



Annual Report

2022-2023

Year 3

Grant Number 90C19915-03

Funding Cycle: August 1-July 31

Program Option: Center Based

Prepared by BIHS Parents and Staff



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Purpose: Sec. 644 Administrative Requirements and Standards

<https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-644-administrative-requirements-standards>

(2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency's efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.



INTRODUCTION

In 2022-2023, 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 16th, 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. Program year 2021-2022 we opened a 5th classroom to lower class sizes as we transitioned through the COVID-19 protocols. The 5th classroom was funded by Inyo County First 5, Edison California, Inyo County State Preschool and the Office of Head Start. However, due to COVID-19 protocols and staffing challenges we made the decision to close the 5th classroom and transfer the 6 children to our 4 existing classrooms. In summary, we served 57 children and maintained an enrollment of 56 children. The average classroom size during this pandemic year was fourteen (14).

In 2022-2023, we met our goal and opened all 4 classrooms with an average classroom size of 15 children following COVID-19 guidelines suggested by Centers for Disease Control and Prevention (CDC). We maintained full enrollment, provided 100% onsite services and opened the campus once again for our families. We experienced Zero (0)

classroom and school closures due to COVID-19 related exposures or illnesses. As of February 2024, we are operating all 4 classrooms, serving 15 children in each classroom. We provide on campus activities for our families and the community.

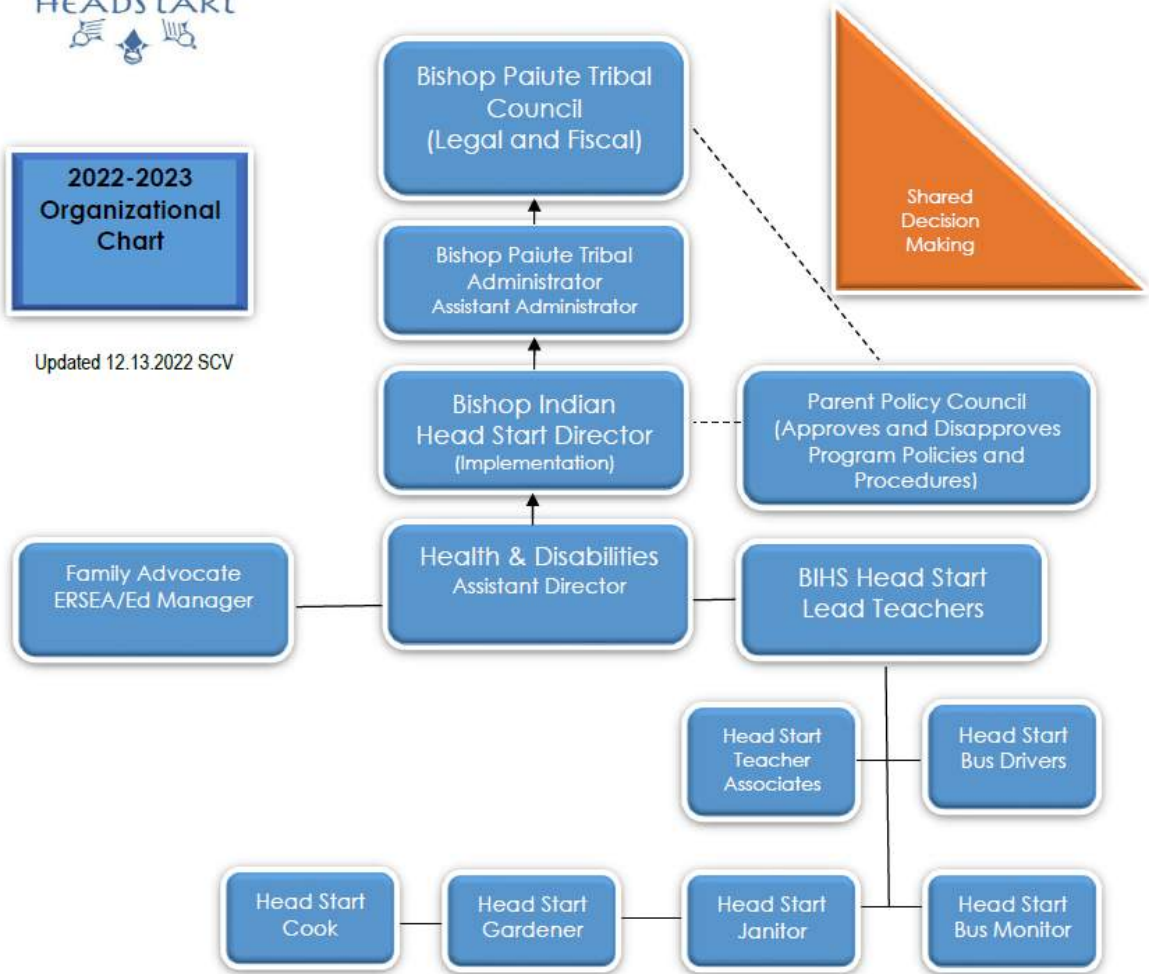
The **Mission** of the Bishop Indian Head Start program is to provide a safe and nurturing learning environment for children ages three to five by enhancing their school readiness skills and embracing the Bishop Paiute Tribal language preservation and revitalization in two ways: The outdoor and indoor 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.





**2022-2023
Organizational
Chart**

Updated 12.13.2022 SCV



Bishop Paiute Tribal Council: Meryl L. Picard-Chair; Jeff Romero-Vice Chair; Steven Orihuela-Secretary/ Treasurer; Joyce White-Council Member and Mitchell David-Council Member
Parent Policy Council: Kristian Orihuela-Policy Council Chair; Josie Rogers-Policy Council Vice Chair; Shelley Mayhugh-Policy Council Secretary; Kendra Arellano-Policy Council Treasurer; Alexeya Williams-Fundraiser Coordinator; and Policy Council Members: Gabriel Shoshone, Julie Jourdan, Dustin Smith, Alysa Chartraw, Tina Miller, and Perla Gastelum
Bishop Paiute Tribal Administrator: Gloriana M. Bailey, MBA
 COOI-Brian Poncho and COOII-Kody Jaeger
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/Education Coach: TBA
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
Sub Teachers: Karen Howard and Marylou Enriquez
Head Start Cooks (CACFP): Kristina Chandler
Head Start Bus Drivers: Gwen Turner and Darrin Bernard
Big Pine Bus Monitor/Support Team Member: Glenn Nelson
BIHS Janitor/Support Team Member: Cynnara Shay
BIHS Gardener/Support Team Member: Jordan Bernard

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

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 black ink, appearing to read "Ann Lushan".

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.



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

Results from CLASS® Onsite Observation

To: Board Chairperson

Mrs. Meryl Picard, Board Chairperson
Bishop Indian Headstart Program
405 N Barlow Ln
Bishop, CA 93514-8046

From: Responsible HHS Official

Khari M. Garvin
Date: 11/09/2023
Mr. Khari M. Garvin
Director, Office of Head Start

Thank you for your support during the recent Office of Head Start CLASS® Onsite review conducted from 10/17/2023 to 10/18/2023 of your Head Start program, Grant #90CI010051.

Observations were conducted in preschool center-based classrooms using the 2008 Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. Please share these results with the appropriate governing board, policy council, management, staff, and stakeholders.

Your program scores are in the table below.

| DIMENSION | SCORE |
|---------------------------------|--------|
| Emotional Support* | 5.9688 |
| Positive Climate | 6.25 |
| Negative Climate | 1.00 |
| Teacher Sensitivity | 5.50 |
| Regard for Student Perspectives | 5.13 |
| Classroom Organization | 5.7500 |
| Behavior Management | 5.88 |
| Productivity | 6.13 |
| Instructional Learning Formats | 5.25 |
| Instructional Support | 3.8333 |
| Concept Development | 3.38 |
| Quality of Feedback | 4.25 |
| Language Modeling | 3.88 |

*To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, then divide by 4.

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS[®] domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS[®] domain. For the upcoming FY24 monitoring year, scores from CLASS[®] observations will be used in the Designation Renewal System (DRS) determinations using the competitive thresholds.

| DOMAIN | YOUR PROGRAM'S SCORE | Quality Threshold | Competitive Threshold |
|------------------------|----------------------|-------------------|-----------------------|
| Emotional Support | 5.9688 | 6 | 5 |
| Classroom Organization | 5.7500 | 6 | 5 |
| Instructional Support | 3.8333 | 3 | 2.3** |

***The competitive threshold for Instructional Support is 2.3 for CLASS[®] reviews conducted through July 31, 2025, and then raises to 2.5 for CLASS[®] reviews conducted on and after August 1, 2025.*

If your program's scores from this CLASS[®] review fall below the competitive thresholds, the Office of Head Start will be in contact with you about next steps in the competitive process.

If your CLASS[®] scores fall below the quality or competitive benchmarks in any domain, the Office of Head Start provides training and technical resources here: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-quality-improvement>.

You can also coordinate with your Regional Office for additional assistance to enhance classroom environments and teacher-child interactions specific to your program's needs.

For more information on CLASS[®] domains and dimensions, please see the attached "About CLASS[®]" document and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/learn-more-about-class>.

If you have any questions, please contact your Regional Office.

cc: Mr. Todd Lertjuntharangool, Regional Program Manager

Mrs. Kristian Orihuela, Policy Council Chairperson

Mrs. Gloriana Bailey, CEO/Executive Director

Mrs. Susie Cisneros, Head Start Director

About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement. OHS will continue to use the 2008 edition of the CLASS® Pre-K Teacher-Child Observation Instrument to meet this requirement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education, and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions,† the scoring principles are as follows:

Low Range Score

- 1-The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.
- 2-The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle Range Score

- 3-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.
- 4-The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.
- 5-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High Range Score

- 6-The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low/middle range.
- 7-The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

†Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grant to result in grant-level dimension scores. The grant-level dimension scores are then used to calculate the grant-level domain scores.

The scores from CLASS® observations can be used for various purposes, including professional development, program improvement, policy, goal setting, and monitoring. The Office of Head Start began using CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grant recipient.

In FY2012, OHS refined the use of CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations and a clearly articulated methodology followed by CLASS® reviewers. For each preschool class selected in the sample, trained and certified CLASS® reviewers conduct two 20-minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

UNITED STATES DEPARTMENT OF AGRICULTURE MONITORING REVIEWS

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 | | | |
| Areas Of Review For Compliance | | | |
| 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 | |
| SUMMARY OF REVIEW FINDINGS | | | |
| 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: | | | |
| 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. | | | |
| 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

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

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

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 |
|---|--------------------------|-----------------------------------|---------------------|

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 | 2023-In Process | 2019- No Finding were reported 2020- No Finding were reported 2021- No Finding were reported 2022- No Finding were reported |
|---|-----------------|--|

BIHS and OHS Operational Budget 2022-2023

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 | \$264,462 | 31.44% | \$841,136 |

100% of the Bishop Paiute Head Start Employees received a 2.28% Cost-of Living Adjustment.



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

April 20, 2022

Grant No. 90CI010051

Dear Head Start Grant Recipient:

The Consolidated Appropriations Act, 2022, contains an increase for Head Start of approximately \$289 million over the Fiscal Year (FY) 2021 level. This includes a cost-of-living adjustment (COLA) of \$234 million and a \$52 million Quality Improvement investment. The COLA supports a 2.28 percent adjustment above FY 2021 funding levels to increase the pay scales of Head Start and Early Head Start staff, including vacant positions, fringe benefits, and to offset higher operating costs. Quality Improvement funds are allocated proportionately based on federal funded enrollment levels, with additional adjustments given to smaller grant recipients to allow for a meaningful investment, as permitted by the Act.

The following table reflects the COLA and Quality Improvement increases available for FY 2022.

| Funding Type | AIAN Head Start |
|----------------------------------|-----------------|
| Cost-of-Living Adjustment (COLA) | \$12,885 |
| Quality Improvement (QI) | \$10,000 |
| Total Funding | \$22,885 |

Projected BIHS 2022-2023 Budget-August 1st, 2022

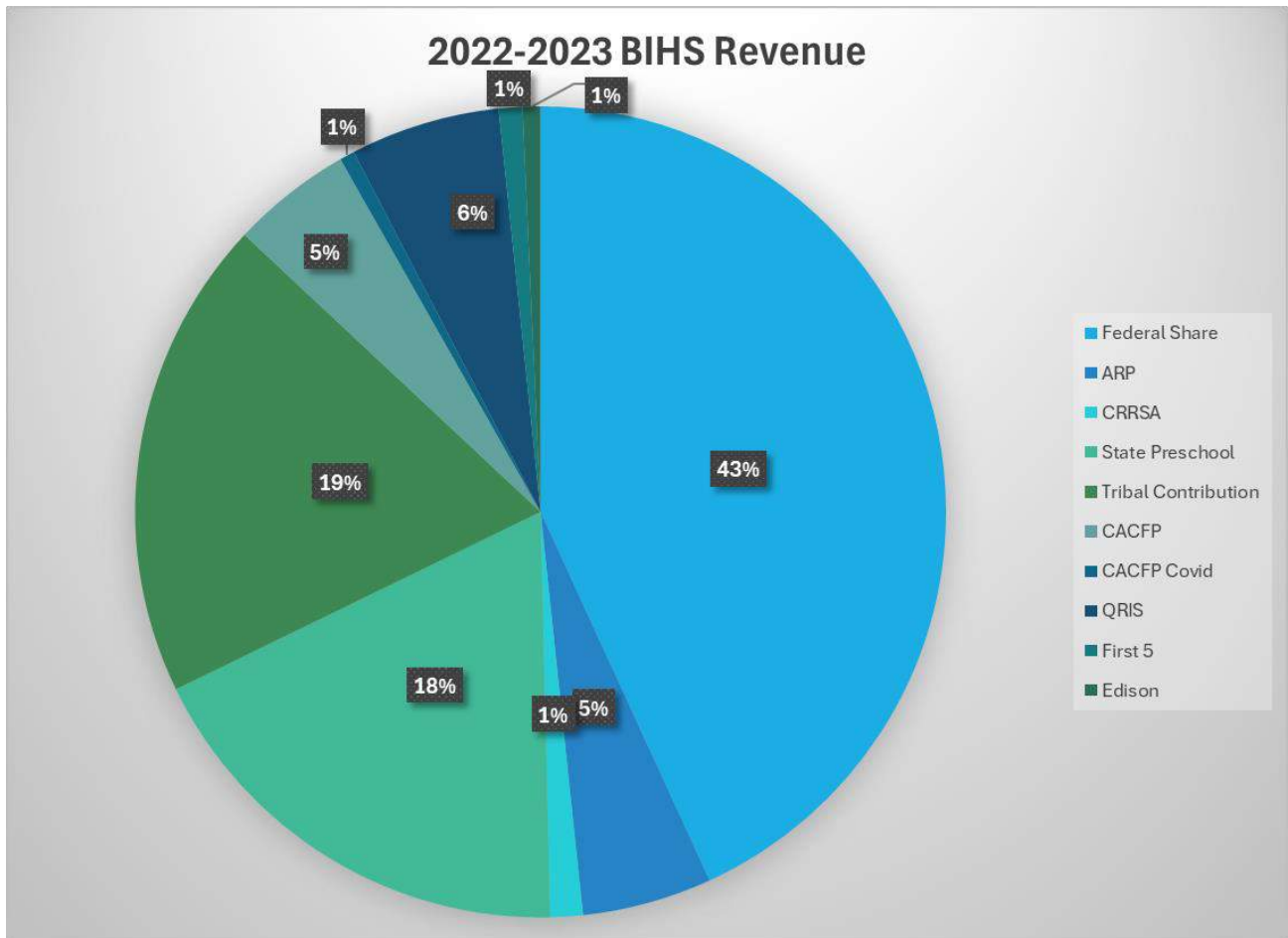
| | | | | | | | | | |
|------------------|--------------------------|-------------|-------------|--------|----------|-------------|-------------|-------------------|--------------|
| 3664(5) 063 | 3664 068 | 3667 000 | 3668 000 | 000 | 000 | 3160 000 | 3664 065 | XXXX 000 | 3664 090 |
| HEAD START 22-23 | STATE PRESCHOOL 22-23 | QRIS | FIRST 5 | OHS QI | COLA2.28 | EDISON | CACFP | CACFP COVID-19 | TRIBAL CONT. |
| 576,674 | 252,404 | 15,339 | 13,000 | 10,000 | 12,885 | 10,000 | 65,529 | 8,219 | 266,372 |

Actual BIHS 2022-2023 Closing Expenses-July 31st, 2023

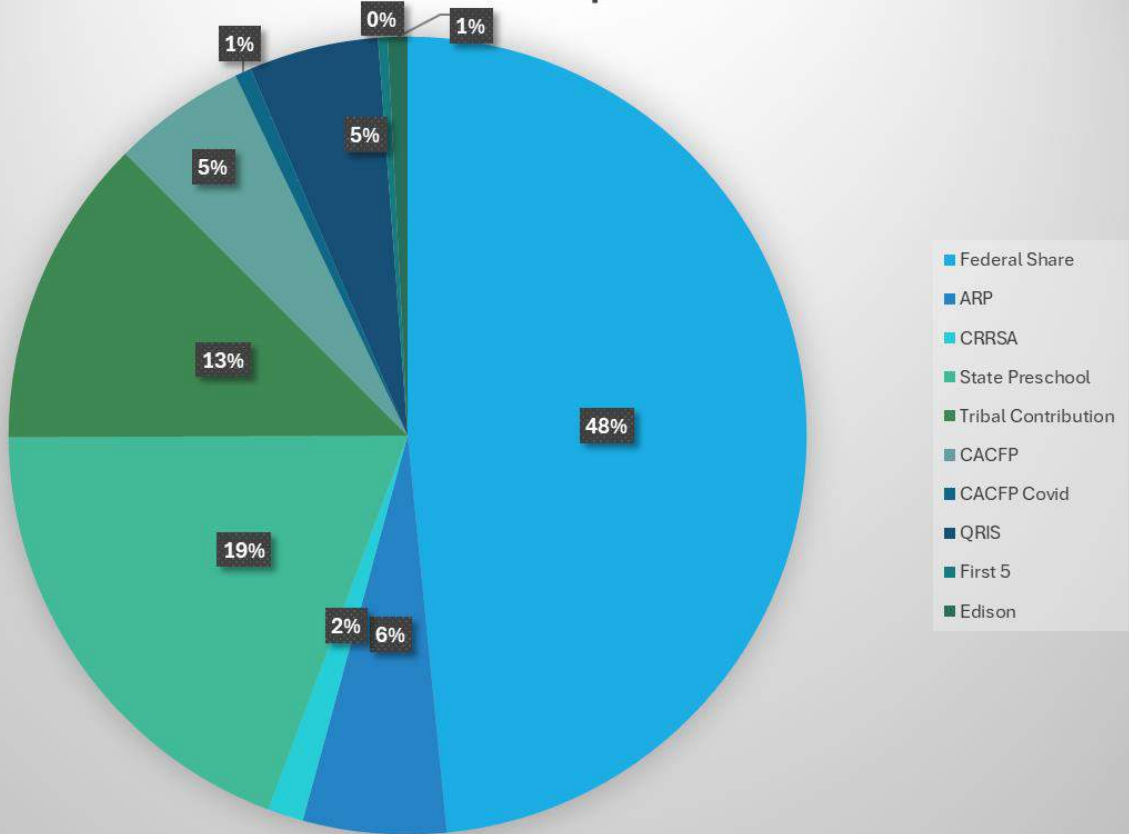
| | | | | | | | | | |
|------------------|--------------------------|-------------|-------------|--------|----------|-------------|-------------|-------------------|--------------|
| 3664(5) 063 | 3664 068 | 3667 000 | 3668 000 | 000 | 000 | 3160 000 | 3664 065 | 3671 000 | 3664 090 |
| HEAD START 22-23 | STATE PRESCHOOL 22-23 | QRIS | FIRST 5 | OHS QI | COLA2.28 | EDISON | CACFP | CACFP COVID-19 | TRIBAL CONT. |
| 576,674 | 238,159 | - | 4,748 | 10,000 | 12,885 | 9,947 | 66,833 | 8,219 | 133,382 |

BIHS 2022-2023 Balance remaining after Closing Budget-July 31st, 2023.

| | | | | | | | | | |
|------------------|--------------------------|-------------|-------------|--------|----------|-------------|-------------|-------------------|--------------|
| 3664(5) 063 | 3664 068 | 3667 000 | 3668 000 | 000 | 000 | 3160 000 | 3664 065 | XXXX 000 | 3664 090 |
| HEAD START 22-23 | STATE PRESCHOOL 22-23 | QRIS | FIRST 5 | OHS QI | COLA2.28 | EDISON | CACFP | CACFP COVID-19 | TRIBAL CONT. |
| - | 14,245 | 17,906 | 8,252 | - | - | 53 | 1,304 | - | 132,990 |



2022-2023 BIHS Expenditures



Office of Head Start Closing Expenditures: Includes Program Improvement and COLA expenses.

063 -
 Program - HS
 3665 - Head
 Start 22/23
 (HHS)
 * This report
 may be
 affected by
 Account
 Level
 Security

All employees received 2.28% COLA. Program Improvement funds assisted with additional behavior therapy support from STRIVE, Occupational Therapy from NIH, and Physical Fitness activities from Karen Harrison for children, families, and staff.

| | | <u>Current Year Actual</u> | <u>Total Budget - Original</u> | <u>Total Budget Variance - Original</u> |
|------|--------------------------------|----------------------------|--------------------------------|---|
| | Revenue | | | |
| 4310 | Grant Revenue | 574,384.37 | 568,425.00 | 5,959.37 |
| 4315 | Indirect Revenue | <u>25,174.63</u> | <u>31,134.00</u> | <u>(5,959.37)</u> |
| | Total Revenue | <u>599,559.00</u> | <u>599,559.00</u> | <u>0.00</u> |
| | Gross Profit | <u>599,559.00</u> | <u>599,559.00</u> | <u>0.00</u> |
| | Expenditures | | | |
| 6110 | Regular Wages | 131,268.22 | 420,242.00 | 288,973.78 |
| 6120 | Temporary | 314.19 | 0.00 | (314.19) |
| 6130 | Vacation Leave Expense | 25,583.94 | 0.00 | (25,583.94) |
| 6150 | Sick Leave Expense | 17,511.57 | 0.00 | (17,511.57) |
| 6152 | CHDS Teachers/infant Toddler | 67,327.42 | 0.00 | (67,327.42) |
| 6155 | Teacher Aides & Other Educ Per | 2,198.08 | 0.00 | (2,198.08) |
| 6156 | Health/Mental SVCS Personnel | 40,267.01 | 0.00 | (40,267.01) |
| 6160 | Prog Mgrs & Content Area Exper | 16,118.49 | 0.00 | (16,118.49) |
| 6163 | Head Start Director | 52,536.76 | 0.00 | (52,536.76) |
| 6170 | Transportation Personnel | 61,183.93 | 0.00 | (61,183.93) |
| 6210 | Fringe Benefits | 37,863.52 | 114,061.00 | 76,197.48 |
| 6211 | 401K Expense | 5,659.41 | 0.00 | (5,659.41) |
| 6212 | Work Comp Expense | 13,959.72 | 0.00 | (13,959.72) |
| 6213 | Employer Health Insurance | 36,555.43 | 0.00 | (36,555.43) |
| 6425 | Contract Labor | 0.00 | 7,700.00 | 7,700.00 |
| 6490 | Other Prof and Tech Services | 12,637.49 | 20,633.00 | 7,995.51 |
| 6520 | Solid Waste | 2,092.09 | 0.00 | (2,092.09) |
| 6522 | Electricity | 15,061.31 | 0.00 | (15,061.31) |
| 6523 | Gas/Propane | 1,739.02 | 0.00 | (1,739.02) |
| 6530 | Repair and Maintenance | 198.00 | 0.00 | (198.00) |
| 6590 | Other Property Services | 1,996.53 | 0.00 | (1,996.53) |
| 6601 | Fees & Permits | 838.50 | 0.00 | (838.50) |
| 6606 | Communications | 1,462.54 | 0.00 | (1,462.54) |
| 6710 | General Supplies | 3,294.98 | 5,789.00 | 2,494.02 |
| 6715 | Health/Safety Supplies | 1,199.55 | 0.00 | (1,199.55) |
| 6730 | Food | 1,438.97 | 0.00 | (1,438.97) |
| 6760 | Program/Education Supplies | 1,509.95 | 0.00 | (1,509.95) |
| 7100 | Computer Hardware/Software | 3,600.00 | 0.00 | (3,600.00) |
| 7301 | Training | 10,825.09 | 0.00 | (10,825.09) |
| 7302 | Travel | 2,183.29 | 0.00 | (2,183.29) |
| 8110 | Indirect Expense | <u>31,134.00</u> | <u>31,134.00</u> | <u>0.00</u> |
| | Total Expenditures | <u>599,559.00</u> | <u>599,559.00</u> | <u>0.00</u> |
| | Net Profit | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |

3670- ARP Closing Expense Report Head Start-Closed March 31st, 2023

3670 -
HeadStart
ARP (HHS)
000 - In &
Out
* This report
may be
affected by
Account
Level
Security

ARP funding supported BIHS with purchasing learning materials and furniture for a 5th classroom during COVID-19. Supported wages and fringe for a teacher to lead the 5th classroom. In addition to, wages and fringe for a janitor during Covid-19. BIHS purchased outdoor learning materials and enhanced the outdoor learning space with an additional shade cover. Purchased COVID-19 tests and PPE. Purchased a new commercial stove for the CACFP kitchen.

| | | Current Year <u>Actual</u> | Total Budget - Original | Total Budget Variance - <u>Original</u> |
|------|-----------------------------|-------------------------------|-------------------------|--|
| | Revenue | | | |
| 4310 | Grant Revenue | 70,887.00 | 70,887.00 | 0.00 |
| 4315 | Indirect Revenue | <u>903.00</u> | <u>903.00</u> | <u>0.00</u> |
| | Total Revenue | <u>71,790.00</u> | <u>71,790.00</u> | <u>0.00</u> |
| | Gross Profit | <u>71,790.00</u> | <u>71,790.00</u> | <u>0.00</u> |
| | Expenditures | | | |
| 6110 | Regular Wages | 35,270.14 | 37,004.14 | 1,734.00 |
| 6120 | Temporary | 1,798.53 | 0.00 | (1,798.53) |
| 6130 | Vacation Leave Expense | 2,015.92 | 0.00 | (2,015.92) |
| 6150 | Sick Leave Expense | 1,467.43 | 0.00 | (1,467.43) |
| 6210 | Fringe Benefits | 5,661.14 | 13,732.29 | 8,071.15 |
| 6211 | 401K Expense | 133.35 | 0.00 | (133.35) |
| 6212 | Work Comp Expense | 354.20 | 0.00 | (354.20) |
| 6590 | Other Property Services | 220.00 | 0.00 | (220.00) |
| 6606 | Communications | (29.27) | 0.00 | 29.27 |
| 6710 | General Supplies | 6,345.05 | 5,000.00 | (1,345.05) |
| 6760 | Program/Education Supplies | 4,726.81 | 2,226.87 | (2,499.94) |
| 7240 | Capital Equipment (over 5k) | 12,923.70 | 12,923.70 | 0.00 |
| 8110 | Indirect Expense | <u>903.00</u> | <u>903.00</u> | <u>0.00</u> |
| | Total Expenditures | <u>71,790.00</u> | <u>71,790.00</u> | <u>0.00</u> |
| | Net Profit | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |

| | | | | |
|--|--|------------------|--------------------------------|-------------------------|
| <p>3669 - HeadStart CRRSA (HHS) 000 - In & Out * This report may be affected by Account Level Security</p> | <p>CRRSA funds supported the BIHS operational budget by covering a teacher wage and fringe and substitute teacher wages. BIHS was able to purchase supplies for training, classroom and special needs, facility/maintenance for school building and play yards, PPE and health and safety, materials for the outdoor garden, storm and flooding.</p> | | | |
| | | Current Year | | Total Budget Variance - |
| | | <u>Actual</u> | <u>Total Budget - Original</u> | <u>Original</u> |
| | Revenue | | | |
| 4310 | Grant Revenue | 18,058.00 | 17,155.00 | 903.00 |
| 4315 | Indirect Revenue | 0.00 | 903.00 | (903.00) |
| | Total Revenue | <u>18,058.00</u> | <u>18,058.00</u> | <u>0.00</u> |
| | Gross Profit | <u>18,058.00</u> | <u>18,058.00</u> | <u>0.00</u> |
| | Expenditures | | | |
| 6110 | Regular Wages | 1,500.00 | 7,005.00 | 5,505.00 |
| 6120 | Temporary | 1,085.58 | 0.00 | (1,085.58) |
| 6152 | CHDS Teachers/infant Toddler | 726.61 | 0.00 | (726.61) |
| 6210 | Fringe Benefits | 402.45 | 1,689.00 | 1,286.55 |
| 6212 | Work Comp Expense | 76.21 | 0.00 | (76.21) |
| 6710 | General Supplies | 6,543.93 | 4,461.00 | (2,082.93) |
| 6715 | Health/Safety Supplies | 1,822.34 | 4,000.00 | 2,177.66 |
| 6760 | Program/Education Supplies | 5,065.84 | 0.00 | (5,065.84) |
| 8110 | Indirect Expense | 903.00 | 903.00 | 0.00 |
| | Total Expenditures | <u>18,125.96</u> | <u>18,058.00</u> | <u>(67.96)</u> |
| | Net Profit | <u>(67.96)</u> | <u>0.00</u> | <u>(67.96)</u> |

068- Report Inyo County State Preschool Closing Expense Report

| | | |
|---|--|----------------------------|
| 3665 - Head Start 22/23 (HHS) | | |
| 068 - State Preschool - HS | | |
| * This report may be affected by Account Level Security | | |
| <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>BIHS partnership with Inyo County State Preschool supported our operational budget by covering a percentage of wages, fringe, and benefits. Including a percentage of general supplies to support maintenance and or health and safety. Funds are used to meet our Non-Federal Match.</i></p> </div> | | |
| | | <u>Current Year Actual</u> |
| | Revenue | |
| 4310 | Grant Revenue | 238,158.68 |
| 4399 | Carryforward Prior Year Grant/Contract Rev | <u>0.00</u> |
| | Total Revenue | <u>238,158.68</u> |
| | Gross Profit | <u>238,158.68</u> |
| | Expenditures | |
| 6110 | Regular Wages | 34,051.25 |
| 6120 | Temporary | 554.50 |
| 6130 | Vacation Leave Expense | 4,896.04 |
| 6150 | Sick Leave Expense | 6,606.66 |
| 6152 | CHDS Teachers/infant Toddler | 75,932.54 |
| 6155 | Teacher Aides & Other Educ Per | 48,211.45 |
| 6156 | Health/Mental SVCS Personnel | 1,922.48 |
| 6163 | Head Start Director | 2,213.12 |
| 6170 | Transportation Personnel | 3,472.28 |
| 6210 | Fringe Benefits | 16,146.86 |
| 6211 | 401K Expense | 2,639.61 |
| 6212 | Work Comp Expense | 6,004.10 |
| 6213 | Employer Health Insurance | 18,890.10 |
| 6710 | General Supplies | 1,037.22 |
| 8110 | Indirect Expense | <u>15,580.47</u> |
| | Total Expenditures | <u>238,158.68</u> |

090-Closing Expenditure Report Tribal Contribution.

3665 - Head Start 22/23 (HHS)
 090 - Tribal Contributions/Match
 * This report may be affected by Account Level Security

| | | <u>Current Period Actual</u> | <u>Total Budget - Original</u> |
|--------------------------------|------|------------------------------|--------------------------------|
| Revenue | | | |
| Insurance Revenue | 4620 | 22,195.00 | 0.00 |
| Total Revenue | | 22,195.00 | 0.00 |
| Gross Profit | | | |
| | | 22,195.00 | 0.00 |
| Expenditures | | | |
| Regular Wages | 6110 | 45,775.21 | 139,904.40 |
| Temporary | 6120 | 7,708.06 | 0.00 |
| Vacation Leave Expense | 6130 | 5,674.81 | 0.00 |
| Sick Leave Expense | 6150 | 2,228.67 | 0.00 |
| CHDS Teachers/infant Toddler | 6152 | 19,752.58 | 0.00 |
| Teacher Aides & Other Educ Per | 6155 | 4,708.56 | 0.00 |
| Health/Mental SVCS Personnel | 6156 | 1,730.23 | 0.00 |
| Head Start Director | 6163 | 8,683.55 | 0.00 |
| Transportation Personnel | 6170 | 4,700.56 | 0.00 |
| Fringe Benefits | 6210 | 9,891.35 | 62,855.60 |
| 401K Expense | 6211 | 902.93 | 0.00 |
| Work Comp Expense | 6212 | 3,396.52 | 0.00 |
| Employer Health Insurance | 6213 | 6,634.86 | 0.00 |
| Employee Recognition | 6250 | 0.00 | 1,000.00 |
| Incentives | 6260 | 1,191.82 | 0.00 |
| Other Prof and Tech Services | 6490 | 0.00 | 12,000.00 |
| Solid Waste | 6520 | 2,477.04 | 2,292.00 |
| Water and Sewer | 6521 | 0.00 | 1,000.00 |
| Electricity | 6522 | 6,067.43 | 14,400.00 |
| Gas/Propane | 6523 | 7,620.00 | 7,620.00 |
| Other Property Services | 6590 | 2,485.99 | 0.00 |
| Fees & Permits | 6601 | 0.00 | 400.00 |
| Finance Charges and Late Fees | 6603 | 463.00 | 0.00 |
| Communications | 6606 | 1,135.34 | 7,000.00 |
| DMV-License and Renewal | 6608 | 16.50 | 1,500.00 |
| General Supplies | 6710 | 244.98 | 10,000.00 |
| Fuel - Vehicles/Equipment | 6720 | 509.21 | 1,000.00 |
| Food | 6730 | 92.29 | 0.00 |
| Food & Supplies | 6735 | 156.67 | 400.00 |
| Office Equipment (Own & Rent) | 7101 | 0.00 | 5,000.00 |
| Tools and Equipment | 7103 | 219.00 | 0.00 |
| School Activities | 7206 | 307.19 | 0.00 |
| Capital Equipment (over 5k) | 7240 | 10,636.50 | 0.00 |
| Travel | 7302 | 165.65 | 0.00 |
| Total Expenditures | | 155,576.50 | 266,372.00 |
| Net Profit | | (133,381.50) | (266,372.00) |

The Bishop Tribal Contribution funds supported our operational budget by covering a percentage of wages, fringe, and benefits. Including repair and maintenance of our fire suppression system. The Tribal Contributory Funds cover a larger percentage of our communication and utility expenses each year. These funds allow BIHS to purchase incentives (food and coffee for meetings) for our staff. BIHS purchased a new commercial freezer and refrigerator for the CACFP kitchen. Tribal Contributory supported a percentage of our Non-Federal Match.

065-Child Adult Care Food Program (CACFP) Closing Expense Report.

| | | |
|---|---------------------------|----------------------------|
| 3665 - Head Start 22/23 (HHS) | | |
| 065 - Food - State DOE - HS | | |
| * This report may be affected by Account Level Security | | |
| | | <u>Current Year Actual</u> |
| | Revenue | |
| 4310 | Grant Revenue | <u>66,888.71</u> |
| | Total Revenue | <u>66,888.71</u> |
| | Gross Profit | <u>66,888.71</u> |
| | Expenditures | |
| 6110 | Regular Wages | 822.18 |
| 6150 | Sick Leave Expense | 49.65 |
| 6170 | Transportation Personnel | 196.74 |
| 6210 | Fringe Benefits | 111.20 |
| 6211 | 401K Expense | 8.87 |
| 6212 | Work Comp Expense | 36.28 |
| 6213 | Employer Health Insurance | 66.48 |
| 6710 | General Supplies | 1,658.54 |
| 6730 | Food | <u>63,882.56</u> |
| | Total Expenditures | <u>66,832.50</u> |
| | Net Profit | <u>56.21</u> |

The CACFP funds allowed BIHS to purchase food and food related supplies to prepare healthy meals and snacks for our Head Start enrolled children. A percentage of the funds supported the nutrition staff wage, fringe, and benefits.

3671-Child Adult Care Food Program (CACFP) COVID Funds Closing Expense Report.

| | | | | |
|---|-------------------------|--|--------------------------------|---|
| 3671 - COVID-19 CACFP 000 - In & Out | | <p><i>BIHS used the CACFP COVID-Funds to purchase kitchen related supplies and cooking tools. Funds were used to cover maintenance charges for the commercial kitchen equipment.</i></p> | | |
| * This report may be affected by Account Level Security | | | | |
| | | <u>Current Year Actual</u> | <u>Total Budget - Original</u> | <u>Total Budget Variance - Original</u> |
| Revenue | | | | |
| 4310 | Grant Revenue | 8,218.89 | 0.00 | 8,218.89 |
| Total Revenue | | 8,218.89 | 0.00 | 8,218.89 |
| Gross Profit | | 8,218.89 | 0.00 | 8,218.89 |
| Expenditures | | | | |
| 6590 | Other Property Services | 508.73 | 0.00 | (508.73) |
| 6710 | General Supplies | 7,710.16 | 8,218.89 | 508.73 |
| Total Expenditures | | 8,218.89 | 8,218.89 | 0.00 |
| Net Profit | | 0.00 | (8,218.89) | 8,218.89 |



3160-EDISON-Closing Expense Report.

3160 - Edison
HS and Ed
Ctr
013 - Edison
Head Start
Project
* This report
may be
affected by
Account
Level
Security

BIHS partnership with Edison International allowed our program to purchase incentives for children, parents, and staff for participating in school activities. We purchased resource books related to parent participation and engagement, outdoor and indoor learning manipulatives for our students. We used funds for parent and child engagement events.

| | | Current Year <u>Actual</u> | <u>Total Budget - Original</u> |
|------|----------------------------|-------------------------------|--------------------------------|
| | Revenue | | |
| 4310 | Grant Revenue | 10,000.00 | 8,000.00 |
| 4315 | Indirect Revenue | <u>0.00</u> | <u>2,000.00</u> |
| | Total Revenue | <u>10,000.00</u> | <u>10,000.00</u> |
| | Gross Profit | <u>10,000.00</u> | <u>10,000.00</u> |
| | Expenditures | | |
| 6260 | Incentives | 415.52 | 0.00 |
| 6710 | General Supplies | 593.83 | 0.00 |
| 6715 | Health/Safety Supplies | 948.73 | 0.00 |
| 6735 | Food & Supplies | 1,020.56 | 0.00 |
| 6760 | Program/Education Supplies | 4,740.23 | 8,000.00 |
| 7206 | School Activities | 228.60 | 0.00 |
| 8110 | Indirect Expense | <u>2,000.00</u> | <u>2,000.00</u> |
| | Total Expenditures | <u>9,947.47</u> | <u>10,000.00</u> |
| | Net Profit | <u>52.53</u> | <u>0.00</u> |

3668-First 5-Closing Expense Report.

3668 -
HeadStart -
First 5 22/23
(County)
000 - In &
Out
* This report
may be
affected by
Account
Level
Security

BIHS provided family, child, and teacher engagement activities throughout the school year. Participants were engaged in developing a healthy lifestyle through movement and song. BIHS provided STRIVE services to our children awaiting IEP and Kern Regional Services. STRIVE provided Classroom Direct Services and Classroom Supervision Services for our Teachers. The Behavior Therapy services provided an opportunity for children to remain in a classroom with their peers with a focus to strengthen social interaction. BIHS partnered with Perla Gastelum (LMFT) and Chairwoman Meryl Picard to provide over 300 community members with a Parent Child Building Relationship Presentation. BIHS was able to purchase interactive learning materials for each Head Start family and Teachers participating in event.

| | | Current Year Actual | Total Budget - Original | Total Budget Variance - Original |
|------|----------------------------|------------------------|-------------------------|-------------------------------------|
| | Revenue | | | |
| 4310 | Grant Revenue | 4,747.93 | 11,700.00 | (6,952.07) |
| 4315 | Indirect Revenue | 0.00 | 1,300.00 | (1,300.00) |
| | Total Revenue | <u>4,747.93</u> | <u>13,000.00</u> | <u>(8,252.07)</u> |
| | Gross Profit | <u>4,747.93</u> | <u>13,000.00</u> | <u>(8,252.07)</u> |
| | Expenditures | | | |
| 6425 | Contract Labor | 1,901.25 | 8,000.00 | 6,098.75 |
| 6735 | Food & Supplies | 611.11 | 3,700.00 | 3,088.89 |
| 6760 | Program/Education Supplies | 2,235.57 | 0.00 | (2,235.57) |
| 8110 | Indirect Expense | 0.00 | 1,300.00 | 1,300.00 |
| | Total Expenditures | <u>4,747.93</u> | <u>13,000.00</u> | <u>8,252.07</u> |
| | Net Profit | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |

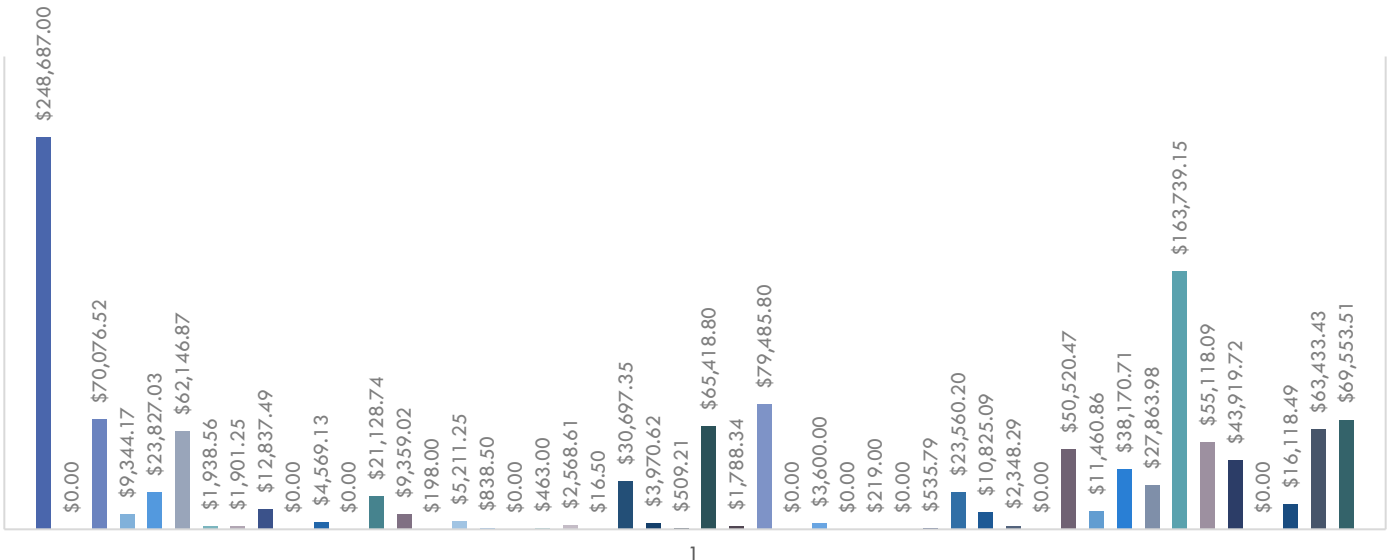
3667 -
HeadStart -
Quality
Results
Classroom
Supplies
* This report
may be
affected by
Account
Level
Security

The QRIS funds allowed BIHS Teaching team to purchase school readiness supplies for their classroom. Including, supplies and learning materials for classroom special activities. The teachers used funds to purchase teacher office supplies and equipment for their classrooms. They use the funds to replace worn classroom furniture, outdoor classroom learning materials and manipulatives.

| | | <u>Current Year Actual</u> |
|--------------|------------------------------|----------------------------|
| Revenue | | |
| 4310 | Grant Revenue | 70,535.45 |
| 4399 | Carryforward Prior Year | <u>12,382.55</u> |
| | Grant/Contract Rev | |
| | Total Revenue | <u>82,918.00</u> |
| | Gross Profit | <u>82,918.00</u> |
| Expenditures | | |
| 6260 | Incentives | 331.22 |
| 6490 | Other Prof and Tech Services | 200.00 |
| 6710 | General Supplies | 3,268.66 |
| 6730 | Food | 4.98 |
| 6760 | Program/Education Supplies | <u>61,207.40</u> |
| | Total Expenditures | <u>65,012.26</u> |
| | Net Profit | <u>17,905.74</u> |

CHART SUMMARY OF FINAL ALLOCATED FUNDS 2022-2023

- Regular Wage
- 401 K Expense
- Incentives
- Health Screenings
- Electricity
- Other Property Services
- Finance Charges and Late Fees
- General Supplies
- Food
- General Repair and Maint
- Tools and Equipment
- Capital Equipment (Over 5K)
- Program Mileage
- Vacation Leave Expense
- Teacher Aides & Other Educ Per
- Contract Labor
- Worker's Comp Expense
- Contract Labor
- Solid Waste
- Gas/Propane
- Fees and Permits
- Communications
- Health/Safety Supplies
- Food & Supplies
- Computer/Hardware/ Software
- Donations
- Indirect Expense
- Sick Leave Expense
- Health/Mental SVCS Personnel
- Fringe Benefits
- Employer Health Insurance
- Other Prof and Tech Services
- Water and Sewer
- Repair and Maintenance
- Bank charges
- DMV-License and Renewal
- Fuel-Vehicles/Equipment
- Program/Education Supplies
- Office Equipment Lease/Rental
- School Activities
- Travel
- Temps-sub
- CHDS Teacher/Infant Toddler
- CHDS Nutrition Service



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

Classrooms: < No Classroom >, < No Classroom >, Classroom 1, Classroom 2, Classroom 3, Classroom 4, 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: 8/1/2022 - 7/31/2023

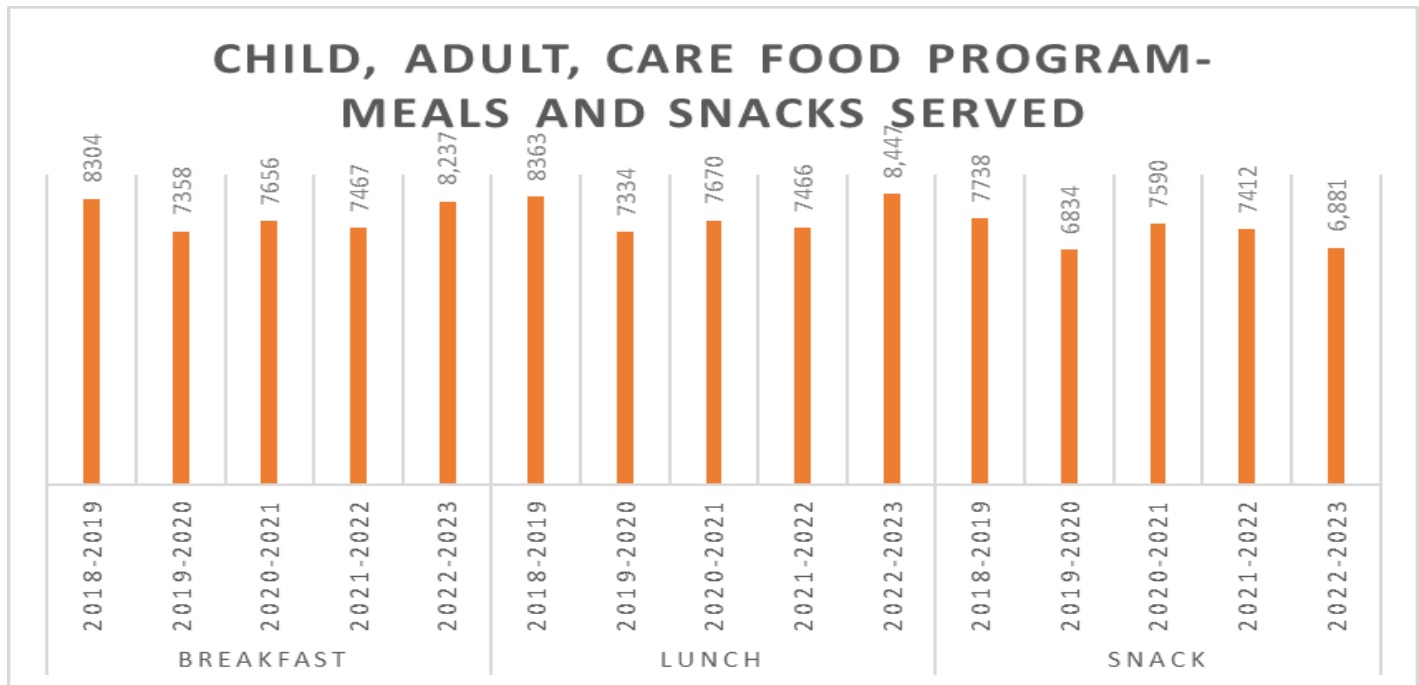
| | | | |
|--|--|----------------|--------------------|
| Bishop Indian Head Start Program: Total Volunteers | 65 Volunteers | | |
| Bishop Indian Head Start Program: Parent/Former Parent Totals | 67 Transactions | Quantity: N/A* | \$2673.50 |
| Bishop Indian Head Start Program: All Volunteer Totals | 303 Transactions | Quantity: N/A* | \$313298.37 |
| | | | |
| Report Grand Totals | Total Volunteers | 65 | |
| | Parent or Former Parent Volunteers | 37 | |
| | 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 | \$313298.37 | |
| | Parent or Former Parent Volunteer Dollars | \$2673.50 | |
| | Total Volunteer Hours | 1781.40 | |
| | Parent or Former Parent Volunteer Hours | 100.00 | |



Transportation Service Stats

| Transportation Services | | | | |
|---|---|-------------------------|---------------------------------|---|
| School Buses: 2 ~Certificated School Bus Drivers: 4 ~ Trained Bus Monitors: All Staff | | | | |
| Terminal Inspection Complete by CHP August 2022-2023. No findings. | | | | |
| Data | Children utilizing transportation services | Fuel Cost | Mileage | Repair and Maintenance Cost |
| 2022-2023 Post COVID Based on 170 school days | 5,952 number of times children used transportation services | \$9,345.15 In a year | 15,033 | \$4,441.47 45-day inspections, repair bus seat, bus hood, bus handle and HVAC system |
| Stats | 36/60=60% children using transportation services each day | \$54.97 a day | Travel 89 miles per school day | The cost to maintain the buses is \$26.12 a day |
| 2021-2022 COVID-19 Based on 175 school days | 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 |
| Stats | 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 |
| 2020-2021 COVID-19 Based on 162 school days | 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 |
| Stats | 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 |
| 2019-2020 COVID-19 Based 129 school days | 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 |
| Stats | 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 |
| 2018-2019 Based 175 school days | 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. |
| Stats | 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 |
| 2017-2018 Based 175 school days | 7,439 number of times children used transportation services | \$6,232.00 In a Year | 16,030 | \$3,720 45-day inspections |
| Stats | 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 |

Nutrition Service Stats



Father Engagement

Number of fathers/father figures who were engaged in the following activities during this program year:

| Program years | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|-----------|-----------|-----------|-----------|-----------|
| Family assessment | 17 | n/a-Covid | 11 | 5 | 5 |
| Family goal setting | 16 | n/a-Covid | 10 | 4 | 5 |
| Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.) | 20 | n/a-Covid | 13 | 4 | 5 |
| Head Start program governance, such as participation in the Policy Council or policy committees | 5 | n/a-Covid | 2 | 1 | 2 |
| Parenting education workshops | 14 | n/a-Covid | 2 | 14 | 2 |

Parent Policy Council, Parent Committee, and Health and Nutrition Advisory and Curriculum Discussion Topics in 2022-2023: All agendas and minutes available at Head Start

Parent Committee-All BIHS Families

| | | |
|--|--|---|
| <p>Topics: Recruiting Policy Council Members Parent Survey Outcomes Parent Engagement Family Cook Nights Talley Farm Boxes Swappportunity</p> | <p>Topics: Parent Committee Budget Review Fundraising for Picture Day, Seasonal Events, and the End of the Year Events Lana Iguana Likes to eat Fruits and Veggies Community Reading Calendar</p> | <p>Topics: Picture Day Graduation Onsite Children’s School Readiness Gifts Positive Care Giving Skills</p> |
|--|--|---|

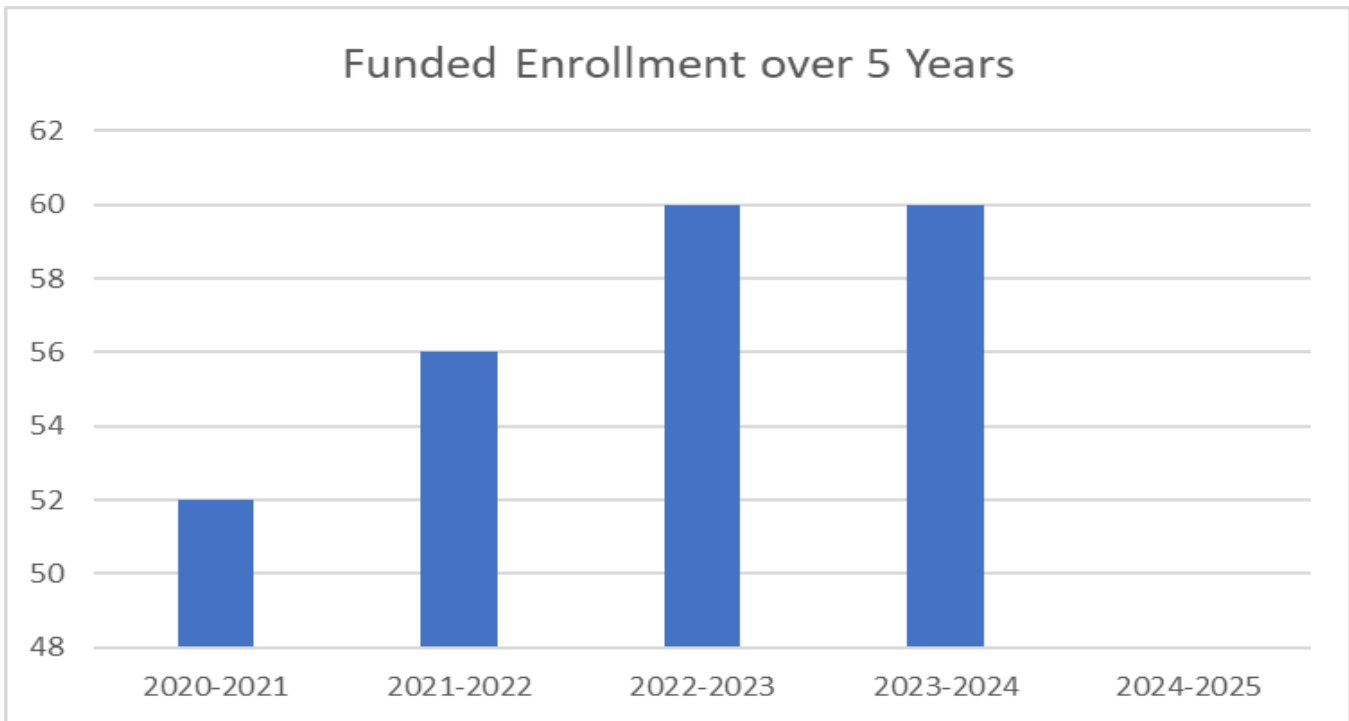
Health and Nutrition Advisory and Curriculum Topics

| | | |
|--|---|---|
| <p>Topics: 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>Topics: 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>Topics: Indian Health Service Plan of Action Indian Health Service Car Seat usage Self-Assessment Behavioral Health, Speech and Language, Physical and Occupational Therapy and Zumba Autism STRIVE Fluoride testing in the Water Wells Northern Inyo Hospital Contract</p> |
|--|---|---|

Parent Policy and Bishop Tribal Council and Parent Committee Topics

| | | |
|--|---|--|
| <p>Topic: 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: ❖ Replacement of damaged shade cover New/Updated program plans/revisions to Operational Policies and Procedures: ❖ Policy and Procedures: Mitigation: Covid-19 /vaccination and Masking</p> | <p>Topic: School Readiness Goals and Outcomes ❖ Desired Results Developmental Profile (Data) Parent Surveys and Outcomes ❖ Parent Education Needs ❖ Family Needs Assessment ❖ Parent Volunteer Interests ❖ Parent Survey Results related to BIHS Services-Goals</p> | <p>Topic: Self-Assessment & Program Improvement 2023-2024 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 ❖ California Highway Patrol Fleet Reports ❖ Indian Health Service Safety Survey Reports and Plan of Actions</p> |
|--|---|--|

Due to COVID-19 and the worldwide pandemic our meetings were held through Zoom/phone conferences and in person. Moving to 100% onsite.



Office of Head Start funds 60 enrollment opportunity slots for Bishop Indian Head Start. Prior to COVID-19, BIHS maintained full enrollment.

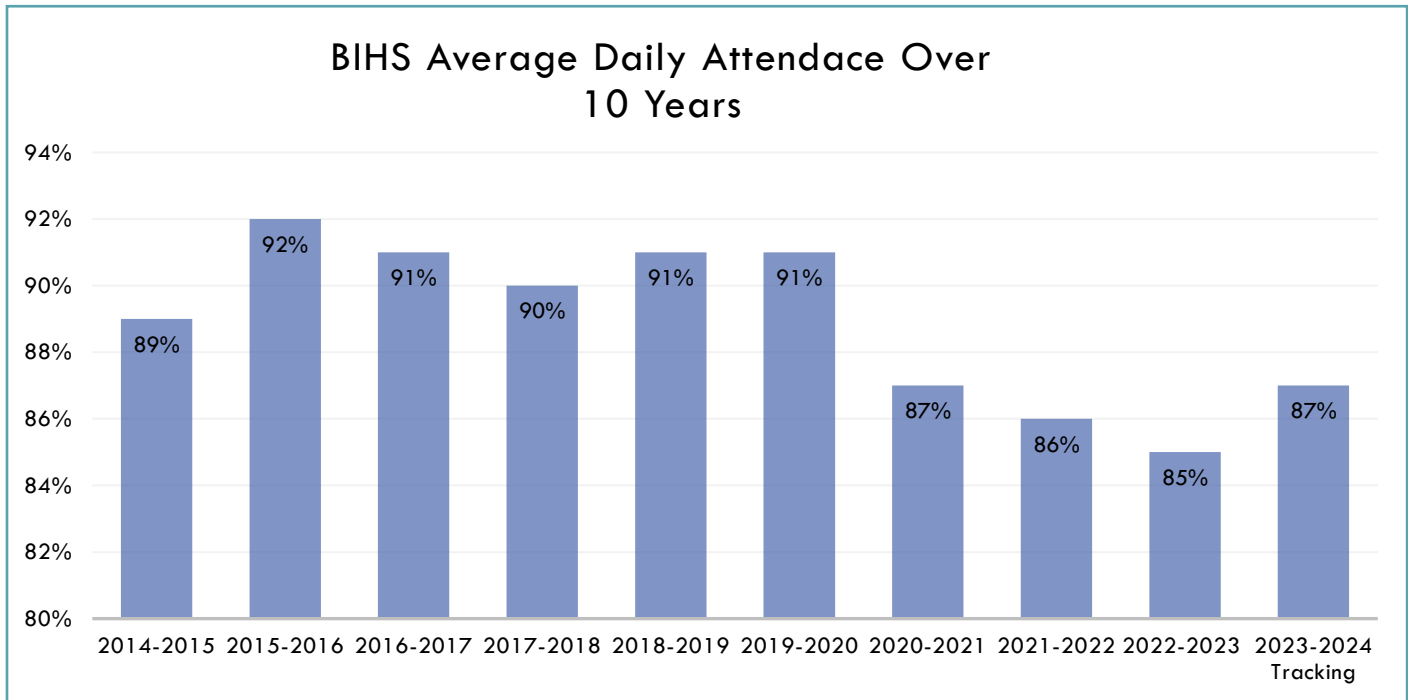


| CHILDREN AND FAMILIES SERVED | | | | |
|---|------------------------|--|--------------------------|---------------------------------------|
| Center Based | Children Served | Families Served | Funded Enrollment | %Of enrollment |
| 2022-2023 | 60 | 60 | 60 | 100% |
| 2021-2022 | 56 | 56 | 60 | 93% |
| Family Income-Some families may meet more than 1 category. | | 2022-2023 -based on 60 families | | 2021-2022-based on 56 families |
| Income at or below 100% of federal poverty level | | 2-3% | | 5-9% |
| Receipt of Public Assistance such as TANF, SSI, SNAP | | 21-35% | | 6-11% |
| Status as a foster child-# of children only | | 3-5% | | 6-11% |
| Status of homeless/Double Up | | 10-17% | | 6-11% |
| Total Categorically Eligible | | 36-60% | | 23-41% |
| Over Income –federal poverty level-regulation AIAN-49% | | 28-47% | | 33-60% |
| Number of Children Served | | | | |
| 3-year-old: | | 34-57% | | 25-45% |
| 4-year-old: | | 26-43% | | 31-55% |
| Ethnicity and Race of Children Served | | | | |
| Hispanic or Latino Origin: | | 7-12% | | 3-5% |
| Non-Hispanic or Non-Latino Origin: | | 53-88% | | 53-95% |
| Race of Children Served | | | | |
| American Indian or Alaska Native: | | 53-100% | | 53-100% |
| White | | | | |
| Other: Mexican American | | 7-12% | | 3-5% |
| Primary Language | | | | |
| English | | 59-98% | | 52-93% |
| Spanish | | 1-2% | | 3-5% |
| Native North American | | 0 | | 1-2% |

OHS-Regulation: AVERAGE DAILY ATTENDANCE-GOAL IS 85% 2022-2023

Attendance Requirement 85%:

| Month and planned days | Days of | Head Start/State Service Hours | Unexpected closures/reasons | ADA% | school |
|------------------------|------------|--------------------------------|-----------------------------|------------|---------------|
| August | 13 | 79.5 | 0 | 84% | |
| September | 20 | 120 | 0 | 90% | |
| October | 19 | 113.5 | 0 | 83% | |
| November | 15 | 92.5 | 1 | 77% | power outage |
| December | 12 | 70.5 | 0 | 82% | |
| January | 18 | 107 | 2 | 92% | water/power |
| February | 17 | 103 | 2 | 80% | blizzard/HVAC |
| March | 17 | 109.5 | 0 | 88% | |
| April | 19 | 116 | 0 | 89% | |
| May | 20 | 120 | 0 | 89% | |
| Total | 170 | 1031.5 | 5 | 85% | |



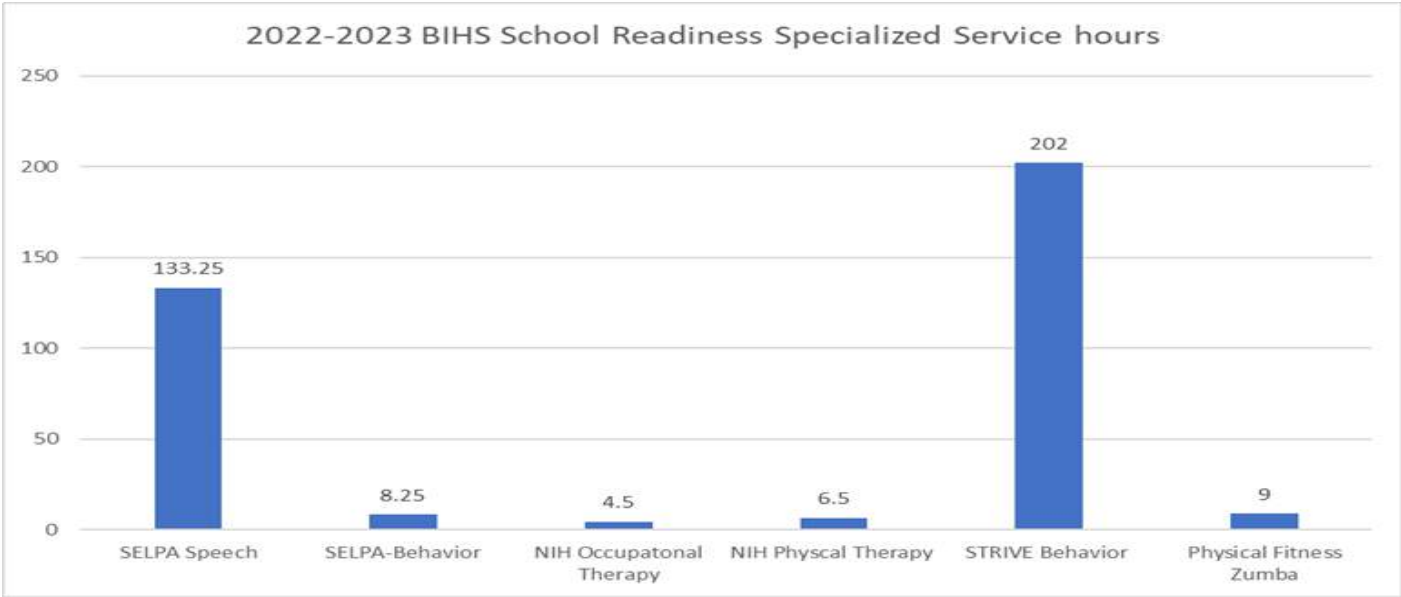
HEALTH SERVICES

| Health Insurance - Children | | |
|---|-----------------------------|--|
| Topics | # of children at enrollment | # of children at the end of enrollment |
| Number of BIHS children with Health Insurance | 60 | 60 |
| Of these, the number enrolled in Medicaid and/or CHIP | 55 | 55 |
| Of these, the number enrolled in state-only funded insurance, private or other health insurance | 5 | 5 |
| Number of children with no insurance | 0 | 0 |
| Accessible health care-children | | |
| Topics | # of children at enrollment | # of children at the end of enrollment |
| 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 | 57 | 60 |
| 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 | 57 | 60 |

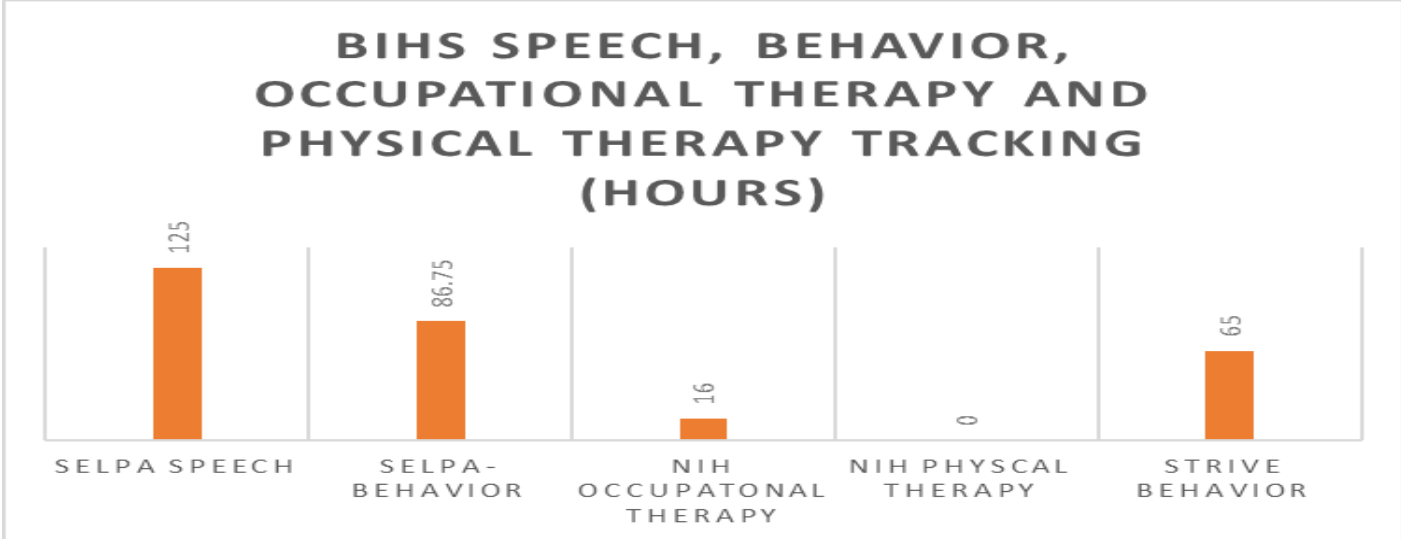
| Medical Services -Children | | | |
|---|-----------------------------|--|--|
| Topics | # of children at enrollment | | # of children at the end of enrollment |
| Number of children who are up to date on a schedule of age-appropriate preventive and primary health care, according to the relevant state’s EPSDT schedule for well childcare | 56 | | 60 |
| Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed | 3 | Of these, the number who received medical treatment for their diagnosed chronic health condition | 3 |

| 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 | # of Children 2022-2023 |
| Autism spectrum disorder (ASD) | n/a | 1 | 1 | 4 | 1 |
| Attention deficit hyperactivity disorder (ADHD) | 0 | 0 | 0 | 0 | 0 |
| Anemia | 0 | 1 | 0 | 0 | 0 |
| Asthma | 2 | 4 | 6 | 3 | 3 |
| Seizures | 1 | 2 | 1 | 1 | 0 |
| Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in system anaphylaxis) | 4 | 4 | 3 | 1 | 1 |
| Hearing Difficulties | 1 | 2 | 0 | 0 | 0 |
| Vision Problems | 0 | 1 | 1 | 1 | 0 |
| Blood lead level test elevated lead levels >g/dL | 0 | 0 | 0 | 0 | 0 |
| Diabetes | 0 | 0 | 0 | 0 | 0 |
| Cleft Palate | 1 | 1 | 0 | 0 | 0 |
| Blood Disorder | 1 | 1 | 0 | 0 | 0 |
| Intestinal Disorder | 1 | 1 | 0 | 0 | 0 |
| Chronic Kidney Disease | 1 | 1 | 0 | 0 | 0 |
| Child Heart Disease | 1 | 1 | 1 | 0 | 0 |
| Serious Brain Injury | 0 | 0 | 0 | 0 | 1 |

| Immunization Services | # of children at enrollment | # of children at the end of enrollment year |
|--|-----------------------------|---|
| 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 | 24-40% | 24-40% |
| 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 | 30-50% | 30-50% |
| Number of children who meet their state's guidelines for an exemption from immunizations | 1 | 1 |



Compared to BIHS School Readiness Specialized Service Hours in 2021-2022



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 success in higher education. Our goal for 2024-2025 is for the Teaching Team to earn a certificate in Behavior Therapy. In addition, to increase mental health consultants to support our families and teachers with challenging behaviors in the classroom and at home.

| Disabilities Services: | | | | | | | | | | # 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 | | | | | | | | | | 9-15% | |
| Of these, the number who received an evaluation to determine IDEA eligibility. | | | | | | | | | | 9-100% | |
| Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA | | | | | | | | | | 6-67% | |
| Of the 3 who did not qualify: BIHS Teachers continued to provide individualized age-appropriate strategies to meet student's developmental needs. | | | | | | | | | | 3-33% | |
| Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA | | | | | | | | | | 9-15% | |
| Of these, the number who were determined eligible to receive special education and related services: | | | | | | | | | | Prior to program Year | |
| | | | | | | | | | | 2-22% | |
| | | | | | | | | | | | |
| Diagnosed primary disability: Speech or language impairment: | | | | | | | | | | | |
| Preschool Primary Disabilities | 2012 2013 | 2013 2014 | 2014 2015 | 2015 2016 | 2016- 2017 | 2017 2018 | 2018 2019 | 2019 2020 | 2020 2021 | 2021 2022 | 2022 2023 |
| 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% | (7)12% |
| Intellectual disabilities | | | | | | | | | | | |
| Hearing Impairments, including deafness | | | | | | | (1)2% | | | | |
| Orthopedic Impairment | | | | | | | | | | | |
| Visual Impairment, including blindness | | | | | | | | | | | |
| Specific learning disability | | | | | | | | | | | |
| Autism | | | | | (1)2% | | | | (1)2% | (3)5% | (1)2% |
| Traumatic brain injury | | | | | | | | | | | (1)2% |
| Non-categorical/developmental delay | | | | | | | | | | | |
| Multiple disabilities, deaf-blind | | | | | | | | | | | |
| Deaf-blind | | | | | | | | | | | |

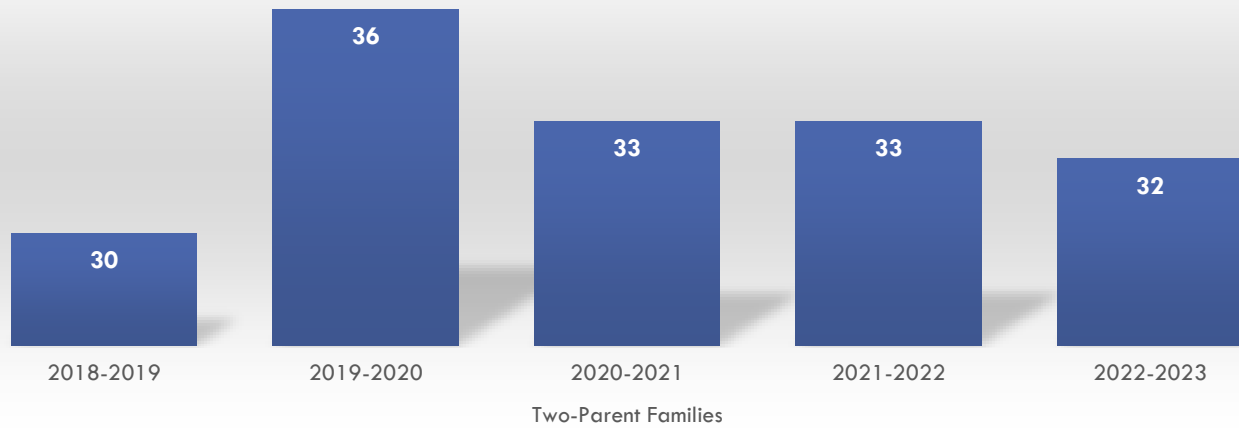
| Dental Services | # of children at enrollment | # of children at the end of enrollment year |
|---|-----------------------------|---|
| Number of all children with continuous, accessible dental care provided by an oral health care professional which includes access to preventative care and dental health treatment | 53-88% | 60-100% |
| Number of children who received dental preventive care during the program year: | 60-100% | |
| 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: | 60-100% | |
| Of these, the number of children diagnosed as needing treatment during and at the end of the program year: | 10-17% | |
| Of these, the number of children who have received or are receiving dental treatment at the end of enrollment: | 8-80% | |

| Body Mass Index (BMI)-Children | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|--|
| Number of children in the following weight categories per the 2000 CDC BMI –for-age growth charts | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | |
| Underweight (BMI less than 5 th percentile for the child's age and sex) | 0 | 0 | 5% | 3% | 3% | 2% | 5% | 3% | 3% | 4% | 3% | |
| Healthy weight (at or above 5 th percentile and below 85 th percentile of the child's age and sex) | 95% | 96% | 85% | 73% | 90% | 53% | 63% | 80% | 75% | 80% | 72% | |
| Overweight (BMI at or above 85 th percentile and below 95 th percentile of the child's age and sex) | 2% | 2% | 5% | 5% | 2% | 13% | 20% | 11% | 6% | 9% | 15% | |
| Obese (BMI at or above 95 th percentile of the child's age and sex) | 3% | 2% | 5% | 18% | 5% | 32% | 12% | 6% | 15% | 7% | 10% | |

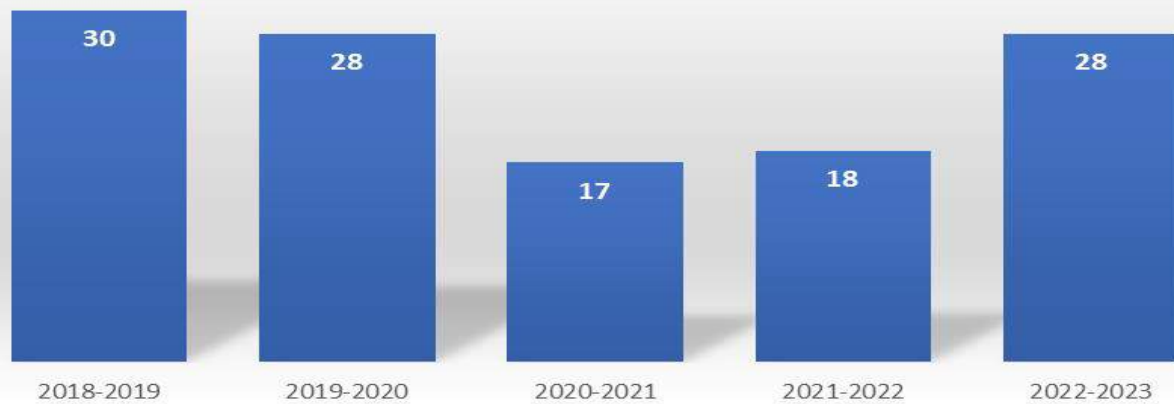
| Screenings Percent complete within 45-day deadline: |
|--|
| 100% of all children enrolled at BIHS completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported. |
| Of these, 15% of the children were identified as needing follow-up assessments or formal evaluation to determine if the child has a disability. |

FAMILY AND COMMUNITY PARTNERSHIPS

BIHS Number of Two-Parent Families



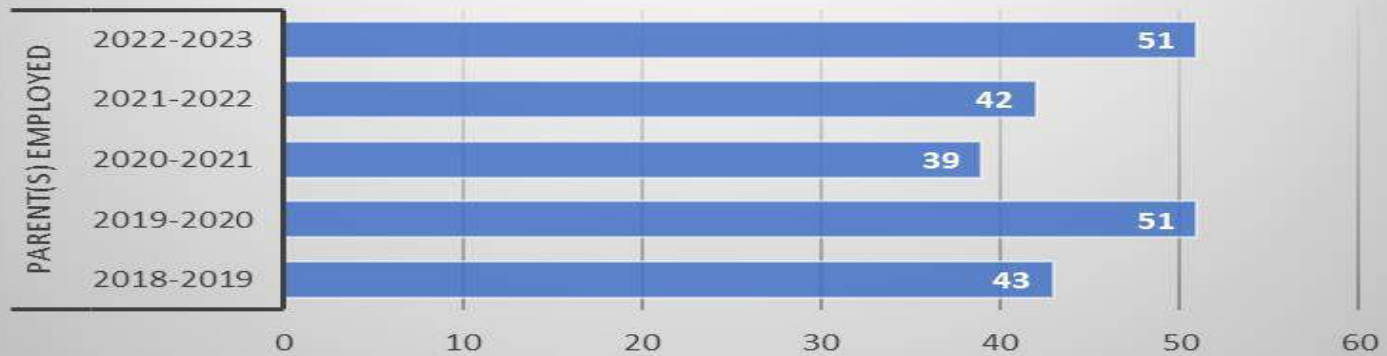
BIHS Number of Single Parent Families



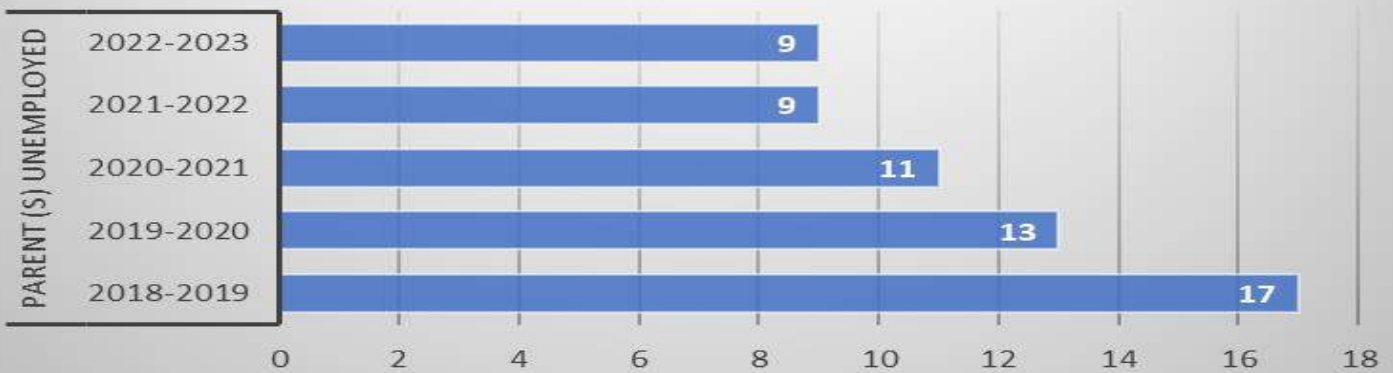
| Of the total number of families throughout the program year, the number in which the parent/guardian figures are best described as: | Parent(s) (e.g. biological, adoptive, step parents) | Mother only (e.g. biological, adoptive, step mother) | Father only (e.g. biological, adoptive, step father) | Grandparents | Foster |
|---|---|--|--|--------------|--------|
| 2019-2020 | 94% | 71% | 18% | 10% | 7% |
| 2020-2021 | 96% | 24% | 1% | 4% | 0% |
| 2021-2022 | 84% | 29% | 4% | 5% | 2% |
| 2022-2023 | 92% | 25% | 9% | 2% | 6% |

| 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 | # of families enrolled in job training | # of families in school earning a GED or higher degree |
| 2022-2023 | 10% | 45% | 32% | 13% | 12% | 10% |
| 2021-2022 | 9% | 43% | 36% | 4% | 3% | 8% |
| 2020-2021 | 11% | 36% | 33% | 15% | 35% | 3% |
| 2019-2020 | 14% | 45% | 27% | 14% | 25% | 15% |

At least one parent/guardian is employed. in job or in school at enrollment in 2023.



Neither/No parent/guardian is employed, in job training, or in school at enrollment



| Of the number of families, the number in which: | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|-----------|-----------|-----------|-----------|
| At least one parent/guardian is a member of the United States military on active duty | 0 | 0 | 0 | 0 |
| At least one parent/guardian is a veteran of the United States military | 3-5% | 2-4% | 2-4% | 1-2% |

| Federal or other assistance | # of families at end of enrollment year | | | | |
|---|---|-----------|-----------|-----------|-----------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 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% | 8-13% |
| Total number of families receiving Supplemental Security Income (SSI) | 8-13% | 3-5% | 5-10% | 1-2% | 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% | 34-57% |
| 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% | 13-22% |



Family services

| | # of families |
|--|---------------|
| C.44 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) | 54 |
| b. Housing assistance (e.g., subsidies, utilities, repairs) | 0 |
| c. Asset building services (e.g., financial education, debt counseling) | 0 |
| d. Mental health services | 10 |
| e. Substance misuse prevention | 2 |
| f. Substance misuse treatment | 2 |
| g. English as a Second Language (ESL) training | 1 |
| h. Assistance in enrolling into an education or job training program | 23 |
| i. Research-based parenting curriculum | 30 |
| j. Involvement in discussing their child's screening and assessment results and their child's progress | 53 |
| k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten) | 60 |
| l. Education on preventive medical and oral health | 60 |
| m. Education on health and developmental consequences of tobacco product use | 1 |
| n. Education on nutrition | 60 |
| o. Education on postpartum care (e.g., breastfeeding support) | 0 |
| p. Education on relationship/marriage | 5 |
| q. Assistance to families of incarcerated individuals | 1 |
| C.45 Of these, the number of families who were counted in at least one of the services listed above | 60 |

Homelessness services

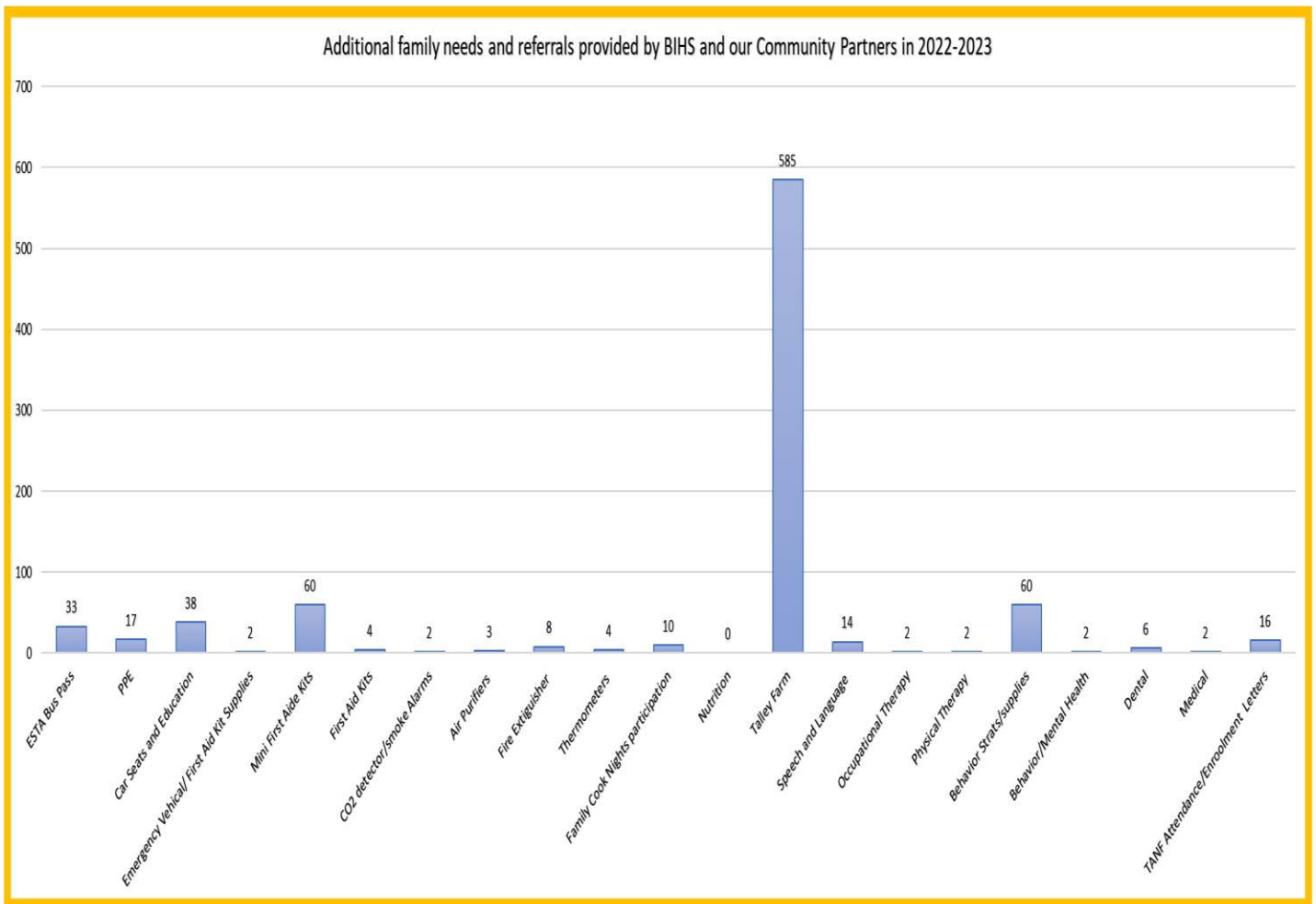
| | # of families |
|---|---------------|
| C.47 Total number of families experiencing homelessness that were served during the enrollment year | 10 |

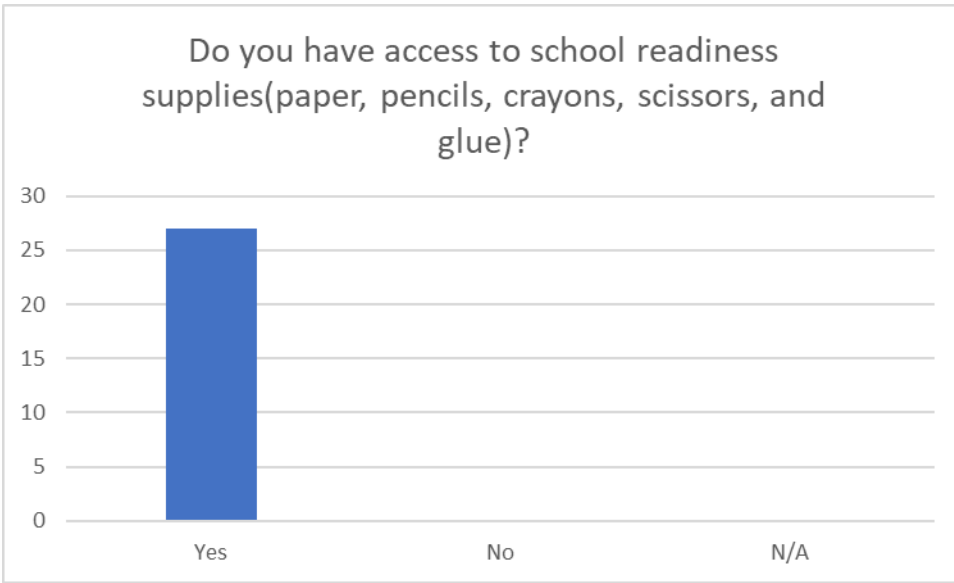
| | # of children |
|---|---------------|
| C.48 Total number of children experiencing homelessness that were served during the enrollment year | 10 |

- ❖ In 2022-2023, 17% of our Head Start families were experiencing homelessness and or having to double up with other families and or friends. Compared to 11% in 2021-2022 and 34% in 2020-2021 school year. Less than 5% over the last 2 years acquired their own housing.

Foster care and child welfare

| Topic | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|-----------|-----------|-----------|-----------|-----------|
| The total number of enrolled children who were in foster care at any point during the program year | 5% (3) | 13% (8) | 4% (2). | 11% (6) | 5% (3) |
| The total number of enrolled children who referred to BIHS by a child welfare agency | 5% (3) | (0) | 2% (1) | (0) | 2% (1) |

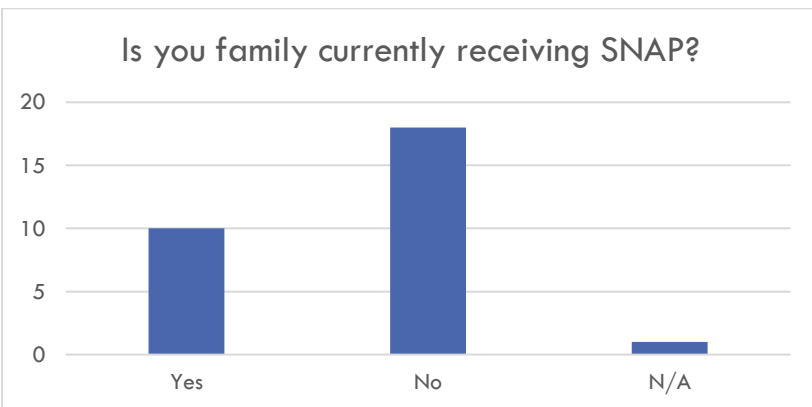
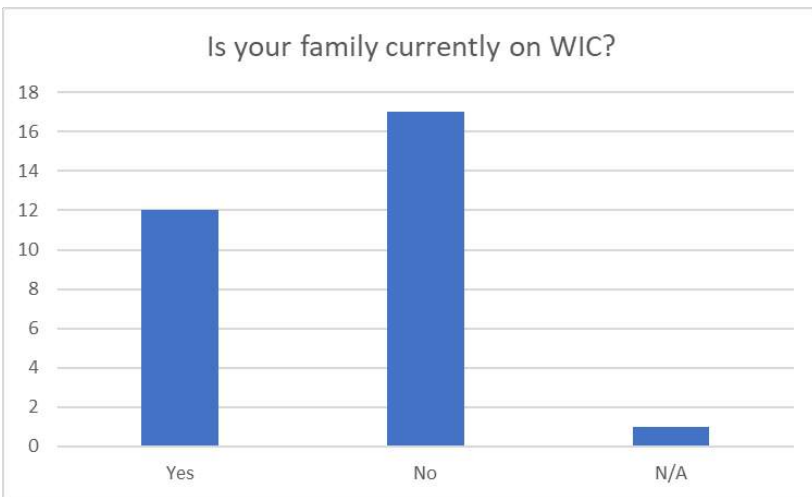




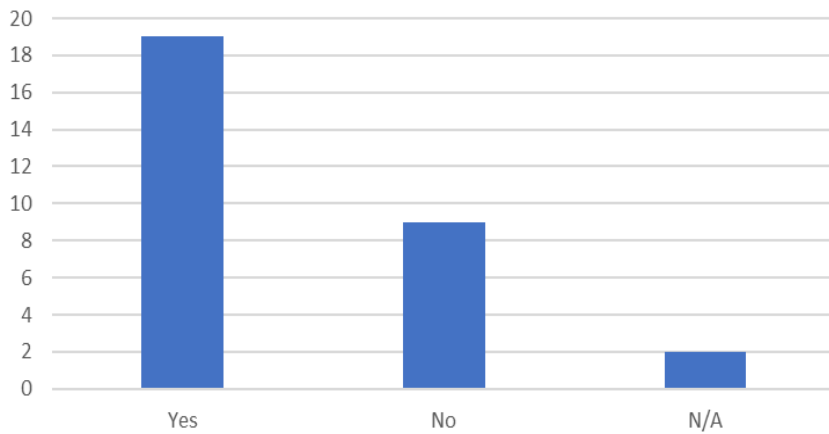
Parents were asked: Would you like more information about topics related to your child’s care and development?

6% of the parents responded with:

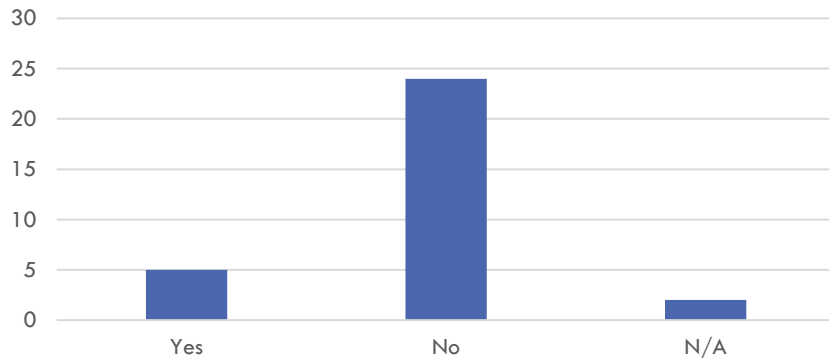
1. Behavior
2. More information is always a good thing. But “lots of communication



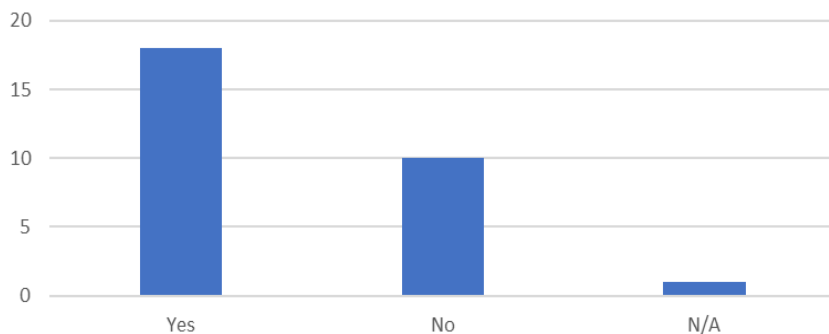
Have age eligible members of your immediate family received Covid -19 vaccinations?



Has your BIHS student received the Covid-19 Vaccination?



Has your immediate family received the Flu-Vaccination?



Parents were asked; Is there anything else you would like to say about how the program meets your family's needs?

52% of the parents surveyed wrote:

This is a great program & I appreciate everything they do.

Our family appreciates all that you do for the kids. Family cook nights were so fun!

Great Program!

Koben and I are very thankful for all the staff. Ms. Susie and Ms. Tanya

It is an amazing program that promotes native language.

Great staff and very good program overall. The students are cared for exceptionally well.

It's the best preschool in the area.

Wonderful Staff & program. We are very happy.

Excellent and caring staff.

No! I love it so much.

The Program is great. Probably the best program in the county.

Wonderful staff and program. We are very happy.

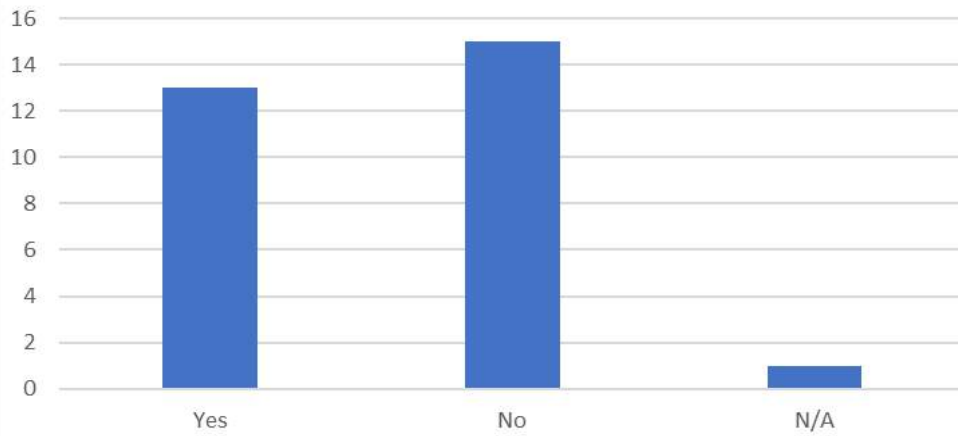
No. I am so happy with this program.

This program has been the far best program my children have been in. The hours, teachers, meals, and activities meet all our needs. We love the entire program.

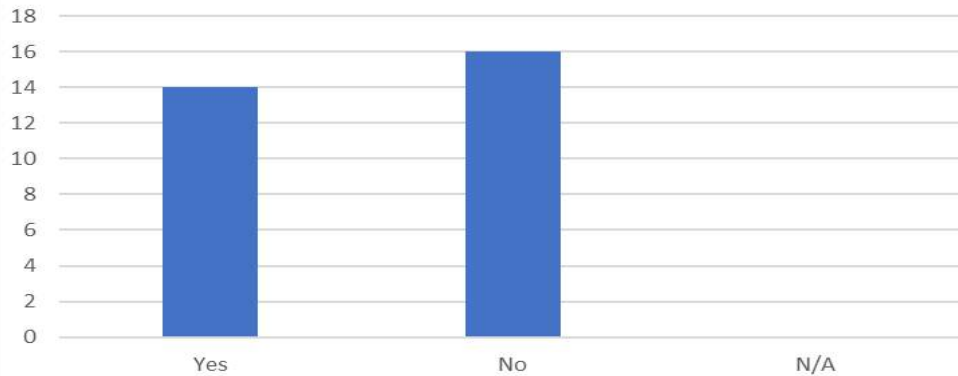
My daughter enjoys her class, teachers, and campus. My two older children wish they had attended this campus. The large play area and garden really make it stand out.

Friendly teacher, who takes care of my spicy girl.

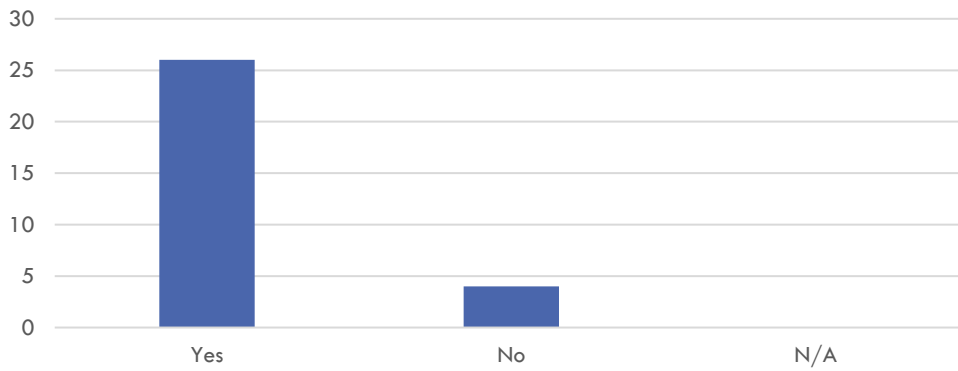
Has your BIHS student received the Flu Shot this school year?

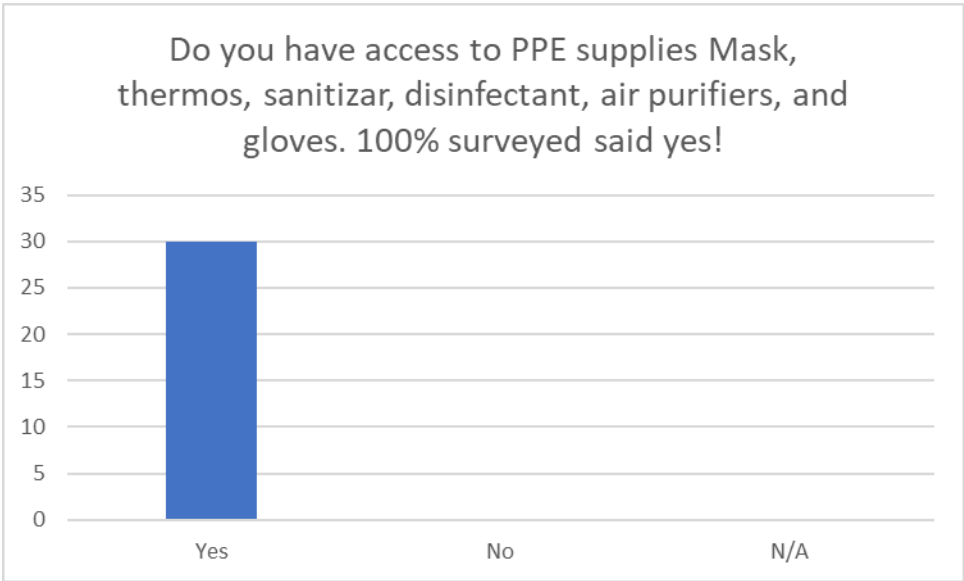


Do you hold a current CPR and First Aid Certification?



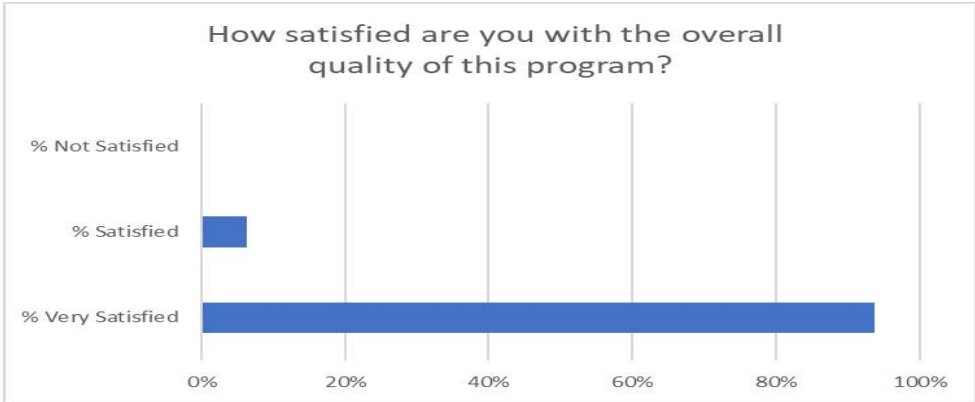
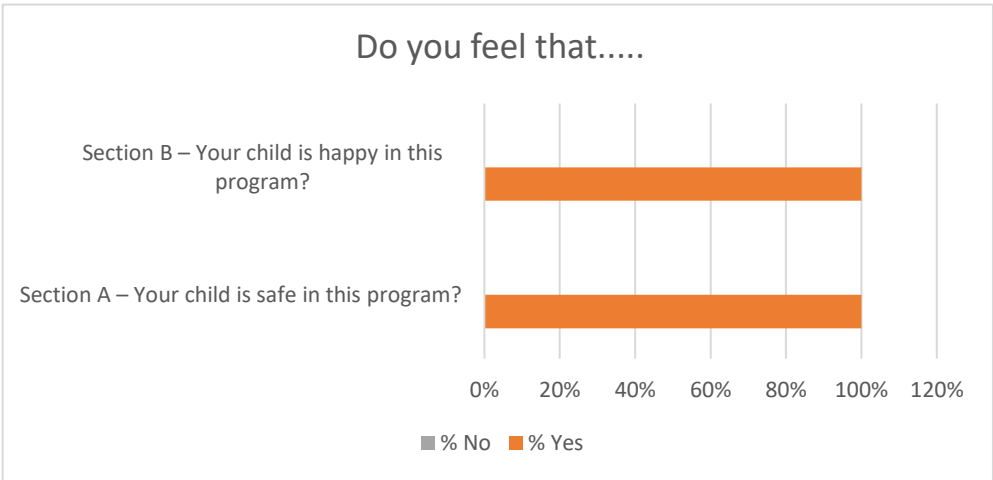
Do you have access to all: smoke and carbon monoxide detectors, fire extinguisher, and a Fire Escape Plan.





Revisiting 2021-2022 Parent Survey data gathered.

Tribal Language Revitalization: 68% of enrolled families surveyed indicated they hear their children use Paiute or other Native Language words or phrases at home.



| <i>Have you received information from the program about the following:</i> | | |
|---|------|-----|
| 2022-2023 Parent Survey | Yes | No |
| Section A – How children develop at different ages? | 96% | 4% |
| Section B – How your child is growing and developing? | 100% | 0% |
| Section C – How your child is doing in the program? | 100% | 0% |
| Section D – Schedule of daily activities? | 100% | 0% |
| Section E – What you can do to help your child learn and develop? | 97% | 3% |
| Section F - Parenting skills? | 90% | 10% |
| Section G – How to find other services in the community? | 90% | 10% |
| Section H – Where to report health or safety concerns and complaints? | 93% | 7% |
| Section I - Experience and training of program staff? | 90% | 10% |
| Section J - Discipline problems? | 94% | 6% |
| Section K – How you can get involved with your child's program? | 94% | 6% |

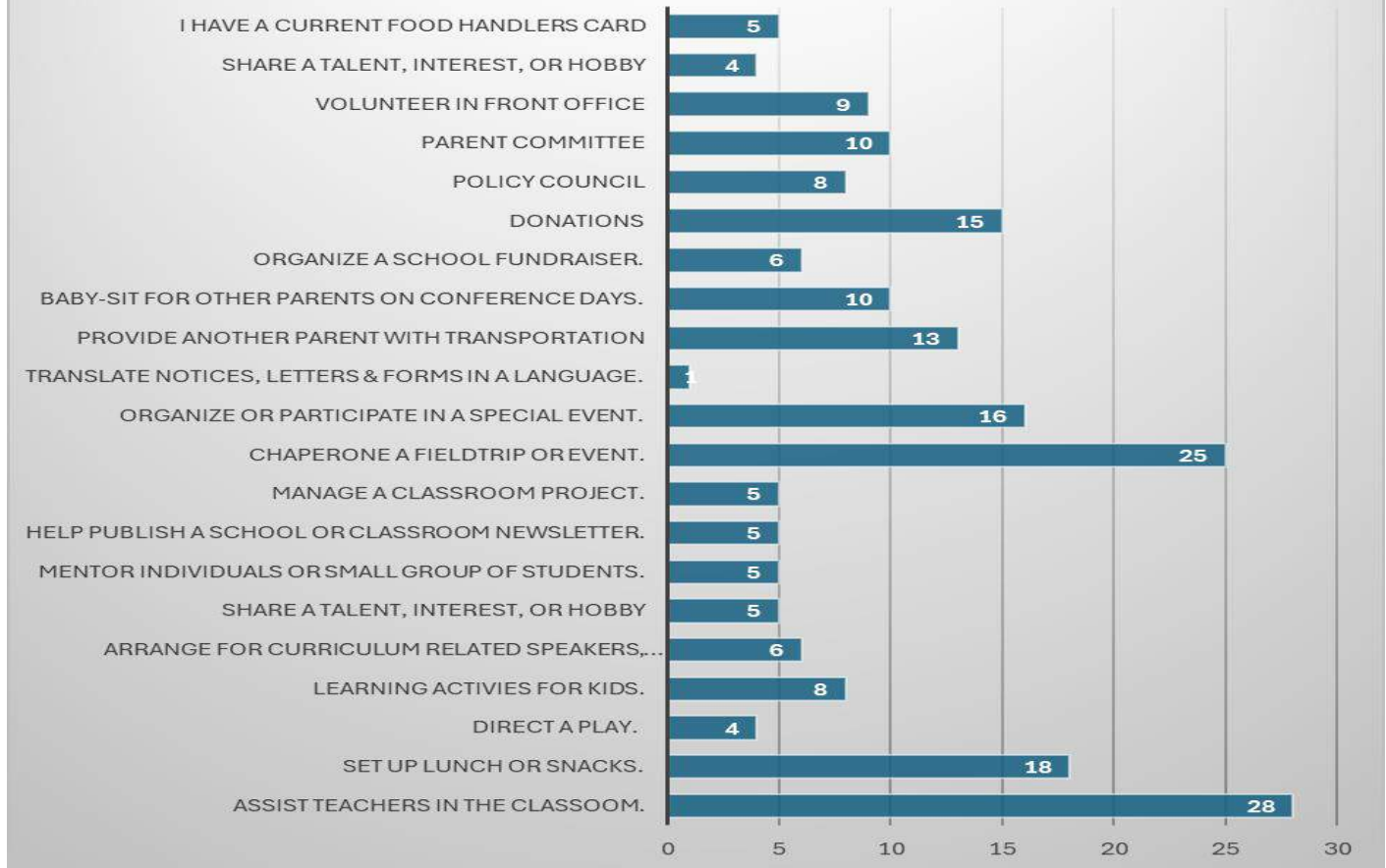
| <i>Has your child's enrollment in this program made it easier for you to:</i> | | | |
|--|--------------|-------------|--------------|
| 2022-2023 Parent Survey | % Yes | % No | % N/A |
| Section A – Accept a job? | 12% | 44% | 68% |
| Section B – Keep a job? | 68% | 3% | 29% |
| Section C – Accept a better job? | 34% | 16% | 50% |
| Section D – Attend educational or training programs? | 42% | 15% | 42% |

| How satisfied are you with these characteristics of your child's program? | | | |
|---|-------------------------|--------------------|------------------------|
| 2022-2023 Parent Survey | % Very Satisfied | % Satisfied | % Not Satisfied |
| Section A – Hours of operation | 75% | 22% | 3% |
| Section B – Location of program | 84% | 16% | 0% |
| Section C – Number of adults working with children | 78% | 19% | 3% |
| Section D – Background and experience of staff | 69% | 26% | 6% |
| Section E – Languages spoken by staff | 82% | 18% | 0% |
| Section F – How program staff communicate with you | 80% | 17% | 3% |
| Section G – Meeting the individual needs of your child | 82% | 18% | 0% |
| Section H – Interaction between staff and children | 82% | 18% | 0% |
| Section I – Interaction with other parents | 74% | 26% | 0% |
| Section J – Parent involvement | 63% | 38% | 0% |
| Section K – Equipment and materials | 87% | 13% | 0% |
| Section L – Cultural activities | 87% | 13% | 0% |
| Section M – Daily activities | 79% | 21% | 0% |
| Section N – Environment | 82% | 18% | 0% |
| Section O – Nutrition | 67% | 33% | 0% |
| Section P – Health and safety policies and procedures | 84% | 16% | 0% |
| Section Q – How the program promotes your child's learning and development | 84% | 16% | 0% |

Tracking Parent Volunteer Interests

| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|--|--|
| Top 5 Parent Volunteer Interest <ul style="list-style-type: none"> ➤ Volunteer to help in your child's classroom. ➤ Set up lunch or snack. ➤ Eat a meal or snack with child. ➤ Organize Learning Activities for children. ➤ Help with Fieldtrips. | Top 5 Parent Volunteer Interest <ul style="list-style-type: none"> ➤ Assist Teachers ➤ Arrange for curriculum, Speakers, demonstrations. ➤ Set up lunch or snack. ➤ Share a Talent, Interest or Hobby ➤ Chaperone a fieldtrip or event, Learning Activities for kids | Top 5 Parent Volunteer Interest <ul style="list-style-type: none"> ➤ Chaperone a fieldtrip or event, Learning Activities for kids. ➤ Assist Teachers ➤ Set up lunch or snack. ➤ Organize or participate in a special event. ➤ Donations | Top 5 Parent Volunteer Interest <ul style="list-style-type: none"> ➤ Assist Teachers ➤ Chaperone a fieldtrip or event, Learning activities for kids. ➤ Set up lunch or snack. ➤ Organize or participate in a special event. ➤ Donations |

2022-2023 Parent Volunteer Interest

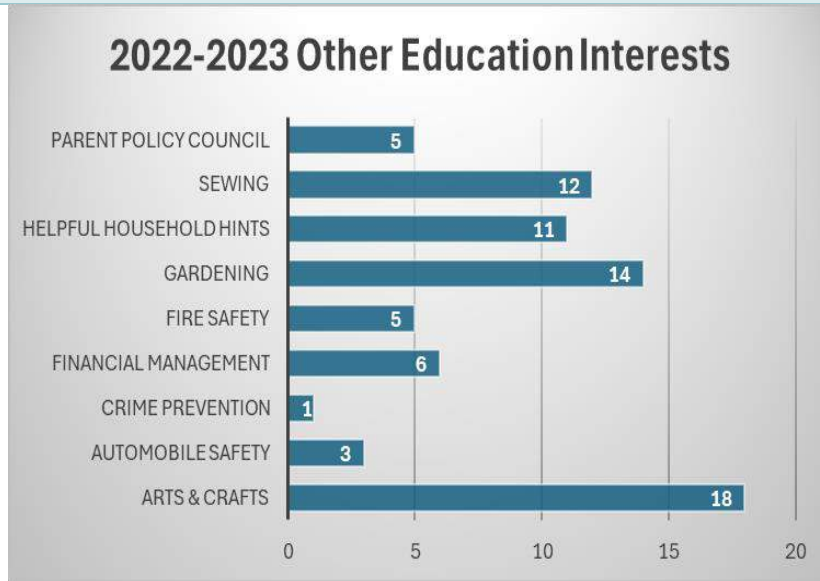


Family Education Top Interest by Category

| Topic | 2019-2020 #1 | 2020-2021-Top 3 | 2021-2022-Top 3 | 2022-2023-Top 3 |
|--|---|--|---|---|
| Adult Education | Time Management | <ul style="list-style-type: none"> ➤ Time Management ➤ Reading for personal growth ➤ Vocational Training | <ul style="list-style-type: none"> ➤ Time Management ➤ Reading for personal growth ➤ vocational training, personal growth, writing skills, and higher education | <ul style="list-style-type: none"> ➤ Time Management ➤ Reading for personal growth ➤ Higher Education |
| Assistance to families of incarcerated individuals | Support groups for families. | <ul style="list-style-type: none"> ➤ How to talk to your children about prison. ➤ Support groups for families. ➤ n/a | <ul style="list-style-type: none"> ➤ Books about prison for children ➤ n/a ➤ n/a | <ul style="list-style-type: none"> ➤ How to talk to your children about prison. ➤ Books about prison for children ➤ Support groups for families. ➤ How the system works for family visitation |
| Child abuse and neglect services | What to do if you suspect abuse | <ul style="list-style-type: none"> ➤ Definitions of neglect and abuse ➤ Child abuse prevention ➤ What to do if you suspect abuse, sexual abuse prevention | <ul style="list-style-type: none"> ➤ Child abuse prevention, What to do if you suspect abuse, ➤ Children and sexuality, sexual abuse prevention, Child Support assistance | <ul style="list-style-type: none"> ➤ What to do if you suspect abuse ➤ Sexual abuse prevention ➤ Child Abuse Prevention |
| Domestic Violence services | How to support others in domestic violence situations | <ul style="list-style-type: none"> ➤ Definitions of domestic violence ➤ How to support others in domestic violence situations ➤ Legal assistance | <ul style="list-style-type: none"> ➤ Definitions of domestic violence ➤ How to support others in domestic violence situations ➤ Rape/Sexual assault prevention | <ul style="list-style-type: none"> ➤ Definitions of domestic violence ➤ How to support others in domestic violence situations ➤ Legal assistance |
| Health Education | Car Seat Installation | <ul style="list-style-type: none"> ➤ Fitness and weight control ➤ "Picky eating" in children ➤ First Aid and CPR Training | <ul style="list-style-type: none"> ➤ Teaching your children how to cook. ➤ "Picky eating" in children ➤ Fitness and weight control | <ul style="list-style-type: none"> ➤ "Picky eating" in children ➤ Teaching your children how to cook. ➤ First Aid and CPR Training |
| Housing | Home Ownership and Weatherization/Repairs | <ul style="list-style-type: none"> ➤ Home ownership ➤ Weatherization/Repairs ➤ Rental assistance ➤ Homelessness* | <ul style="list-style-type: none"> ➤ Home ownership ➤ Weatherization/Repairs ➤ Rental assistance | <ul style="list-style-type: none"> ➤ Home ownership ➤ Weatherization/Repairs ➤ Rental assistance |
| Job Training and employment | Starting your own business and choosing a career | <ul style="list-style-type: none"> ➤ Starting your own business ➤ Employment Services ➤ Choosing a career | <ul style="list-style-type: none"> ➤ Developing Interview Skills ➤ Employment Services ➤ Starting your own business | <ul style="list-style-type: none"> ➤ Choosing a career ➤ Employment Services ➤ Developing Interview Skills; Cover Letter and resume assistance |
| Relationship/Marriage | Healthy Marriage Initiative | <ul style="list-style-type: none"> ➤ Marriage counseling resources ➤ Healthy Marriage Initiative ➤ Pre-marital counseling resources | <ul style="list-style-type: none"> ➤ Pre-marital counseling services ➤ n/a ➤ n/a | <ul style="list-style-type: none"> ➤ Healthy Marriage Initiative ➤ Pre-marital counseling services ➤ n/a |

| | | | | |
|--|--|--|---|--|
| Mental Health | Promoting Healthy Relationships and Promoting Positive Mental Health | <ul style="list-style-type: none"> ➤ Stress management and relaxation techniques ➤ Promoting positive mental health ➤ Promoting healthy relationships | <ul style="list-style-type: none"> ➤ Promoting Healthy Relationships ➤ Promoting Positive Mental Health ➤ Stress Management and relaxation techniques | <ul style="list-style-type: none"> ➤ Promoting Healthy Relationships ➤ Promoting Positive Mental Health ➤ Stress Management and relaxation techniques |
| Parenting Education | Child Behavior Problems | <ul style="list-style-type: none"> ➤ Setting limits, discipline & punishment ➤ Reading with children ➤ Promoting positive mental health (in children), Parenting skills | <ul style="list-style-type: none"> ➤ Child Behavior Problems ➤ Child growth & development (ages and stages) ➤ Promoting positive mental health (in children) | <ul style="list-style-type: none"> ➤ Child growth & development (ages and stages) ➤ Promoting Mental Health (in children). ➤ Setting limits, discipline & punishment |
| Substance Abuse Prevention or Treatment | Facts about commonly abused drugs and Local Treatment Resources | <ul style="list-style-type: none"> ➤ Facts about commonly abused drugs ➤ Definitions of prevention and abuse ➤ Chemical dependency in children & teens | <ul style="list-style-type: none"> ➤ 0 indicated | <ul style="list-style-type: none"> ➤ Alcoholism ➤ Facts about commonly abused drugs ➤ Family dynamics & co-dependency ➤ Smoking & tobacco use (how to quit). |

Other education interests noted in 2022-2023.



BIHS Support Summary of Community Partnership Collaborations in 2022-2023

| 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"> ✚ Bishop Paiute Tribal Council ✚ BIHS Policy Council ✚ BIHS Parent Committee ✚ Bishop Tribal Administration ✚ Bishop Paiute -Fiscal Department ✚ Bishop Tribal Maintenance ✚ BITC Grant Writer-Bonnie Bobb ✚ BIHS Health/Nutrition/ Curriculum Advisory ✚ Bishop Tribal IT ✚ Bishop Paiute Social Services (ICWA, RAVE, and Social Services) ✚ Bishop Tribe-Human Resource ✚ Bishop Tribal Enrollment ✚ Bishop Paiute Tribal Elders ✚ Bishop Paiute Family Formation ✚ Bishop Summer Youth Program ✚ Tribal Employment Rights Ordinance ✚ Environmental Management Office ✚ Bishop Paiute Food Sovereignty ✚ Bishop Paiute Public Works ✚ Bishop Tribal Community Development Department ✚ OVDC-Nüümü Yadoha ✚ OVDC-Tütüwapi Library ✚ Bishop Paiute Cultural Center ✚ Owens Valley Career Development Center ✚ Temporary Assistance for Needy Children ✚ California Indian Manpower Consortium, Inc. ✚ Bishop Paiute-Education ✚ Tribal Police ✚ Toiyabe Dental ✚ Toiyabe-Preventive Medicine ✚ Toiyabe –Public Health ✚ Toiyabe Women Infants and Children ✚ TIHP-Culture and Family ✚ Bishop Paiute Casino ✚ Bishop Tribal Radio ✚ Bishop Paiute Tribal Court | <ul style="list-style-type: none"> ✚ Inyo County Board of Education ✚ Kern Regional Services ✚ Inyo County State Preschool ✚ Bishop Elementary ✚ Bishop High School (Community Volunteers) ✚ Inyo County Women Infant Children ✚ Inyo County Social Services (Volunteers) ✚ Inyo County Health and Human Services ✚ Inyo County Public Health ✚ Inyo County Mental Health ✚ Indian Health Services ✚ Car Seat Safety Coalition ✚ SELPA-Inyo County Special Educational Local Plan ✚ OVDC Early Head Start: Bishop and Big Pine ✚ Office of Head Start ✚ Bishop Wild Iris ✚ Child Protective Services ✚ Dental Support Center (CRIHB) ✚ Department of Forestry ✚ Bishop Volunteer Fire Department ✚ First 5 California ✚ Inyo County First 5 ✚ 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 ✚ AmeriCorps ✚ Inyo Northern Hospital ✚ Bishop Sheriff Department ✚ California Highway Patrol ✚ Bishop Highschool youth volunteers ✚ Cerro Coso Community College ✚ Eastern Sierra Transit ✚ Edison International Grants Team | <ul style="list-style-type: none"> ✚ Bishop City Park ✚ Laws Museum ✚ Bishop Union High School Farm ✚ Orange Lutheran High School ✚ Chalfant Trees ✚ Valley Health Team ✚ Anonymous Donations (Masks, Covid-19 tests, sanitizer, disinfectant and school supplies). |

Program Area: Part 1301—Program Governance-2022-2023

| <i>1301.2 Governing body.</i> | <i>1301.3 Policy council and policy committee.</i> | <i>1301.5 Training.</i> | <i>1301.6 Impasse procedures.</i> | |
|--|--|-------------------------|--|--|
| <i>Activities</i> | | | <i>Timeframe</i> | |
| 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 2023-2024 | | | February-April | |
| Grant Submission | | | May | |
| Health and Safety Recertification for 2023-2024 | | | May | |
| Certification of Program Governance and Leadership Screening for 2023-2024 | | | May | |

Program Area: Part 1302—Program Operations-2022-2023

| <i>Education and Child Development Program Services</i> | <i>Health Program Services</i> | <i>Family and Community Engagement Program Services</i> | <i>Additional Services for Children with Disabilities</i> | <i>Transition Services</i> | <i>Services to Enrolled Pregnant Women</i> | | |
|--|--------------------------------|---|---|----------------------------|--|--|--|
| <i>Activities</i> | | | | | <i>Timeframe</i> | | |
| Drills | | | | | | | |
| Fire Drills: school wide or in classroom | | | | | August, September, October, November, December, February, March, April | | |
| Earthquake Drills: school wide or in classroom | | | | | August, September, October, November, December, February, March, April | | |
| Bus Evacuation Drills: | | | | | August, September, January, February | | |
| Stranger Danger Drills: | | | | | September, October, January, March | | |
| Pedestrian Safety and School Bus Safety | | | | | August-September | | |
| Child Car Seat Safety Check Point and Observations | | | | | August-September | | |
| Parent Teacher Conferences, Home Visits | | | | | | | |
| Parent Teacher Home Visits | | | | | August | | |
| Parent Teacher Fall Conferences | | | | | November | | |
| Parent Teacher Winter Conferences | | | | | January | | |
| Parent Teacher Spring Conferences | | | | | April | | |
| Read Aloud | | | | | | | |
| Ms. Mandy BIHS Health Manager (Dental Health, Handwashing, Buckle-up and Getting Well) | | | | | Quarterly | | |
| City Police Read Aloud | | | | | March, April, May | | |

| | |
|---|---|
| Pet Safety Read Aloud | March |
| Inyo County Sheriff Department Read Aloud | May |
| Health Activities | |
| Dental and Health Screenings | August-October |
| Health and Disability Family Meetings | August |
| Speech and Language Services | August-May |
| Occupational Therapy, Physical Therapy, Behavior Therapy | August-May |
| Zumba Days | October, November, January, February, March, April, May |
| Toiyabe Dental Visits | September-October |
| Lead Screenings | September |
| Lana The Iguana Day: Nutrition Activity | November, December, January, February, March |
| Timmy The Tooth Visits BIHS | November |
| Family Cooking and Nutrition Night | October and November |
| Health Carnival | October |
| Garden Projects | October, March, April and May |
| CPR and First Aid Classes (Parents, Staff and Community) | November |
| Swappportunity Winter Clothing Drive | January, February |
| Germ Prevention Presentation | February |
| Annual Fieldtrips | |
| Chalfant Big Trees and Farm-Pumpkin Patch Fieldtrip | October |
| Paiute Shoshone Cultural Center Fieldtrip | October |
| BIHS visits the Elders to sing songs | November, December |
| Bishop City Park Feed the Ducks | November |
| Millpond | May |
| Cosa Ponds | May |
| Laws Museum | May |
| BUHS Farm | May |
| BIHS Kindergarten Visit | May |
| Annual Special Event Days/ Community Presentations | |
| Back to School (Orientation) | September |
| Bishop Fire Department Presentation | October |
| Pumpkin Pie Social and Thankful Leaf Event | November |
| Smokey Bear Visits BIHS | April |
| The Learning Station Concert | |
| End of the Year Fun Days: Movie Day, Ice Cream and Swim Day | May |
| BIHS Graduation Presentation | May |
| Other Scheduled Calendar Activities provided in 2022-2023 | |
| Nüümü words of the week | August-May |
| Family Advocate working with families on Partnerships, Needs and Strengths, and Goal setting (This year Teachers assigned). | August-September |
| Crazy Sock Days | September, October, January, April |
| Crazy Hair Days | September, November, April |
| Crazy Hat Day | |

| | |
|--|----------------------------------|
| Women's Heart Health Awareness Month | September |
| Mindfulness Activities | September |
| Transition Meeting with Vice Principal- Ms. Stoute | August |
| Rock Your Moccasins in honor of California Indian Days | September |
| Pajama Day | November, December, January, May |
| Movie Day | October, November, March |
| Orange Lutheran High School Volunteers | October and March |
| 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 |
| Children's Wish Tree Event | December |
| Rock Your Winter Gear | January |
| Compliment Day | January |
| Dress Like a Penguin | January |
| Wear Blue and White Day | January |
| Ground Hog Day | February |
| Silly Hat Day | February |
| American Day Rock your Red, White and Blue | February |
| National Bus Driver Appreciation Day | February |
| Wear your favorite Tie Dye clothing today! | February |
| Friendship Day: Wear Pink and Red | February |
| Rock Your Crocs | February |
| Dr. Seuss's Birthday Celebration | March |
| Pet Safety Read Aloud | March |
| Classroom Adventure Day-Wear Green | March |
| Rock Your Shades | March |
| World's Down Syndrome Day-Wear mismatched socks | March |
| Yoga Day Outside | March, May |
| Picture Day | April |
| Parent Teacher Spring Conferences | April |
| Going on a Bug Hunt, Searching for signs of Spring | April |
| Earth Day and Arbor Day | April |
| National Teacher Appreciation | May |

Special Recognition: Ms. Dayle Dondero collaborates with staff and the community to plan our yearly calendar of events as well as operational calendar hours. Ms. Dayle designs parent calendars provided to our families. Thank you, Ms. Dayle, for our interactive calendars!

| Program Area: Part 1302—Program Operations-2022-2023 | | | | | | | |
|---|--|--|--|---|--|--|--|
| Human Resources Management | Program Management and Quality Improvement | | | | | | |
| Activities | | | | Timeframe | | | |
| Pre-Service Training-August | | | | Meeting Topics during preservice | | | |
| Indian Health Service: Hazard Communication & Blood-borne Pathogens (1.5* hour) - Responsible Chemical use and Handling - Exposure prevention and response - Universal precautions - Handling and disposal of biological contaminants Fire Safety and Emergency Management (1 hour) - Planning and response for emergencies - Components of planning - Conducting and evaluating drills Building Safety, Maintenance, & Functional Design (1 hour) - Identification & Protection from hazards - Minimum functional design requirements Injury Prevention (1.5* hours) - Safe sleep practices - Transportation safety - Medication storage and administration - Playground safety Communicable Disease Control in the Children’s Environment & COVID-19 Guidance (2 hours) (Andrae) - Recognition and transmission of common communicable diseases - Isolation, exclusion, and re-admittance - Handwashing and hand hygiene - Cleaning, sanitizing, and disinfecting - Diaper changing procedures - Vaccination waivers California Adult Child Food Program Family Style Eating; Point of Service; filling out meal counts and sign in and out sheets; credit vs no credit; meal production sheet, meal planning, menu requirements, Discrimination Statement, policies and procedures and Civil Rights. Transportation Bus monitoring Pre-Trip Inspection (New) Emergency Bus Evacuation Crossing Children Over Loading and Unloading No Child Left Behind Hostage Scenario Open Bus Safety Discussion | | | | Kitchen Team Meeting Kitchen procedures Ordering procedures Kitchen organization Prepare for kitchen review. Transportation Team Meeting Transportation Procedures Bus Maintenance Transportation Paperwork Preparing for CHP Review Teacher Team Meeting -Practice Base Coaching Requiring a daily science/math lesson format attached to plans. Director will explain. -CLASS/OHS review -Observations/ Proof of documentation IEP: ongoing notes -Outdoor/Indoor set up -The Head Start Child Development and Early Framework -Parent Handbook/Transportation Handbook -Overview of Individualization and what it should look like on a lesson plan. -Required posted paperwork -Class List All Staff Meeting Clock in using your laptops. Set Up Your Physicals and TB Update Immunizations Turn in Updated Covid -19 Vaccination Cards to Human Resources. Mandated Reporting Certificates Food Handler Certificates Teacher Permits and Transcripts Update your files! Maintain 2022-2023 docs. Enroll in Fall Courses Turn in updated First Aid and CPR cards. Turn in updated 5-year Plans. | | | |
| 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-Annual

| | | | |
|---|--------------------------|------------------------|--|
| <i>Eligibility, Recruitment, Selection, Enrollment, and Attendance</i> | <i>Program Structure</i> | | |
| <i>Activities</i> | | <i>Timeframe</i> | |
| Attendance Tracking by 8:30am, Attendance Plans (end of month). | | Daily, Weekly, Monthly | |
| Recruiting New Enrollment Applications | | January-April | |
| Re-enrollment 2 nd 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-Annual

| | |
|--|--|
| <i>Transportation</i> | |
| <i>Activities</i> | <i>Timeframe</i> |
| 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 rd 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 2022-2023, 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.

❖ Using ASQ to improve school readiness. <https://agesandstages.com/about-asq/who-uses-asq/head-start/>

- ASQ® supports Head Start’s primary goals: enhancing the social and cognitive development of children and engaging parents in their children’s learning. ASQ can help you deliver effective child development services that strengthen families and improve school readiness. Compliance with the Head Start Program Performance Standards. Provides Family education. Developmental and social-emotional screening within 45 days of enrollment. Ongoing screening with a reliable, valid, culturally appropriate tool. Screening with a tool that includes family members. (Inyo County First 5 uses ASQ). Online management to streamline your screening program.

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.

| | | | |
|---|---|---|---|
| <p>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> | | | |
| <p>Responding (Earlier, Later)</p> <p>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>Exploring (Earlier, Middle, Later)</p> <p>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>Building (Earlier, Middle, Later)</p> <p>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>Integrating (Earlier)</p> <p>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> |

2022-2023 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 -59 2022 | | 2% (1) | 2% (1) | 17% (10) | 0% (0) | 53% (31) | 14% (8) | 7% (4) | 7% (4) | 0% (0) |
| Winter - 60 2023 | | 2% (1) | 0% (0) | 0% (0) | 0% (0) | 15% (9) | 44% (26) | 22% (13) | 14% (8) | 5% (3) |
| Spring- 61-2023 | | 2% (1) | 0% (0) | 0% (0) | 0% (0) | 7% (4) | 20% (12) | 25% (15) | 28% (17) | 20% (12) |

Goal Outcomes: 8/59 (14%) of BIHS enrolled children were at Building Middle during Fall of 2022, goal continued. 24/60 (40%) of BIHS enrolled children were at Building Middle during Winter of 2023, goal continued. 44/61 (72%) were at Building Middle during Spring of 2023. Goal Met

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 -59 2022 | | 2% (1) | 4% (2) | 33% (19) | 0% (0) | 28% (16) | 24% (14) | 9% (5) | 2% (1) | 2% (1) |
| Winter - 60 2023 | | 0% (0) | 2% (1) | 2% (1) | 0% (0) | 27% (16) | 37% (22) | 20% (12) | 12% (7) | 2% (1) |
| Spring- 61 2023 | | 0% (0) | 2% (1) | 0% (0) | 0% (0) | 4% (2) | 25% (15) | 30% (18) | 20% (12) | 22% (13) |

Goal Outcomes: 7/59 (12%) of BIHS enrolled children were at Building Middle during Fall of 2022, goal continued. 20/60 (33%) of BIHS enrolled children were at Building Middle during Winter of 2023, goal continued. 43/61 (70%) were at Building Middle during Spring of 2023. Goal Met

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 -59 2022 | | 4% (2) | 9% (5) | 34% (20) | 0% (0) | 46% (27) | 9% (5) | 0% (0) | 0% (0) | 0% (0) |
| Winter - 60 2023 | | 0% (0) | 2% (1) | 7% (4) | 0% (0) | 34% (20) | 40% (24) | 12% (7) | 7% (4) | 0% (0) |
| Spring- 61-2023 | | 0% (0) | 0% (0) | 2% (1) | 0% (0) | 5% (3) | 23% (14) | 27% (16) | 40% (24) | 5% (3) |

Goal Outcomes: 0/59 (0%) of BIHS enrolled children were at Building Later during Fall of 2022, goal continued. 7/60 (7%) of BIHS enrolled children were at Building Later during Winter of 2023, goal continued. 27/61 (44%) were at Building Middle during Spring of 2023. Goal 6% below target.

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 -59 2022 | | 4% (2) | 2% (1) | 26% (15) | 0% (0) | 48% (28) | 23% (13) | 0% (0) | 0% (0) | 0% (0) |
| Winter - 60 2023 | | 2% (1) | 0% (0) | 2% (1) | 0% (0) | 4% (2) | 53% (32) | 37% (22) | 4% (2) | 0% (0) |
| Spring- 61-2023 | | 2% (1) | 0% (0) | 0% (0) | 0% (0) | 4% (2) | 7% (4) | 28% (17) | 45% (27) | 17% (10) |

Goal Outcomes: 0 /59 (0%) of BIHS enrolled children were at Building Middle during Fall of 2022, goal continued. 23/60 (38%) of BIHS enrolled children were at Building Middle during Winter of 2023, goal continued. 54/61 (89%) were at Building Middle during Spring of 2023. Goal Met.

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 seps 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 -59 2022 | | 4% (2) | 2% (1) | 28% (16) | 0% (0) | 36% (21) | 28% (16) | 6% (3) | 0% (0) | 0% (0) |
| Winter - 60 2023 | | 2% (1) | 0% (0) | 2% (1) | 0% (0) | 12% (7) | 32% (19) | 40% (24) | 14% (8) | 0% (0) |
| Spring- 61-2023 | | 0% (0) | 2% (1) | 0% (0) | 0% (0) | 2% (1) | 9% (5) | 17% (10) | 30% (18) | 43% (26) |

Goal Outcomes: 3/59 (5%) of BIHS enrolled children were at Building Middle to Integrating *during Fall of 2022, goal continued.* 32/60 (53%) of BIHS enrolled children were at Building Middle during Winter of 2023, goal met! 54/61 (89%) of BIHS enrolled children were at Building Middle during Spring of 2023. Goal met.

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 -59 2022 | | 0% (0) | 0% (0) | 0% (0) | 46% (27) | 45% (26) | 9% (5) | 0% (0) | 0% (0) | 0% (0) |
| Winter - 60 2023 | | 0% (0) | 0% (0) | 0% (0) | 5% (3) | 22% (13) | 37% (22) | 37% (22) | 0% (0) | 0% (0) |
| Spring- 61-2023 | | 0% (0) | 0% (0) | 0% (0) | 2% (1) | 2% (1) | 28% (17) | 20% (12) | 45% (27) | 5% (3) |

Goal Outcomes: 0/59 (0%) of BIHS enrolled children were at Building Middle *during Fall of 2022, goal continued.* 22/60 (37%) of BIHS enrolled children were at Building Middle during Winter of 2023, goal continued. 42/61 (69%) of BIHS enrolled children were at Building Middle during Spring of 2023. Goal met.

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 | School Wide 2015 | School Wide 2016 | School Wide 2017 | School Wide 2018 | School Wide 2019 |
|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 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.
- ✓ 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.

Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

| OHS CLASS® Descriptive Statistics, 2020 National Distribution of Grantee-Level Domain Scores | | | |
|---|------------|--------------|-------------|
| Domain | Lowest 10% | Median (50%) | Highest 10% |
| Emotional Support | 5.6750 | 6.05 | 6.32 |
| Classroom Organization | 5.3175 | 5.80 | 6.17 |
| Instructional Support | 2.3889 | 2.94 | 3.52 |

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS® domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS® domain. For the upcoming FY24 monitoring year, scores from CLASS® observations will be used in the Designation Renewal System (DRS) determinations using the competitive thresholds.

| DOMAIN | YOUR PROGRAM'S SCORE | Quality Threshold | Competitive Threshold |
|------------------------|----------------------|-------------------|-----------------------|
| Emotional Support | 5.9688 | 6 | 5 |
| Classroom Organization | 5.7500 | 6 | 5 |
| Instructional Support | 3.8333 | 3 | 2.3** |

**The competitive threshold for Instructional Support is 2.3 for CLASS® reviews conducted through July 31, 2025, and then raises to 2.5 for CLASS® reviews conducted on and after August 1, 2025.

<https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020>

| DIMENSION | SCORE |
|---------------------------------|--------|
| Emotional Support* | 5.9688 |
| Positive Climate | 6.25 |
| Negative Climate | 1.00 |
| Teacher Sensitivity | 5.50 |
| Regard for Student Perspectives | 5.13 |
| Classroom Organization | 5.7500 |
| Behavior Management | 5.88 |
| Productivity | 6.13 |
| Instructional Learning Formats | 5.25 |
| Instructional Support | 3.8333 |
| Concept Development | 3.38 |
| Quality of Feedback | 4.25 |
| Language Modeling | 3.88 |



support domain, subtract the Negative Climate score from 8, add the Positive Climate

| Domain | 7 = top score. Dimensions | Tracking | | | | | | | BIHS Summary Scores | | | | | | |
|------------------------|-------------------------------------|----------|------------|------------|------------|----------|------------|----------|---------------------|------------|------------|------------|----------|------------|----------|
| | | 2013 OHS | 2015-State | 2016 State | 2017 State | 2018 OHS | 2018 State | 2023 OHS | 2013 OHS | 2015 State | 2016 State | 2017 State | 2018 OHS | 2018 State | 2023 OHS |
| Emotional Support | Positive Outcomes | 6 | 6.82 | 6.69 | 7 | 6.13 | 6.75 | 6.25 | 5.875 | 6.42 | 6.37 | 6.56 | 6.09 | 6.8 | 5.9688 |
| | Negative Climate (1= good under NC) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | |
| | Teacher Sensitivity | 5.25 | 6.38 | 6.25 | 6.69 | 5.88 | 7.0 | 5.50 | | | | | | | |
| | Regards for Student Perspective | 5.25 | 5.5 | 5.75 | 5.81 | 5.38 | 6.5 | 5.13 | | | | | | | |
| Classroom Organization | Behavior Management | 5.88 | 5.69 | 5.82 | 6.69 | 5.38 | 7 | 5.88 | 5.50 | 6.02 | 5.52 | 6.50 | 5.45 | 6.25 | 5.7500 |
| | Productivity | 6.0 | 6.69 | 6 | 6.94 | 6.13 | 6.75 | 6.13 | | | | | | | |
| | Instructional Learning Formats | 4.63 | 5.69 | 4.81 | 5.88 | 4.88 | 5 | 5.25 | | | | | | | |
| Instructional Support | Concept Development | 2.25 | 1.94 | 2.75 | 2.88 | 2.75 | 2.5 | 3.38 | 2.58 | 2.62 | 3.16 | 3.04 | 3.33 | 3.0 | 3.833 |
| | Quality of Feedback | 2.75 | 2.75 | 3.2 | 3.19 | 3.75 | 3.25 | 4.25 | | | | | | | |
| | Language Modeling | 2.75 | 3.19 | 3.5 | 3.25 | 3.50 | 3.25 | 3.88 | | | | | | | |

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 2023-2024.*

Parent Questionnaire Desired Results for Children and Families Parent Survey Results 2021-2022 compared to 2023.

This survey asked for parent/guardian feedback about the childcare and development program of BIHS. The California Department of Education is very interested in how BIHS 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.

➤ **Question 1 - How satisfied are you with the overall quality of this program?**

✚ 2022-84% of our families surveyed indicated they were very satisfied and 16% were satisfied.

✚ 2023-100% of our families surveyed indicated they were very satisfied

➤ **Question 2 A – Do you feel your child is safe in this program?**

✚ 2022-100% of our families surveyed indicated they were very satisfied.

✚ 2023-100% of our families surveyed indicated they were very satisfied

➤ **Question 2 B – Do you feel your child is happy in this program?**

✚ 2022-97% of our families surveyed indicated they were very satisfied and 3% were satisfied.

✚ 2023-100% of our families surveyed indicated they were very satisfied.

➤ **Question 3 - Have you received information from the program about the following:**

✚ **Section A – How children develop at different ages?**

2022-86% indicated Yes. 2023-100% indicated Yes.

✚ **Section B – How your child is growing and developing?**

2022-89% indicated Yes. 2023-100% indicated Yes.

✚ **Section C – How your child is doing in the program?**

2022-95% indicated Yes. 2023-100% indicated Yes.

✚ **Section D – Schedule of daily activities?**

2022-94% indicated Yes. 2023-100% indicated Yes.

✚ **Section E – What you can do to help your child learn and develop?**

2022-92% indicated Yes. 2023-97% indicated Yes.

✚ **Section F – Parenting skills?**

2022-86% indicated Yes. 2023-90% indicated Yes.

✚ **Section G – How to find other services in the community?**

2022-89% indicated Yes. 2023-90% indicated Yes.

✚ **Section H – Where to report health or safety concerns and complaints?**

2022-100% indicated Yes. 2023-93% indicated Yes.

✚ **Section I – Experience and training of program staff?**

88% indicated Yes. 2023-90% indicated Yes.

✚ **Section J – Discipline problems?**

2022-86% indicated Yes. 2023-94% indicated Yes.

✚ **Section K – How to get involved with your child's program?**

94% indicated Yes. 2023-94% indicated Yes.

Revisit 2022 Question 4 - Would you like more information about any topics related to your child's care and development. 2023-page 43.

✚ 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:**

| Sections | 2022 | | | 2023 | | |
|---|------|-----|-----|------|-----|-----|
| | Yes | No | N/A | Yes | No | N/A |
| Accept a job? | 44% | 15% | 41% | 12% | 44% | 68% |
| Keep a job? | 53% | 14% | 33% | 68% | 3% | 29% |
| Accept a better job? | 31% | 14% | 54% | 34% | 16% | 50% |
| Attend educational or training program? | 38% | 15% | 47% | 42% | 15% | 42% |
| | | | | | | |
| Average | 42% | 15% | 44% | 39% | 20% | 48% |

Revisiting 2022: Parents were asked; Is there anything else you would like to say about how the 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!

| Question 6 - How satisfied are you with these characteristics of your child's program? | 2022 | | | 2023 | | |
|--|------------------|-------------|-----------------|------------------|-------------|-----------------|
| | % Very Satisfied | % Satisfied | % Not Satisfied | % Very Satisfied | % Satisfied | % Not Satisfied |
| Section A – Hours of operation | 73% | 24% | 3% | 75% | 22% | 3% |
| Section B – Location of program | 79% | 18% | 3% | 84% | 16% | 0% |
| Section C – Number of adults working with children | 84% | 16% | 0% | 78% | 19% | 3% |
| Section D – Background and experience of staff | 78% | 22% | 0% | 69% | 26% | 6% |
| Section E – Languages spoken by staff | 81% | 16% | 3% | 82% | 18% | 0% |
| Section F – How program staff communicate with you | 86% | 14% | 0% | 80% | 17% | 3% |
| Section G – Meeting the individual needs of your child | 83% | 17% | 0% | 82% | 18% | 0% |
| Section H – Interaction between staff and children | 82% | 16% | 3% | 82% | 18% | 0% |
| Section I – Interaction with other parents | 72% | 28% | 0% | 74% | 26% | 0% |
| Section J – Parent involvement | 64% | 36% | 0% | 63% | 38% | 0% |
| Section K – Equipment and materials | 86% | 14% | 0% | 87% | 13% | 0% |
| Section L – Cultural activities | 86% | 14% | 0% | 87% | 13% | 0% |
| Section M – Daily activities | 95% | 5% | 0% | 79% | 21% | 0% |
| Section N – Environment | 95% | 5% | 0% | 82% | 18% | 0% |
| Section O – Nutrition | 92% | 5% | 3% | 67% | 33% | 0% |
| Section P – Health and safety policies and procedures | 84% | 14% | 3% | 84% | 16% | 0% |
| Section Q – How the program promotes your child's learning and development | 86% | 14% | 0% | 84% | 16% | 0% |

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

Child Health & Safety-2022-2023

| Health & Safety Area | BIHS Person in Charge | Frequency | Comments |
|--|--|------------------------------|--|
| 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 reviews -no findings. |
| Appropriate Group Size | Director, BIHS Staff, Indian Health Service, State, and Office of Head Start | Daily, Yearly | In compliance 4 classrooms: 2 teachers to 15 children |
| Transportation and Supervision | Director, Bus Drivers, bus monitors, Britt's Diesel, and California Highway Patrol | Daily, Every 45 days, Yearly | In compliance with the California Highway Patrol |
| 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 | 2x Yearly | In compliance |
| 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 | As needed | In compliance |

TEACHER PROFESSIONAL CERTIFICATION-2022-2023

Approximately, 60% (3 of 5) Teachers holds an AA Degree and Child Development Teacher Permit or higher in early childhood or related field.

Approximately, 40% (2 of 5) 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 working towards obtaining an Associate Child Development permit.

Approximately, 67% (2 of 3) Teacher Assistants hold a Child Development Assistant permit or higher.

Approximately, 100% (3 of 3) Teacher Assistants enrolled in college to earn a Child Development degree.

BIHS EMPLOYMENT POSITIONS

| 2018-2019 | 2019-2020 | 2021-2022 | 2022-2023 |
|--|--|--|--|
| 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 | 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 | 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 | 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 | 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 | BIHS full time Cook Food Safety and Cooking 1 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) | Teachers (5) 3 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 | Teacher Associates (3) 0 AA 2 Assistant Teacher Permit |
| Substitutes 1 Nurse 1 Teacher BA | Substitutes 1 Nurse | Substitutes 1 Nurse 1 Teacher BA | Substitutes 1 Nurse 2 Teacher BA |
| 1 Full Time Bus Driver Maintenance | 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- bus monitor Gardener/Landscaper |
| 1 Data Entry Clerk | 1-Sub Bus Driver/Monitor(temp) | 1-Sub Bus Driver/Monitor(temp) | 0 Sub Bus Driver/Monitor |
| | 1-Part Time Janitor (temp) | 1-Part Time Janitor | 1 Full Time Janitor |

| Date(s) | Staff Attending | Training/Meeting Title | Time/Location | Completed |
|---------------|---------------------------------|---|-----------------------|------------------------------------|
| 8/1/22-8/5/22 | BIHS Team | Preservice Training | All Day | Yes |
| 8/4/2022 | Education Department | Preservice Meeting | All Day | Yes |
| 9/2/2022 | BIHS Team | BIHS Team Meeting for August Outcomes / September Planning | BIHS 1:15pm-3:30pm | Yes |
| 9/9/2022 | Nutrition Staff | Review Kitchen Policy and Procedures and Plan My Plate Activities | BIHS 1:00pm-2:00pm | Yes |
| 9/16/2022 | Teaching Team | Teacher Training: Practice Base Coaching and Lesson Planning | BIHS-1:00pm-3:00pm | Yes |
| 9/19/2022 | Parent Committee/Policy Council | Policy Council Candidates/Elections; Masking, Bylaws | BIHS-5:15 pm-6:15 pm | Yes |
| 9/21/2022 | Health Advisory | Dental, Illness Trends, Health Carnival | BIHS-2:30pm-3:30 pm | Yes |
| 9/30/2022 | Transportation Team | Routes-typed with times: Training Video Cross Over; loading and unloading; review upcoming repairs; completing paperwork | BIHS-1:15pm-2:15pm | Reschedule to next month: Staffing |
| 10/5/2022 | Parent Committee | Introducing PC; Health Carnival; Parent Choice- Masking; Picture Day | BIHS-11:00 am-12:30pm | Yes |
| 10/6/2022 | BIHS/FSP | Preparing for Family Cook Night/Health Carnival | BIHS-8:30 am-9:30 am | Yes |
| 10/7/2022 | BIHS Team | BIHS Team Meeting for September Outcomes / October Planning | BIHS 1:00pm-3:00pm | Yes |
| 10/14/2022 | Parent Committee | Introducing PC; Health Carnival; Parent Choice- Masking; Picture Day | BIHS-5:15 pm-6:15 pm | Yes |
| 10/19/2022 | Health Advisory | Dental, Illness Trends, Health Carnival | BIHS-2:45pm-3:45 pm | Yes |
| 10/19/2022 | Parent Committee/Policy Council | Policy Council Elect Roles; Masking Update, Bylaws, Program Governance Training | BIHS-5:15 pm-6:15 pm | Yes |
| 10/14/2022 | Nutrition Staff | Cook Night and Health Carnival | BIHS 1:00pm-2:00pm | Yes |
| 10/14/2022 | Teaching Team | Case Management: IEP and Children's behavior; parent teacher conferences, DRDP and the Fall Carnival | BIHS-1:00pm-3:00pm | Yes |
| 10/21/2022 | Teaching Team | Teacher Training: Practice Base Coaching and Lesson Planning | BIHS-1:00pm-3:00pm | Reschedule to December |
| 11/2/2022 | Parent Committee | Agenda on file: Fall Activities: Pumpkin Pie Social; Picture Day; OV CDC Proposals; Fundraising for warm | BIHS-5:15 pm-6:15 pm | Yes |

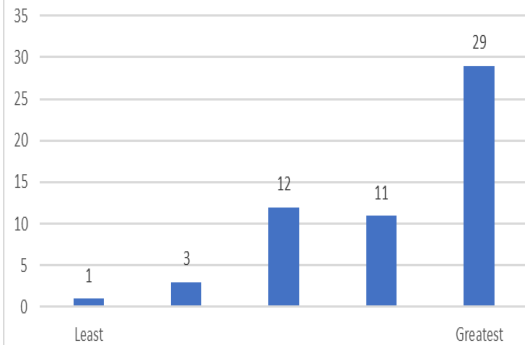
| | | | | |
|------------|------------------|---|---------------------------|---|
| | | pullovers; Wish Tree; graduation and budget | | |
| 11/3/2022 | BIHS/FSP | Preparing for Family Cook Night and Taste Testing with children (Squash) | BIHS-9:30 am-10:30 am | Yes |
| 11/4/2022 | BIHS Team | BIHS Team Meeting for October Outcomes / November Planning | BIHS 1:00pm-3:00pm | Yes |
| 11/16/2022 | Health Advisory | Flu Clinic, Fluoride Follow-up, review Parent Education Needs | BIHS-2:45pm-3:45 pm | Yes |
| 11/16/2022 | Policy Council | Program Governance Training and finish screening | BIHS-5:15 pm-6:15 pm | Yes |
| 12/2/2022 | BIHS Team | Time Clock; Requesting time off; monthly reporting | BIHS 1:00pm-2:00pm | Yes-cont. due to staff shortage 12/9 |
| 12/5/2022 | Parent Committee | Fundraising Outcomes; Gift Tree Event | BIHS-5:15 pm-6:15 pm | One to One with incoming families |
| 12/7/2022 | Health Advisory | Fluoride Follow-up; COVID-19 Vaccination data; Schedule Parent Trainings; Follow-up on Policy Updates | BIHS-2:45pm-3:45 pm | Yes |
| 12/14/2022 | Policy Council | Program Governance Training and finish screening | BIHS-5:15 pm-6:15 pm | Yes, however, training is delayed due to low attendance. We are going to start Zoom Meetings in the Winter to increase participation. |
| 1/6/2023 | BIHS Team | Music and Behavior | BIHS 1:00pm-2:00pm | Yes |
| 1/11/2023 | Parent Committee | Revenue Balance and Budget; Parent Engagement Activities; Self-Assessment | BIHS 12:15pm-12:45pm | Yes-No one attended-Via Zoom in Feb |
| 1/25/2023 | Health Advisory | Health Activities Plan Review | Via Zoom-2:45pm | Yes |
| 1/25/2023 | Policy Council | Program Governance Training | Via Zoom 5:15pm to 6:15pm | Yes |
| 2/3/2023 | BIHS Team | The BITC Absence Policy; Requesting Time Off; Deep Cleaning on Fridays; Job Duties; breaks | BIHS 1:00pm-3:00pm | Yes |
| 2/22/2023 | Parent Committee | Revenue Balance and Budget; Parent Engagement Activities; Self-Assessment | BIHS 12:15pm-12:45pm | Combined with Policy Council |
| 2/22/2023 | Health Advisory | Health Activities Plan Review | Via Zoom-2:45pm | Yes |
| 2/22/2023 | Policy Council | Program Governance Training | Via Zoom 5:15pm to 6:15pm | Yes |
| 3/3/2023 | BIHS Teachers | CPIN: Math and Science | BIHS 1:00pm-3:00pm | Yes |
| 3/22/2023 | Health Advisory | Partnership Letters | Via Zoom-2:45pm | Yes |

| | | | | |
|-----------|-------------------------------------|---|---------------------------|-----|
| 3/15/2023 | Policy Council and Parent Committee | Program Governance Training | Via Zoom 5:15pm to 6:15pm | Yes |
| 3/24/2023 | BIHS 4-year-old Teachers | Kindergarten Transition Meeting | Via Zoom-1:30pm | Yes |
| 4/19/2023 | All Parents | Parent Committee and Policy Council Planning and Grant Meeting | Onsite | Yes |
| 4/26/2023 | Health Advisory | Fluoride Testing follow-up, Family Fun Day at the park; Grant follow-up | Via Zoom-2:45pm | Yes |
| 4/28/2023 | All Staff | Spring Event Planning | Onsite 1:30pm | Yes |
| 5/2/2023 | Parent Committee | Graduation and Spring Event Planning | Onsite-12:00pm | Yes |
| 5/8/2023 | Director | Pest Management Healthy Schools Act | in person/ Online | Yes |
| 5/10/2023 | Policy Council | Program Governance Training | Onsite -5:30pm | Yes |
| 5/11/2023 | Teaching Team | Teacher Appreciation Annual Event | Whisky Creek-5:30pm | Yes |
| 5/25/2023 | Parents | Building Relationships with Children | BIHS | Yes |
| 5/26/2023 | Parents | Building Relationships with Children | BIHS | Yes |
| 5/31/2023 | Health Advisory | Fluoride Testing follow-up | Via Zoom | Yes |
| 6/1/2023 | Nutrition Team | Mandatory 4-hour CACFP Training | Online | Yes |
| 6/20/2023 | Transportation Team | Required Professional Development Training-10 hour | Lee Vining | Yes |



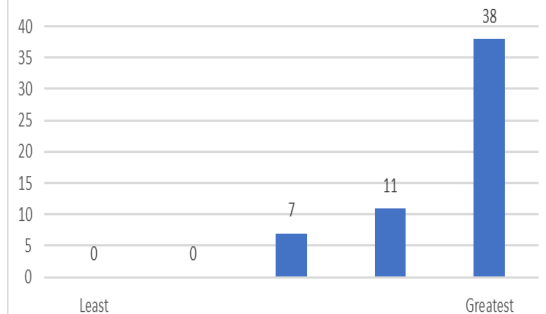
**Bishop Indian Head Start Planning for Program Years 2020-2025
Outcomes from the 2018-2019 Community Survey-(58 surveyed)**

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



During the 5-year grant cycle: BIHS collaborated with the Food Sovereignty program to provide an afterschool garden program for 6 weeks.

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



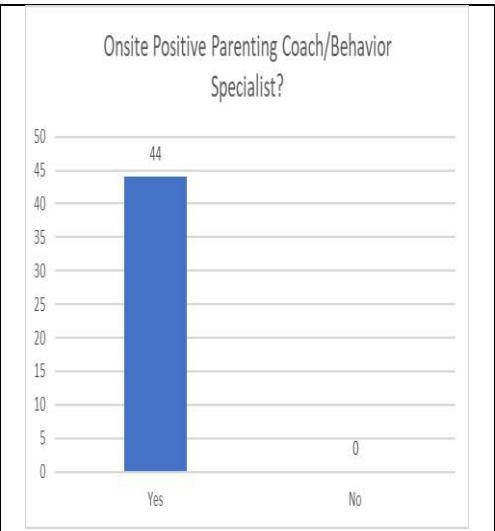
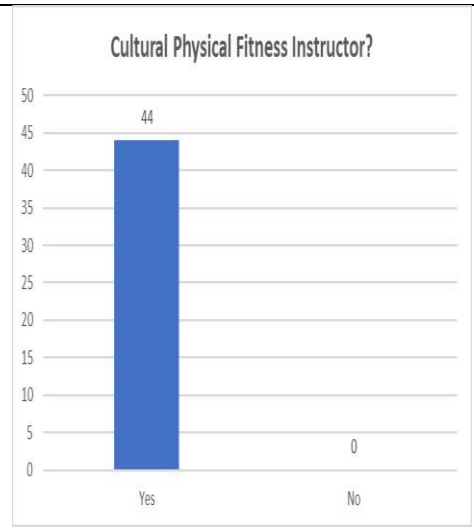
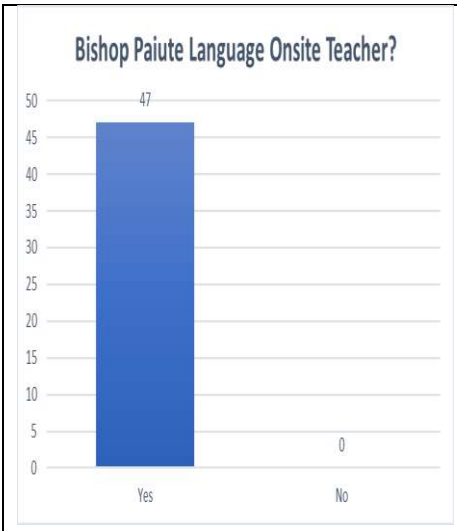
Prior to and during the 5-year grant cycle: BIHS collaborated with the Bishop Paiute Tribal Social Service Department to provide a site for Teddy Bear Summer Care program for 3 years. Not available in the last 2 years.

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

During the 5 year grant cycle: BIHS hired a full time teacher assistant who is a Paiute Language Instructor for the Community and a Head Start parent at the time. BIHS outreached to the Language Program to provide instruction and activities.

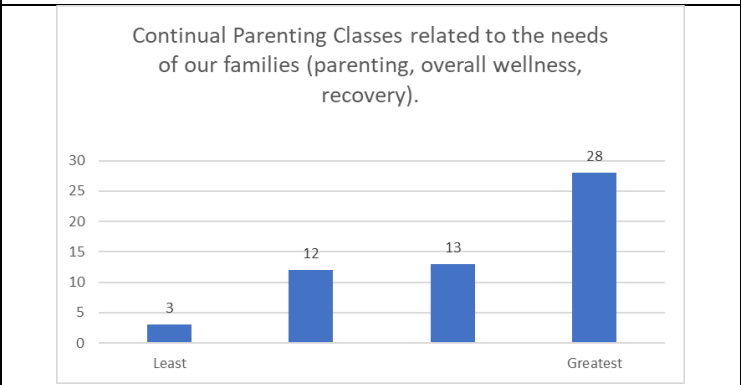
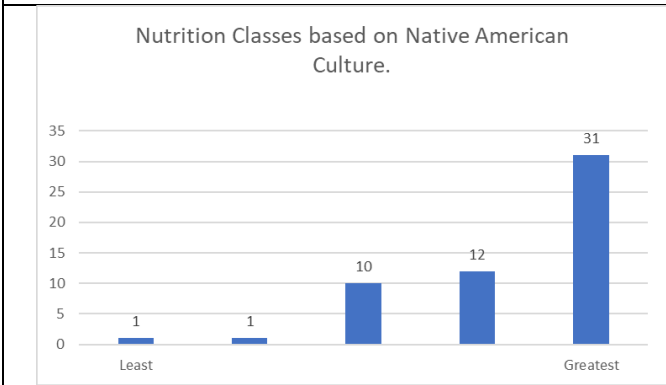
During the 5 year grant cycle: BIHS provides Zumba classes, physical and occupational therapy through program improvement grants. Collaborates with community partners to host an annual health carnival. Increased outdoor children's area 54 hundred square feet and added a bike path.

During the 5 year grant cycle: BIHS completed a Postivie Parenting Course with First 5. Collborates with First 5 and OV CDC to provide Parenting courses. Resources available. Hired an Education Manager to support parents and teachers in 2024.



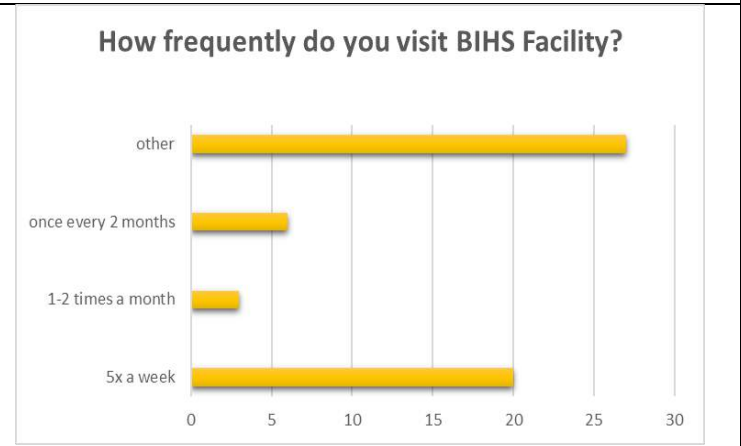
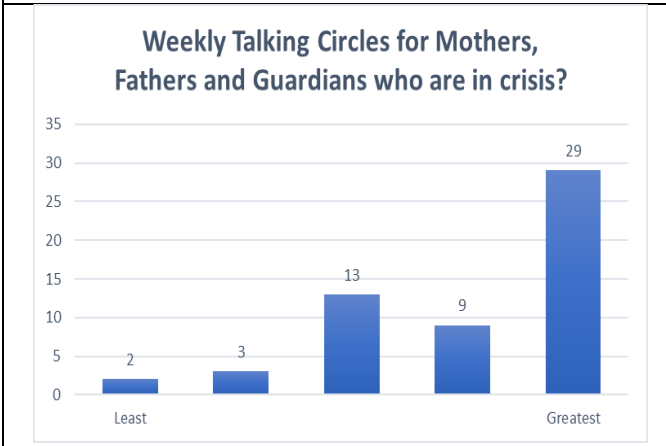
During the 5 year cycle collaborated with the Bishop Paiute Food Sovereignty Program to provide Family Cook Night Activities and take home activities during Covid 19.

During the 5 year cycle collaborated with Owens Valley Career Center to host a Fatherhood and Motherhood is Sacred Course for families in the Community. Collaborated with First 5 to host Positive Parenting Course.

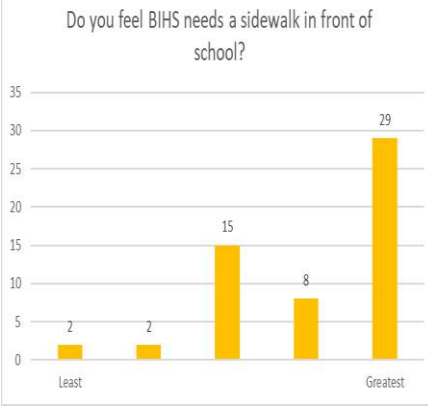


BIHS has not hosted a Talking Circle during the 5-year grant cycle. There are Talking Circles in the Community. Remains a goal for Year 5.

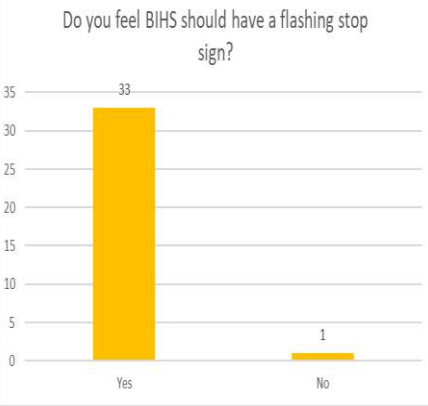
BIHS tracks visitors, volunteers, health professionals, community partners and reasons for visiting site. We track inkind hours.



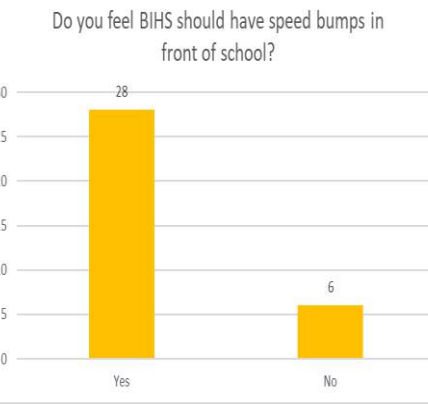
Remains a goal for BIHS in year 5.
Public Works is aware of the need.



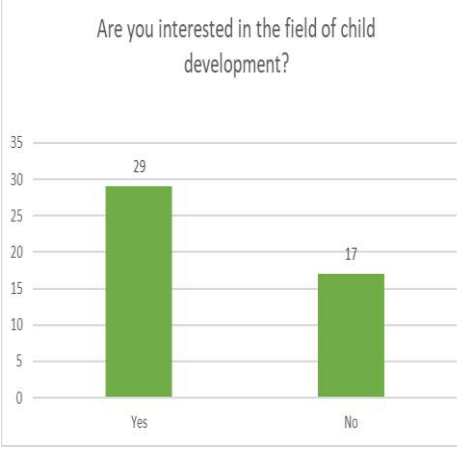
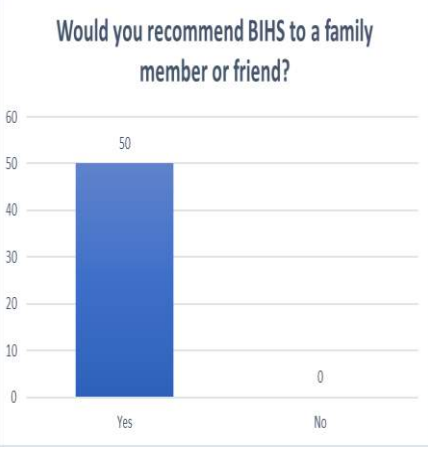
Remains a goal for BIHS in year 5.
Public Works is aware of the need.
Cross walk has been ran over 2x.



Remains a goal for BIHS in year 5.
Public Works is aware of the need.



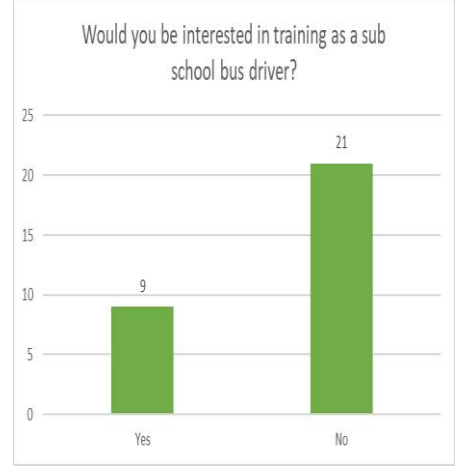
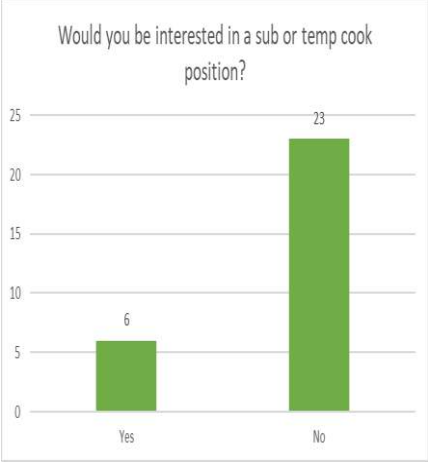
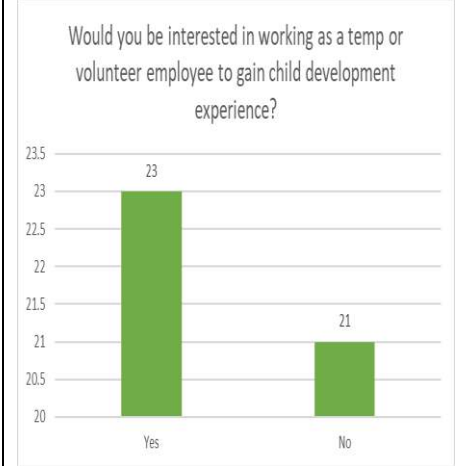
During the 5 Year Cycle, BIHS remains fully enrolled with a waitlist. We adjusted enrollment during COVID-19, however prior to Covid and for the past 2 years we have maintained enrollment and a waitlist. BIHS collaborates with Bishop High School to provide their ECD students with an onsite tour. Director has provided presentations to Cerro Coso College.



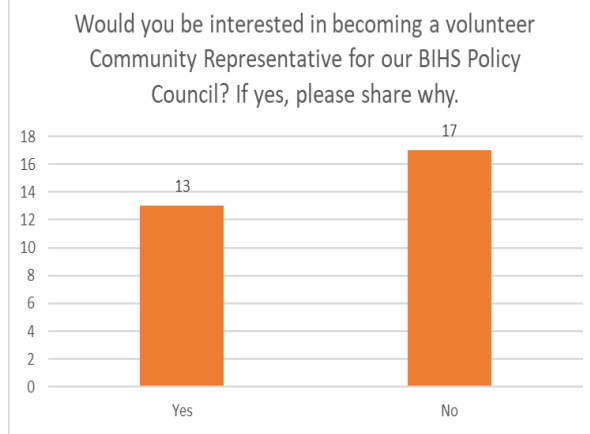
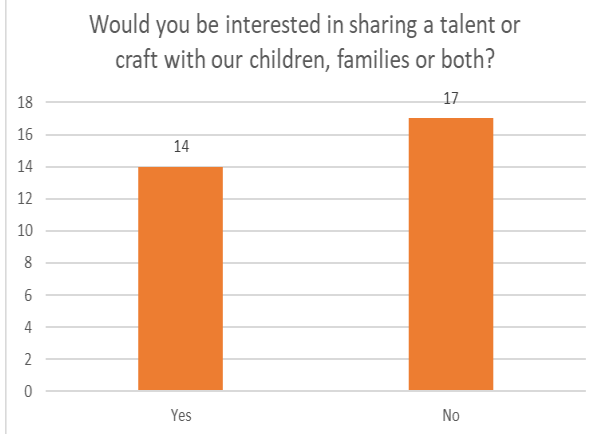
Over the 5-Year grant cycle, BIHS has hired temp-employees and worked with volunteers to support their child development goals.

Over the 5-Year grant cycle, BIHS has hired a temp cook. In year 4, we drafted and received approval on our final assistant cook job description. We hired a parent for the position.

Over the 5-Year grant cycle, BIHS hired a sub school bus driver. In year 4 we do not have the sub driver. The Director and a Teacher are certified school bus drivers and serve as sub drivers.



Over the 5-Year grant cycle, parents and community members have shared their talents. For example: Parenting presentations, cooking presentations, cultural music, dance and tradition, gardening, construction, expanding our outdoor playarea, writing grants, seeking additional funding to support our children activities, inspirational speakers, assisting teachers, Read Alouds, Safety and Health presentations, Youth Leaders, and served as Community Representatives.



2018-2019 Community Survey Comments: Would you recommend BIHS to a family member or friend?

- ❖ The teachers are awesome and staff.
- ❖ Great director.
- ❖ BIHS is great! I am 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.

2018-2019 Community Survey Comments: If your visit was to enroll and participate in the BIHS program, how might we have made it more memorable?

- ❖ 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.

2018-2019 Community Survey Comments: Please share any additional comments or suggestions.

- ❖ 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.



End of Public Health Emergency

On May 11, 2023, the federal COVID-19 Public Health Emergency (PHE) declaration ended. The declaration applies both nationally and locally to Inyo County. Due to changes in data availability associated with the expiration of some PHE data collection and sharing practices, including the reporting of COVID-19 Community Levels (CCLs), Inyo County will **no longer publish the Weekly Epidemiological Report in its current form.**

The CDC is currently updating its national and local guidance to align with changes in data availability and collection and Inyo County will continue to follow the CDC's guidance for COVID-19 monitoring and data sharing locally.

Most tools, like **testing, vaccines, and treatments will remain available.** But some tools like certain data sources and reporting will change both nationally and locally.

Please visit the CDC's [WEBSITE](#) for additional information.



ABOUT COVID-19 COMMUNITY LEVEL (CCL)

| Low | Medium | High |
|---|--|---|
| <ul style="list-style-type: none"> Stay up to date with COVID-19 vaccines Get tested if you have symptoms | <ul style="list-style-type: none"> If you are at high risk for severe illness, talk to your healthcare provider about whether you need to wear a mask and take other precautions Stay up to date with COVID-19 vaccines Get tested if you have symptoms | <ul style="list-style-type: none"> Wear a mask indoors in public Stay up to date with COVID-19 vaccines Get tested if you have symptoms Additional precautions may be needed for people at high risk for severe illness |

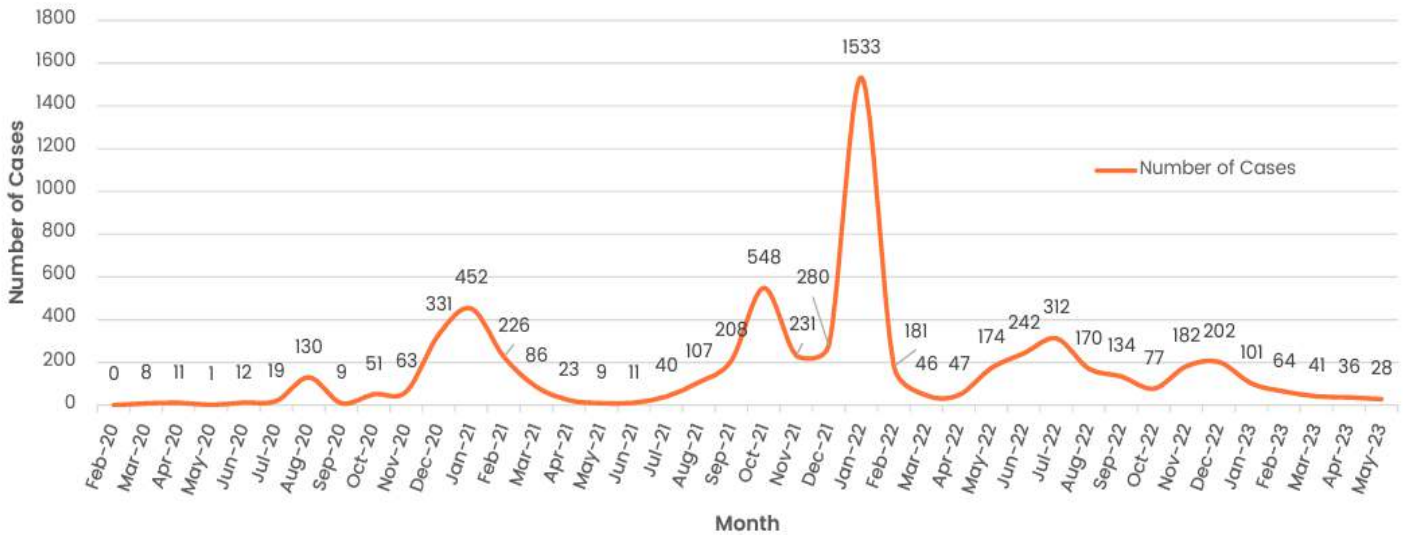
People may choose to mask at any time. People with [symptoms, a positive test, or exposure](#) to someone with COVID-19 should wear a mask. Masks are recommended in indoor public transportation settings and may be required in other places by local or state authorities.

The COVID-19 Community Index was developed by the CDC to help communities guide local COVID-19 prevention measures.

Levels are based on factors like new COVID-19 hospital admissions, the percentage of inpatient hospital beds occupied by patients with COVID-19, and the number of new COVID-19 cases over the past 7 days.

For additional information on the CDC's COVID-19 Community Levels Tool, please visit: www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html

Total All-Time COVID-19 Cases February 2020 – May 2023 | 40-Month Period



As of 01/04/2022, COVID-19 case counts reflect cases confirmed by PCR and antigen testing. Prior to 01/04/2022, only PCR-confirmed cases were included in data sets.

Cases as of May 14, 2023



2022-2023 Kindergarten Visit

End of report. 4.3.24 SCV Program Director