of the total number of families in 2021-2022, the number in which the parent/guardian figures are best described as:

- ✚ 84% Parent(s) (e.g. biological, adoptive, step parents)
- ✚ 29% Mother only (e.g. biological, adoptive, step mother)
- ✚ 4% Father only (e.g. biological, adoptive, step father)
- ✚ 5% Grandparents
- ✚ 2% Foster

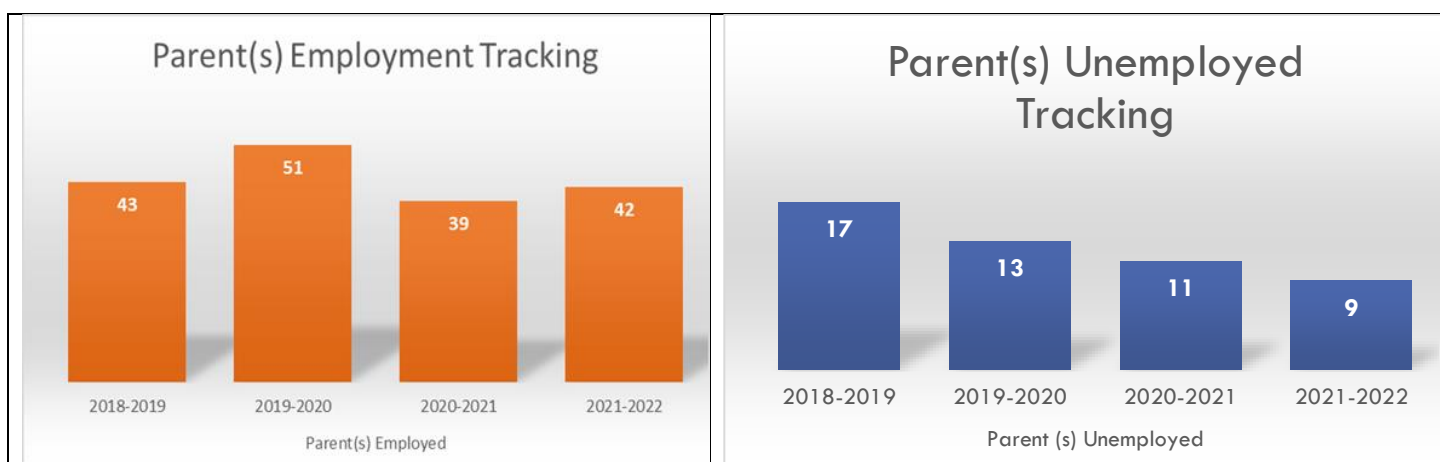
Of the total number of families in 2020-2021, the number in which the parent/guardian figures are best described as:

- ✚ 96% Parent(s) (e.g. biological, adoptive, step parents)
- ✚ 24% Mother only (e.g. biological, adoptive, step mother)
- ✚ 1% Father only (e.g. biological, adoptive, step father)
- ✚ 4% Grandparents
- ✚ 0% Foster

Of the total number of families in 2019-2020, the number in which the parent/guardian figures are best described as:

- ✚ 94% Parent(s) (e.g. biological, adoptive, step parents)
- ✚ 71% Mother only (e.g. biological, adoptive, step mother)
- ✚ 18% Father only (e.g. biological, adoptive, step father)
- ✚ 10% Grandparents
- ✚ 7% Foster

Parent Education				
Program Years	advanced degree or baccalaureate degree	associate degree, vocational school, or some college	high school graduated or earned a GED	less than a high school education
2021-2022	9%	43%	36%	4%
2020-2021	11%	36%	33%	15%
2019-2020	14%	45%	27%	14%



Of the number of families, the number in which:	2019-2020	2020-2021	2021-2022
At least one parent/guardian is a member of the United States military on active duty	0	0	0
At least one parent/guardian is a veteran of the United States military	3-5%	2-4%	2-4%

Federal or other assistance	# of families at end of enrollment year			
	2018-2019	2019-2020	2020-2021	2021-2022
Total number of families receiving any cash benefits or other services under Federal Temporary Assistance for Needy Families (TANF) Program	20-33%	14-22%	10-19%	11-20%
Total number of families receiving Supplemental Security Income (SSI)	8-13%	3-5%	5-10%	1-2%
Total number of children receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	44-73%	32-50%	24-46%	24-52%
Total number of children receiving services under the Supplemental Nutrition Assistance Program (SNAP) formerly referred to as Food Stamps	20-33%	8-13%	7-13%	8-14%

### Family services

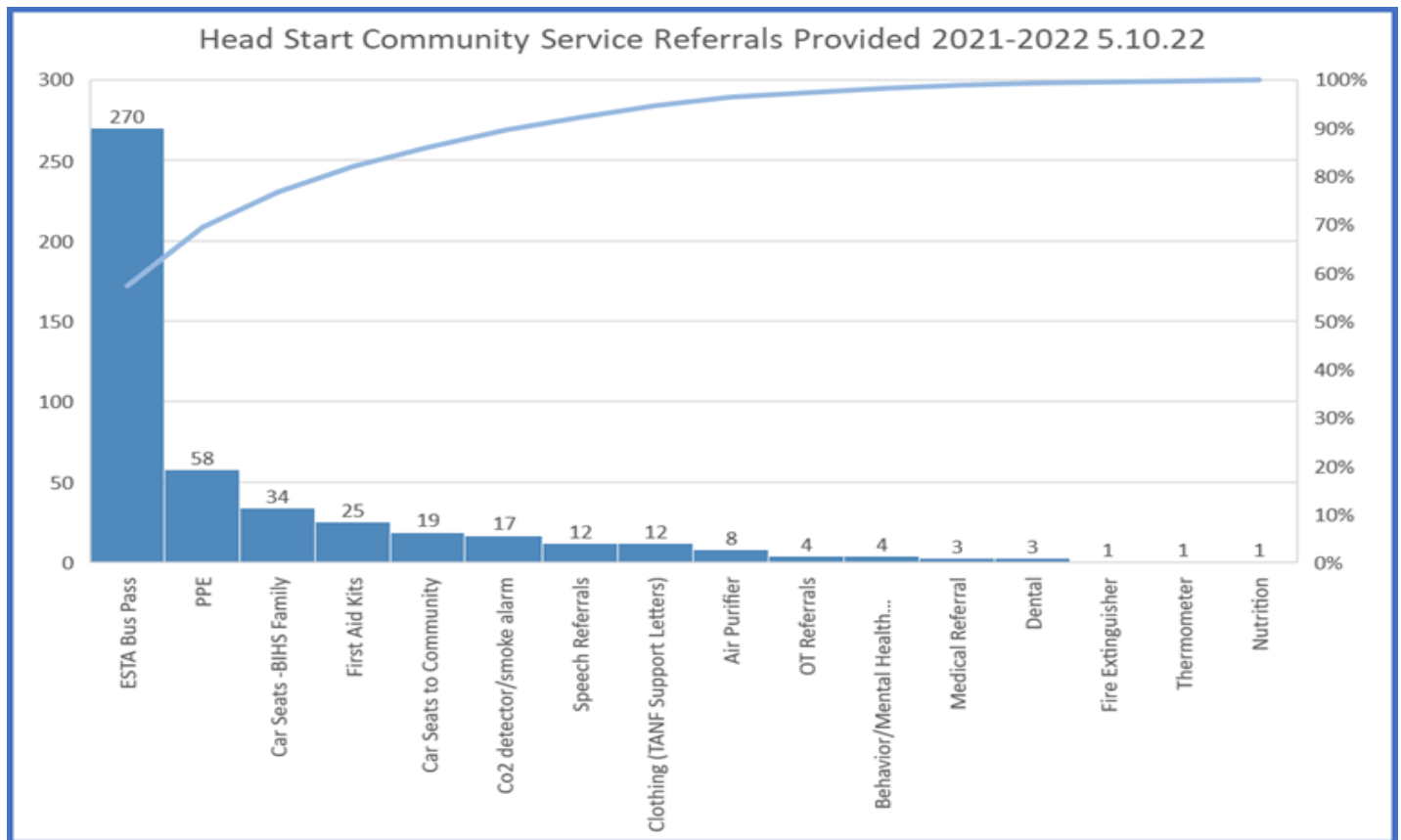
	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	25
b. Housing assistance (e.g., subsidies, utilities, repairs)	0
c. Asset building services (e.g., financial education, debt counseling)	0
d. Mental health services	4
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	0
i. Research-based parenting curriculum	0
j. Involvement in discussing their child's screening and assessment results and their child's progress	51
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	51
l. Education on preventive medical and oral health	51
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	13
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	51

## Homelessness services

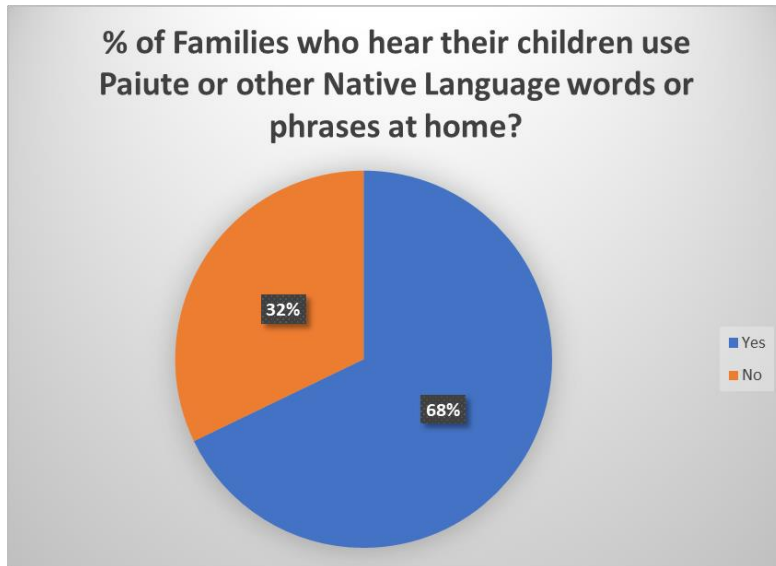
- 2020-2021: 34% (17) of enrolled families/children experienced homelessness were served in program year 2020-2021. Of the 34%, only 4% acquired housing during the enrollment year.
- 2021-2022: 11% (6) of enrolled families/children experienced homelessness were served in program year 2021-2022. Of the 11%, only 2% acquired housing during the enrollment year.

## Foster care and child welfare

- 2020-2021: The total number of enrolled children who were in foster care at any point during the program year was (4%) 2.
- 2021-2022: The total number of enrolled children who were in foster care at any point during the program year was (11%) 6.
- 2020-2021: The total number of enrolled children who referred to BIHS by a child welfare agency was 2% (1).
- 2021-2022: The total number of enrolled children who referred to BIHS by a child welfare agency was (0).



Tribal Language Revitalization: 50% of the Head Start 2021-2022 enrolled families surveyed indicated:



**Health and Safety: COVID -19 Pademic~43% of the Head Start 2021-2022 enrolled families surveyed indicated:**

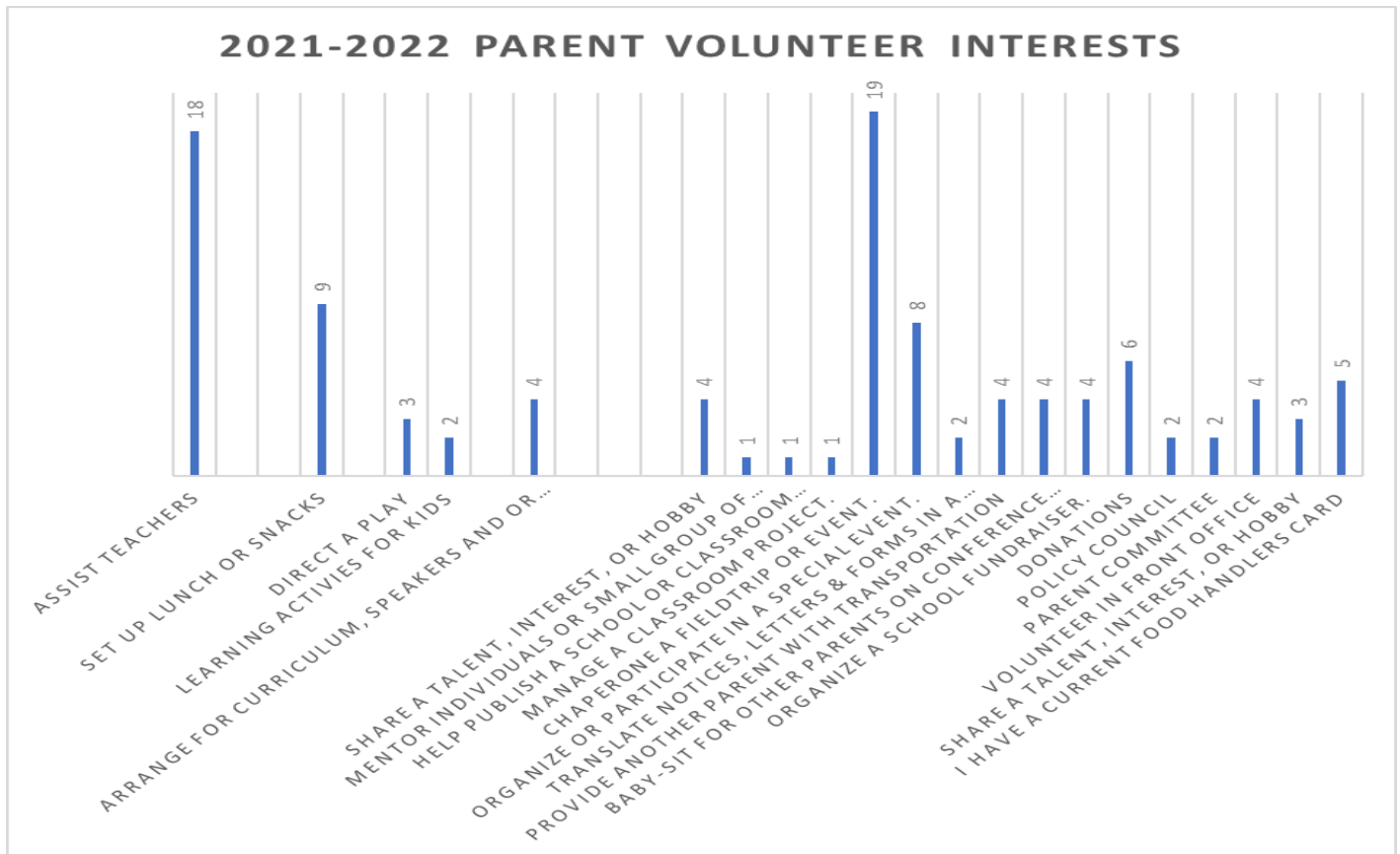
If the pandemic is to continue next year, how might we improve your child's learning experience while maintaining their health and safety at Bishop Indian Head Start?

1. Make things feel as normal as possible. Let children unmask while outside and continue health and safety practice with children and families (handwashing, keeping hands out of mouth & etc.)
2. I haven't a clue.
3. Do Zoom classes during school closures or classroom closures.
4. Nothing currently. Doing great.
5. I think the program itself is already great. You guys go out of your way to bring school supplies during shutdown.
6. I think the way you do things now is perfect.
7. Continue all protocols that are in place. If Zoom has to happen longer sessions for 4 year olds.
8. PPE increase if needed.
9. Just continue to practice regular hand washing and keep surfaces clean.
10. Child will be in kindergarten next year.
11. Sending home learning activities for a child to do with the parents. Makes it fun at home too!
12. Virtual learning like you did when the pandemic started. Notepads with timers for virtual class time.
13. Continue in session with mandates if possible.
14. Doing great. Keep up the great work.
15. Keep the schools open for their mental health:)
16. The staff is really doing a really good job. I don't have suggestions at the moment. But I would like to thank all the staff. The communication is great.
17. We enjoyed and utilized the Zoom sessions. Would love 2x day. Maybe an online learning program ex: ABC mouse for the remainder of the day.

- 18. Not sure just keep interaction with all families, let families be well aware of all services.
- 19. I feel the whole BIHS Staff is doing a great job with everything.
- 20. More video and explaining of program.
- 21. Keep doing COVID procedures.
- 22. Teaching at home.
- 23. N/A Child will be attending Kindergarten.
- 24. Staff is doing the best job possible during the pandemic this year. Try and stay in person as much as possible.

**Tracking Parent Volunteer Interests**

2019-2020	2020-2021	2021-2022
<b>Top 5 Parent Volunteer Interest</b> <ul style="list-style-type: none"> <li>➤ Volunteer to help in your child’s classroom.</li> <li>➤ Set up lunch or snack.</li> <li>➤ Eat a meal or snack with child.</li> <li>➤ Organize Learning Activities for children.</li> <li>➤ Help with Fieldtrips.</li> </ul>	<b>Top 5 Parent Volunteer Interest</b> <ul style="list-style-type: none"> <li>➤ Assist Teachers</li> <li>➤ Arrange for curriculum, Speakers, demonstrations.</li> <li>➤ Set up lunch or snack.</li> <li>➤ Share a Talent, Interest or Hobby</li> <li>➤ Chaperone a fieldtrip or event, Learning Activities for kids</li> </ul>	<b>Top 5 Parent Volunteer Interest</b> <ul style="list-style-type: none"> <li>➤ Chaperone a fieldtrip or event, Learning Activities for kids.</li> <li>➤ Assist Teachers</li> <li>➤ Set up lunch or snack.</li> <li>➤ Organize or participate in a special event.</li> <li>➤ Donations</li> </ul>



## Family Education Top Interest by Category

Topic	2019-2020 #1	2020-2021-Top 3	2021-2022-Top 3
Adult Education	Time Management	<ul style="list-style-type: none"> <li>➤ Time Management</li> <li>➤ Reading for personal growth</li> <li>➤ Vocational Training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time Management</li> <li>➤ Reading for personal growth</li> <li>➤ vocational training, personal growth, writing skills, and higher education</li> </ul>
Assistance to families of incarcerated individuals	Support groups for families	<ul style="list-style-type: none"> <li>➤ How to talk to your children about prison.</li> <li>➤ Support groups for families</li> <li>➤ n/a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Books about prison for children</li> <li>➤ n/a</li> <li>➤ n/a</li> </ul>
Child abuse and neglect services	What to do if you suspect abuse	<ul style="list-style-type: none"> <li>➤ Definitions of neglect and abuse</li> <li>➤ Child abuse prevention</li> <li>➤ What to do if you suspect abuse, sexual abuse prevention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child abuse prevention, What to do if you suspect abuse, Children and sexuality, sexual abuse prevention, Child Support assistance</li> </ul>
Domestic Violence services	How to support others in domestic violence situations	<ul style="list-style-type: none"> <li>➤ Definitions of domestic violence</li> <li>➤ How to support others in domestic violence situations</li> <li>➤ Legal assistance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Definitions of domestic violence</li> <li>➤ How to support others in domestic violence situations</li> <li>➤ Rape/Sexual assault prevention</li> </ul>
Health Education	Car Seat Installation	<ul style="list-style-type: none"> <li>➤ Fitness and weight control</li> <li>➤ “Picky eating” in children</li> <li>➤ First Aid and CPR Training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching your children how to cook.</li> <li>➤ “Picky eating” in children</li> <li>➤ Fitness and weight control</li> </ul>
Pregnancy	Prenatal exposure (to drugs, alcohol, or tobacco)	<ul style="list-style-type: none"> <li>➤ Pre-natal exposure (to drugs, alcohol, or tobacco)</li> <li>➤ Pre-natal health care</li> <li>➤ Pregnancy counseling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prenatal health care</li> <li>➤ n/a</li> <li>➤ n/a</li> </ul>
Housing	Home Ownership and Weatherization/Repairs	<ul style="list-style-type: none"> <li>➤ Home ownership</li> <li>➤ Weatherization/Repairs</li> <li>➤ Rental assistance</li> <li>➤ Homelessness*</li> </ul>	<ul style="list-style-type: none"> <li>➤ Home ownership</li> <li>➤ Weatherization/Repairs</li> <li>➤ Rental assistance</li> </ul>



Job Training and employment	Starting your own business and choosing a career	<ul style="list-style-type: none"> <li>➤ Starting your own business</li> <li>➤ Employment Services</li> <li>➤ Choosing a career</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing Interview Skills</li> <li>➤ Employment Services</li> <li>➤ Starting your own business</li> </ul>
Relationship/Marriage	Healthy Marriage Initiative	<ul style="list-style-type: none"> <li>➤ Marriage counseling resources</li> <li>➤ Healthy Marriage Initiative</li> <li>➤ Pre-marital counseling resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-marital counseling services</li> <li>➤ n/a</li> <li>➤ n/a</li> </ul>
Mental Health	Promoting Healthy Relationships and Promoting Positive Mental Health	<ul style="list-style-type: none"> <li>➤ Stress management and relaxation techniques</li> <li>➤ Promoting positive mental health</li> <li>➤ Promoting healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>➤ Promoting Healthy Relationships</li> <li>➤ Promoting Positive Mental Health</li> <li>➤ Stress Management and relaxation techniques</li> </ul>
Parenting Education	Child Behavior Problems	<ul style="list-style-type: none"> <li>➤ Setting limits, discipline &amp; punishment</li> <li>➤ Reading with children</li> <li>➤ Promoting positive mental health (in children), Parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child Behavior Problems</li> <li>➤ Child growth &amp; development (ages and stages)</li> <li>➤ Promoting positive mental health (in children)</li> </ul>
Substance Abuse Prevention or Treatment	Facts about commonly abused drugs and Local Treatment Resources	<ul style="list-style-type: none"> <li>➤ Facts about commonly abused drugs</li> <li>➤ Definitions of prevention and abuse</li> <li>➤ Chemical dependency in children &amp; teens</li> </ul>	<ul style="list-style-type: none"> <li>➤ 0 indicated</li> </ul>
Other education interests noted in the past three years.	<ul style="list-style-type: none"> <li>➤ Arts and Crafts, Financial Management, Fire Safety, Gardening Helpful Household Hints, Sewing and Policy Council</li> </ul>		

**BIHS Support Summary of Community Partnership Collaborations in 2020-2021 impacted by COVID-19**

Bishop Tribal Reservation Agencies serving Bishop Indian Head Start and their families	Other Supportive Agencies serving Bishop Indian Head Start and their Families	Local Businesses that support Bishop Indian Head Start through donations or volunteer work and other outside programs
<ul style="list-style-type: none"> <li>✚ Bishop Paiute Tribal Council</li> <li>✚ BIHS Policy Council</li> <li>✚ BIHS Parent Committee</li> <li>✚ Bishop Tribal Administration</li> <li>✚ BITC-Fiscal Department</li> <li>✚ Bishop Tribal Maintenance</li> <li>✚ BITC Grant Writer-Bonnie Bobb</li> <li>✚ BIHS Health/Nutrition/ Curriculum Advisory</li> <li>✚ Bishop Tribal IT</li> <li>✚ Bishop Paiute Social Services (ICWA, RAVE, and Social Services)</li> <li>✚ Bishop Tribe-Human Resource</li> <li>✚ Bishop Tribal Enrollment</li> <li>✚ Bishop Paiute Tribal Elders</li> <li>✚ Bishop Paiute Family Formation</li> <li>✚ Bishop Summer Youth Program</li> <li>✚ TERO</li> <li>✚ EMO</li> <li>✚ Bishop Paiute Public Works</li> <li>✚ Bishop Tribal CDD</li> <li>✚ OVDCD-Nüümü Yadoha</li> <li>✚ OVDCD-Tütüwapi Library</li> <li>✚ Bishop Paiute Cultural Center</li> <li>✚ OVDCD-TANF</li> <li>✚ CIMC Inc.</li> <li>✚ Bishop Paiute-Education</li> <li>✚ Tribal Police</li> <li>✚ Toiyabe Dental</li> <li>✚ Bishop Paiute Food Sovereignty Program</li> <li>✚ Toiyabe-Preventive Medicine</li> <li>✚ Toiyabe –Public Health</li> <li>✚ TIHP-Culture and Family</li> <li>✚ Bishop Paiute Casino</li> <li>✚ Bishop Tribal Radio</li> <li>✚ Bishop Paiute Tribal Court</li> </ul>	<ul style="list-style-type: none"> <li>✚ Inyo County Board of Education</li> <li>✚ Kern Regional Services</li> <li>✚ Inyo County State Preschool</li> <li>✚ Bishop Elementary</li> <li>✚ Bishop High School (Community Volunteers)</li> <li>✚ Inyo County WIC</li> <li>✚ Inyo County Social Services (Volunteers)</li> <li>✚ Inyo County Health and Human Services</li> <li>✚ Inyo County Public Health</li> <li>✚ Inyo County Mental Health</li> <li>✚ Indian Health Services</li> <li>✚ Car Seat Safety Coalition</li> <li>✚ SELPA-Inyo County Special Educational Local Plan</li> <li>✚ OVDCD Early Head Start: Bishop and Big Pine Office of Head Start</li> <li>✚ Bishop Wild Iris</li> <li>✚ Child Protective Services</li> <li>✚ Dental Support Center (CRIHB)</li> <li>✚ Department of Forestry</li> <li>✚ Bishop Volunteer Fire Department</li> <li>✚ First 5 California</li> <li>✚ Inyo County First 5</li> <li>✚ The California Preschool Instructional Network (CPIN): specialized training on the California Preschool Learning Foundations and Preschool Curriculum Frameworks, aligned to K-12 content standards; The Child Care Initiative Project (CCIP): specialized training for licensed family child care home providers serving children zero to age 13</li> <li>✚ AmeriCorps</li> <li>✚ Inyo Northern Hospital</li> <li>✚ Bishop Sheriff Department</li> <li>✚ California Highway Patrol</li> <li>✚ Bishop Highschool youth volunteers</li> <li>✚ Cerro Coso Community College</li> <li>✚ Eastern Sierra Transit</li> <li>✚ Edison</li> </ul>	<ul style="list-style-type: none"> <li><del>✚ Laws Museum</del></li> <li><del>✚ BUHS Farm</del></li> <li><del>✚ Orange Lutheran High School</del></li> <li><del>✚ Chalfant Trees</del></li> <li><del>✚ Master Gardeners</del></li> <li><del>✚ Great Basin Bakery</del></li> <li><del>✚ Wild Care Eastern</del></li> </ul>

<b>Program Area: Part 1301—Program Governance</b>				
<b>1301.2 Governing body.</b>	<b>1301.3 Policy council and policy committee.</b>	<b>1301.5 Training.</b>	<b>1301.6 Impasse procedures.</b>	
<b>Activities</b>			<b>Timeframe</b>	
Parent Leader Recruiting			August-October	
Health Advisory Meeting			September-May	
Parent Leader Elections			November	
Tribal Council Mid-Year Budget Review			December	
Tribal Council Meetings and or monthly reports			Quarterly meetings and monthly reports	
Policy Council Meeting			Monthly after official final elections	
Parent Committee Meeting and ongoing program governance training			September-May	
Self-Assessment Meetings			February-April	
Tribal Council and Policy Council Grant prep for 2022-2023			February-April	
Grant Submission			May	
Health and Safety Recertification for 2022-2023			May	
Certification of Program Governance and Leadership Screening for 2022-2023			May	

<b>Program Area: Part 1302—Program Operations</b>							
<b>Education and Child Development Program Services</b>	<b>Health Program Services</b>	<b>Family and Community Engagement Program Services</b>	<b>Additional Services for Children with Disabilities</b>	<b>Transition Services</b>	<b>Services to Enrolled Pregnant Women</b>		
<b>Activities</b>				<b>Timeframe</b>			
Parent Teacher Home Visits				August			
Dental and Health Screenings				August-October			
Nüümü words of the week				August-May			
Health and disability Family Meetings				August			
Family Advocate working with families on Partnerships, Needs and Strengths, and Goal setting				August-September			
Crazy Sock Days				August, September, December, February, April			
Speech and Language Services				August-May			
Occupational Therapy				August-May			
Pedestrian Safety and School Bus Safety				August-September			
Child Car Seat Safety Check Point and Observations				September			
Bus Evacuation				August, September, January, February			
Fire Drills				August, September, October, November, December, February, March, April			
Earthquake Drill				August, September, October, November, December, February, March, April			
Stranger Danger Drills				September, January, March			
Women's Heart Health Awareness Month				September			
Mindfulness Activities				September			
BIHS Teachers Visit Kindergarten to transition families on the first day of school				August-COVID-19 Protocols			
Family Cooking and Nutrition Night				Cooking Via Zoom Quarterly at the start of the year			
Back to School (Orientation)				September -One to One following COVID-19 Protocols			
Behavior Management Services STRIVE and SELPA				September-May			
Tütuwapi Library Visits				September-April No due to COVID-19 protocols and staffing			
Tribal Police Read Aloud				September, October, November, January, March			
California Indian Day Parade				September-BIHS did not participate in 2021-2022			

Rock Your Moccasins in honor of California Indian Days	September
Yoga Day	September; December, March, April
Zumba Days	October, January
Nüümü Yadoha Visits-Due to COVID-19 protocols	October-April
Health Carnival -Early Head Start participated	October
Pajama Day	October, November, December, January, February, March, May
Toiyabe Dental Visits	October
Lead Screenings	October
Garden Lessons	October
Chalfant Big Trees and Farm-Pumpkin Patch Fieldtrip' Paiute Shoshone Cultural Center Fieldtrip	October-Due to COVID-19 protocols
Orange Lutheran High School Volunteers	October and March No due to COVID-19 protocols
Bishop Fire Department Presentation-Early Head Start participated	October -Due to COVID-19 protocols
Parent Teacher Fall Conferences	November
BHS-visits the Elders to sing songs	November -Due to COVID-19 protocols
Board Game Fridays	November, January
Crazy Hair Day	November, March
Crazy Hat Day	November, January
Dress Up as Your Favorite Super Hero or Princess	November
Lana The Iguana Day: Nutrition Activity	November
Dehydrating Fruit in Classroom	November
Buckle Up Safety Classroom Presentations	November
Pumpkin Pie Social and Thankful Leaf Event	November
Swappportunity Winter Clothing Drive	November-December -Due to COVID-19 protocols
Winter is coming -Wear your Favorite Beanie and Scarf	December
Snowman Day: Wear white and a scarf	December
Candy Cane Day: Wear red and white	December
Dress Like a Lumberjack Day	December
Toothbrushing Classroom Presentations	December
Bishop Fire Department Read Aloud	December
Children's Wish Tree Event	December
Parent Teacher Winter Conferences	January
Rock Your Winter Gear	January
Compliment Day	January
Dress Like a Penguin	January
Wear Blue and White Day	January
OVCDC Tuniwa Nobi Literacy Program	January
Ground Hog Day	February
Silly Hat Day	February
Germ Prevention Presentation	February
American Day Rock your Red, White and Blue	February
National Bus Driver Appreciation Day	February
Dance Party Day	February
Wear your favorite Tie Dye clothing today!	February
Friendship Day: Wear Pink and Red	February
Celebrating Friendship Day-Strawberry Shortcake day	February Due to COVID-19 protocols
Great Basin Bakery Fieldtrip	February Due to COVID-19 protocols
Dr. Seuss's Birthday Celebration	March
Pet Safety Read Aloud	March
Oral Health Classroom Presentation	March
Paiute Language Read Aloud	March
Classroom Adventure Day-Wear Green	March
Rock Your Shades	March

World's Down Syndrome Day-Wear mismatched socks	March
Movie Day	March
Making Playdoh in classrooms	March
Transition Activities for BIHS to Kindergarten and EHS to BIHS begins	March-April-May-Due to COVID-19 protocols
Elders Garden Fieldtrip, Laws Museum and Train Ride Fieldtrip	March-Due to COVID-19 protocols
Garden Projects	March, April, May
Picture Day	April
Parent Teacher Spring Conferences	April
Going on a Bug Hunt, Searching for signs of Spring, Did for worms, Build a Bird Feeder	April
Reading Books Outside	April
Parent Activity Building a First Aid Kit	April
Read Aloud with Ms. Mandy	April
Earth Day and Arbor Day	April
National Teacher Appreciation	May
Fieldtrips Millpond, Cosa Ponds and the BUHS Farm; Mule Days	May
Smokey Bear Visits BIHS	May
Sherbet Social	May -Due to COVID-19 protocols
End of the Year Fun Days: Movie Day, Ice Cream and Swim Day and Graduation Presentation	May

Program Area: Part 1302—Program Operations							
Human Resources Management	Program Management and Quality Improvement						
Activities				Timeframe			
Pre-Service Training: CPR/First Aide; AED CACFP; OHS; Transportation; SDS, Sexual Harassment; I. H. S.: playground safety & blood borne pathogens; ACES, Strategies for Children with Special Needs				August			
Employee Self-Assessments and Evaluations				August-June			
Bishop Paiute Tribal Employee Appreciation and Professional Development Day				September and December			
Indian Health Service Survey Reviews				September and March			
Collaborate with Fiscal and Human resources to prepare approved COLA				January-March			
Program Assessment and Employee Needs				February March			
Collaborate with team regarding training needs				March			
First Aid and CPR Training				April			
Teacher Appreciation Week				May			
Staff Meeting and or Professional Development First Friday of Month				First Friday of Month			
State ECERS Reviews; State CLASS reviews				n/a			
Inyo County Superintendent of Schools Professional Development Days-CPIN				September, November, February, April			

Program Area: Part 1302—Program Operations	
<b>Eligibility, Recruitment, Selection, Enrollment, and Attendance</b>	<b>Program Structure</b>
<b>Activities</b>	<b>Timeframe</b>
Attendance Tracking by 8:30am, Attendance Plans (end of month).	Daily, Weekly, Monthly
Recruiting New Enrollment Applications	January-April
Re-enrollment 2 <sup>nd</sup> year families for upcoming School Year	March-May
Eligibility of New Applicants and Re-enrollment Applicants (In-Person Interviews)	March-May
Selection of Applicants for upcoming School Year	May-June
Enrollment and Orientation	July-August

Program Service Area: Part 1303—Financial and Administrative Requirements	
<b>Transportation</b>	
<b>Activities</b>	<b>Timeframe</b>
School Bus Driver Professional Bus Driver Training Hours	June-July
Services provided to children with no transportation in the morning and for all children in the afternoon.	August-May
Bus Evacuation Drill	August-September and a 3 <sup>rd</sup> later in year
Car Seat Observations	August-May
Child Car Seat Safety Education and access to car seat with our Local Partners Event	August
Child Car Seat Safety Education and access to car seat	August-May-Monday-Friday
CHP Fleet Inspections	August
45 Day Bus Inspections	August and every 45 days after.
Eastern Sierra Dial A Ride Bus Transportation Passes	August-May-Monday-Friday

## School Readiness ~ Curriculum Selection ~ Individualizing ~ Quality Teaching and Learning

In 2021-2022, Bishop Indian Head Start utilized the following resources to support our School Readiness Goals:

- ❖ The Creative Curriculum for Preschool, which is a comprehensive, scientifically-based early childhood educational system that has been shown to promote the cognitive, language, social/emotional, and physical development of young children. The curriculum is designed to guide early educators in the implementation of developmentally appropriate practices in the preschool classroom.
- ❖ Lana the Iguana Likes to Eat Fruits and Vegetables. LANA, which is designed to encourage young children to taste, eat and enjoy more fruits and vegetables, is a popular curriculum among early care providers in Minnesota. LANA began with a study conducted by MDH through a grant from the National Cancer Institute.
- ❖ The PATHS® curriculum (Promoting Alternative Thinking Strategies) is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.
- ❖ California Preschool Curriculum Frameworks: Created as companion volumes to the California Preschool Learning Foundations, the California Preschool Curriculum Frameworks present strategies for early childhood educators that enrich learning and development opportunities for all of California’s preschool children. The California Preschool Curriculum Frameworks include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan

environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs and interests.

- ❖ The Head Start Early Learning Outcomes Framework Ages Birth to Five: describes the skills, behaviors, and knowledge that programs must foster in all children. The Framework is designed to foster a deeper understanding of timing and sequence of child development and learning from birth to five. In addition, guide implementation of effective learning experiences that promote strong outcomes for all children.
- ❖ Guiding Principles of the Framework:
  - **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.
  - **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
  - **Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
  - **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
  - **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
  - **Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
  - **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

## SCHOOL READINESS GOALS-MONITORING AND ASSESSMENT

BIHS partners with the INYO County Superintendent of Schools to provide a blended Head Start and State preschool program. As partners with State Preschool, the California Preschool Learning Foundations, the Curriculum Framework and the Head Start Learning Framework are integrated into curriculum planning and implementation. The Bishop Indian Head Start 3-5 Program's Child Outcome Measures is a compilation of ongoing monitoring and assessment of children used to help ensure effective teaching, individualization, purposeful planning, and facilitation of appropriate learning goals for all children. The continuous process is an effort to move children to a level of school readiness. The assessment tools are aligned with all state and federal mandates. The assessment requires ongoing monitoring to occur in the classroom and for the objectives of goals to be progressive. School Readiness goals are developed using the Desired Results Developmental Profile (DRDP) assessment data which is collected and analyzed three times a year. Children can show gain by moving to the next skill level of each goal. Developmental levels for each goal are the same; exploring, developing, building, and integrating. The chart below describes the progress of the children as it relates to the BIHS School Readiness goals.



**The Eight Domains of the DRDP (2015)** is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. **The Developmental Levels:** The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

<p><b>Responding (Earlier, Later)</b>          Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.</p>	<p><b>Exploring (Earlier, Middle, Later)</b>          Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.</p>	<p><b>Building (Earlier, Middle, Later)</b>          Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.</p>	<p><b>Integrating (Earlier)</b>          Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.</p>
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**2021-2022 Bishop Indian Head Start School Wide  
School Readiness Goals**

Approaches to Learning- Self-Regulation

**(ATL-REG-5) Self Control of Feeling and Behavior:** Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

**Goal:** 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

**Building Middle:** Expresses strong feeling through constructive forms of communication, seeking the assistance of familiar adults when needed.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021			6% (3)	23% (11)	0% (0)	15% (7)	31% (15)	25% (12)		
Winter 51 2022			2% (1)	2% (1)		31% (16)	14% (7)	20% (10)	27% (14)	4% (2)
Spring 52 2022				2% (1)		8% (4)	25% (13)	15% (8)	25% (13)	25% (13)

Goal Outcomes: 12/48 (25%) of BIHS enrolled children were at Building Middle during Fall of 2021; Goal Outcomes: 26/51 (51%) of BIHS enrolled children were at Building Middle during Winter of 2022. Goal Outcomes: 34/52 (65%) of BIHS enrolled children were at Building Later to Integrating during Spring of 2022.

Social and Emotional Development

**(SED-2) Social and Emotional Understanding:** Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.

**Goal:** 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

**Building Middle:** Communicates, with adult assistance, about feelings that caused own behavior or other's behavior.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021			2% (1)	29% (14)	0% (0)	13% (6)	46% (22)	13% (6)		
Winter 51 2022			2% (1)	2% (1)		29% (15)	14% (7)	29% (15)	22% (11)	4% (2)
Spring 52 2022				4% (2)		6% (3)	27% (14)	12% (6)	21% (11)	31% (16)

Goal Outcomes: 6/48 (13%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 28/51 (55%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Winter of 2022. Goal Outcomes:

**33/52 (63%)** of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

### Cognition, Including Math and Science

**(COG-8) Cause and Effect:** Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship cause and effect.

**Goal:** 50% or more of BIHS enrolled children will be at Building Later by the end of current school year.

**Building Later:** Others possible explanations for why certain actions or behaviors result in specific effects.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later Target Goal	Integrating Earlier
Fall 48 2021			4% (2)	21% (10)		15% (7)	60% (29)			
Winter 51 2022				6% (3)		24% (12)	22% (11)	41% (21)	8% (4)	
Spring 52 2022				2% (1)		10% (5)	29% (15)	31% (16)	25% (13)	6% (3)

**Goal Outcomes:** 0/48 (0%) of BIHS enrolled children were at Building Later during Fall of 2021. **Goal Outcomes:** 4/51 (8%) of BIHS enrolled children were at Building Later during Winter of 2022. **Goal Outcomes:** 16/52 (31%) of BIHS enrolled children were at Building Later to Integrating during Spring of 2022.

### Physical Development-Health Safety

**(PD-HLTH 5) Safety:** Child shows awareness of safety of increasingly demonstrates knowledge of safety skills when participating in daily activities.

**Goal:** 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

**Building Middle:** Follows basic safety practices on own in familiar environments, with occasional adult reminders.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021				4% (2)		40% (19)	52% (25)	4% (2)		
Winter 51 2022				4% (2)		31% (16)	18% (9)	20% (10)	25% (13)	2% (1)
Spring 52 2022				2% (1)		4% (2)	25% (13)	12% (6)	50% (26)	8% (4)

Goal Outcomes: 2/48 (4%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 24/51 (47%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Winter of 2022. Goal Outcomes: 36/52 (70%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

### Physical Development-Health

**(PD-HLTH 6) Personal Care Routines:** Hygiene: Child increasingly responds to and initiates personal routines that support hygiene)

**Goal:** 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

**Building Middle:** Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021				4% (2)		27% (13)	38% (18)	25% (12)	2% (1)	
Winter 51 2022				2% (1)		8% (4)	39% (20)	18% (9)	31% (16)	2% (1)
Spring 52 2022							6% (3)	33% (17)	40% (21)	21% (11)

Goal Outcomes: 13/48 (27%) of BIHS enrolled children were at Building Middle to Integrating during Fall of 2021. Goal Outcomes: 26/51 (51%) of BIHS enrolled children were at Building Middle to Integrating during Winter of 2022. Goal Outcomes: 49/52 (84%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

### History-Social Science

**(HHS 4) Conflict Negotiation:** Child increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situation.

**Goal:** 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year

**Building Middle:** Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict.

3 x Students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021					15% (7)	56% (27)	23% (11)			
Winter 51 2022					4% (2)	33% (17)	27% (14)	33% (17)	2% (1)	
Spring 52 2022						8% (4)	35% (18)	25% (13)	15% (8)	17% (9)

Goal Outcomes: 0/48 (0%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 18/51 (35%) of BIHS enrolled children were at Building Middle to Building Later during Winter of 2022. **Goal Outcomes: 30/52 (58%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.**

**The ECERS-R** outcomes will be used as a training tool for new and existing staff, program and budget planning and setting goals for each grant year. Top score is a 7 in the Early Childhood Environmental Rating Scale (ECERS) Each item has detailed descriptors and can be rated from 1-with (1) inadequate, (3) minimal, (5) good, and (7) excellent. Average Score for the State is a 5.63. *BIHS last ECERS review was conducted in program year 2019-2020.*

Sub Scales-	School Wide 2014-2015	School Wide 2015-2016	School Wide 2016-2017	School Wide 2017-2018	School Wide 2018-2019	School Wide 2019-2020
I. Space & Furnishings	6.26	5.75	5.56	5.88	5.05	4.38
II. Personal Care Routines	6	3	2.90	2.45	2.85	2.33
III. Language-Reasoning	6.43	5.44	5.38	5.50	5.18	6.25
IV. Activities	5.85	6.4	5.85	6.33	6.73	6.2
V. Interaction	7	5.7	6.85	6.65	7	5.4
VI. Program Structure	6.56	6.55	6.81	6.56	6.75	6.75
VII. Parents and Staff	5.5	n/a	n/a	n/a	n/a	7.0
Average	5.57	5.47	5.52	5.56	5.59	5.47

#### Classroom Assessment Scoring System Outcomes for BIHS

CLASS observers looked at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. \*Dimension is in progress of development by the Teach stone company.

- ✓ CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high.
- ✓ Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.
- ✓ Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.
- ✓ Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.

## National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.\* Previous large-scale studies of CLASS<sup>®</sup> have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS CLASS <sup>®</sup> Descriptive Statistics, 2020 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.03	0.21	5.42	6.42
Classroom Organization	5.78	0.31	5.06	6.56
Instructional Support	2.94	0.40	2.11	3.88

Domain	7 = top score. Dimensions	Tracking						BIHS Summary Scores					
		2013 OHS	2015- 2016 State	2016- 2017 State	2017- 2018 State	2018 OHS	2018- 2019 State	2013 OHS	2015- 2016 State	2016- 2017 State	2017- 2018 State	2018 OHS	2018-2019 State
Emotional Support	Positive Outcomes	6	6.82	6.69	7	6.13	6.75	5.875	6.42	6.37	6.56	6.09	6.8
	Negative Climate (1= good under NC)	1	1	1	1	1	1						
	Teacher Sensitivity	5.25	6.38	6.25	6.69	5.88	7.0						
	Regards for Student Perspective	5.25	5.5	5.75	5.81	5.38	6.5						
Classroom Organization	Behavior Management	5.88	5.69	5.82	6.69	5.38	7	5.50	6.02	5.52	6.50	5.45	6.25
	Productivity	6.0	6.69	6	6.94	6.13	6.75						
	Instructional Learning Formats	4.63	5.69	4.81	5.88	4.88	5						
Instructional Support	Concept Development	2.25	1.94	2.75	2.88	2.75	2.5	2.58	2.62	3.16	3.04	3.33	3.0
	Quality of Feedback	2.75	2.75	3.2	3.19	3.75	3.25						
	Language Modeling	2.75	3.19	3.5	3.25	3.50	3.25						

**Definitions:** **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interaction. Classrooms that score well in this domain have teachers that are responsive to children, acknowledge children's feelings or emotions, help children resolve problems, redirect challenging behavior, and support positive peer relationships. Observations provide evidence that teachers and children support and respect one another. Teachers are aware of and respond to children's academic and emotional needs and consistently provide comfort, reassurance and encouragement. There is an emphasis on children's interests, motivations and points of view. **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. High-scoring classrooms feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies. Staff work together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about, and learning new things. **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development. This domain measures how teachers support and extend children's thinking, problem solving and conversational skills, and vocabulary. Effective teachers support children's engagement by making concepts and skills relevant to their everyday lives, asking questions that encourage children to analyze and reason, providing the right amount of help and offering feedback that acknowledges children's attempts. *BIHS last CLASS review was conducted in program year 2018-2019.*

This survey asked for parent/guardian feedback about the childcare and development program of Bishop Indian Head Start. The California Department of Education is very interested in how the program helps families to support their child's learning, development and meets their family's needs. Responses are completely confidential and will help us to improve the services provided to families. Data from this Parent Survey will be used for program planning and program improvements utilizing State Preschool, Head Start, Edison, and Tribal funding resources.

**Desired Results Parent Survey-Overview April 12<sup>th</sup> 2022.**

- **Question 1 - How satisfied are you with the overall quality of this program?**  
✚ 84% of our families surveyed indicated they were very satisfied and 16% were satisfied.
- **Question 2 A – Do you feel your child is safe in this program?**  
✚ 100% of our families surveyed indicated they were very satisfied.
- **Question 2 B – Do you feel your child is happy in this program?**  
✚ 97% of our families surveyed indicated they were very satisfied and 3% were satisfied.
- **Question 3 - Have you received information from the program about the following:**
  - ✚ **Section A – How children develop at different ages?**  
86% indicated Yes.
  - ✚ **Section B – How your child is growing and developing?**  
89% indicated Yes.
  - ✚ **Section C – How your child is doing in the program?**  
95% indicated Yes.
  - ✚ **Section D – Schedule of daily activities?**  
94% indicated Yes.
  - ✚ **Section E – What you can do to help your child learn and develop?**  
92% indicated Yes.
  - ✚ **Section F – Parenting skills?**  
86% indicated Yes.
  - ✚ **Section G – How to find other services in the community?**  
89% indicated Yes.
  - ✚ **Section H – Where to report health or safety concerns and complaints?**  
100% indicated Yes.
  - ✚ **Section I – Experience and training of program staff?**  
88% indicated Yes.
  - ✚ **Section J – Discipline problems?**  
86% indicated Yes.
  - ✚ **Section K – Discipline problems?**  
94% indicated Yes.

➤ Question 4 - *Would you like more information about any topics related to your child's care and development?*

- ✚ Speech progress
- ✚ Whatever they are learning (Curriculum)
- ✚ I would like to see if anything I can do on my end to help my child.
- ✚ If they can help send projects to help my daughter.
- ✚ Counting #, any activities they are learning at school.
- ✚ Thank you for all that you are doing for the kids.
- ✚ Overall growth
- ✚ Overall care and development

➤ Question 5 - *Has your child's enrollment in this program made it easier for you to:*

	% Yes	% No	% N/A
<b>Section A</b> – Accept a job?	44%	15%	41%
<b>Section B</b> – Keep a job?	53%	14%	33%
<b>Section C</b> – Accept a better job?	31%	14%	54%
<b>Section D</b> – Attend educational or training programs?	38%	15%	47%

<b>Question 6 - How satisfied are you with these characteristics of your child's program?</b>			
	<b>% Very Satisfied</b>	<b>% Satisfied</b>	<b>% Not Satisfied</b>
<b>Section A</b> – Hours of operation	73%	24%	3%
<b>Section B</b> – Location of program	79%	18%	3%
<b>Section C</b> – Number of adults working with children	84%	16%	0%
<b>Section D</b> – Background and experience of staff	78%	22%	0%
<b>Section E</b> – Languages spoken by staff	81%	16%	3%
<b>Section F</b> – How program staff communicate with you	86%	14%	0%
<b>Section G</b> – Meeting the individual needs of your child	83%	17%	0%
<b>Section H</b> – Interaction between staff and children	82%	16%	3%
<b>Section I</b> – Interaction with other parents	72%	28%	0%
<b>Section J</b> – Parent involvement	64%	36%	0%
<b>Section K</b> – Equipment and materials	86%	14%	0%
<b>Section L</b> – Cultural activities	86%	14%	0%
<b>Section M</b> – Daily activities	95%	5%	0%
<b>Section N</b> – Environment	95%	5%	0%
<b>Section O</b> – Nutrition	92%	5%	3%
<b>Section P</b> – Health and safety policies and procedures	84%	14%	3%
<b>Section Q</b> – How the program promotes your child's learning and development	86%	14%	0%



***Question 7 - Is there anything else you would like to say about how this program meets your family's needs?***

**1. Child Interaction, program curriculum, garden. 2. Child's teachers/staff have gone above and beyond to work with our family during Covid 19 issues. 3. An outlet during COVID helps with our daughter's mental health to have interaction with other kids/people. 4. Our child loves going to school and loves his teachers! 5. My daughter has really come out of her "shell" since attending BIHS when it comes to talking to others and making new friends. 6. This program has really allowed my child to branch out and try new things, make new friends and expose him to his Native American background. 7. No we are happy with our daughter's program. 8. All of the staff have been great in dealing with my son's behavior. We trust the staff and know that our son is in good hands. 9. I especially like the photos or updates that the teacher sends daily and reminders. Makes me feel better about him cause it looks like he is haing a good time. 10. You are wonderful. Keep up the great job:) Thanks for all you do...11. This program is great and we are thankful for the staff/program. 12. Great communication! 12. Very grateful for the "team" that supports our child and family to continue to grow and educate. 13. Great program and every worker is great and very understanding and helpful. 14. Always there to help in anyway. 15. Teachers are amazing and take the time to know each student. 16. Everything 17. Amazing staff and great communication with parents!**

**1304.53 FACILITIES, MATERIALS, AND EQUIPMENT:** *All facilities, materials and equipment needs are met.*

<b>Child Health &amp; Safety-2021-2022</b>			
<b>Health &amp; Safety Area</b>	<b>BIHS Person in Charge</b>	<b>Frequency</b>	<b>Comments</b>
Screenings and Referrals	Health and Disabilities Manager; ERSEA Manager; Parents; Physicians; and Teachers; Specialist	Within 30-45 days Ongoing	In compliance
Access to Health and Dental Care	Health and Disabilities Manager	Within 30-45 days Ongoing	Lack of Local Pediatrics continue to be a challenge. Families must travel out of the area for cases requiring surgery. Finances and reliable vehicles are often a challenge.
Health Practice and Routines	Health and Disabilities Manager; Teachers; and Health Advisory;	Daily	Indian Health Service- Hand washing in practice-no findings.
Appropriate Group Size	Director, BIHS Staff, Indian Health Service, State, and Office of Head Start	Daily, Yearly	Office of Head Start is a 1-10 ratio. State is a 1-8 ratio. State requiring BIHS to add an additional person when classroom attendance in above the 1-8 ratio. In compliance
Transportation and Supervision	Director, Bus Drivers, bus monitors, Britt's Diesel, and California Highway Patrol	Daily, Every 45 days, Yearly	Added Child Safety Alarms to all four buses. Retired 1 gasoline bus.
Daily Facilities Maintenance Daily Playground Maintenance Inspection	Director and Tribal Maintenance	Daily	In compliance
Health and Safety Screener	Director, Staff, Policy Council, And Tribal Council	Yearly	In compliance
Heat Sensor Check	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Emergency Lights	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Fire Extinguishers	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Annual Fire Inspection Report	Director, Bishop Fire Department	Yearly	In compliance
Ground-fault circuit interrupter (GFCI outlet)	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Monthly Smoke Detector	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Earthquake Drills	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Stranger Danger	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Fire Drill Practice ongoing 2x a month- Ongoing-Teachers	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Bus Drill Evacuation 3 times a year Pedestrian Safety Education	Director, Bus Drivers, and bus monitors	Quarterly	In compliance
Annual Indian Health Service Survey	Director, Health & Disabilities Manager, and ERSEA Manager, Kitchen, Teachers, and Indian Health Service	Yearly	New Policy approved for procedures when Bodily Fluids are exposed in the kitchen.
Kitchen Fire Suppression System	Director, Tribal Maintenance, Indian Health Service, Blizzard Fire Protection	Semi Annual	In compliance
Annual Sprinkler System	Director, Tribal Maintenance, and Sierra Fire Sprinkler	Yearly	In compliance
Annual Smoke Detector Inspection	Director, Tribal Maintenance, and Edward Solarewicz: electrical and alarm	Yearly	In compliance
Annual Propane Appliances	Director, Tribal Maintenance, and Eastern Sierra Propane	Yearly	In compliance
Annual Inspection of HVAC	Director, Tribal Maintenance, and Bishop Heating and Air Conditioning	Yearly	In compliance
Water Test	Bishop Paiute Tribe Environmental	Monthly	In compliance
Pest Control	Owens Valley Pest	Monthly	In compliance
COVID-19 Fumigation	Owens Valley Pest	Monthly	In compliance

## TEACHER PROFESSIONAL CERTIFICATION-2021-2022

Approximately, 67% (4 of 6) Teachers holds an AA Degree and Child Development Teacher Permit or higher in early childhood or related field.

Approximately, 33% (2 of 6) Teachers holds a Child Development Associate Teacher Permit or higher in early childhood or related field and earning an AA degree.

Approximately, 0% (0 of 3) Teacher Assistant holds an AA Degree or higher in early childhood or related field and is working towards obtaining an Associate Child Development permit.

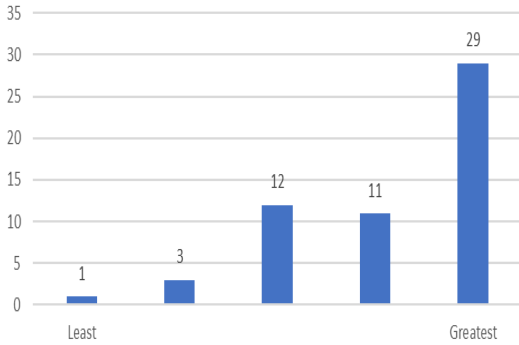
Approximately, 50% (2 of 4) Teacher Assistants holds a Child Development Assistant permit or higher.

## BIHS EMPLOYMENT POSITIONS

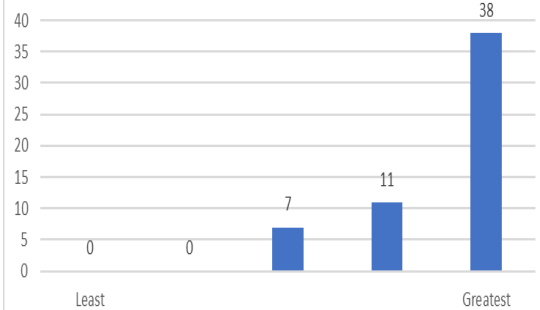
2018-2019	2019-2020	2021-2022
BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver 1 person	BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver 1 person	BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver 1 person
Family and Community Advocate/ERSEA 1 person	Family and Community Advocate/ERSEA 1 person	Family and Community Advocate/ERSEA 0 person
Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring 1 person	Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring 1 person	Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring 1 person
Bus Driver/Administration Assistant; Transportation Monitoring; BIHS assist. cook 1 person	Bus Driver/Administration Assistant; Transportation Monitoring; BIHS assist. cook 1 person	Bus Driver/Administration Assistant; Transportation Monitoring; BIHS assist. cook 1 person
BIHS full time Cook; Food Safety and Cooking 1 person	BIHS full time Cook; Food Safety and Cooking 1 person	BIHS full time Cook and parttime assist. cook Food Safety and Cooking 2 person
Teachers (5) 3 AA 1 Interim under Director Lead (BA)	Teachers (6) 4 AA 2 Interim under Director Lead (BA)	Teachers (6) 4 AA 2 Interim under Director Lead (BA)
Teacher Associates (3) 1 AA 2 Assistant Teacher Permit	Teacher Associates (3) 1 AA 2 Assistant Teacher Permit	Teacher Associates (4) 0 AA 2 Assistant Teacher Permit
Substitutes 1 Nurse 1 Teacher BA	Substitutes 1 Nurse	Substitutes 1 Nurse 1 Teacher BA
1 Full Time Bus Driver Maintenance	1 Full Time Bus Driver Maintenance	1 Full Time Bus Driver Maintenance
1-part time bus monitor Gardener/Landscaper	1- bus monitor Gardener/Landscaper	1- bus monitor Gardener/Landscaper
1 Data Entry Clerk	1-Sub Bus Driver/Monitor(temp) 1-Part Time Janitor (temp)	1-Sub Bus Driver/Monitor(temp) 1-Part Time Janitor

Bishop Indian Head Start Planning for Program Years 2020-2025  
 Outcomes from the 2018-2019 Community Survey-(58 surveyed)

An afterschool program for preschool age children to Kindergarten age(ages-3-6).

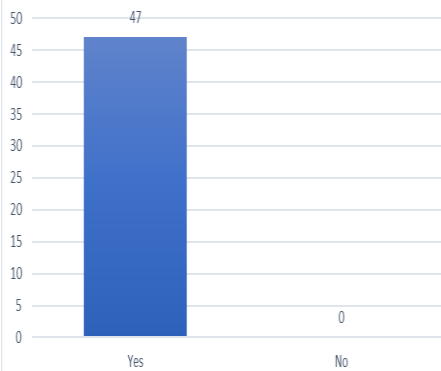


A year-round Tribal childcare center not based on income for preschool age children to Kindergarten age (ages-3-6).

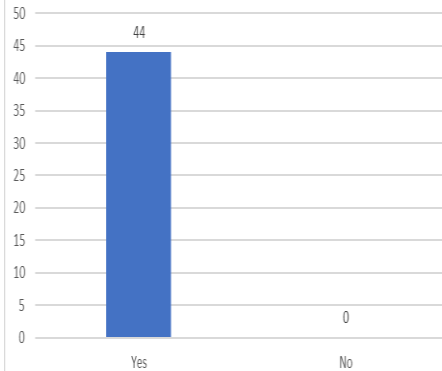


**Do you feel BIHS needs additional staff in the following educational areas?**

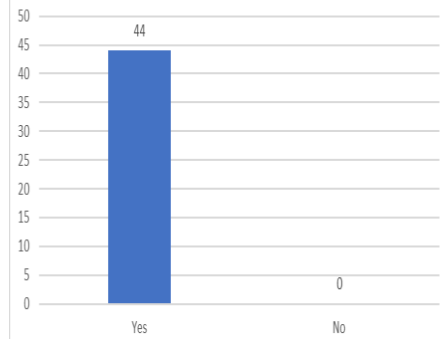
Bishop Paiute Language Onsite Teacher?



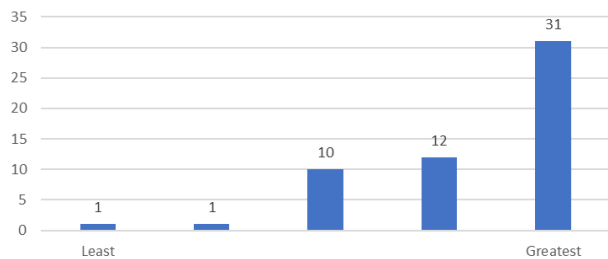
Cultural Physical Fitness Instructor?



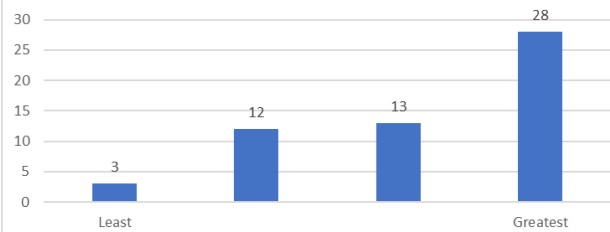
Onsite Positive Parenting Coach/Behavior Specialist?



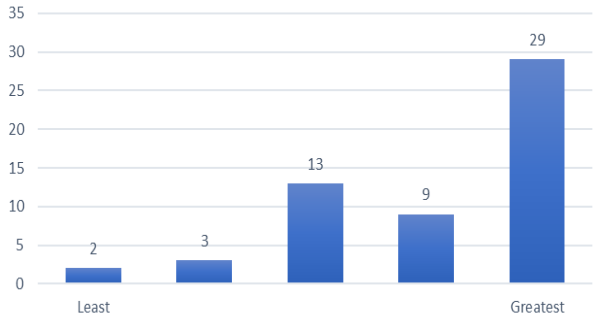
Nutrition Classes based on Native American Culture.



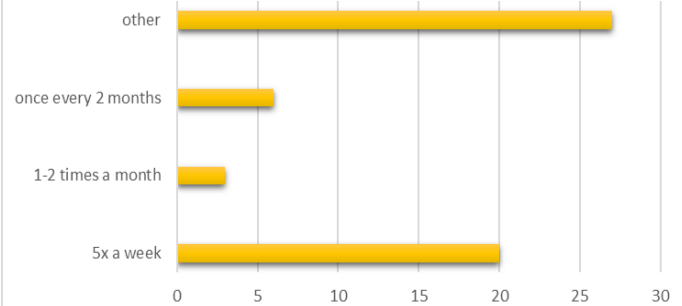
Continual Parenting Classes related to the needs of our families (parenting, overall wellness, recovery).



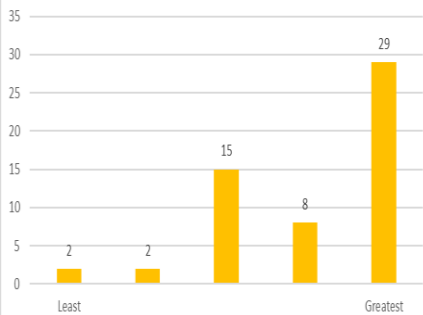
### Weekly Talking Circles for Mothers, Fathers and Guardians who are in crisis?



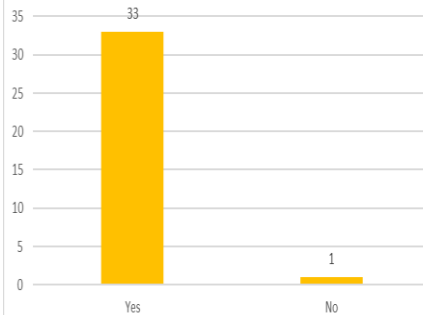
### How frequently do you visit BIHS Facility?



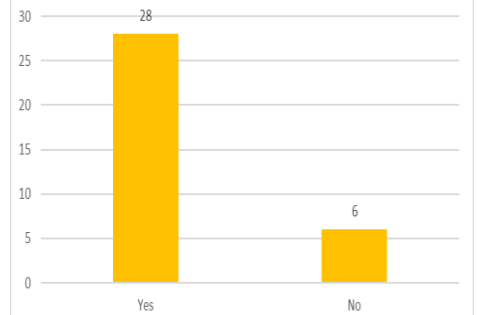
### Do you feel BIHS needs a sidewalk in front of school?



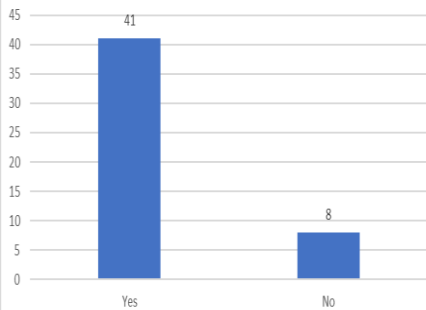
### Do you feel BIHS should have a flashing stop sign?



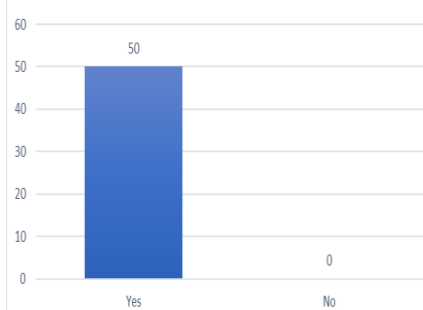
### Do you feel BIHS should have speed bumps in front of school?



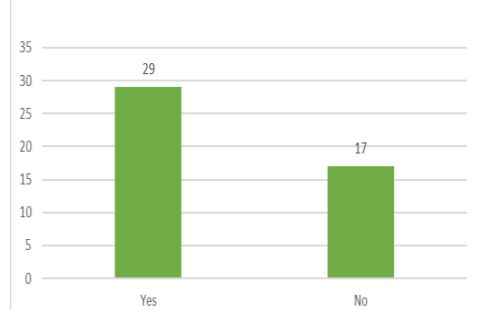
### Do you plan to visit BIHS facility in 2019?



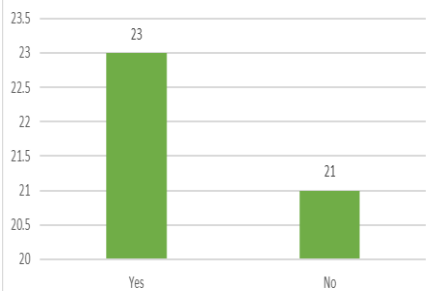
### Would you recommend BIHS to a family member or friend?



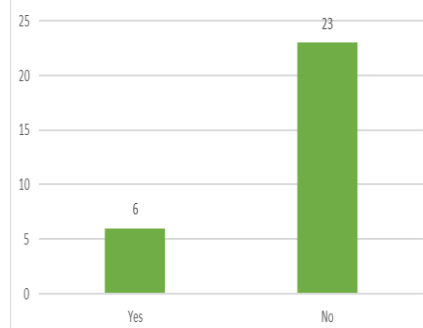
### Are you interested in the field of child development?



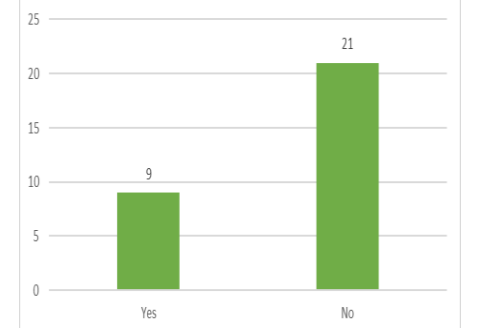
### Would you be interested in working as a temp or volunteer employee to gain child development experience?



### Would you be interested in a sub or temp cook position?

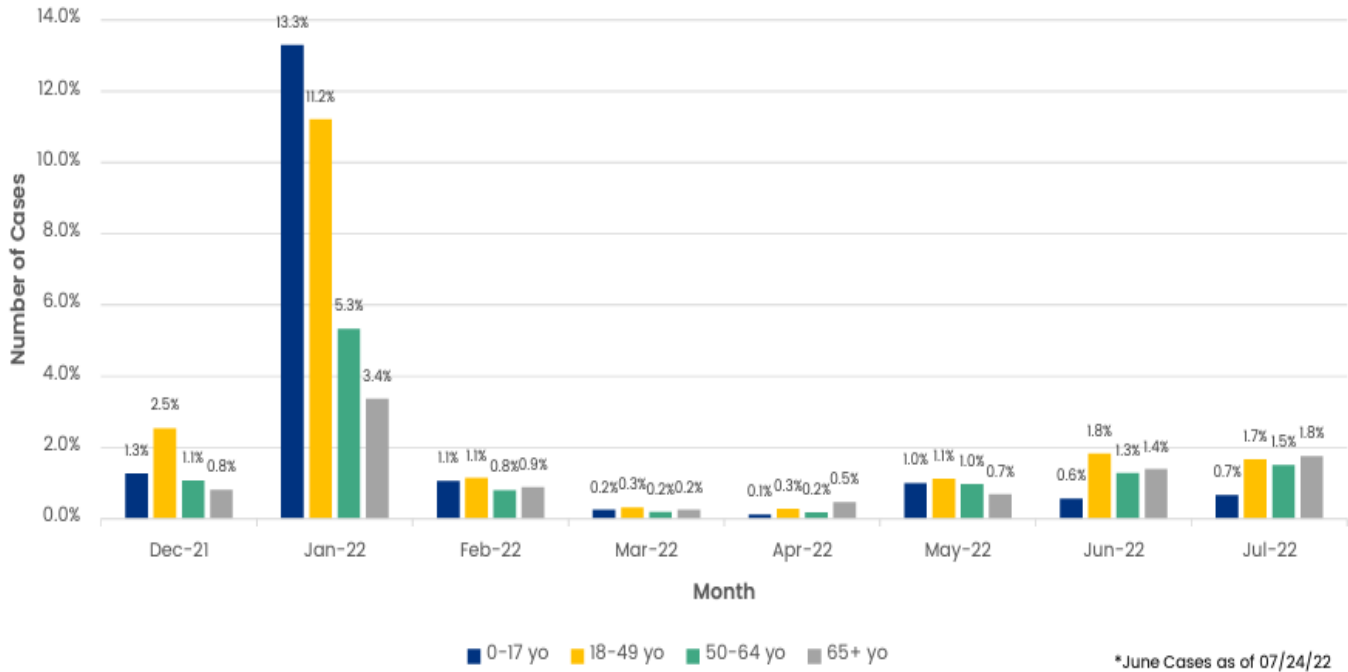


### Would you be interested in training as a sub school bus driver?



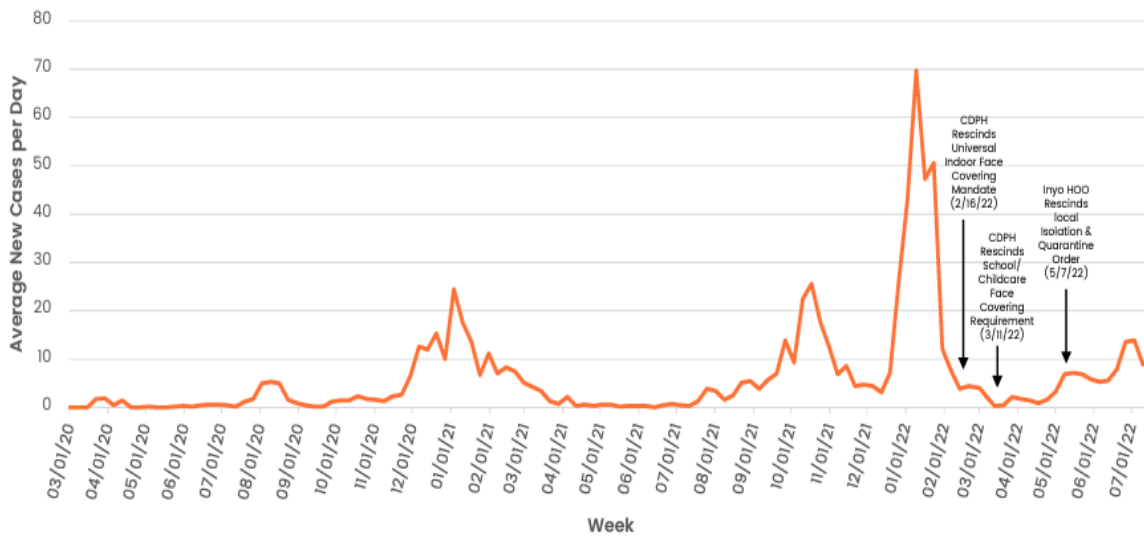
<p>Would you be interested in sharing a talent or craft with our children, families or both?</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>17</td> </tr> </tbody> </table>	Response	Count	Yes	14	No	17	<p>Would you be interested in becoming a volunteer Community Representative for our BIHS Policy Council? If yes, please share why.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>17</td> </tr> </tbody> </table>	Response	Count	Yes	13	No	17
Response	Count												
Yes	14												
No	17												
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No	17												
<p>Comments: Would you recommend BIHS to a family member or friend?</p>	<p>Comments: If your visit was to enroll and participate in the BIHS program, how might we have made it more memorable?</p>	<p>Comments: Please share any additional comments or suggestions.</p>											
<p>The teachers are awesome and staff. Great director. BIHS is great! I an a foster mother and BIHS provides so much support for families. Excellent program. Great program. It's good to be involved. It's a good school. Love the staff, amazing team. ☺ Awesome school all around. BIHS has a awesome teachers excellent menu for kids, lots of activites for families and kids. Awesome school. The best head start program that I've seen. It's a cool place. Great educational curriculum and stuff! Great school. Great Pre-K prep w/ cultural lessons. The teachers are great and very helpful. Director is awesome! Very friendly staff almost like family. Very helpful in more ways to explain. Amazing teachers=) Will be visiting 2020.</p>	<p>More info advertisement. More parent involvement. Just friendly and open to questions. It has been great. It's always memorable. N/A best! My kids like it. Keep up the good work! It's always a pleasure. Maybe include a tour of the facility. Already an A+ school. I worked for headstart for years and you are doing a great job.</p>	<p>Children's safety first. It is a great pre-school. The staff is amazing and very supportive. Doing a great job! Thank you! Much better snacks for parents and grandparents at events. Wonderful gardens and great job with healthy food choices. You have a great staff and the work children are doing in their garden is great.</p>											

### Proportion of New COVID-19 Cases by Age and Month



\*Population estimates by age group are based on the 2019 American Community Survey 5-Year Estimates

### 7-Day Average of New COVID-19 Cases March 2020 – July 2022 | 29-Month Period



### Total All-Time COVID-19 Cases February 2020 – July 2022 | 30-Month Period

