



[The Shared Governance Board – PSD \(sbcounty.gov\)](http://sbcounty.gov)

San Bernardino County Head Start Shared Governance Board Meeting Agenda for October 23, 2025

JOE BACA, JR., CHAIR

5th District Supervisor
San Bernardino County Board of Supervisors

TED ALEJANDRE, VICE-CHAIR

County Superintendent
San Bernardino County Superintendent of Schools

JOSH DUGAS

DIRECTOR
SBC Public Health

DR. GEORGINA YOSHIOKA

DIRECTOR
SBC Behavioral Health

ASHLEY BROOKSHER

CHILDREN'S NETWORK OFFICER
SBC Children's Network

EVA SOTO

HEAD START POLICY COUNCIL CHAIR
Community Representative
SGB Representative

DIANA BANDERAS

HEAD START POLICY COUNCIL MEMBER
Community Representative
SGB Representative

CLARA WILSHIRE

HEAD START POLICY COUNCIL MEMBER
Community Representative
SGB Representative

TIME: 2:00 P.M. to 4:00 P.M.

LOCATION: SBC Preschool Services Administration
662 S. Tippecanoe Avenue
San Bernardino, CA 92415

Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours' notice. Please call PSD at (909) 383-2078 to request the service. PSD will accept public comments in person, or in advance of the meeting by email to Sharmaine.Robinson@psd.sbcounty.gov, comments will be distributed to the SGB and read into the record at the Public Comment portion of the meeting. If you wish to address a specific agenda item, please identify the item number in your email. To ensure timely submission, please submit your comments by 12:00 p.m. on Wednesday, October 22, 2025.

1. CALL TO ORDER

Supervisor Joe Baca Jr., Chair

2. WELCOME/INTRODUCTIONS

Supervisor Joe Baca Jr., Chair

2.1 Newly Elected 2025-26 Policy Council SGB Representatives

3. PUBLIC COMMENT

Supervisor Joe Baca Jr., Chair

4. PRESENTATION OF THE AGENDA

Shar Robinson, Secretary

Notice of minor revisions to agenda items, items removed or continued.

5. EXECUTIVE REPORTS/PROGRAM UPDATES

- | | | |
|-------|--|--|
| 5.1 | Receive Report of Program Updates (Oral Report) | Arlene Molina, Director |
| 5.2 | Receive Office of Head Start Communication | Jessica Garcia, Deputy Director |
| 5.2.1 | Information Memorandum 25-05 Fiscal Year 2026
Monitoring Process for Head Start Recipients P. 3 | |
| 5.2.2 | Information Memorandum 25-06 Addressing Vacant
Slots Due to Chronic Absenteeism in Head Start Programs P. 7 | |
| 5.3 | Receive 2024-25 Final Program Information Report P. 11 | Ebonie Hubbard, Assistant Director |
| 5.4 | Receive PSD 2025-26 Reports and Updates | |
| 5.4.1 | Enrollment Report P. 33 | Sean Segal, Program Manager |
| 5.4.2 | Attendance Report P. 37 | Sean Segal, Program Manager |
| 5.4.3 | Facilities Report P. 43 | Dina Bunch, Administrative Supervisor II |
| 5.4.4 | Finance Budget to Actual P. 47 | Madeline Tsang, Administrative Manager |
| 5.4.5 | County Performance Measures – First Quarter P.49 | LaTrenda Terrell, Deputy Director |
| 5.4.6 | Program Information Report P.53 | Rodney Barrios, Program Manager |

6. SGB TRAININGS/OVERVIEWS

- | | | |
|-----|---|---|
| 6.1 | Overview of Governance Responsibilities P. 57 | LaShawn Love-French, Program Manager |
| 6.2 | Overview of Apprenticeship Orientation P. 67 | LaShawn Love-French, Program Manager |
| 6.3 | Overview of School Readiness Goals P. 75 | Sharri Carroll, Education Program Manager |

7. CONSENT ITEMS

- | | | |
|-----|---|--------------------------------|
| 7.1 | Approve SGB August 21, 2025 Minutes P. 85 | Supervisor Joe Baca Jr., Chair |
|-----|---|--------------------------------|

8. INFORMATIONAL ITEMS

- | | | |
|-----|---|--------------------------------|
| 8.1 | Next Shared Governance Board Meeting – January 22, 2026 | Supervisor Joe Baca Jr., Chair |
|-----|---|--------------------------------|

9. EXECUTIVE COMMENT

Supervisor Joe Baca Jr., Chair

10. ADJOURNMENT

Supervisor Joe Baca Jr., Chair



Fiscal Year 2026 Monitoring Process for Head Start Recipients

 headstart.gov/policy/im/acf-ohs-im-25-05

Fiscal Year 2026 Monitoring Process for Head Start Recipients ACF-OHS-IM-25-05

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. **Log Number:** ACF-OHS-IM-25-05
2. **Issuance Date:** 09/25/2025
3. **Originating Office:** Office of Head Start
4. **Key Words:** Monitoring; FY 2026; CLASS®

Information Memorandum

To: All Head Start Grant Recipients

Subject: Fiscal Year 2026 Monitoring Process for Head Start Recipients

Information:

[Section 641A](#) of the Improving Head Start for School Readiness Act of 2007 (the Act) requires the Office of Head Start (OHS) to monitor programs to make sure they meet quality and compliance standards. This Information Memorandum (IM) explains the monitoring process for fiscal year (FY) 2026, including updates to review formats and when reviews will take place during a grant period.

OHS is committed to strong program management, protecting children's health and safety, and ensuring effective oversight. To support these priorities, OHS has refined the monitoring approach to be more focused, efficient, and responsive to program needs. This year, updates to monitoring reviews include streamlining and clarifying review questions, reducing the total number of questions from 449 in FY25 to 203 for FY26 (54.8 percent decrease overall), and shortening on-site review days from 5 days to 3 or 3.5 days. These updates focus reviews on the most critical elements for child safety and program integrity, as well as reviewing for compliance with all applicable state statutes and regulations for licensing. These updates help strengthen systems early in the grant cycle, support fiscal integrity, and allow more on-site

visits sooner in the process to ensure that there is a strong organizational foundation early in the grant cycle. Together, these updates keep our partnership with recipients strong while maintaining accountability to Head Start standards.

FY26 Monitoring Review Types starting October 2025

Review Type	FY26 Format	Start Date
Focus Area 1 (FA1): Program Systems Review	Reviews foundational systems that ensure strong operations, fiscal integrity, and child safety across all sites. Reviews happen in years 1 or 2 of the grant; using both virtual and on-site formats.	October 2025
Focus Area 2 (FA2): Comprehensive Services Review	Reviews the quality of education, health, and family services to strengthen child and family outcomes, and ensures implementation of eligibility, recruitment, selection, enrollment, and attendance (ERSEA) requirements. Reviews happen in years three or four of the grant; using both virtual and on-site formats.	October 2025
Classroom Assessment Scoring System (CLASS®)	Reviews teacher-child interactions. Reviews happen in years two through four of the grant, using a self-recorded video submission. <i>On-site reviews are available upon request.</i>	October 2025
Follow-up Reviews	American Indian and Alaska Native (AIAN) programs have the option to conduct a self-review. Both virtual and on-site formats, aligned to the nature of the findings.	As needed
Risk Assessment Notification (RAN) Reviews	Both virtual and on-site formats, aligned to the nature of the findings	As needed
Other/Special Reviews	Conducted on-site or virtually, with or without notice.	As needed

Note: OHS has the right to conduct unannounced reviews at any time.

FA1 Program Systems Review

The FA1: Foundational Systems Review happens in the first or second year of the grant cycle and includes a mix of virtual and on-site formats. This review focuses on program systems that support high-quality services while eliminating unnecessary burden for recipients. This review helps OHS understand each recipient's foundation for program services, including governance, staffing and supervision, service design, internal monitoring, fiscal capacity, and integrity, and ERSEA processes. This review type checks if programs meet the requirements of the Uniform Guidance, and the Head Start Act. Updates to the FA1 review this year include:

- Streamlining review questions – reducing the number of items reviewed in each content area by 30–50 percent to improve efficiency while maintaining rigor.
- Focusing earlier on critical systems – incorporating fiscal, governance, and ERSEA into the FA1 review to assess these foundational areas sooner in the grant cycle.
- Adding on-site engagement – introducing an on-site component, in addition to virtual formats, to strengthen understanding of program operations and the systems in place to keep children safe.

FA2: Comprehensive Services Review

The FA2: Comprehensive Services Review happens in the third or fourth year of the grant cycle and includes a mix of virtual and on-site formats. This review gives recipients the chance to show how they deliver high-quality services to children and families that meet Head Start requirements. The review looks at the quality of education, health, and family services; checks that ERSEA requirements are met; and reviews fiscal capacity and integrity. It also helps OHS understand each recipient's performance and confirm that programs meet the requirements of the Uniform Guidance, and the Head Start Act. Updates to the FA2 review this year include:

- Streamlining questions for clarity, making the review process more efficient and focused.
- Increasing the specificity of review items to provide more actionable feedback to recipients.
- Maintaining a strong focus on child safety, program quality, and fiscal integrity throughout the review process.
- Shortening the on-site portion from 5 days to 3.5 days, reducing burden while maintaining a thorough review.

CLASS® Reviews

Section 641A(c)(2)(F) of the Act requires OHS to assess the quality of teacher–child interactions using a valid and reliable observation measure. In FY26 OHS will continue using the 2008 edition of the CLASS Pre-K tool. Scores will count toward Designation Renewal System (DRS) decisions using the competitive thresholds set in the 2020 [final rule on DRS changes](#). A 2024 rule delays the increase in the CLASS Instructional Support competitive threshold from 2.3 to 2.5 until August 1, 2027.

In FY26, programs scheduled for a CLASS review will record and submit their own classroom videos (video review). On-site reviews with certified CLASS observers are available **only** by request.

AIAN Head Start programs can choose to do a self-review for their CLASS review. All AIAN grant recipients have the option for a self-review, including those that have consolidated their Head Start program into an approved Pub. L. 102-477 Plan.

All recipients will have the opportunity to attend information sessions specifically developed to discuss FY26 CLASS options, including a group of sessions convened specifically for AIAN recipients.

RAN Reviews

OHS conducts RAN reviews when there are serious child health or safety concerns due to a reported incident. These reviews start when OHS needs more information about a significant incident that occurred within a program. They focus on issues such as abuse, neglect, inappropriate conduct, inadequate supervision, or unauthorized release of a child.

RAN reviews are designed to:

- Make sure serious incidents are reported quickly and accurately
- Identify any program or management issues that contributed to the incident
- Share the corrective actions that are needed
- Provide feedback to help programs prevent similar incidents in the future

Other Reviews

QHS may conduct special reviews when there are concerns that fall outside the regular monitoring schedule. These reviews can be done on-site or virtually and may take place with or without advance notice. QHS also has the right to conduct unannounced reviews at any time.

Tribal Programs Integrated Under Pub. L. 102-477 Plans

As required by law, QHS will continue to work with the Tribe and the Bureau of Indian Affairs to conduct monitoring and oversight. Tribal grant recipients that include their Head Start program in a Pub. L. 102-477 plan should describe their monitoring approach in that plan. Information from these reviews helps determine continued Head Start funding through DRS. Programs may receive funds without competition only if the Administration for Children and Families (ACF) determines they provide a high-quality, comprehensive program.

For Tribal programs that are integrated under a Pub. L. 102-477 plan and choose to participate in QHS monitoring, QHS will continue to conduct monitoring and a CLASS review (self-review option available) to help ACF confirm the program is delivering a high-quality, comprehensive program.

Scheduling

Each year, programs must submit a calendar showing when programs are open and when children are in session. QHS uses this calendar to schedule monitoring reviews. If the schedule changes, programs should update their calendar right away. QHS can only approve rescheduling in exceptional situations. QHS may also conduct reviews without advance notice.

Communications

Programs scheduled for a monitoring review in FY26 will receive a notification letter 45 days before the review starts. The assigned review lead will also schedule a planning call to discuss the review and learn about the program's current service delivery. After the review, QHS will issue the report within 60 days.

Questions

For questions regarding FY26 monitoring, please contact the appropriate regional office.

Thank you for the continued commitment to the success of Head Start children and families.

Sincerely,

/ Tala Q. Hooban /

Tala Q. Hooban
CAPT, U.S. Public Health Service
Acting Director
Office of Head Start

Addressing Vacant Slots Due to Chronic Absenteeism in Head Start Programs

 headstart.gov/policy/im/acf-ohs-im-25-06

Addressing Vacant Slots Due to Chronic Absenteeism in Head Start Programs ACF-OHS-IM-25-06

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. **Log Number:** ACF-OHS-IM-25-06
2. **Issuance Date:** 09/26/2025
3. **Originating Office:** Office of Head Start
4. **Key Words:** Vacant Slots; Absenteeism; Enrollment Reporting; Attendance

Information Memorandum

To: All Head Start recipients, including Head Start Preschool, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

Subject: Addressing Vacant Slots Due to Chronic Absenteeism in Head Start Programs

Information:

This Information Memorandum (IM) clarifies policy guidance on vacant slots in Head Start programs, with a focus on vacant slots due to chronic absenteeism.

Vacancies occur when a child who is enrolled in the program (and has attended previously) no longer attends for an extended period of time. This empty slot constitutes a missed opportunity for the child who is not attending a program and a missed opportunity for an eligible child who is waiting for Head Start services. Programs should work with the family to reinstate attendance or consider the slot vacant and fill it so the maximum number of eligible children can receive Head Start services.

This IM clarifies when Head Start programs should consider a child's slot vacant after long-term absences, underscores the importance of regular attendance, and offers strategies programs can use to enhance access and participation for children and families.

Clarifying Vacant Slot Requirements

The Head Start Program Performance Standards (Performance Standards), specify that a Head Start program must maintain its funded enrollment level and fill any open slots as soon as possible and within 30 days ([45 CFR §1302.15\(a\)](#)). This does not supersede any requirements set by a state on the timely enrollment of children in state funded programs.

The Office of Head Start (OHS) requires a program to report a slot as vacant as soon as the family or guardian communicates that the child is not returning to the program. The program must consider a slot vacant after a child has not attended for a **maximum** of 30 days (which should be counted as 30 consecutive calendar days) and a minimum of three attempts have been made to re-engage the family. Considering the slot vacant means the child will be unenrolled. This action is not considered expulsion as described in [§1302.17](#).

If a program has reserved one or more enrollment slots for children and pregnant women experiencing homelessness or children in foster care, it can hold that slot for 30 days (§1302.15(c)). If a reserved slot is not filled after 30 days, it becomes vacant and must be filled within 30 days. When filling vacant slots, programs are expected to refer to their waiting list, which ranks children according to the program's selection criteria as outlined in [§1302.14\(c\)](#).

The Performance Standards are also clear that programs must implement strategies to promote attendance, including using individual child attendance data to identify children with patterns of absence that put them at risk of missing 10 percent of program days per year. If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance ([§1302.16\(a\)\(3\)](#)). Efforts to reengage the family, at a minimum, include either directly contacting the parent or guardian or conducting a home visit. Each contact or attempted contact with the family must be documented in the child's file or in the program's record keeping system.

Considerations for Exceptions

The Performance Standards outline an expectation of filling any vacancies as soon as possible and within 30 days (§1302.15(a)), and OHS generally considers a slot to be vacant as soon as a family has confirmed the child is not returning to the program (or when a child has not attended for a maximum of 30 days), as described above. However, Head Start programs may develop policies and procedures that allow for limited exceptions to when a slot is considered to be vacant, as there are some unique circumstances that may factor into a child's attendance. Some examples may include: extenuating family circumstances that require a family to travel out of the service area for more than 30 days, a child with an extended illness or requiring hospitalization, a family recovering from a disaster, or a family emergency that might hinder a family's ability to ensure their child is able to get to the program. Programs must document the rationale for allowing the exception either in the child's file or in their record keeping systems.

In extraordinary circumstances, a child may be temporarily suspended from a Head Start program (§1302.17(a)). A temporary suspension may be used only as a last resort when there is a serious safety threat that has not been reduced or eliminated by the provision of interventions and supports recommended by the mental health consultant, and the program needs time to put appropriate services in place. In these instances, a temporary suspension would not count toward the maximum of 30 days before a slot is considered vacant. If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety. A program must explore and document all steps taken to address the behavior(s) and supports needed to facilitate the child's safe reentry and continued participation in the program as outlined in §1302.17(a)(4).

If a program unenrolls a child due to chronic absenteeism, OHS encourages programs to allow the family to re-enroll upon return if there is a vacancy to accommodate them. If a program can no longer accommodate the family, it should place the child to the waitlist and help them identify an alternative care arrangement.

Enrollment Reporting Reminders

All Head Start programs must report their monthly enrollment in the Head Start Enterprise System (HSES) by Head Start Preschool and/or Early Head Start program within each grant (641A(h)(2)). Together, the following categories make up the total enrolled slots for the month: filled slots, reserved slots, and slots vacant for less than 30 days. Programs can make edits to reported monthly enrollment until a new reporting period opens.

For the purposes of enrollment reporting, a slot that is vacant for less than 30 days is counted toward a program's enrolled slots. Programs may report any slots that were vacant for less than 30 days as enrolled for the month. This allows the programs an opportunity to enroll another family. After 30 days, the slots can no longer be counted as enrolled slots (§1302.15(a)). At the beginning of the program year, all unfilled slots are considered vacant, unless they are reserved, and must be filled as soon as possible.

Importance of Attendance and Preventing Chronic Absenteeism

In Head Start programs, chronic absenteeism means missing 10 percent of program days per year. Chronic absenteeism, even among children in preschool and kindergarten, has been shown to be related to future chronic absenteeism, grade retention, and poor academic achievement.¹

Children living in poverty are two to three times more likely to be chronically absent from school. Chronic absenteeism can have disproportionately negative impacts on children living in poverty because their families often lack access to resources needed to make up for the lost learning.² Establishing a pattern of consistent attendance enhances children's cognitive development, social skills, and long-term educational success.

Strategies to Enhance Program Access and Participation for Children and Families

Head Start programs are required to implement strategies to promote attendance (§1302.16(a)(2)). Here are a few strategies programs can use to address chronic absenteeism and boost regular attendance:

- Building relationships with families to improve communication.
 - Program leadership should promote regular attendance by consistently sending the message that regular attendance is important for children's success. Child and family services staff should reinforce this message by highlighting attendance during parent-teacher conferences and other engagement opportunities, and discussing the benefits of regular attendance with families.
 - Programs should ensure that all staff can build trusting relationships with families. These relationships are the foundation for understanding any challenges a family and child may be facing. As part of these ongoing relationships, staff can have regular conversations with families about the value and benefits of attendance as well as problem solve about specific family circumstances that may be adversely affecting child attendance.
- Programs can engage in community partnerships that support child and family wellbeing and promote child attendance. Health and mental health providers, family support services, housing

organizations, and child care providers with extended days supports can all help programs to promote family and child wellness, stability, and child attendance.

- Programs must track attendance for every child. Programs must also examine barriers to regular attendance, such as access to safe and reliable transportation, and where possible, provide or facilitate transportation for the child if needed (§1302.16(a)(2)(v)).
- Programs must regularly review and analyze individual child-attendance data to identify trends and patterns in absences and develop targeted supports for families. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate (§1302.16(b)).
- Programs should use health data to identify trends in children's absences that are related to health and implement strategies that improve attendance. They can help improve attendance using policies and procedures that promote health, reduce the spread of illness, and prevent injury. Programs should individualize supports for each family when absences are related to health, and provide education and resources for family members to prevent illness and injury and identify when a child is sick and needs treatment.
- Programs must use a multidisciplinary approach that facilitates coordination and collaboration between mental health and other relevant program services, including as education, disability, family engagement, and health services. A multidisciplinary approach, including mental health consultants, can help programs identify why there may be chronic absenteeism and support children and families to attain regular attendance.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Tala Q. Hooban /

Tala Q. Hooban
CAPT, U.S. Public Health Service
Acting Director
Office of Head Start
Resources:

- [ERSEA \[Eligibility, Recruitment, Selection, Enrollment and Attendance\] Insights](#)
- [Addressing Barriers that Limit Attendance](#)
- [Health Services to Promote Attendance](#)
- [Eligibility Resources](#)
- [Enrollment: Creating Systems for Filling Every Seat](#)
- [Making Enrollment Accessible to Families](#)

¹ <https://www.aap.org/en/patient-care/school-health/school-attendance>

² <https://www.attendanceworks.org/chronic-absence/the-problem/>



Preschool Services Department

2024-2025 Head Start Program Information Report Overview





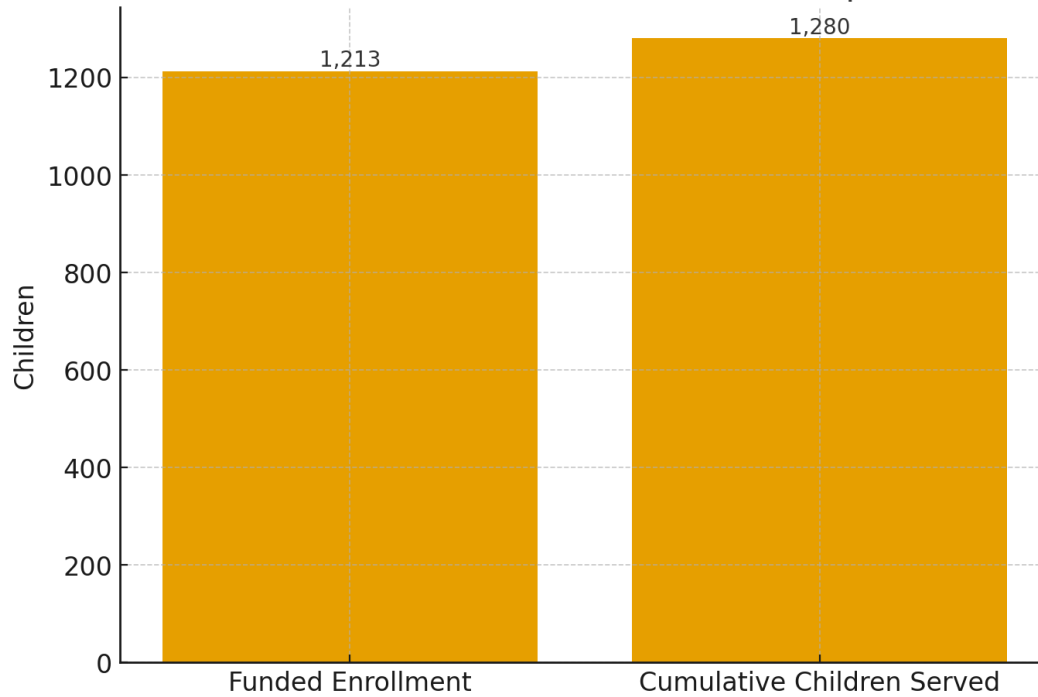
Background & Purpose

- PIR serves as the primary source for basic information about Head Start services.
- PIR is not intended to assess compliance but to make data available about local Head Start programs to a board audience (policymakers, researchers, Congress ... etc.).
- Looks at what we funded, who we served, outcomes and where we are focusing ongoing quality improvements.

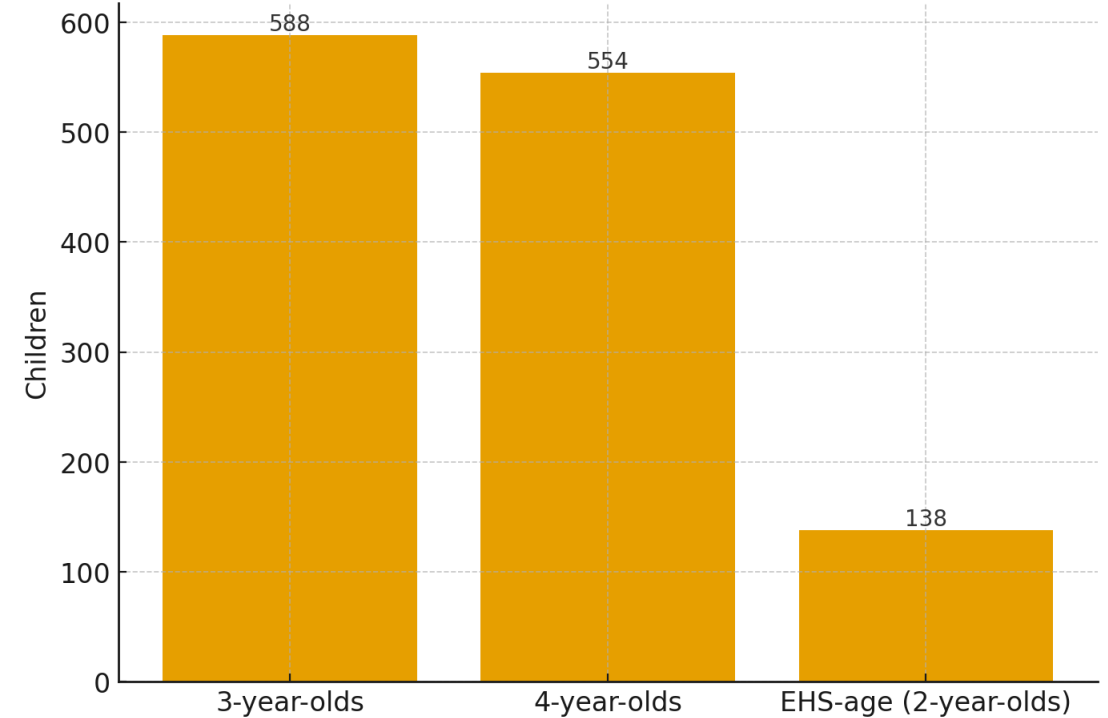


Enrollment

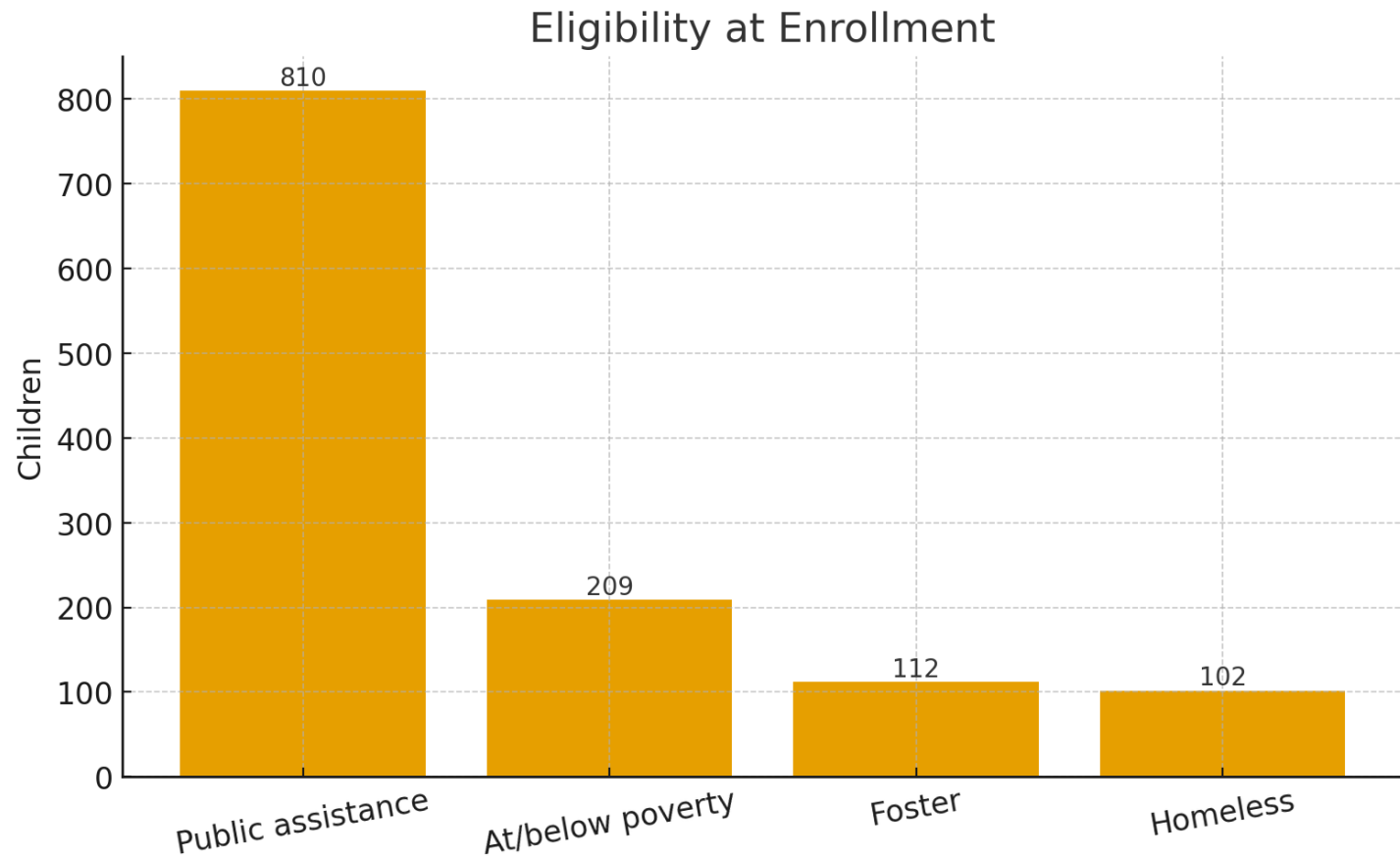
Head Start 2024-25 Enrollment Snapshot



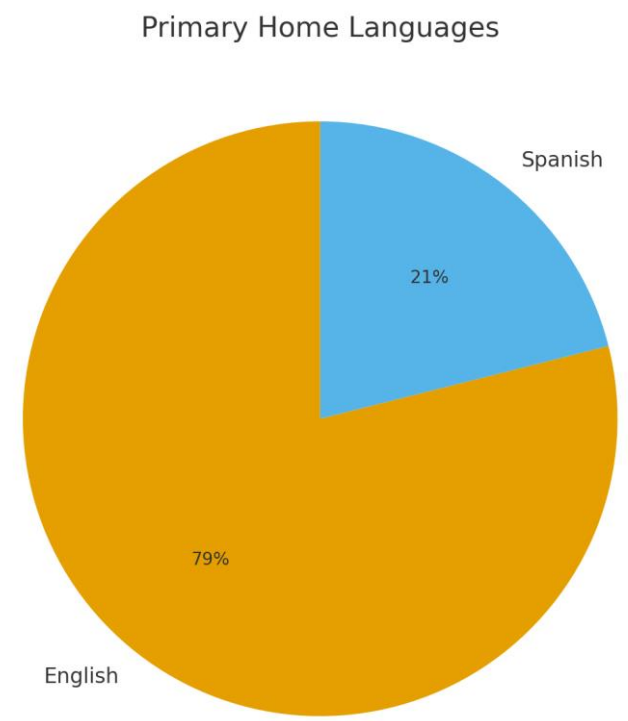
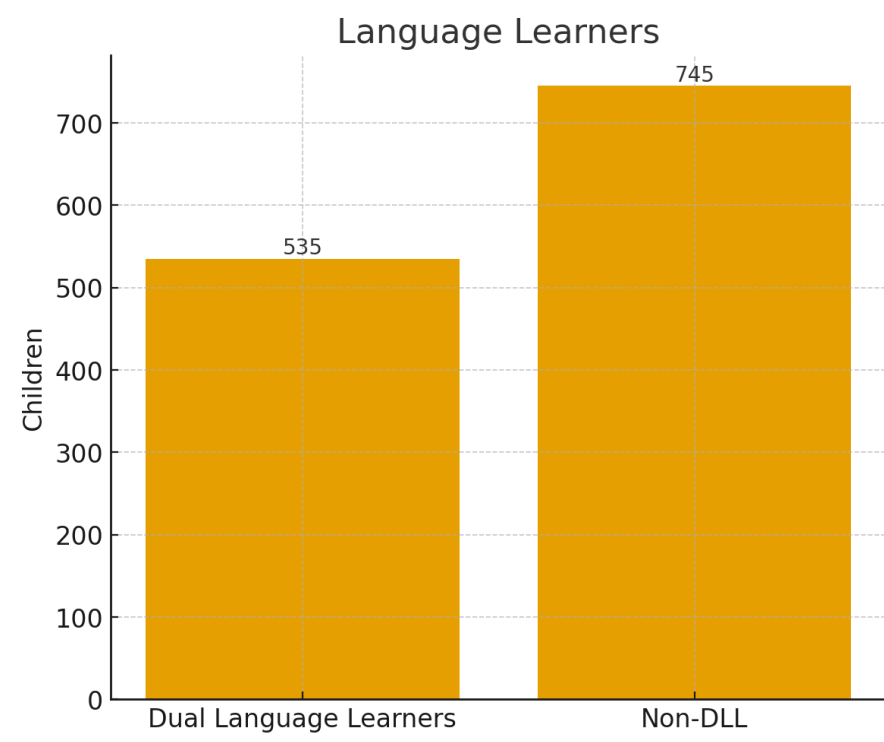
Age Mix of Children Served (2024-25)



Who We Serve

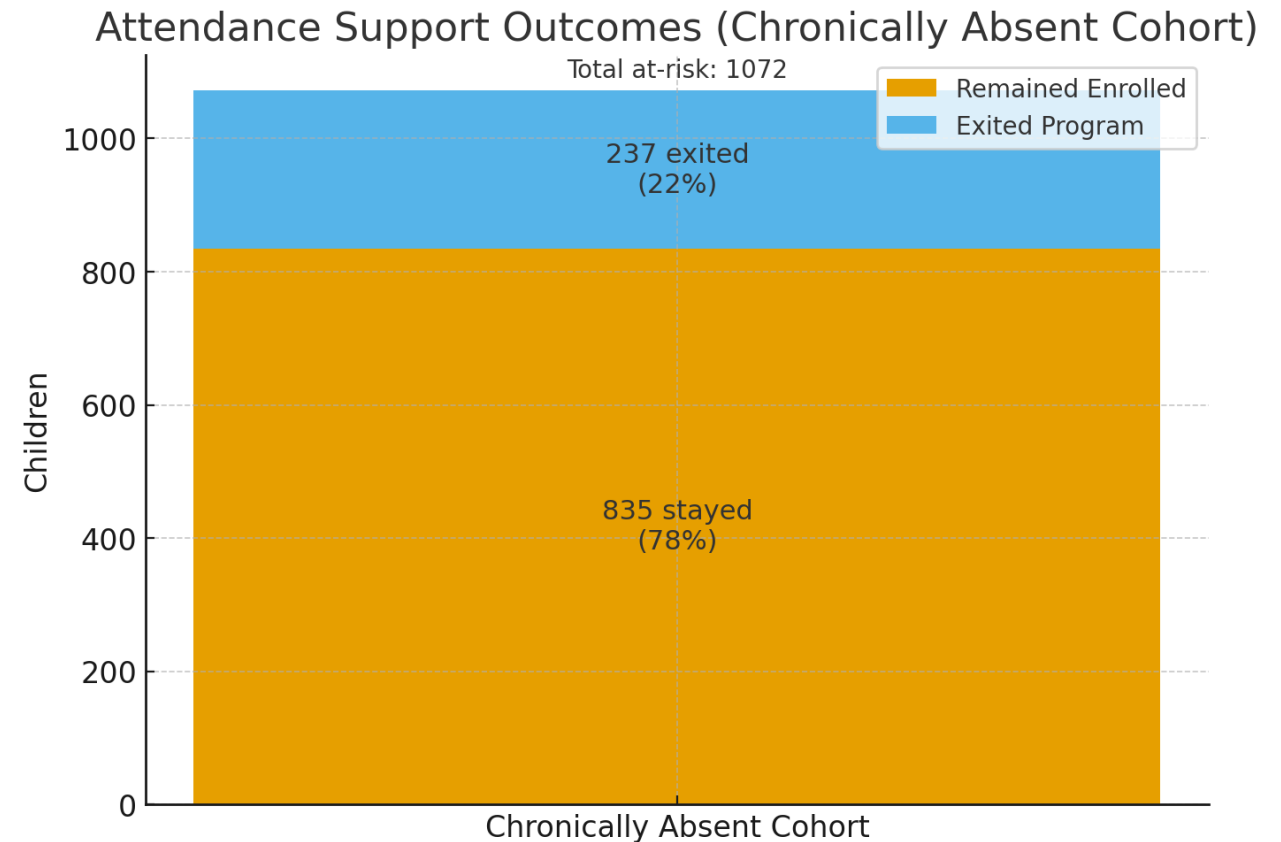


Who We Serve



Attendance Momentum

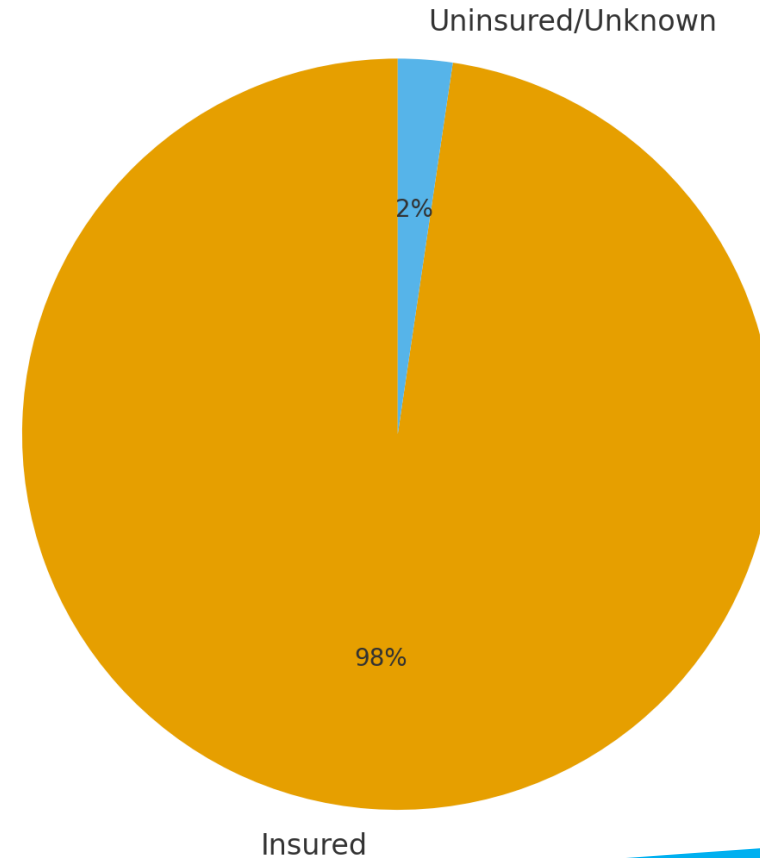
- Early identification
- Quick outreach
- Tiered family supports
- Transportation problem solving
- Goal setting with families



Child Health & Development- Coverage

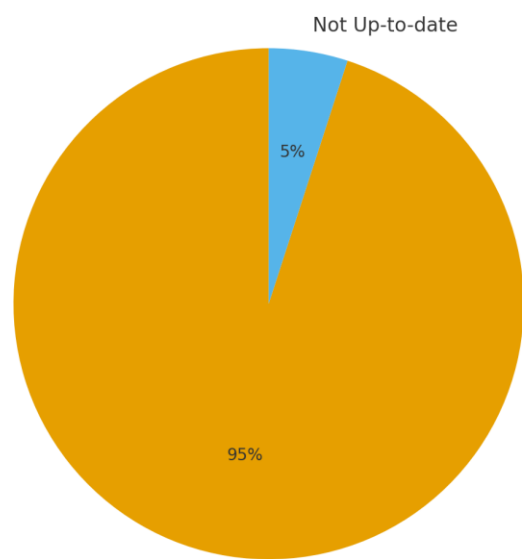
- Coverage is **STRONG!**
- Supporting access to care in San Bernardino County.

Health Insurance (Year-End)



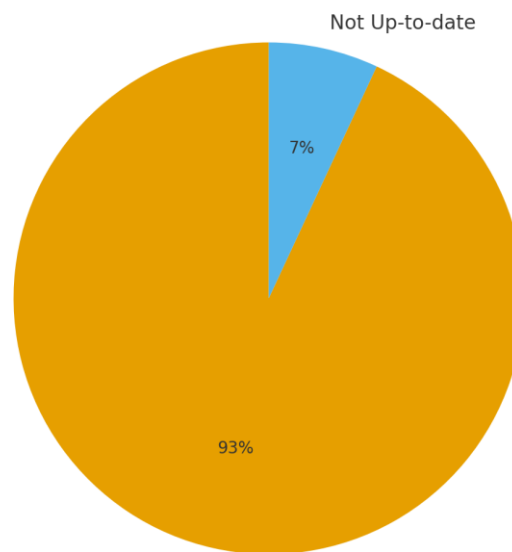
Child Health & Development- Preventive Care

Well-Child Exams (Year-End)



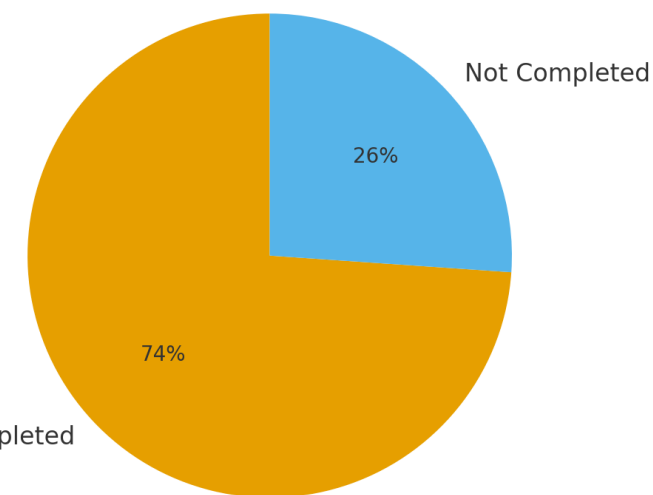
Up-to-date Well-Child

Immunizations (Year-End)



Up-to-date Immunizations

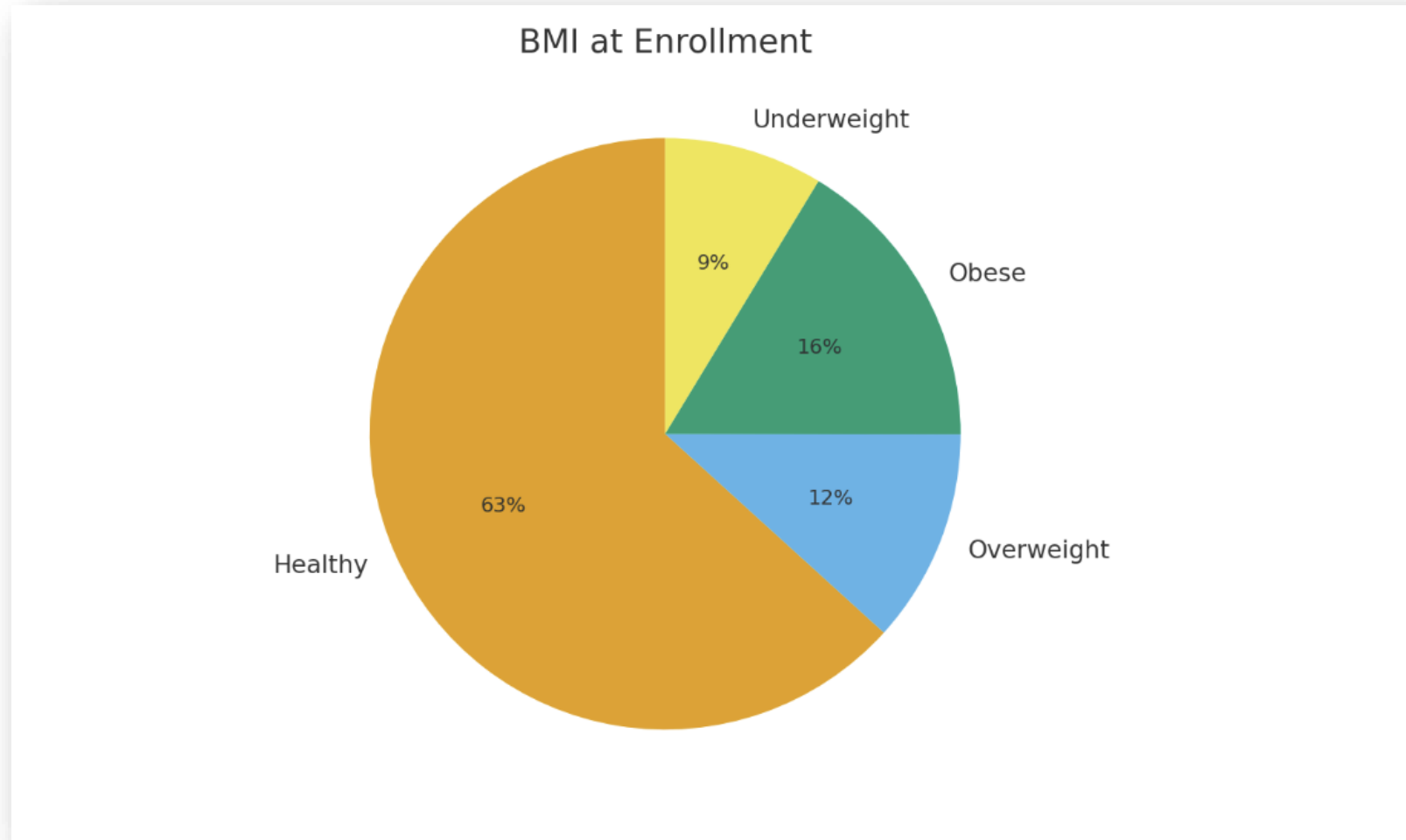
Dental Exams (Year-End)



Dental Exam Completed

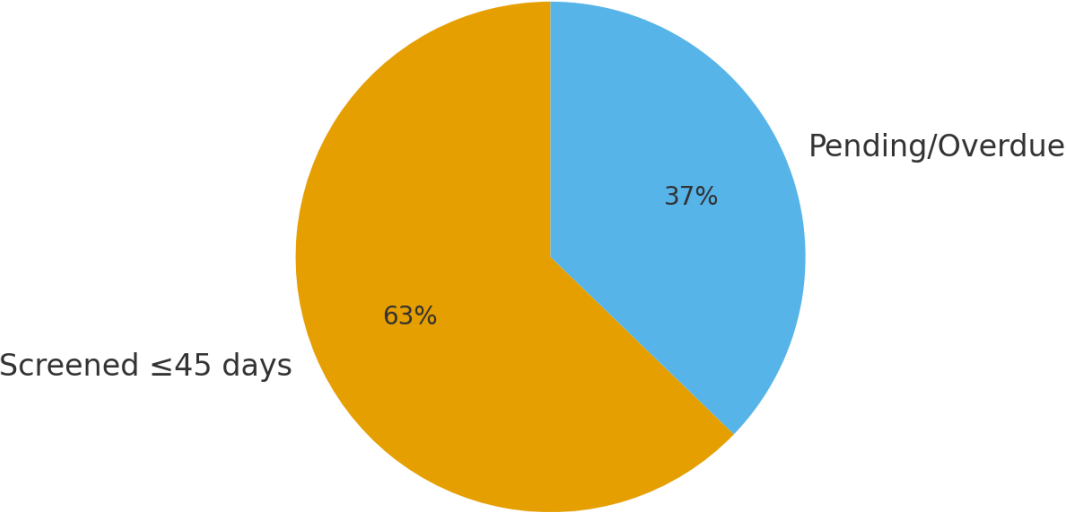


Child Health & Development – Growth & Nutrition

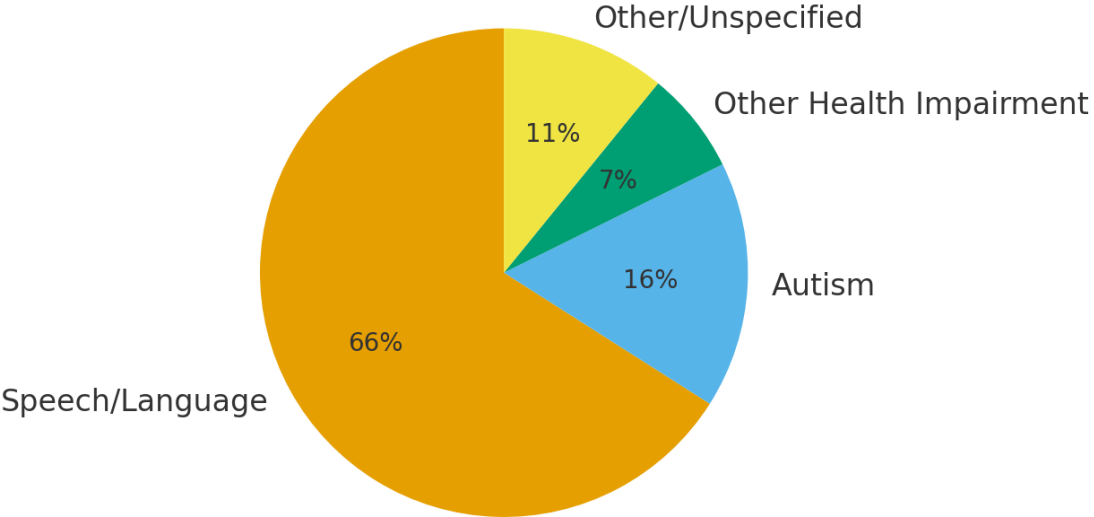


Child Health & Development – Screening & Needs

Developmental Screening (Newly Enrolled, 45-day)

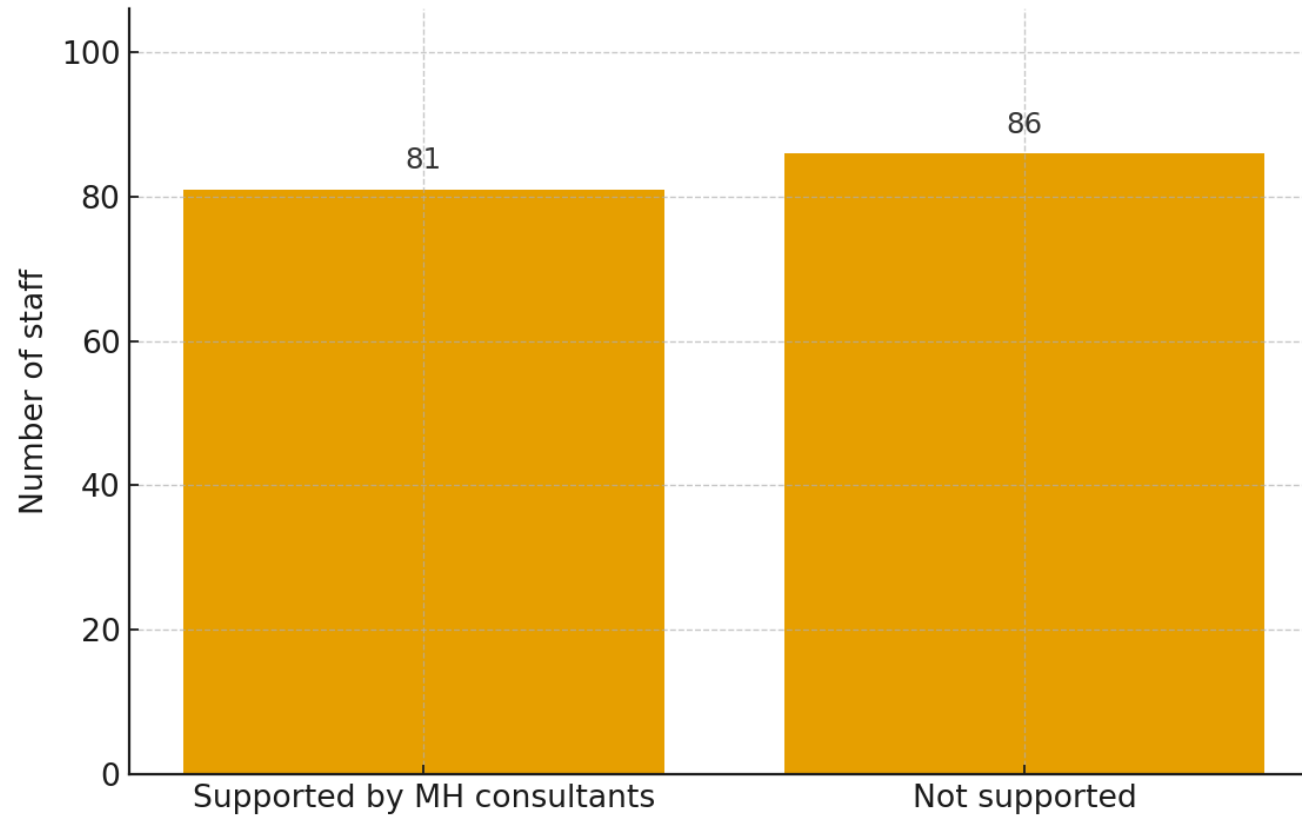


Children with IEPs by Primary Disability (n=147)

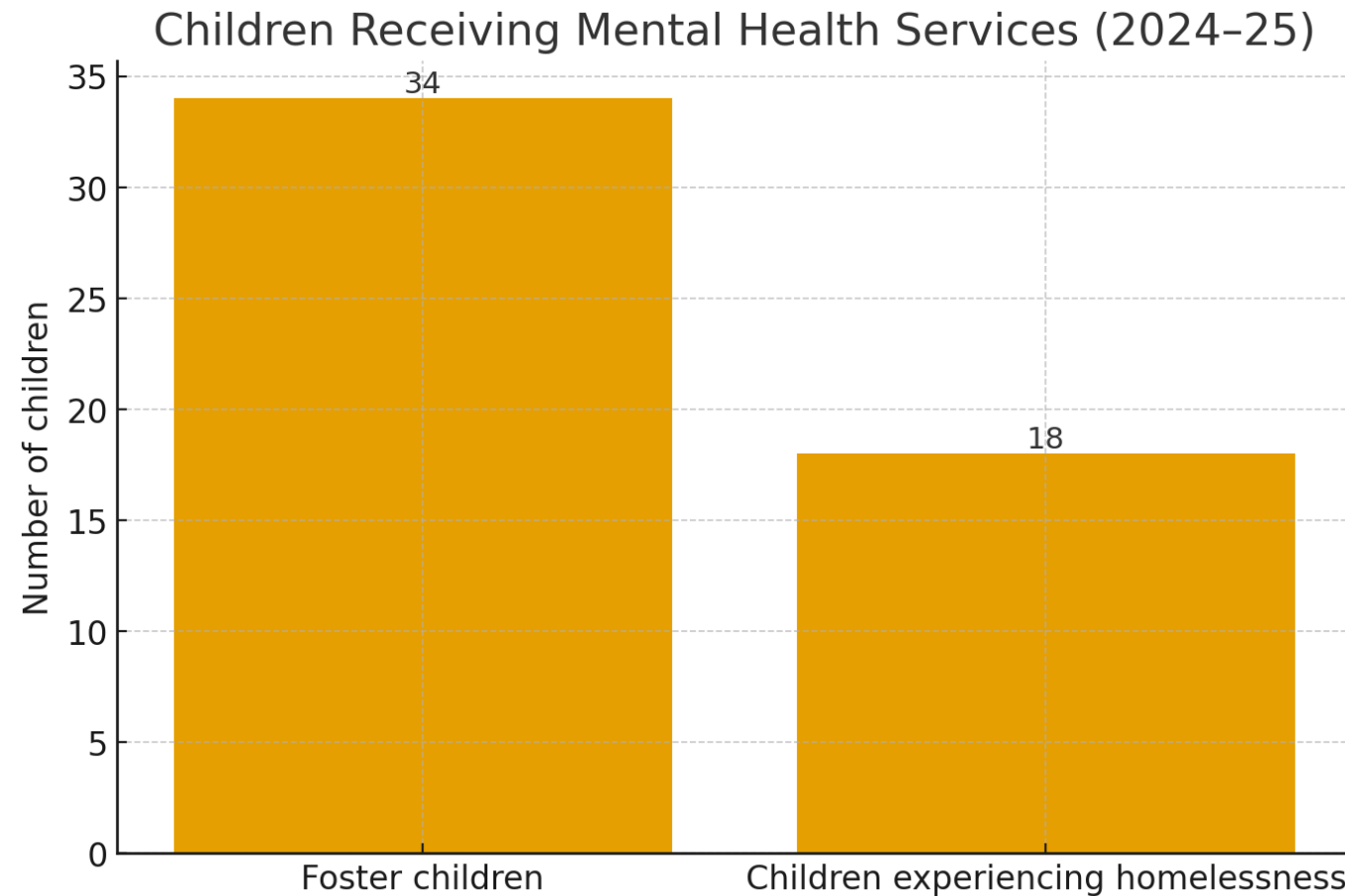


Mental Health Services

Children/Classrooms — Mental Health Consultation Coverage
48.5% supported (81 of 167)

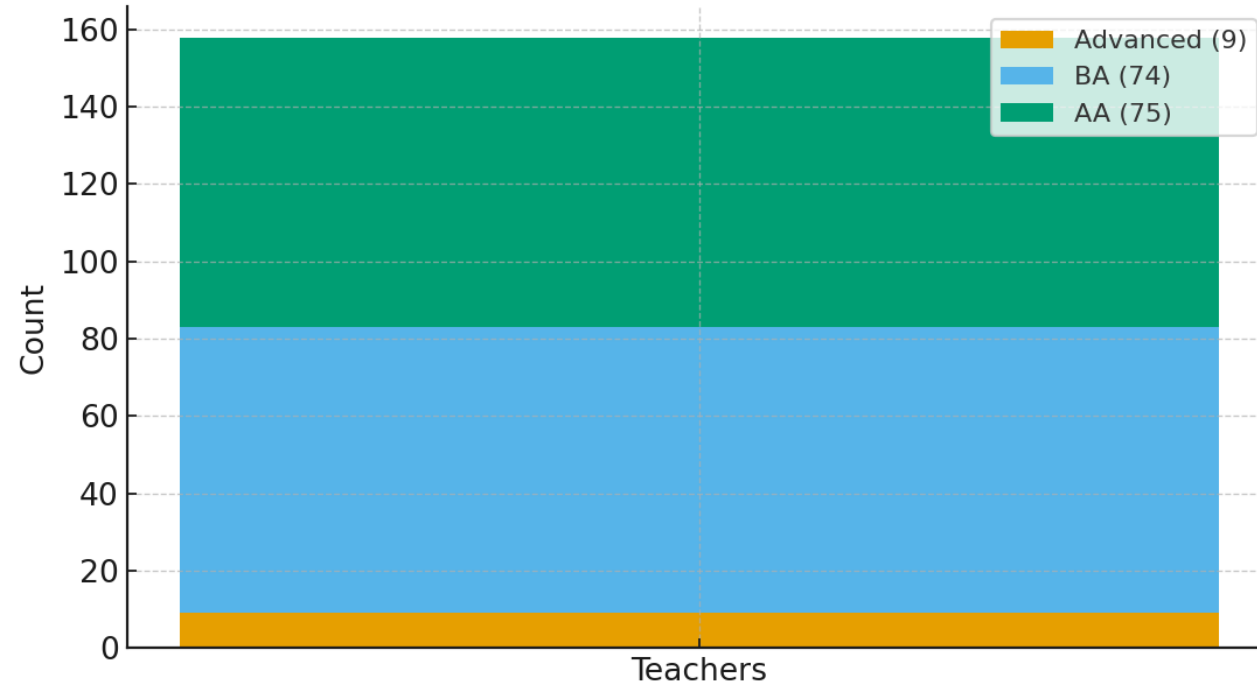


Mental Health Services (Foster & Homeless-Identified Children)

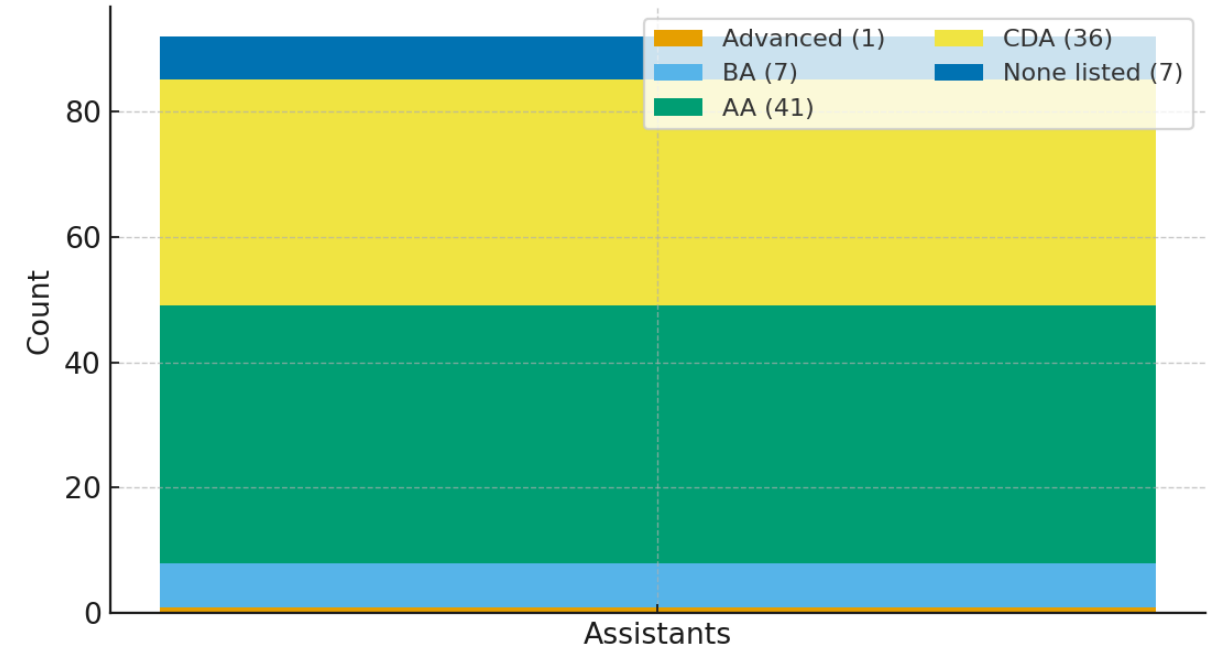


Workforce & Quality

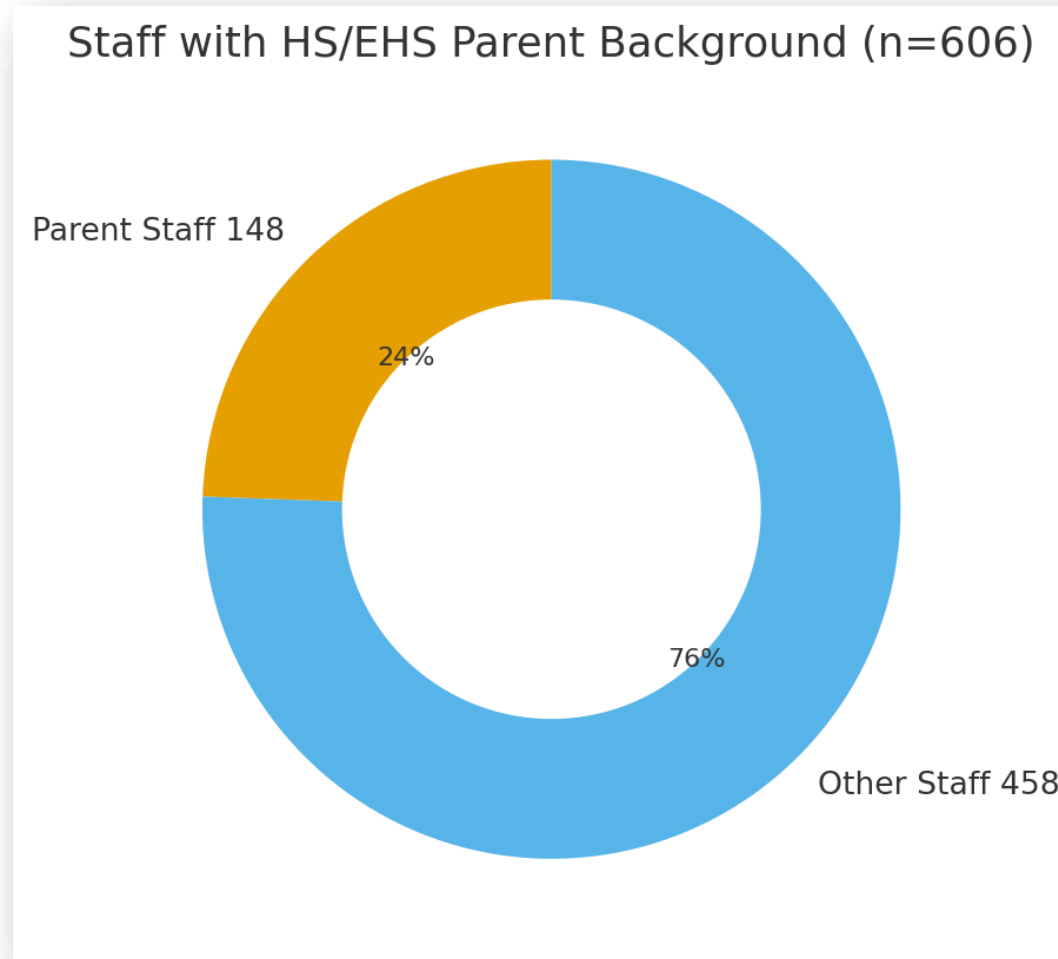
Teacher Qualifications (n=160)



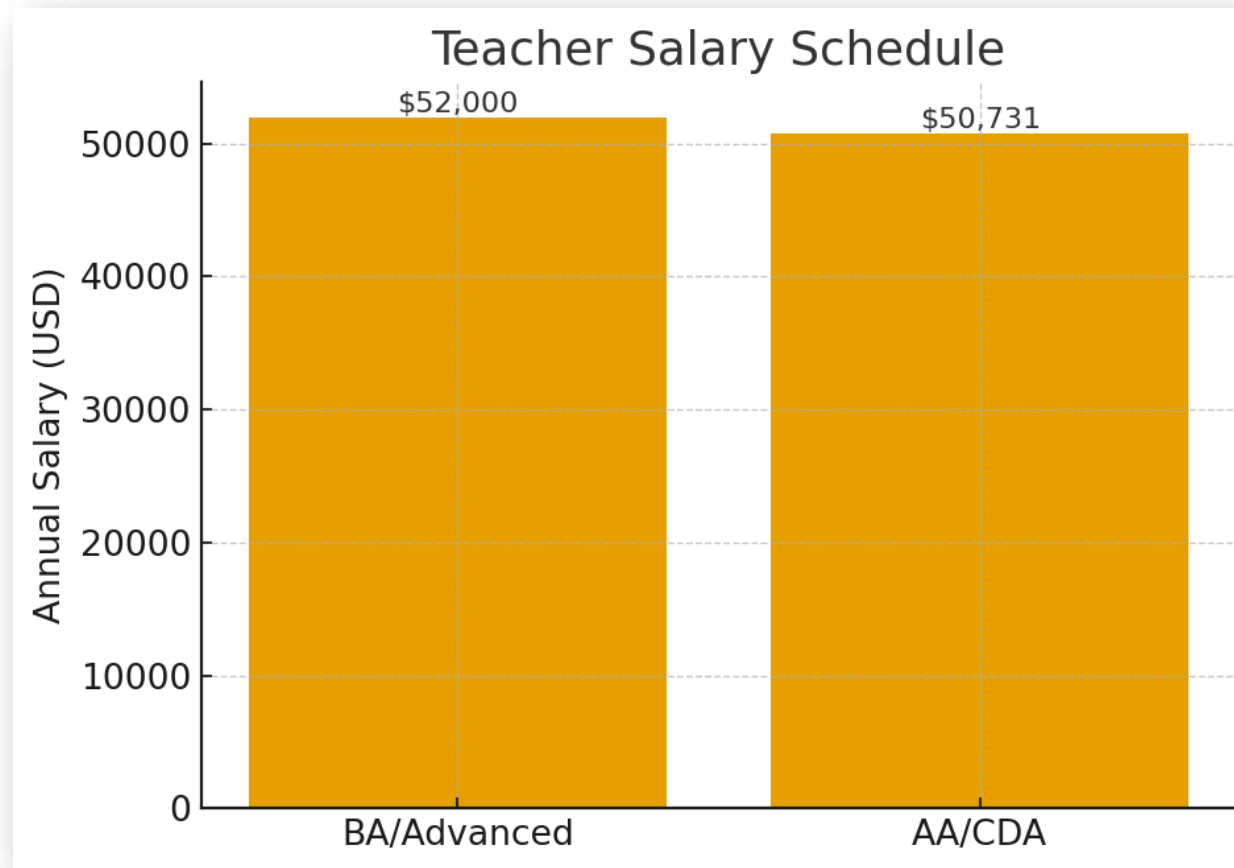
Assistant Teacher Qualifications (n=92)



Workforce & Quality

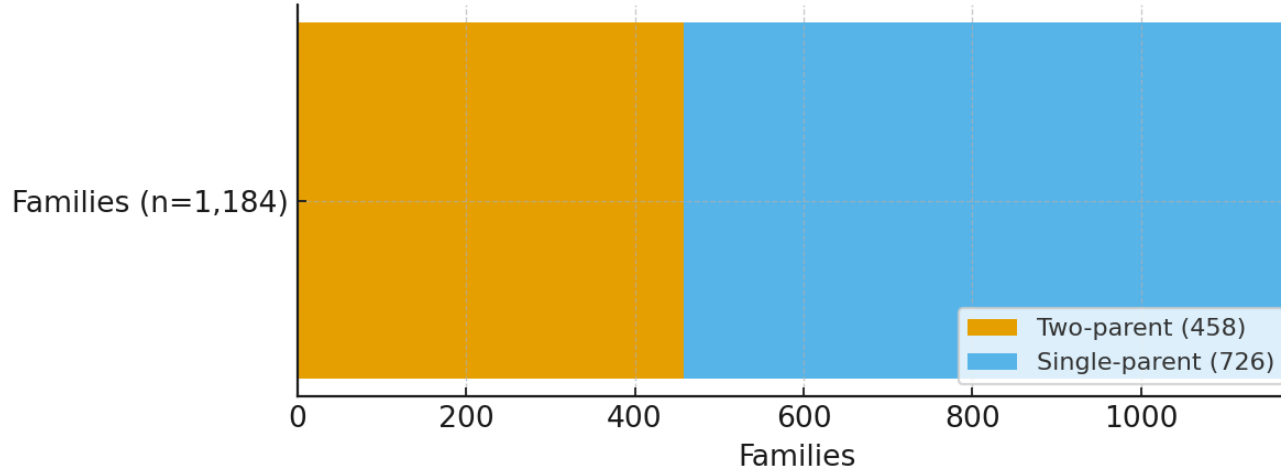


Workforce & Quality

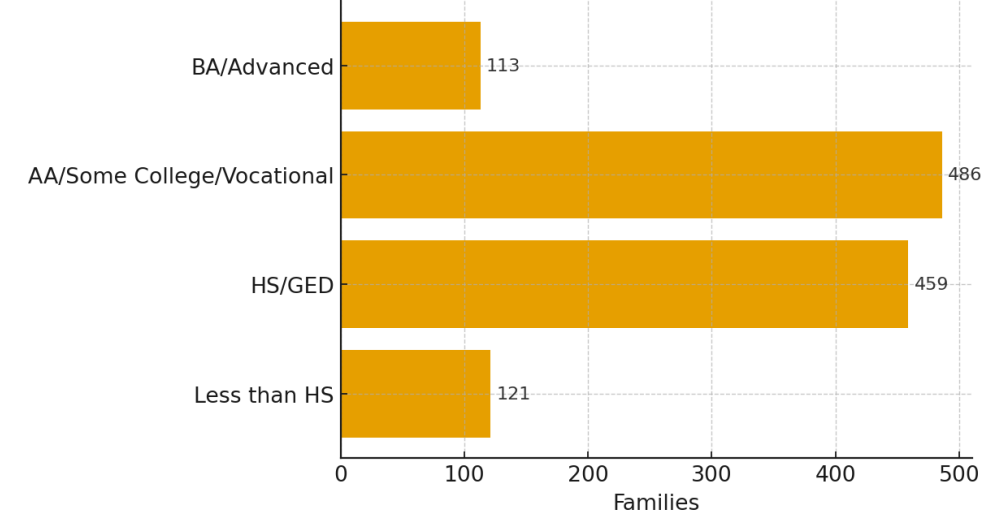


Family Services

Family Structure

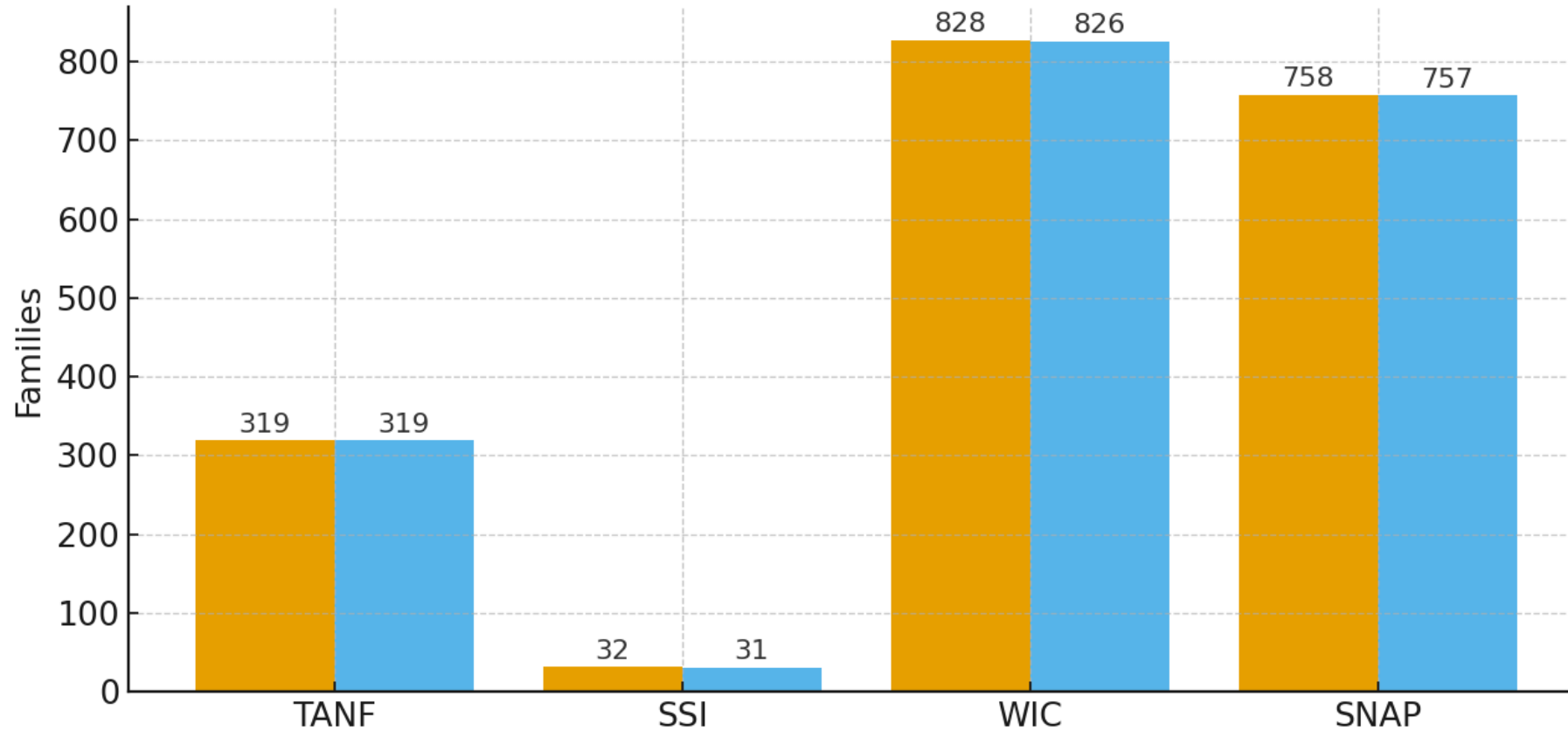


Parent/Guardian Education (Highest Level)

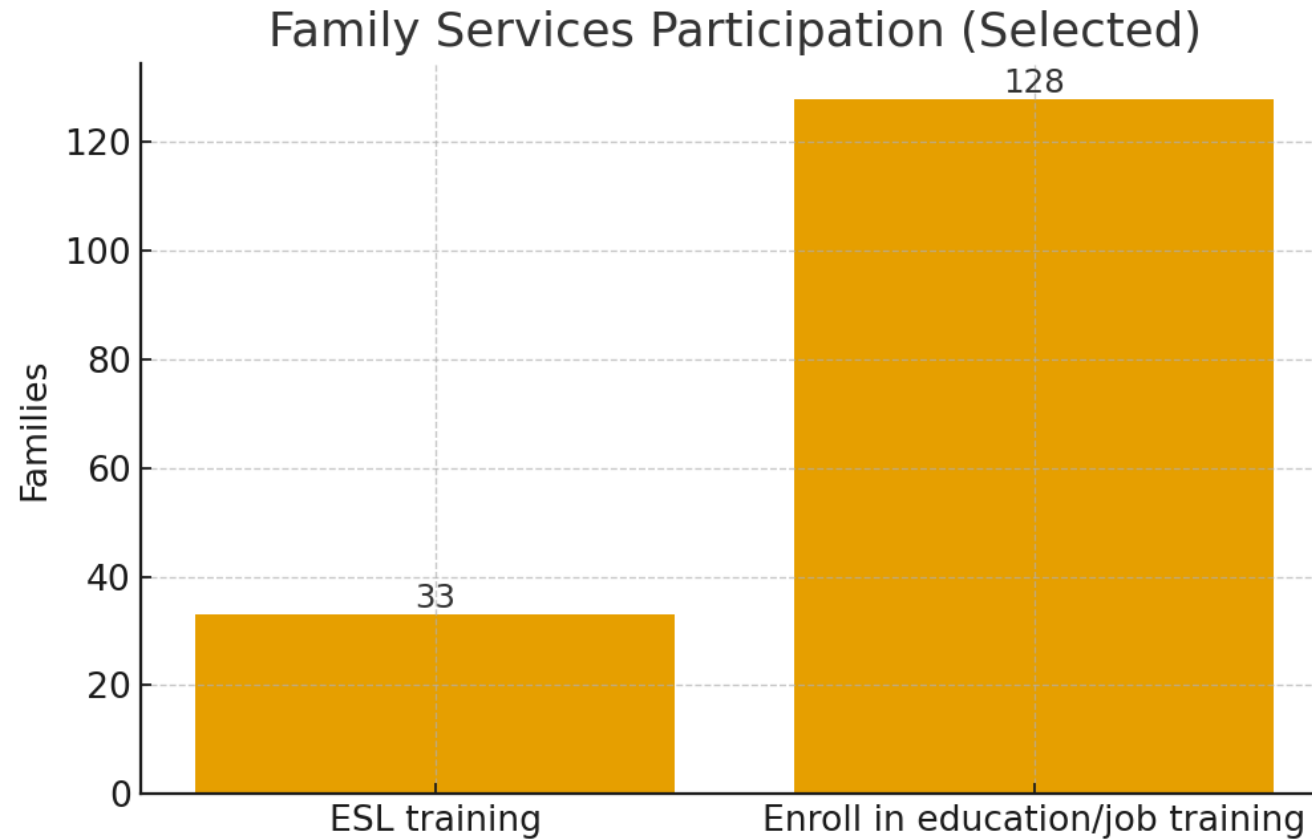


Family Services

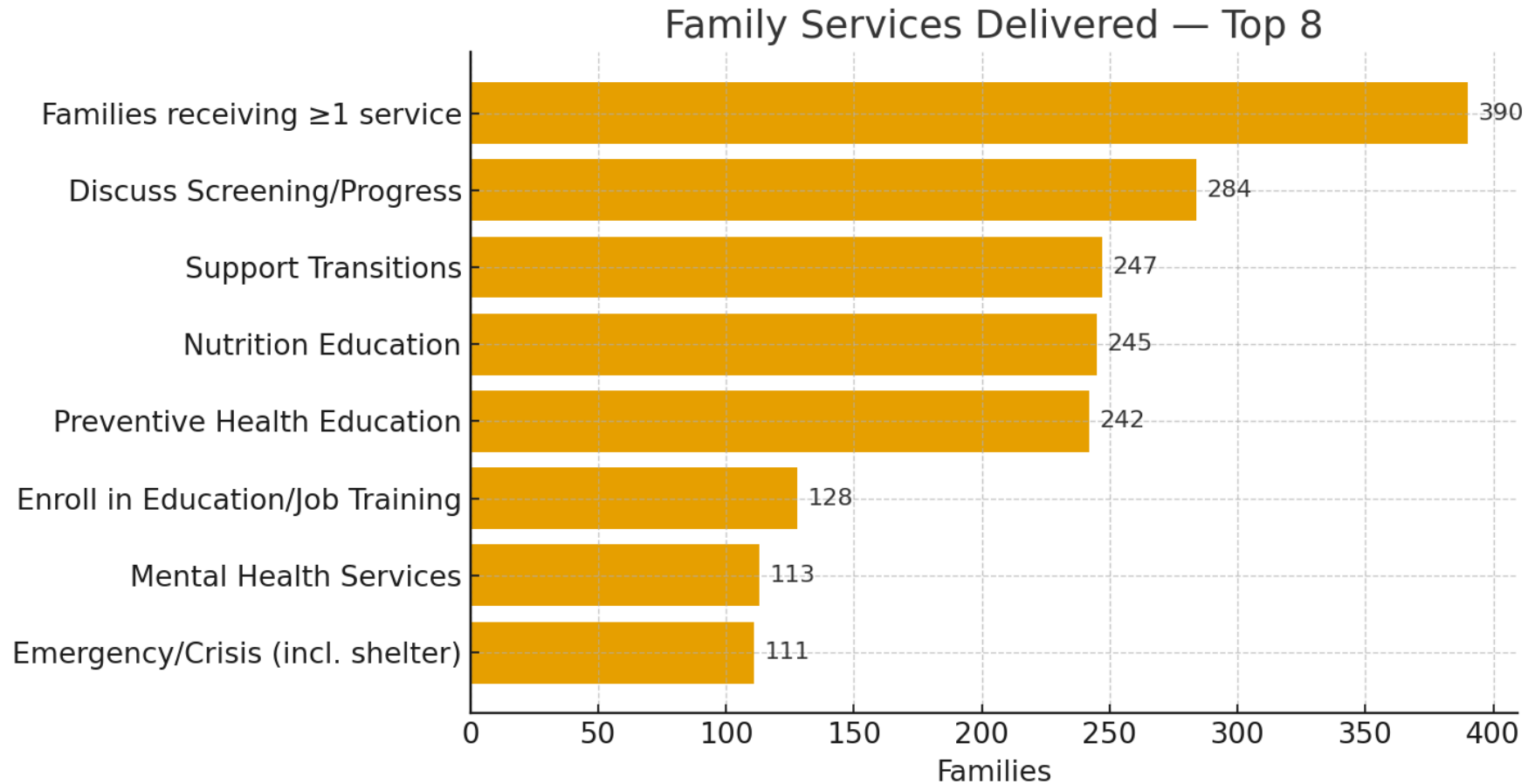
Economic Supports (Families Receiving)



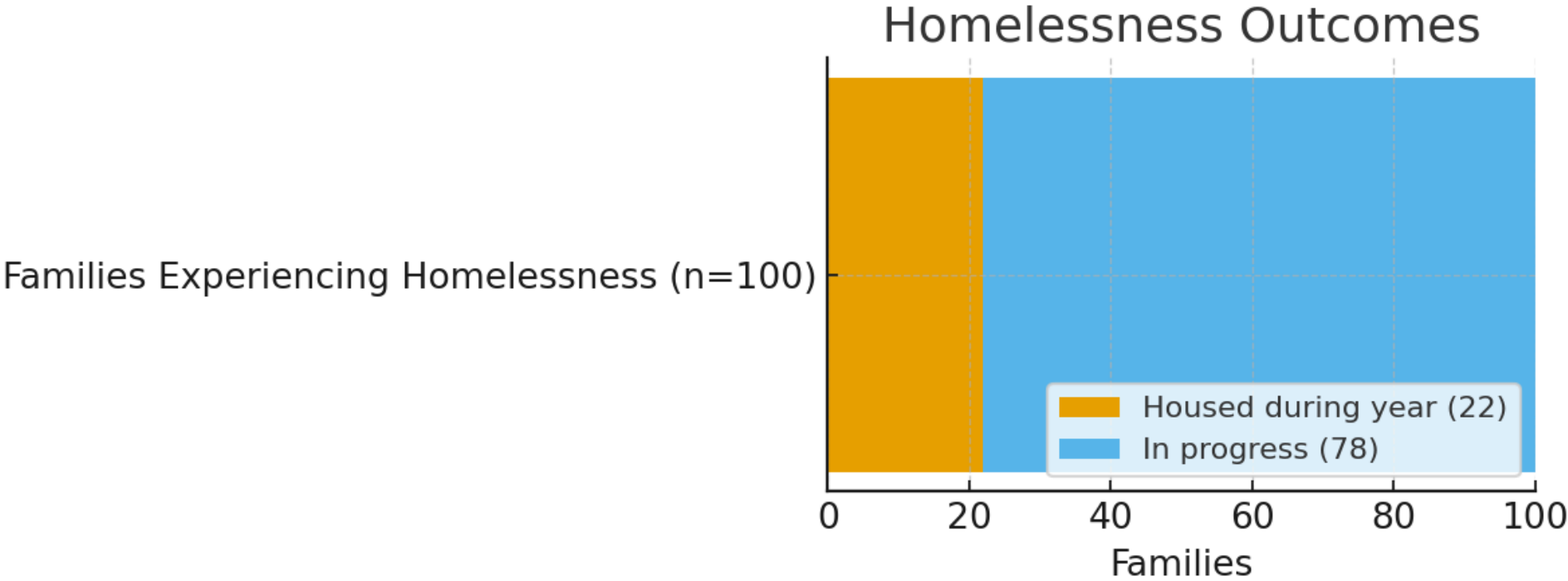
Family Services



Services Delivered



Homelessness Services and Outcomes





PIR 24-25 Summary

- Enrollment & Demographics
- Health and Development
- Mental Health Services
- Workforce & Quality
- Services and Outcomes

QUESTIONS?



Thank You!



Preschool Services Department



(840) 255-8661



662 S. Tippecanoe Ave
San Bernardino, CA



**County of San Bernardino Preschool Services Department Enrollment Report
September 2025**

Early Head Start Sites	Funded Slots	Enrolled	Vacancies < 30 Days	Total Vacancies	% Enrolled
DA-Easter Seals Montclair (FD)	32	30	2	2	94%
DA-Easter Seals Ontario Haven	44	39	3	5	89%
DA-Easter Seals Ontario Mills	24	12	5	12	50%
DA-Easter Seals Ontario Phillips	36	32	2	4	89%
Apple Valley EHS	18	17	3	1	94%
Barstow Main EHS	19	16	1	3	84%
Chino EHS	26	26	0	0	100%
Del Rosa EHS	8	8	0	0	100%
Fontana Citrus EHS	27	26	1	1	96%
Hesperia EHS (HB)	27	27	0	0	100%
Mill St (FD)	16	8	2	8	50%
Next Gen Adelanto	16	0	0	16	0%
Next Gen Hesperia	16	5	0	11	31%
Ontario Maple (FD)	24	15	0	9	63%
Redlands South (HB)	20	11	3	9	55%
Rialto Eucalyptus (FD)	16	7	1	9	44%
Victorville	16	15	0	1	94%
Whitney Young (FD)	16	8	0	8	50%
Yucaipa EHS (HB)	10	10	0	0	100%
Yucca Valley EHS	26	13	1	13	50%
Totals	437	325	24	112	74%

	Total Reserved Slots				
	Total Vacancies 30 Day or Less	24			
	End of Month Total Enrollment	349			80%

County of San Bernardino Preschool Services Department Enrollment Report

August 2025

Early Head Start - CCP Sites	EHS CCP Funded Slots	Enrolled	Vacancies < 30	Total Vacancies	% Enrolled
Ana Brown	3	3	0	0	100%
Benavides Family	10	9	1	1	90%
Bennett Family	5	5	0	0	100%
Brown (Mayra) Family	7	5	1	2	71%
CA Bouchey FCC	6	6	0	0	100%
CA Gonzalez-Gannon FCC	4	4	0	0	100%
CA Lily Bug's CCC 01	1	1	0	0	100%
CA Lily Bug's CCC 02	2	1	1	1	50%
CA Robinson's CCC	3	2	1	1	67%
Campos Family	6	4	2	2	67%
Caring Hearts CDC 01	4	4	0	0	100%
Caring Hearts CDC 02	4	1	1	3	25%
Castellanos Family	5	5	0	0	100%
Contrereas Family	5	5	0	0	100%
Flores FCC	4	4	0	0	100%
Fuentes FCC	2	2	0	0	100%
Gore Family	2	2	0	0	100%
Griffin Family	4	4	0	0	100%
Guzman Family	6	6	0	0	100%
Harris Family	1	1	0	0	100%
Heartfelt Day Care 01	5	5	0	0	100%
Heartfelt Day Care 02	5	4	0	1	80%
Ivery FCC	5	5	0	0	100%
Jensen FCC	3	3	0	0	100%
Johnson Family	5	4	0	1	80%
Lanre-Orepo Family	10	10	0	0	100%
Matheu Family	8	8	0	0	100%
Oak Tree Learning Center 01	1	1	0	0	100%
Oak Tree Learning Center 02	1	0	0	1	0%
Rodriguez (Cindy) FCC	6	6	0	0	100%
Wade Family	3	3	0	0	100%
Wallace Family	2	1	0	1	50%
Wright Family	8	7	0	1	88%
Totals	146	131	7	15	90%

Total Reserved Slots	0			
Total Vacancies 30 Days of Less	7			
End of Month Total Enrollment	138			95%

County of San Bernardino Preschool Services Department Enrollment Report
August 2025

Head Start Sites	HS Funded Slots	Enrolled	Vacancies < 30 Days	Total Vacancies	% Enrolled
Adelanto	31	31	1	0	100%
Apple Valley	46	44	3	2	96%
Arrowhead Grove	32	21	0	11	66%
Baker FLC	32	32	1	0	100%
Barstow Main	16	16	0	0	100%
CA-Colton Bloomington JUSD	32	30	0	2	94%
CA-Colton San Salvador JUSD	112	69	0	43	62%
CA-Needles USD	30	16	0	14	53%
Chino	42	42	0	0	100%
Cucamonga	43	43	0	0	100%
Del Rosa	32	26	3	6	81%
CA-Easter Seals Montclair	32	29	1	3	91%
CA-Easter Seals Ontario Haven	32	32	0	0	100%
CA-Easter Seals Ontario Maple	48	0	0	48	0%
CA-Easter Seals Ontario Mills	84	65	0	19	77%
CA-Easter Seals Ontario Phillips	48	48	0	0	100%
Fontana Citrus	48	47	1	1	98%
Hesperia	48	48	1	0	100%
Highland	32	27	4	5	84%
Las Terrazas	32	11	0	21	34%
Mill CDC	83	72	0	11	87%
Next Gen Adelanto	10	0	0	10	0%
Next Gen Hesperia	30	10	0	20	33%
Ontario Maple	16	16	0	0	100%
Redlands South	32	22	0	10	69%
Redlands Valencia	14	14	0	0	100%
Rialto Eucalyptus	55	44	0	11	80%
Rialto Renaissance	64	48	1	16	75%
Rialto Willow	24	23	0	1	96%
Rim of the World	15	15	0	0	100%
San Bernardino Parks & Rec	30	8	0	22	27%
Twenty Nine Palms	15	15	0	0	100%
Upland	32	32	0	0	100%
Victorville	46	46	0	0	100%
Victorville Northgate	31	25	0	6	81%
Westminster	28	28	0	0	100%
Whitney Young	32	22	2	10	69%
Yucaipa	31	31	0	0	100%
Yucca Valley	16	16	0	0	100%
Total	1456	1164	18	292	80%

Total Reserved Slots		0	
Toal Vacances 30 days or less		18	
End of Month Total Enrollment		1182	81%

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2301 - Average Daily Attendance

Program Term: Head Start 2025-2026 | Preschool Services Department • All Classrooms | Report Dates: 9/01/2025 - 9/30/2025 | Attendance Status: Use Preferences | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not Filtered | Report Type: Summary

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
Adelanto	450	133	12	19.50 (avg)	23.01	31	74.38%	29.84	77.19%
Apple Valley	616	97	12	19.33 (avg)	31.70	46	69.21%	36.70	86.40%
Arrowhead Grove	246	55	15	19.00 (avg)	12.94	32	40.46%	15.84	81.73%
Baker FLC	483	104	0	20.00 (avg)	24.15	32	75.47%	29.35	82.28%
Barstow	253	67	0	20.00 (avg)	12.65	16	79.06%	16.00	79.06%
CA-Colton Bloomington JUSD	434	46	0	17.00 (avg)	25.53	32	79.78%	28.23	90.42%
CA-Colton San Salvador JUSD	1,079	199	0	19.40 (avg)	54.13	80	69.52%	64.02	84.43%
CA-Needles USD	223	53	0	21.00 (avg)	10.61	30	35.40%	13.14	80.80%
Chino	581	99	37	19.00 (avg)	30.58	42	72.81%	35.80	85.44%
Cucamonga	585	84	21	19.00 (avg)	30.79	43	71.60%	35.21	87.44%
Del Rosa	368	70	0	19.00 (avg)	19.36	32	60.53%	23.05	84.02%
Fontana Citrus	692	104	47	19.33 (avg)	35.70	48	74.57%	41.05	86.93%
Hesperia	790	132	0	19.33 (avg)	40.81	48	85.13%	47.70	85.68%
Highland	279	130	0	18.00 (avg)	15.50	32	48.44%	22.72	68.22%
Las Terrazas	135	25	0	17.50 (avg)	7.71	32	24.11%	9.15	84.38%
Mill CDC	972	228	0	19.40 (avg)	49.77	80	62.63%	61.57	81.00%
Ontario Maple	283	36	0	20.00 (avg)	14.15	16	88.44%	15.95	88.71%
Redlands South	263	56	15	19.00 (avg)	13.84	32	43.26%	16.79	82.45%
Redlands-Valencia Grove	247	22	11	20.00 (avg)	12.35	14	88.21%	13.45	91.82%
Rialto Eucalyptus	522	139	41	19.50 (avg)	26.79	55	48.60%	33.98	78.97%
Rialto Renaissance	658	151	0	18.00 (avg)	36.56	48	76.16%	44.94	81.33%
Rialto Willow	360	100	2	20.00 (avg)	18.00	24	75.00%	23.00	78.26%
Rim Of The World	262	38	13	22.00 (avg)	11.91	15	79.39%	13.64	87.33%
S.B. Parks & Rec	121	28	0	19.00 (avg)	6.37	15	42.46%	7.84	81.21%
Twenty-Nine Palms	191	48	15	17.00 (avg)	11.24	15	74.90%	14.06	79.92%
Upland	460	110	0	18.00 (avg)	25.55	32	79.86%	31.66	80.70%
Victorville	633	205	0	19.67 (avg)	32.12	46	70.02%	42.55	75.54%
Victorville Northgate	273	56	0	19.50 (avg)	13.69	31	45.12%	16.49	82.98%
Westminster	377	95	0	18.00 (avg)	20.95	28	74.80%	26.22	79.87%
Whitney Young	283	76	0	19.00 (avg)	14.90	32	46.55%	18.89	78.83%
Yucaipa	439	65	18	18.00 (avg)	24.39	31	78.67%	28.00	87.10%
Yucca Valley	206	50	16	17.00 (avg)	12.12	16	75.74%	15.06	80.47%
Preschool Services Department	13,764	2,901	275	19.07 (avg)	719.87	1,106	65.30%	871.89	82.59%
Report Totals	13,764	2,901	275	19.07 (avg)	719.87	1,106	65.30%	871.89	82.59%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.

2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days

3. Percent Attendance is the Present count divided by the sum of Present and Absent Count

4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.

5. Statuses counted as Present: Present(P), Present Offsite(PO), Tardy(T), Left Early(LE), Tardy and Left Early(TLE), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)

6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U), Best Interest Day(B)

7. Statuses counted as Neither: No Class (-), Not Scheduled (N), ()

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
Apple Valley EHS	145	85	0	14.00 (avg)	6.90	18	60.92%	17.04	63.04%
Barstow EHS	133	52	3	12.00 (avg)	9.45	19	65.20%	15.25	71.89%
CA-Next Gen Hesperia	5	0	0	1.00 (avg)	5.00	5	100.00%	5.00	100.00%
Chino EHS	270	164	0	19.00 (avg)	13.71	26	55.10%	22.85	62.21%
Del Rosa EHS	49	15	0	19.00 (avg)	2.58	8	32.24%	3.37	76.56%
Fontana Citrus EHS	270	73	0	14.33 (avg)	16.33	27	76.49%	25.08	78.72%
Hesperia EHS	263	83	0	14.67 (avg)	13.15	27	72.25%	26.10	76.01%
Mill CDC EHS	96	59	0	20.00 (avg)	4.80	8	60.00%	7.75	61.94%
Ontario Maple EHS	144	47	0	20.00 (avg)	7.20	16	45.00%	9.55	75.39%
Redlands South EHS	15	28	0	4.00 (avg)	3.00	20	18.75%	11.00	34.88%
Rialto Eucalyptus EHS	126	27	0	20.00 (avg)	6.30	8	78.75%	7.65	82.35%
Victorville EHS	227	79	0	20.00 (avg)	11.35	16	70.94%	15.30	74.18%
Whitney Young EHS	117	20	0	20.00 (avg)	5.85	8	73.13%	6.85	85.40%
Yucaipa EHS	45	37	0	9.00 (avg)	5.00	10	50.00%	9.11	54.88%
Yucca Valley EHS	136	25	8	13.00 (avg)	6.80	18	61.82%	9.10	84.47%
Preschool Services Department	2,041	794	11	14.78 (avg)	117.42	234	61.55%	191.00	71.99%
Report Totals	2,041	794	11	14.78 (avg)	117.42	234	61.55%	191.00	71.99%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.

2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days

3. Percent Attendance is the Present count divided by the sum of Present and Absent Count

4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.

5. Statuses counted as Present: Present(P), Present Offsite(PO), Tardy(T), Left Early(LE), Tardy and Left Early(TLE), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)

6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U), Best Interest Day(B)

7. Statuses counted as Neither: No Class (-), Not Scheduled (N), ()

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
Ana Brown FCC	40	12	0	21.00 (avg)	1.90	3	63.49%	2.48	76.92%
Benavides FCC	189	14	0	21.00 (avg)	9.00	10	90.00%	9.67	93.10%
Bennett FCC	65	2	0	21.00 (avg)	3.10	5	61.90%	3.19	97.01%
Brown (Mayra) FCC	118	5	1	21.00 (avg)	5.62	7	80.27%	5.86	95.93%
CA-Bouchey FCC	119	7	0	21.00 (avg)	5.67	6	94.44%	6.00	94.44%
CA-Gonzales-Gannon FCC	71	1	20	27.00 (avg)	2.63	4	65.74%	2.67	98.61%
CA-Lily Bugs CCC	43	1	4	21.00 (avg)	2.05	3	68.25%	2.10	97.73%
CA-Robinson FCC	49	2	0	21.00 (avg)	2.33	3	77.78%	2.43	96.08%
Campos FCC	98	0	50	27.00 (avg)	3.63	6	60.49%	3.63	100.00%
Caring Hearts CCC	87	8	3	21.00 (avg)	4.15	8	51.79%	4.53	91.58%
Castellanos FCC	76	29	0	21.00 (avg)	3.62	7	51.70%	5.00	72.38%
Contreras FCC	85	20	0	21.00 (avg)	4.05	5	80.95%	5.00	80.95%
Flores FCC	71	7	4	21.00 (avg)	3.38	4	84.52%	3.71	91.03%
Fuentes FCC	42	0	0	21.00 (avg)	2.00	2	100.00%	2.00	100.00%
Gore FCC	38	0	0	19.00 (avg)	2.00	2	100.00%	2.00	100.00%
Griffin FCC	70	14	0	21.00 (avg)	3.33	4	83.33%	4.00	83.33%
Guzman FCC	91	15	10	21.00 (avg)	4.33	6	72.22%	5.05	85.85%
Harris FCC	21	0	0	21.00 (avg)	1.00	1	100.00%	1.00	100.00%
Heartfelt Day Care CCC	162	27	0	21.00 (avg)	7.72	10	77.14%	9.00	85.71%
Ivery FCC	72	21	12	21.00 (avg)	3.43	5	68.57%	4.43	77.42%
Jensen FCC	48	15	0	21.00 (avg)	2.29	3	76.19%	3.00	76.19%
Johnson FCC	73	0	0	21.00 (avg)	3.48	4	86.90%	3.48	100.00%
Lanre-Orepo FCC	166	18	0	21.00 (avg)	7.90	10	79.05%	8.76	90.22%
Matheu FCC	168	8	0	22.00 (avg)	7.64	8	95.45%	8.00	95.45%
Oak Tree Learning Center (New)	20	1	0	21.00 (avg)	0.95	2	47.62%	1.00	95.24%
Rodriguez (Cindy) FCC	78	7	3	18.00 (avg)	4.33	6	72.22%	4.72	91.76%
Wade FCC	33	0	0	21.00 (avg)	1.57	3	52.38%	1.57	100.00%
Wallace FCC	21	0	0	21.00 (avg)	1.00	1	100.00%	1.00	100.00%
Wright FCC	147	0	0	21.00 (avg)	7.00	8	87.50%	7.00	100.00%
Preschool Services Department	2,361	234	107	21.25 (avg)	111.10	146	75.87%	122.28	90.98%
Report Totals	2,361	234	107	21.25 (avg)	111.10	146	75.87%	122.28	90.98%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.

2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days

3. Percent Attendance is the Present count divided by the sum of Present and Absent Count

4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.

5. Statuses counted as Present: Present(P), Present Offsite(PO), Tardy(T), Left Early(LE), Tardy and Left Early(TLE), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)

6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U), Best Interest Day(B)

7. Statuses counted as Neither: No Class (-), Not Scheduled (N), ()

2301 - Average Daily Attendance

Program Term: Head Start 2025-2026 | Easterseals So. Calif. • All Classrooms | Report Dates: 9/01/2025 - 9/30/2025 |

K2586

Attendance Status: Use Preferences | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All |

Responsible Staff: All | Custom Filter: Not Filtered | Report Type: Summary

Easterseals So. Calif.

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
ESSC-Home-Based (Mills)	0	186	0	3.50 (avg)	0.00	67	0.00%	48.50	0.00%
ESSC-Montclair CDC	502	32	0	21.00 (avg)	23.90	32	74.70%	25.43	94.01%
ESSC-Ontario CDC (Haven)	578	51	0	21.00 (avg)	27.53	32	86.01%	29.95	91.89%
ESSC-Phillips North CDC	920	88	0	21.00 (avg)	43.81	48	91.27%	48.00	91.27%
Easterseals So. Calif.	2,000	357	0	12.92 (avg)	95.24	179	77.19%	151.88	84.85%
Report Totals	2,000	357	0	12.92 (avg)	95.24	179	77.19%	151.88	84.85%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.

2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days

3. Percent Attendance is the Present count divided by the sum of Present and Absent Count

4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.

5. Statuses counted as Present: Present(P), Present Offsite(PO), Tardy(T), Left Early(LE), Tardy and Left Early(TLE), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)

6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U), Best Interest Day(B)

7. Statuses counted as Neither: No Class (-), Not Scheduled (N), ()

2301 - Average Daily Attendance

Program Term: EHS 2025-2026 | Easterseals So. Calif. • All Classrooms | Report Dates: 9/01/2025 - 9/30/2025 |

Attendance Status: Use Preferences | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All |

Responsible Staff: All | Custom Filter: Not Filtered | Report Type: Summary

Easterseals So. Calif.

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
ESSC-Home-Based (Mills)	35	16	0	3.00 (avg)	11.67	18	64.81%	17.00	68.63%
ESSC-Montclair CDC	461	67	0	21.00 (avg)	21.95	32	68.60%	25.14	87.31%
ESSC-Ontario CDC (Haven)	739	109	0	21.00 (avg)	35.19	44	79.98%	40.38	87.15%
ESSC-Phillips North CDC	351	71	0	21.00 (avg)	16.72	24	69.64%	20.10	83.18%
ESSC-Phillips South CDC	85	14	0	21.00 (avg)	4.05	12	33.73%	4.72	85.86%
Easterseals So. Calif.	1,671	277	0	18.88 (avg)	89.58	130	69.45%	107.34	85.78%
Report Totals	1,671	277	0	18.88 (avg)	89.58	130	69.45%	107.34	85.78%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.

2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days

3. Percent Attendance is the Present count divided by the sum of Present and Absent Count

4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.

5. Statuses counted as Present: Present(P), Present Offsite(PO), Tardy(T), Left Early(LE), Tardy and Left Early(TLE), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)

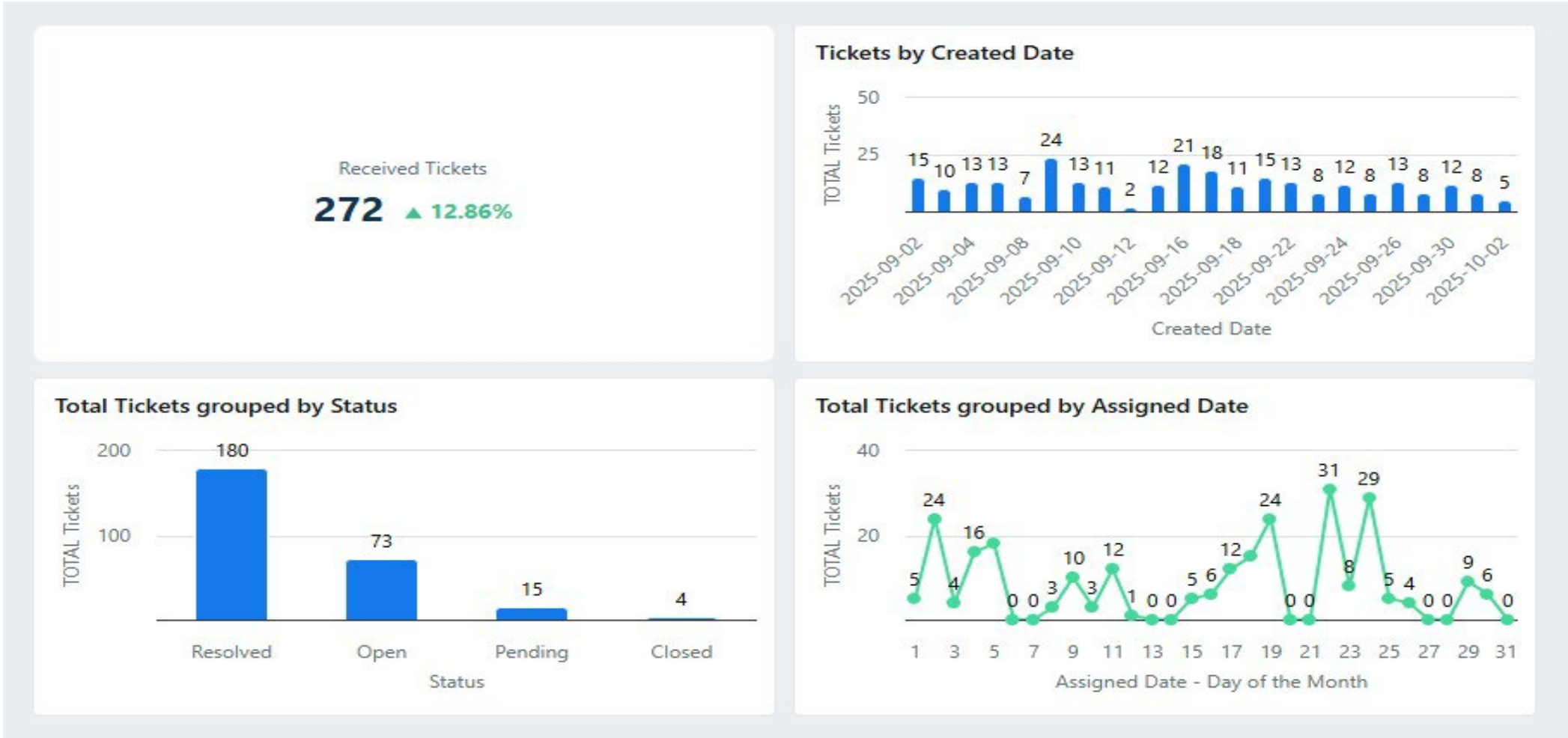
6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U), Best Interest Day(B)

7. Statuses counted as Neither: No Class (-), Not Scheduled (N), ()

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PSD Facilities Project Status Updates
September 2025

A. Work Order Status Last Month



B. Maintenance Projects Last Month

1. Apple Valley classrooms

- * New whiteboards installed

2. Redlands Valencia

- * Refresh mulch

3. Whitney Young

- * Paint classroom

C. CIP-Projects Status as of Last Month

Project	Descriptive Scope of Work	Estimated Cost	Status	1303 Applications Status
Admin Relocation	Purchase new facility.	\$ 15,761,920	NOA received 9-19-25. Next Steps: Complete purchase of property then project goes to PFMD for renovations.	Approved!
Admin Renovations	Renovate for admin spaces and addition of child development center plus supporting spaces.	\$ 2,209,118	NOA received 9-19-25. Next Steps: Complete purchase of property then project goes to PFMD for renovations.	Approved!
Arrowhead Grove Expansion	Lease facility adjacent to current site area with tenant improvement for (2) EHS classrooms and (1) playground.	\$ 1,737,314	Awaiting NOA. Next steps: HS contracts to administer RFP for contractor.	Approvable, submitted
Whitney Young Lease Expansion	Expand interior leased area with tenant improvement for (2) EHS classrooms and (1) playground.	\$ 2,030,000	Awaiting NOA. Next steps: HS contracts to administer RFP for contractor.	Approvable, submitted
Mill Center Playground Improvements	Replace existing playground surface with Pour & Play and turf. Install (3) shade structures. Paint new bike path. Add fencing.	\$ 459,313	Job walk completed. Next steps: Contractor selection.	N/A

Del Rosa Site Tenant Improvements	Tenant improvements for (4) classrooms and (2) children's restrooms.	\$ 507,600	Construction monitoring; Next Steps: Tract construction progress to completion in coordination with PFMD.	Approved.
Yucca Valley Roof Replacement	Replace existing built-up roofing system with TPO roofing system.	\$ 329,229	Construction monitoring; Next Steps: Tract construction progress to completion in coordination with PFMD.	N/A
Rialto Eucalyptus Shade Structure Upgrade	Replace (1) shade structure with new.	\$ 275,108	Bid tabulation rec'd 8/28. Next steps: Awaiting schedule from PFMD.	N/A
Crestline Shade Structure	Replace shade structure damaged by storm.	\$ 67,039	Product at manufacturer. Next steps: Awaiting product delivery and start date.	N/A
Whitney Young Shade Structure Addition	Add shade structure at existing playground.	\$ 286,498	Bid tabulation rec'd 8/28. Next steps: Awaiting schedule from PFMD.	N/A
PSD County Signage/Branding	Refresh all PSD sites with updated County signage and branding	TBD	SOW submitted for review/approval	N/A
Victorville Relocation	Property search for larger facility and relocate existing site to new location	TBD	Property search. Next steps: Complete CIP after a new location is selected.	0%
Yucaipa Relocation	Relocate existing site to new location	TBD	Property search. Next steps: Complete CIP after a new location is selected.	0%
Chino Relocation	Relocate existing site to new location	TBD	Scope Identification. Next steps: Consult with RESD for cost estimates.	0%
Ontario Westminster Shade Structure	Add shade structure at existing playground.	\$ 291,022	Bid tabulation rec'd 8/28. Next steps: Awaiting schedule from PFMD.	N/A
Apple Valley Playground Improvements	Remove and replace with new: (2) shade structures; playground surface, turf, sidewalk	\$ 471,058	Job walk completed. Next steps: Contractor selection.	N/A
Adelanto Playground Improvements	Relocate playground equipment, install turf and rubberized play surface.	\$ 296,394	Job walk completed. Next steps: Contractor selection.	N/A
Fontana Citrus Playground Improvements	Install (2) shade structures and turf play surface.	\$ 556,192	Job walk completed. Next steps: Contractor selection.	N/A
Ontario Maple Playground Improvements	Install (2) shade structures and rubberized play surface.	\$ 295,97	Job walk completed. Next steps: Contractor selection.	N/A

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County of San Bernardino Preschool Services Department

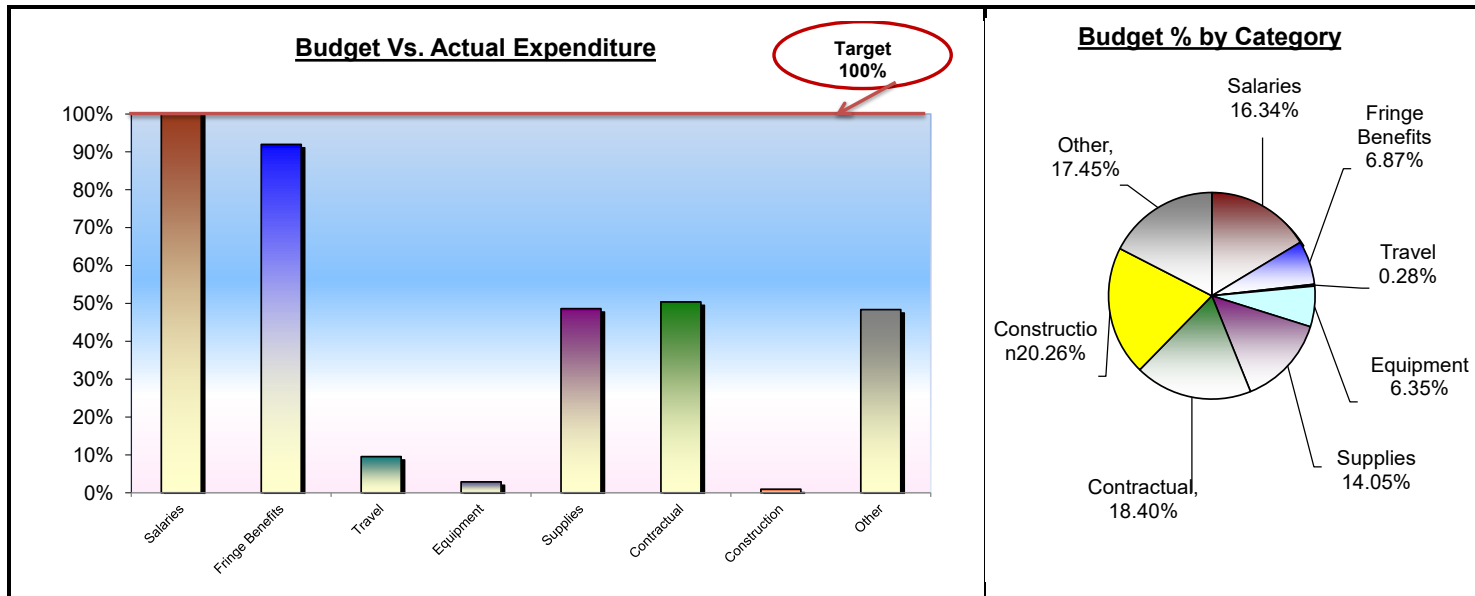
Budget-To-Actual and Projected Expenditure Report

FY 2024-25

As of September 30, 2025

Combined

	(A)	(B)	(C)	(D)	(E)	(F)	(I)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Accruals/Obligations	Total YTD + ACR (B) + (D)	Budget Balance (C) - (D)	Budget vs. Actual Exp.% (B) / (A)
Expenditures							
A Salaries	18,335,940	19,156,251	(820,310.97)	-	19,156,251	(820,310.97)	104.5%
B Fringe Benefits	7,705,893	7,087,735	618,157.75	474,655	7,562,390	143,503	92.0%
C Travel	318,607	30,456	288,150.91	-	30,456	288,151	9.6%
D Equipment	7,119,882	205,577	6,914,304.59	111,903	317,481	6,802,401	2.9%
E Supplies	15,758,608	7,661,890	8,096,718.12	506,712	8,168,602	7,590,006	48.6%
F Contractual	20,645,844	10,403,558	10,242,285.65	3,955,981	14,359,539	6,286,305	50.4%
G Construction	22,730,014	215,728	22,514,286.04	101,393	317,121	22,412,893	0.9%
H Other	19,573,528	9,467,180	10,106,347.70	3,361,926	12,829,106	6,744,422	48.4%
Total Direct Costs	112,188,316	54,228,376	57,959,940	8,512,570	62,740,946	49,447,370	48.3%
Percentage (%) Analysis	100.0%	48.3%	51.7%	7.6%	55.9%	44.1%	51.66%



Note: Year to date actual expenditures as of September 30, 2025

County of San Bernardino Preschool Services Department

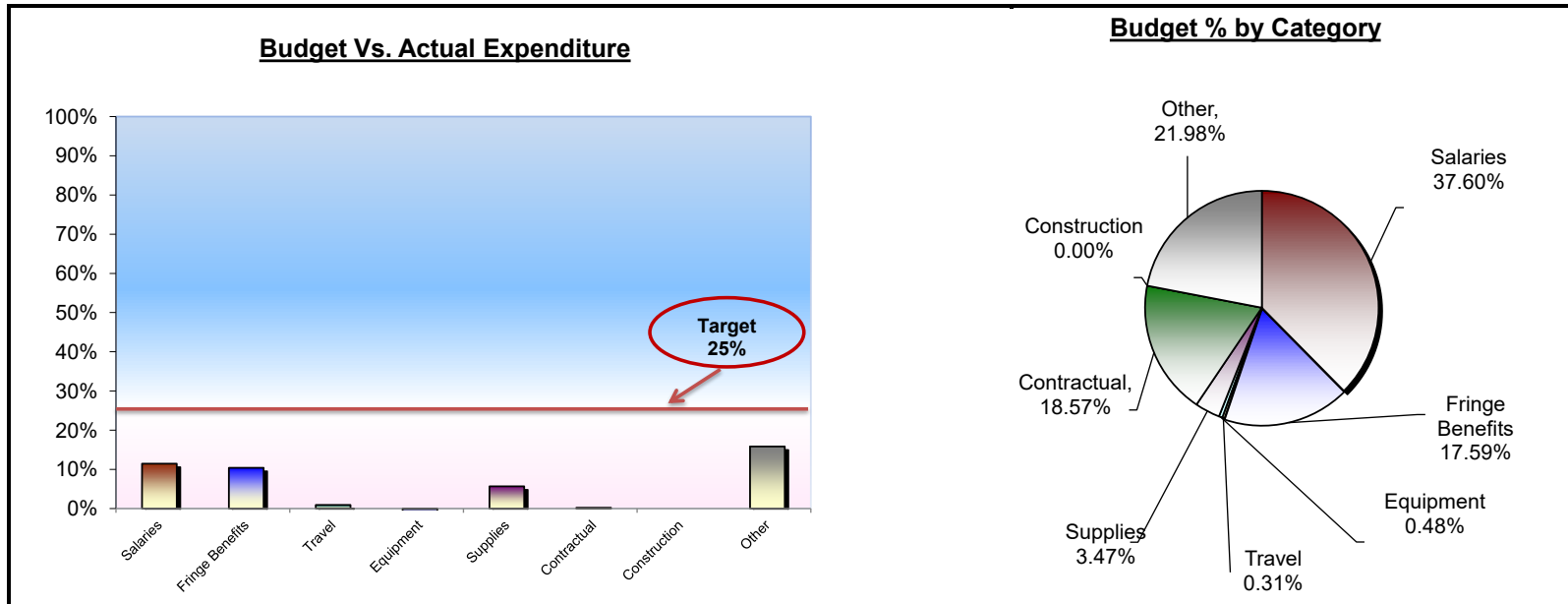
Budget-To-Actual and Projected Expenditure Report

FY 2025-26

As of September 30, 2025

Combined

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditures	Total Expenditures (B) + (D)	Budget Balance (C) - (D)	Budget vs. Actual Exp.% (B) / (A)
Expenditures							
A Salaries	24,825,146	2,841,933	21,983,213	14,370,148	17,212,081	7,613,065	11.4%
B Fringe Benefits	11,617,350	1,207,421	10,409,929	6,961,868	8,169,289	3,448,061	10.4%
C Travel	207,180	1,900	205,280	198,202	200,102	7,078	0.9%
D Equipment	319,087	(20,517)	339,604	246,207	225,690	93,397	-6.4%
E Supplies	2,288,344	129,712	2,158,632	2,884,451	3,014,163	(725,819)	5.7%
F Contractual	12,261,831	25,238	12,236,593	12,115,150	12,140,388	121,443	0.2%
G Construction	-	(101,393)	101,393	101,393	-	-	0.0%
H Other	14,513,731	2,298,104	12,215,627	12,275,905	14,574,009	(60,278)	15.8%
Total Direct Costs	66,032,669	6,382,399	59,650,270	49,153,324	55,535,723	10,496,946	9.7%
Percentage (%) Analysis	100.0%	9.7%	90.3%	74.4%	84.1%	15.9%	15.33%



County of San Bernardino
PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2025

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	25-26 Target	Acc. Quarter 1	25-26 Quarter 2	25-26 Quarter 3	25-26 Quarter 4
OBJECTIVE	Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.	Percentage of children not meeting developmental expectations in literacy skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	55%	N/A			
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Support the Vision2Read Initiative.						
STRATEGY	Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment, and reduce this count by 55% by June 30,2026.						
EXPLANATION	Head Start children are assessed throughout the program year. The first cycle assessments for children enrolled during Quarter 1 between the ages of 3-5 totaled 439. The assessment data is currently with our third-party vendor who aggregates the data and determines where children fall within the developmental continuum, and which children did not meet developmental expectations in literacy skills. The target is for 55% of these children to meet developmental expectations by June 30, 2026.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2025

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	25-26 Target	Acc. Quarter 1	25-26 Quarter 2	25-26 Quarter 3	25-26 Quarter 4
OBJECTIVE	Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.	Percentage of children not meeting developmental expectations in social emotional skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	30%	N/A			
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment, and reduce this count by 30% by June 30, 2026.						
EXPLANATION	Early Head Start children are assessed throughout the program year. The first cycle assessments for children enrolled during Quarter 1 between the ages of 18-36 months totaled 216. The assessment data is currently with our third-party vendor who aggregates the data and determines where children fall within the developmental continuum, and which children did not meet developmental expectations in social emotional skills. The target is for 30% of these children to meet developmental expectations by June 30, 2026.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2025

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	25-26 Target	Acc. Quarter 1	25-26 Quarter 2	25-26 Quarter 3	25-26 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Number of foster children enrolled.	204	124			
STRATEGY	Increase the enrollment opportunities for foster children.						
STRATEGY	Enhance the referral process of enrollment with the Children and Family Services Department.						
EXPLANATION	During the first quarter, the department enrolled a total of 124 foster children in its various programs. Recruitment efforts are ongoing and the department expects to achieve the target by the fourth quarter.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2025

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	25-26 Target	Acc. Quarter 1	25-26 Quarter 2	25-26 Quarter 3	25-26 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Percentage of children identified at the beginning of the year as Above a Healthy BMI or Significantly Above a Healthy BMI whose BMI is reduced to the next healthiest range	60%	111			
STRATEGY	Identify children with a body mass index (BMI) above a healthy BMI range or significantly above a healthy BMI range in children 2 - 5 years of age in an effort to promote a healthy lifestyle						
STRATEGY	Promote nutrition education programs for parents at each school site.						
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
STRATEGY	Decrease the number of children ages 2 -5 who have been identified as having an above or significantly above healthy BMI range and provide families with healthy lifestyle strategies to reduce the child's BMI to the next healthiest range.						
EXPLANATION	Year round, full-day children are assessed three times a year. After the first assessment, the department identified 111 as in excess of healthy Body Mass Index (BMI) for whom will provided nutrition counseling and education training throughout the program year. The department's goal is to lower the children's BMI to a healthier classification by the end of the program year.						



Preschool Services Department

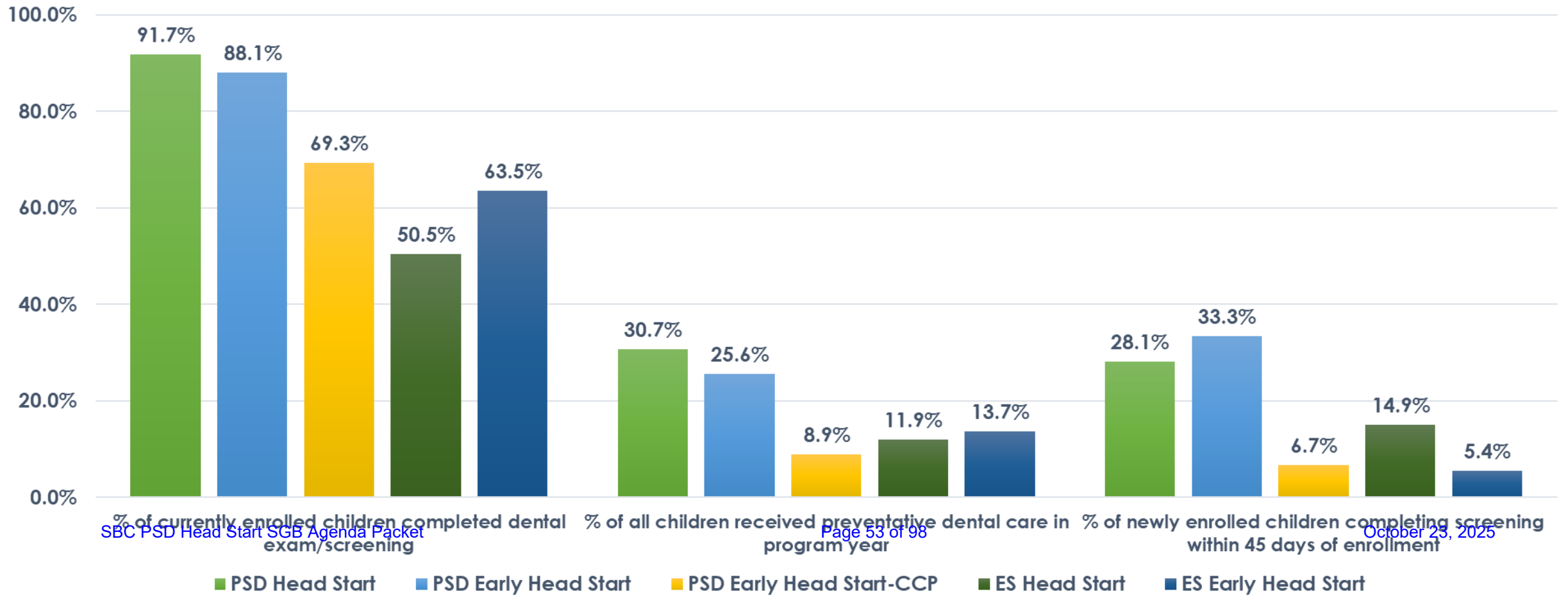
Program Information Report

For Policy Council

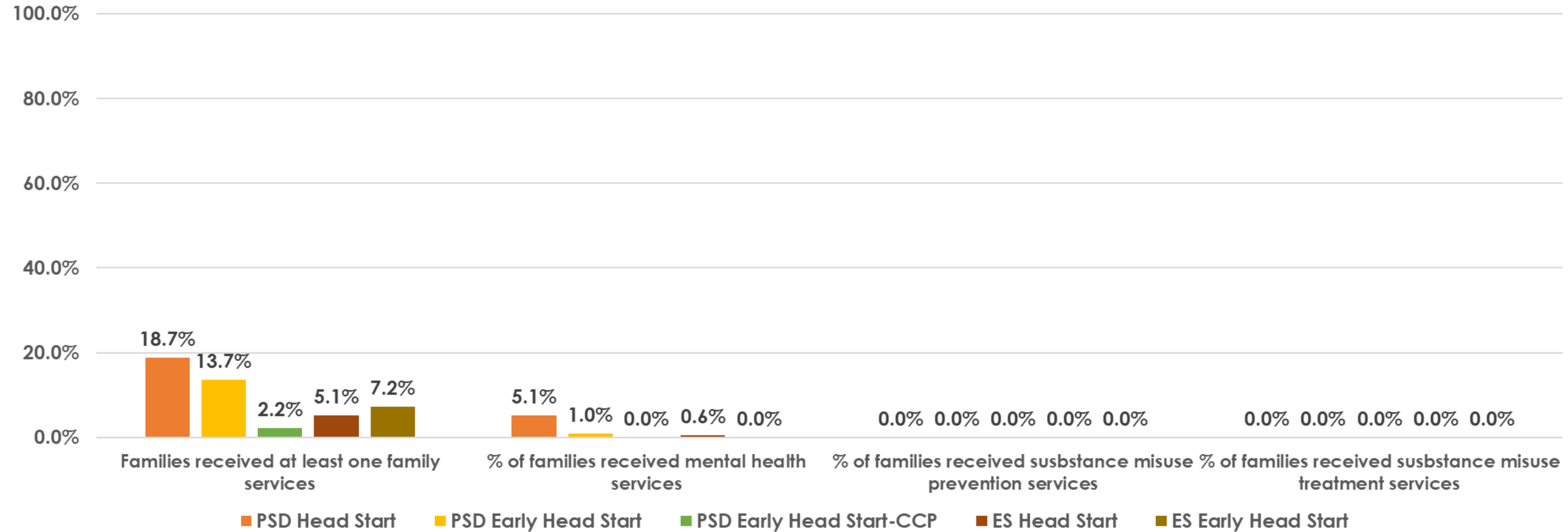
October 2025

All Data Below Collected from Child Plus Database on October 03, 2025

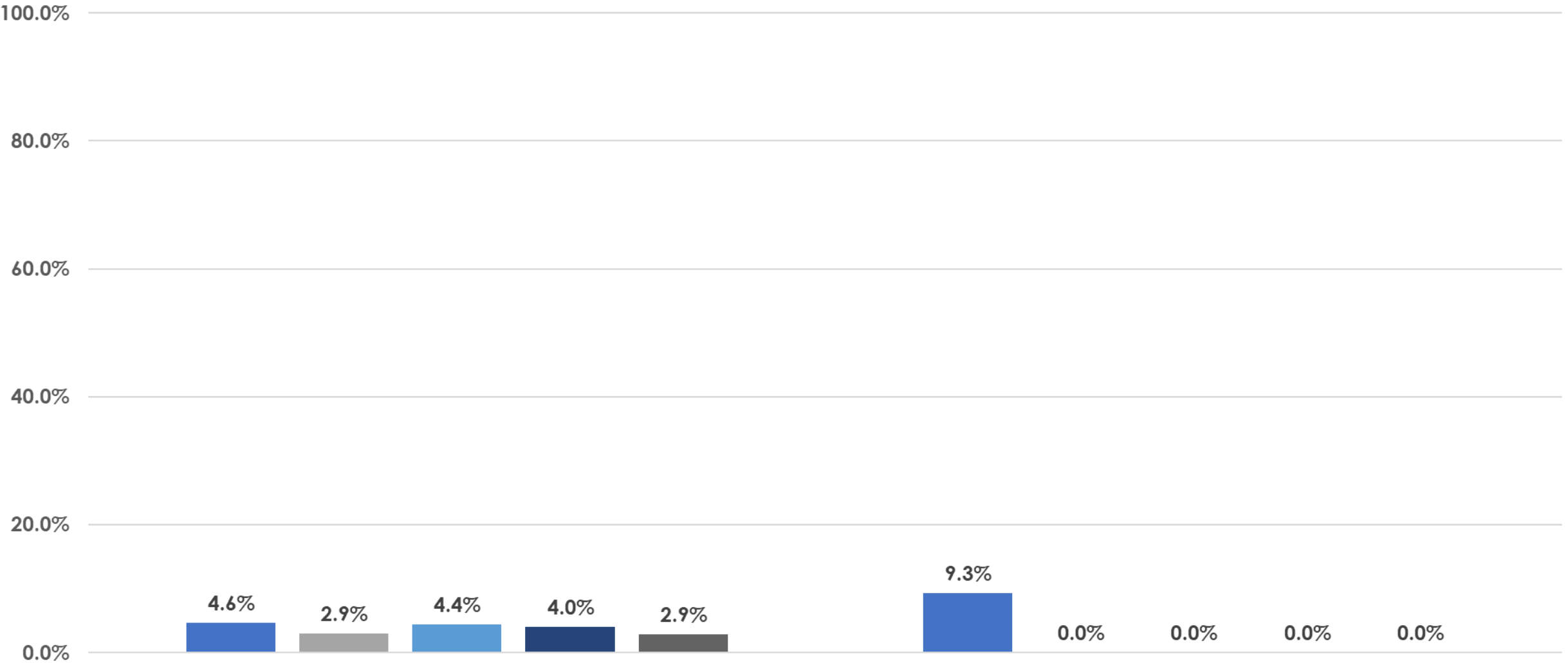
Dental Exams/Screenings, Dental Preventative Care, and 45-Day Screenings for Developmental, Sensory and Behavioral Concerns



Family Services



Homelessness Services



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SHARED GOVERNANCE & POLICY COUNCIL

SBC PSD Head Start SGB Agenda Packet

Preschool Services Department

Presented By: LaShawn Love-French
Page 57 of 98
October 23, 2025



CONTENTS

- POWERS & FUNCTIONS OF HEAD START AGENCIES
- PROGRAM GOVERNANCE CHAIN OF COMMAND
- SHARED GOVERNANCE BOARD
- POLICY COUNCIL
- CONCLUSION
- CONTACT INFORMATION

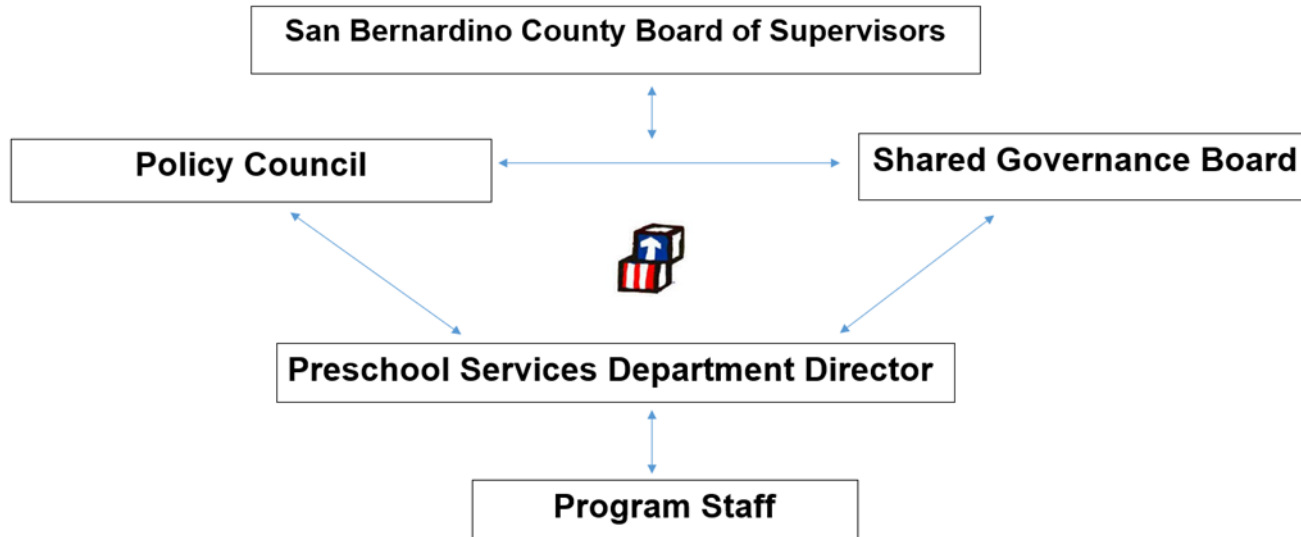


POWERS AND FUNCTIONS OF HEAD START AGENCIES

Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance to oversee the quality of services, program design and implementation of those services for the children and families participating the head start program.

Preschool Services has established a Shared Governance Board and Policy Council to comply with this criteria

HEAD START PROGRAM GOVERNANCE





ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY

Role of the Governing Body:

The Governing Body has legal and fiscal responsibility for overseeing the Head Start agency, ensuring compliance with federal, state, tribal, and local regulations.

Composition:

- At least one member with fiscal management or accounting expertise
- At least one member with early childhood education and development expertise
- At least one licensed attorney familiar with governance issues
- Additional members:
 - Reflect the community served
 - May include parents of current/former Head Start children
 - Selected for expertise in education, business, or community affairs



Key Responsibilities:

- **Legal & Fiscal Oversight** – Safeguarding federal funds and ensuring financial accountability
- **Program Governance** – Active participation in planning, evaluation, and policy development
- **Compliance & Accountability** – Ensuring adherence to laws and regulations
- **Delegate Agency Selection** – Approving service areas and agencies
- **Financial & Budget Oversight** – Approving budgets, expenditures, and audits
- **Personnel Policies & Hiring** – Approving key personnel decisions, including hiring and evaluation of leadership positions
- **Policy Review & Approval** – Overseeing program policies, including self-assessments and corrective



HEAD START POLICY COUNCIL

“ Head Start Policy Council is an important feature of our parent involvement procedure. It establishes the parent’s role in creating the policies for the organization.

Our family services unit staff encourage our parents to join in
SBC PSD Head Start SGB Agenda Packet
our Policy Council team.”

Page 62 of 98

[SBCgov.org](https://www.sbcgov.org)
October 23, 2025

#





ROLES AND RESPONSIBILITIES OF POLICY COUNCIL

Role of the Policy Council:

The Policy Council is responsible for guiding the direction of the Head Start program, including:

- Program design and operations
- Long-term and short-term planning
- Ensuring alignment with community needs assessments and self-assessments

Composition:

- **Elected by** parents of currently enrolled children
- **Majority** must be parents of enrolled children
- **Community members** may also be included, including former Head Start parents

Key Responsibilities

- **Parent & Community Engagement** – Policies to involve parents in program operations
- **Program Oversight** – Recruitment, selection, and enrollment priorities
- **Funding & Budget Approval** – Reviewing and submitting funding applications and program expenditures
- **Governance & Personnel Decisions** – Approving bylaws, staff hiring policies, and program personnel decisions

SDO-PED Head Start SGB Agenda Packet

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POLICY COUNCIL

October 23, 2025

CONCLUSION

The Power of Shared Governance

- Shared Governance ensures that families, community members, and leadership work together to shape the future of our Head Start program.
- The Policy Council empowers parents to have a voice in decisions that impact their children's education and well-being.
- Your involvement matters! By working together, we can create stronger, more engaged communities that support the success of our families and children.

Thank you for your time and dedication to our families!



Contact Information

LaShawn Love-French

PFCE, HVP, FIRE Program Manager

909-841-5636

LaShawn.Love-French@psd.sbcounty.gov

San Bernardino County

Preschool Services Department

662 Tippecanoe Ave

San Bernardino, CA 91415



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Preschool Services

Pathways to Success *Apprenticeship Program*



Empowering Families

Preschool Services Department (PSD) Pathways to Success Apprenticeship Program offers valuable job training and skill development aimed at empowering parents/guardians enrolled in PSD programs and participants from partner departments. This initiative provides participants with the knowledge and experience needed to gain a competitive edge in securing employment at PSD, ultimately promoting career advancement opportunities and economic mobility for families.

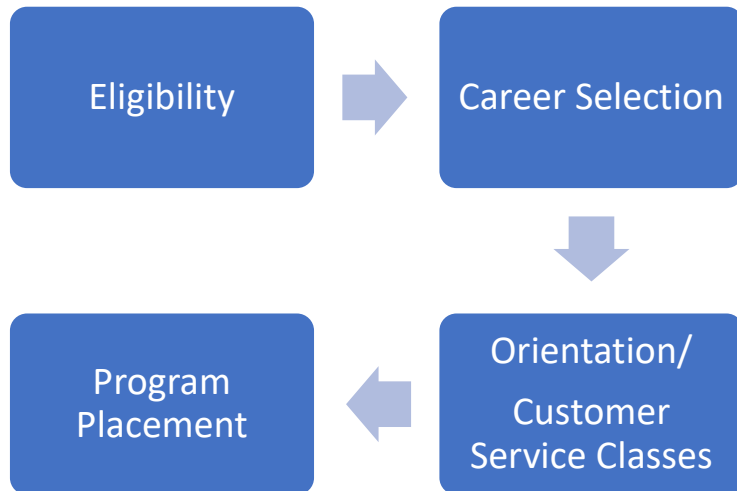




Apprenticeship Process

General Eligibility Requirements include:

- Valid California Identification (DL or ID card)
- Documentation of right to work in the US or US Work Permit
- Verification of child's enrollment in HS, EHS, EHS-CCP & HVP or referral from TAD or CFS
- Criminal Background Clearance
- Have a current TB Screening, MMR & Tdap
- Applicants without a GED may participate and must agree to complete required coursework to obtain their GED prior to the conclusion of the Apprenticeship Program.





Career Path Options

Our Program Offers 5 Career Pathways



CLERICAL

The PSD Clerical team is usually the first point of contact for families and the community. They provide information about programs, complete clerical tasks at sites, and provide excellent customer service to all who contact PSD sites.



CUSTODIAL

PSD Custodians ensure that children, staff, and families have clean and safe environments. They are also part of the monitoring system, checking equipment and facilities daily making sure that they are secure and in good repair.



FOOD SERVICES

PSD Food Service Workers prepare health meals for children. This includes ensuring that meals have all the necessary nutritional components and meet USDA requirements for portion size and quality.



TEACHING

PSD Teachers create environments that prepare children to enter school ready to be successful academically and socially. They establish inclusive classrooms where children of all abilities can learn and grow.



FAMILY SUPPORT

PSD family support workers identify the needs of children and their families that are participating or seeking to participate in PSD programs and connect them with resources to support family empowerment.



Apprenticeship Program Requirements

Position	Total # of Hours	Hours Must Include
Teacher's Aide	150	• 12 Semester Units from an accredited college • Vocational training in Early Childhood Development • 150 Volunteer Hours • SB County Food Handler's Permit
Center Clerk	1040	Hands-on training of clerical duties including computer skills
Food Service Worker	N/A	San Bernardino County Food Handler's Permit (available on-line only)
Custodial	8	• OSHA/ Safety Training and Maintenance Staff (8 Hours) • Any additional work experience is optional
Generalist	80	Family Development Credential including 80 volunteering hours at the site



High School Diploma/ GED

The Preschool Services Department coordinates with agencies across the county to ensure that all parents who participate in the apprenticeship programs have a high school diploma or GED upon completion.

Partner agencies include SB County Library, as well as various school districts and adult schools.



The look of success...

Highlighting one of our very own!

Current PSD Parent Family Community Engagement (PFCE) Generalist, Ms. Jessica Caldera Flores is a graduate of the Family Support Worker pathway.

Seen here with the 2024 Graduating Class



Thank You!



Preschool Services Department Contact Information

888-KIDS-025

PSD.SBCounty.gov

662 S. Tippecanoe Ave
San Bernardino, CA 92415





PRESCHOOL SERVICES DEPARTMENT

SCHOOL READINESS GOALS OVERVIEW

2025-2026

By: Education Program Managers



Framework for Programs Serving Preschool Children and Their Families

- Approaches to Learning
- Social and Emotional Development
- Language, Communication and Literacy Development
- Cognition (Mathematics and Scientific Reasoning)
- Perceptual, Motor, and Physical Development

The Curriculum along with Child Assessment address or align with the established goals for children.

The Head Start Early Learning Outcome Framework (ELOF) outlines the key areas and expectations for child development and learning.



Head Start Early Learning Outcomes Framework (ELOF)

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Examples of School Readiness Goals

San Bernardino County Preschool Services Department Birth to Five School Readiness Goals PY 2025 - 2030

Goal 1: Approaches to Learning: Self-Regulation – Children will fulfill their need for self-soothing and emotional regulation by proactively communicating their needs, utilizing environmental supports, and applying problem-solving skills.

Goal 1 Objective –

Children will strengthen their ability to independently self-soothe, and regulate both feelings and behavior, in response to internal and external triggers.

Children will become less dependent on adult support for emotional regulation and self-regulate feelings and behaviors using increasingly complex strategies.

Measured by DRDP:

ATL-REG2: Self-Comforting

ATL-REG5: Self-Control of Feelings and Behaviors

(*CV 0-5) Goal 2: Social and Emotional Development – Children will develop the ability to form positive relationships with peers, regulate their emotions, and demonstrate cooperative behaviors through participation in sustained sociodramatic play.

Goal 2 Objective –

Children will engage in developmentally appropriate play that supports social-emotional growth using communication, empathy, and problem-solving to build relationships, express emotions, and navigate social interactions.

Measured by DRDP:

SED4: Relationships and Social Interactions with Peers

SED5: Symbolic and Sociodramatic Play



Examples of School Readiness Goals

(*CV 0-5) **Goal 3: Language and Literacy** - Children will develop an interest in books, storytelling, and early writing by engaging with print-rich environments and participating in meaningful literacy experiences that support language development and a lifelong love of reading.

(*CV 3-5) **Goal 4: Language and Literacy** - Children ages 3–5 will develop comprehension skills by actively engaging with age-appropriate texts, demonstrating understanding through recall, prediction, discussion of story elements, and making connections to personal experiences.

Goal 3 Objective –

Children from birth to age five will demonstrate growing interest in books, storytelling, and early writing by engaging with books and print materials, responding to stories through gestures or language, and using drawing and writing tools to explore and express ideas at a developmentally appropriate level.

Goal 4 Objective –

Children 3-5 will confidently analyze and discuss stories by articulating key details, making informed predictions, and drawing meaningful connections between the text and their personal experiences, demonstrating deeper comprehension during interactive reading sessions.

Measured by DRDP:

Goal 3

LLD 5: Interest in Literacy (0-5)

LLD 7: Concepts About Print (3-5)

ELD 3: Understanding and Response to English Literacy

Goal 4

LLD 6 Comprehension of Age-Appropriate Text (3-5)

ELD 4: Symbol, Letter, and Print Knowledge in English

(0-5) **Goal 5: Cognition, Including Math & Science:** Children will engage in structured exploration and identification of measurement properties through the utilization of appropriate measuring tools. Children will demonstrate the ability to progress from simple to more complex properties, thereby supporting cognitive development and foundational mathematical skills.

(3-5) **Goal 6: Cognition, Including Math & Science:** Children will demonstrate an increasing ability to compare, match, and sort objects into groups according to their attributes, such as color, shape, size, or function. Through these activities, they will develop foundational cognitive and mathematical skills, including observation, classification, and problem-solving.



Examples of School Readiness Goals

Goal 5 Objective – For children to understand length properties such as height, weight, length, volume through inquiry and observation of measure tools in the environment. Goal 6 Objective- The child will consistently demonstrate the ability to compare multiple objects and accurately sort them into at least two or more groups based on shared attributes.	Measured by DRDP: COG-5 Measurement (0-5) COG-2 Classification (3-5)
Goal 7: <u>Physical Development – Health</u> - Children will develop and master fine motor skills to support overall physical development and functional independence, while demonstrating an understanding of and ability to engage in safety and health practices. Goal 8: <u>Physical Development – Health</u> - Children will master essential gross motor skills by exhibiting advanced control, strength, coordination, and balance in different dynamic movements.	
Goal 7 Objective – Children will demonstrate age-appropriate physical development by confidently using large muscle groups to perform tasks such as running, jumping, and climbing. Goal 8 Objective - Children will demonstrate age-appropriate physical development by confidently using small muscle groups to perform tasks such as holding writing instruments with control, cutting with scissors, and manipulating classroom tools, ensuring active participation in both structured and unstructured school activities.	Measured by DRDP: PD-HLTH3: Gross Motor Manipulative Skills PD-HLTH 4: Fine Motor Manipulative Skills

* = County Vision

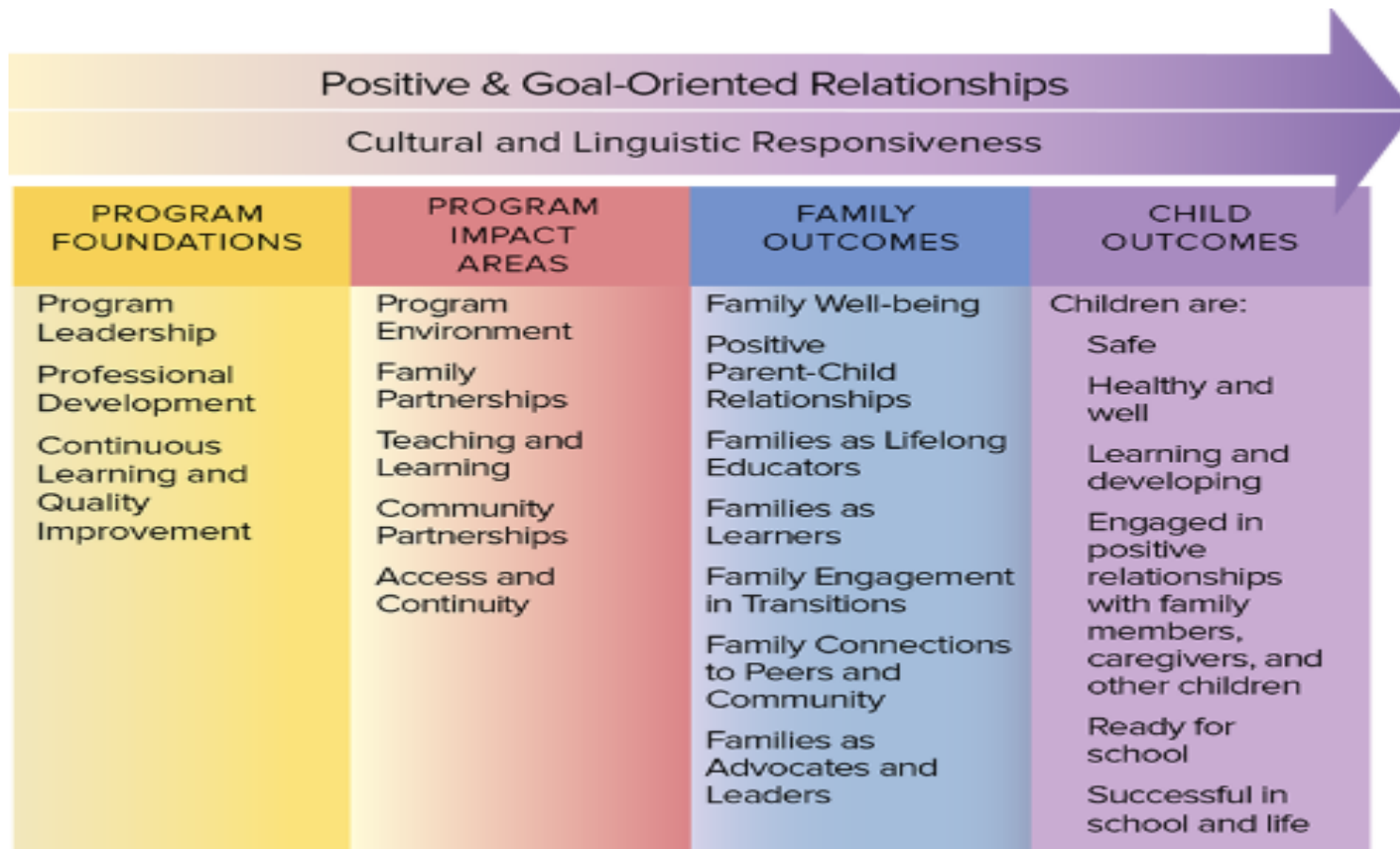


Parent, Family, and Community Engagement (PFCE) Framework

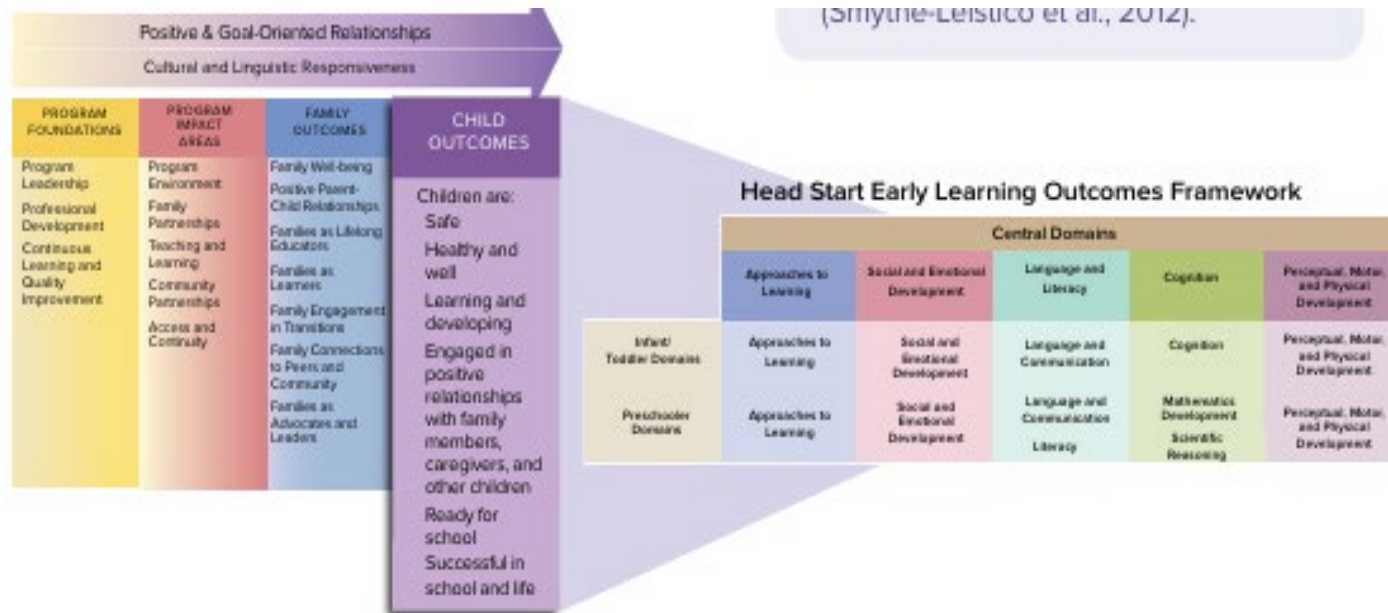
The Parent, Family, and Community Engagement (PFCE) Framework is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families.



Parent, Family, and Community Engagement (PFCE) Framework



PFCE Framework Connected to ELOF



THANK YOU!





Preschool Services Department Administration

Arlene Molina
Director

Head Start Shared Governance Board August 21, 2025

Attendance Sheet

Present:

1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District - Shared Governance Board Chair
2. Josh Dugas, Director - San Bernardino County Department of Public Health
3. Myrlene Pierre, Assistant Superintendent of Student Services - San Bernardino County Superintendent of Schools - Delegate
4. Maribel Gutierrez, Senior Program Manager - San Bernardino County Department of Behavioral Health - Delegate
5. Hillary Steenson-Ray, Associate Children's Network Officer - San Bernardino County Children's Network – Delegate
6. Eva Soto, Policy Council Chair, SGB Representative - Chino Head Start
7. Brianna Montezuma, Policy Council SGB Representative - Ontario Maple Head Start
8. Diana Banderas, Policy Council SGB Representative – Community Representative

Absent:

1. Ted Alejandro, County Superintendent - San Bernardino County Superintendent of Schools - SGB Vice Chair
2. Dr. Georgina Yoshioka, Director - San Bernardino County Department of Behavioral Health
3. Ashley Brooksher, Children's Network Officer - San Bernardino County Children's Network

BOARD OF SUPERVISORS

COL. PAUL COOK (Ret.)
First District

JESSE ARMENDAREZ
Second District

DAWN ROWE
Chairman, Third District

CUET HAGMAN
Fourth District

JOE BACA, JR.
Vice Chair, Fifth District

October 23, 2025
Sher Snoke
Chief Executive Officer



Head Start Shared Governance Board Meeting Minutes

DATE: August 21, 2025
PLACE: Preschool Services Department
662 South Tippecanoe Avenue, San Bernardino, 92415

1. & 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 2:00 P.M.

San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Public Comment

There were no public comment requests.

4. Presentation of the Agenda

4.1 Modification to the Agenda

Shar Robinson, Secretary, announced changes to the agenda as follows:

- Item 5.5 – Change of Presenter – Caroline Ragland, Program Supervisor for Education
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5. Executive Reports/Program Updates

5.1 Administration for Children and Families - Office of Head Start Communications

Arlene Molina, Preschool Services Department (PSD) Assistant Director, shared recent communication from the Office of Head Start as follows:

- Information Memorandum 25-03 – Promoting Healthy Eating and Nutrition for Head Start Children and Families
- Program Instruction 25-03 – One-time Supplemental Funds

5.2 Program Updates

There were no program updates.

5.3 PSD Annual Report 2023-24

Debra Billings-Merlos, PSD Deputy Director, presented the 2023-24 PSD Annual Report and highlighted the following:

- Shared Governance Board information for members that served on the board during the 2023-24 program year.
- Mission and Vision Statements
- Organizational Chart
- Program Descriptions
- Enrollment Data
- Health Services
- Accomplishments for 2023-24
- Shared Governance Board and Policy Council Roles
- Parent Involvement and Parent Activities
- Statistical Information
- Goals and Performance Measures
- School Readiness
- Non-Federal Share Requirement surpassed for 2023-24
- Summary of Funding
- 2023-24 Actual Budget Appropriations
- 2024-25 Proposed Budget Appropriations
- 2023-24 Actual Staffing
- 2024-25 Proposed Staffing
- PSD Parent Spotlight – Kari T.
- PSD Employee Spotlight – David O.

Maribel Gutierrez, Department of Behavioral Health Senior Program Manager, inquired about when the report will be published. Debra is hoping the PSD Annual Reports will be published in the booklet format by the next SGB meeting in October.

Myrlene Pierre, San Bernardino County Superintendent of Schools Assistant Superintendent of Student Services, commented that she appreciates the simple and easy to understand data and the employee and parent spotlight is a great example for other organizations to follow.

5.4 PSD Performance Measures 2024-25 Final Quarter

LaTrenda Terrell, PSD Deputy Director, presented the fourth and final quarter report as follows:

GOAL	24-25 Target	Q1	Q2	Q3	Final Q
1. Promote school readiness. 2. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. Support the Vision2Read Initiative. 4. Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting	55%	N/A	N/A	20%	30%

developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment and reduce this count by 55% by June 30, 2025.					
1. Promote school readiness. 2.. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment and reduce this count by 30% by June 30, 2025.	30%	N/A	N/A	26%	30%
1. Increase enrollment opportunities for foster children. 2. Enhance the referral process of enrollment with the Children and Family Services Department.	301	130	156	189	204
1. Identify in Excess of Healthy Body Mass Index (BMI) and/or Over Health BMI children ages 2-5 years in an effort to promote a healthy lifestyle. 2. Promote nutrition education programs for parents at each school site. 3. Ensure children receive both nutrition curriculum and physical activity daily within the classroom schedule. 4. Decrease the number of children who are identified as in excess of healthy BMI or over healthy BMI from the higher level of BMI classification to the next lower level by children's height and weight.	60%	N/A	47%	65%	70%

San Bernardino County Board of Supervisor, 5th District, Joe Baca Jr. inquired about ways to improve literacy skills. LaTrenda shared the following ways to improve scores: continue to encourage parents to work with their children on school-to-home activities, to read more with their children, and more use of the Footsteps-2-Brilliance program. Arlene added that if the Carryover and No-Cost Extension funding are approved PSD is planning to purchase a van that will be utilized by teaching staff that specialize in literacy support. The staff will visit all of the sites. We are also working on our partnership with Footsteps 2 Brilliance to add additional ways to individualize the literacy curriculum.

Supervisor Baca Jr. asked if the teaching staff might need a stronger support system and possible outside resources. Arlene replied that this year PSD plans to focus on the data to pinpoint where we need to invest to receive the largest return on investment.

Myrlene inquired about the low enrollment of foster children being related to increased Transitional Kindergarten. LaTrenda agreed and shared PSD's plans to continue to focus more on the Early Head Start program. Sean added that based on our current enrollment we have done well in meeting our goal of enrolling 10% foster children of our total enrollment, but we intend to continue to strive to do even better.

5.5 PSD School Readiness Goals 2024-25 – Final Comparison

Caroline Ragland, PSD Education Program Supervisor, presented the 2024-25 School Readiness Child Outcomes Comparison – Fall/Winter/Spring. Caroline highlighted the progress by children from Fall of 2024 to Spring of 2025 in the following domain areas:

- Approaches to Learning
- Social & Emotional
- Language & Literacy
- Cognition, Math & Science
- Physical Development-Health

The following groups of children's scores with breakdown by ages.

- All Infants & Toddlers – 314 children assessed were average age of 2 years 1 month and 22% were English Language Learners.
Children scores improved in all areas overall.
- Under 1 Yr Old children- 53 assessed were average age of 1 year and 39% were English Language Learners.
Children scores improved in Approaches to Learning and in Social & Emotional. The scores decreased overall in Language & Literacy, Cognition, Math & Science and Physical Development-Health.
- 1 Yr Old Infants & Toddlers – 121 children assessed were average age of 1 year 8 months and 17% were English Language Learners.
Children scores improved in all areas overall.
- 2Yr Old Infants & Toddlers – 140 children assessed were average age of 2 years 7 months and 20% were English Language Learners.
Children scores improved in all areas overall.
- All Preschoolers – 1,045 children assessed were average age of 4 years 2 months and 25% were English Language Learners.
Children scores improved in all areas overall.
- 3Yr Old Infants & Toddlers – 510 children assessed were average age of 3 years 9 months and 24% were English Language Learners.
Children scores improved in all areas overall.
- 4Yr Old Infants & Toddlers – 439 children assessed were average age of 4 years 8 months and 27% were English Language Learners.
Children scores improved in all areas overall.

Maribel inquired about how PSD is assisting English Language Learners (ELL) in the area of literacy.

Arlene responded that the 4-year-old ELL students do well because PSD offers extra support especially to the children and parents who are new to the school environment. The teachers are more prepared to provide this

support for the 4-year-olds as the focus traditionally has been for 4-year-olds in English and this shows in the scores.

PSD doesn't check ELL for children under 3 because they are supposed to be receiving care giving instruction and services in their home language. At 3 to 5 is when we start instructing in English and the teachers are well-trained in this area. In the last 2 PSD Workforce Development Cohort student groups PSD has made sure students have taken infant curriculum because it is less intuitive to teach literacy skills to babies and to know what pre-reading and pre-writing skills are for infants as well as skills in the areas of science, math, STEM. PSD is helping our PSD teaching staff to learn to support infant literacy and STEM development.

Supervisor Baca Jr. inquired about School Readiness and how PSD compares to other agencies. Arlene explained that PSD aligns with California Department of Education standards to enter kindergarten and bases our comparisons on these standards. PSD is excited about the STEM expansion plans which are similar to the County Museum exhibits and will provide STEM training to PSD teaching staff that will bridge the gaps going into kindergarten.

5.6 PSD – Birth to Five - School Readiness Goals 2025-30

Ebonie Hubbard, PSD Assistant Director, presented the PSD 2025-30 School Readiness Goals as follows:

- Goal 1: Approaches to Learning: Self-Regulation - Children will fulfill their need for self-soothing and emotional regulation by proactively communicating their needs, utilizing environmental supports, and applying problem-solving skills.
- Goal 2: Social and Emotional Development – Children will develop the ability to form positive relationships with peers, regulate their emotions, and demonstrate cooperative behaviors through participation in sustained sociodramatic.
- Goal 3: Language and Literacy - Children will develop an interest in books, storytelling, and early writing by engaging with print-rich environments and participating in meaningful literacy experiences that support language development and a lifelong love of reading.
- Goal 4: Language and Literacy - Children ages 3–5 will develop comprehension skills by actively engaging with age-appropriate texts, demonstrating understanding.
- Goal 5: Cognition, Including Math & Science: Children will engage in structured exploration and identification of measurement properties through the utilization of appropriate measuring tools. Children will demonstrate the ability to progress from simple to more complex properties, thereby supporting cognitive development and foundational mathematical skills.
- Goal 6: Cognition, Including Math & Science: Children will demonstrate an increasing ability to compare, match, and sort objects into groups according to their attributes, such as color, shape, size, or function. Through these activities, they will develop foundational cognitive and mathematical skills, including observation, classification, and problem-solving.
- Goal 7: Physical Development – Health - Children will develop and master fine motor skills to support overall physical development and functional independence, while demonstrating an understanding of and ability to engage in safety and health practices.
- Goal 8: Physical Development – Health - Children will master essential gross motor skills by exhibiting advanced control, strength, coordination, and balance in different dynamic movements.

5.7 PSD 2025-26 Reports and Updates

5.7.1 - Program Information Report – As of August 4, 2025

Rodney Barrios, PSD Program Manager, presented the following program information reports:

- Dental Exams/Screenings, Dental Preventative Care, and 45-Day Screenings for Developmental Sensory and Behavioral Concerns
- Family Services
- Homelessness Services

5.7.2 Facilities Report – July 2025

Dina Bunch, PSD Supervising Administrative Supervisor II, presented the Facilities Report and highlighted the following:

- Work Order Status
- Maintenance Projects Completed
- CIP Projects Status

Supervisor Baca Jr. inquired about the status of the Whitney Young site. Dina responded and shared that the conceptual design is completed. Project funds are pending approval. Once approved, the architect will select a contractor. This will take about 6 to 9 months to complete.

5.7.3 Enrollment Report – July 2025

Sean Segal, PSD ERSEA Program Manager, presented the following enrollment reports:

- Head Start (HS) 22%
- Early Head Start (EHS) 61%
- Early Head Start - Child Care Partnership (CCP) 86%

Supervisor Baca Jr. inquired about the plans for PSD for more Early Head Start classrooms due to the rise of Transitional Kindergarten programs. Sean agreed that PSD is looking for opportunities to provide more Early Head Start classes.

5.7.4 Attendance Report – 2301 Average Daily Attendance – July 2025

Sean presented the following average daily attendance. Sean explained that there is a difference this year in the Attendance reporting. PSD is now reporting all absences including unexcused absences.

- Head Start 82.01%
- Early Head Start 85.26%
- EHS-CCP 92.73%
- Easter Seals HS 84.28%
- Easter Seals EHS 79.20%

5.7.5 – Finance Budget-to-Actual and Projected Expenditure Reports for the Combined Head Start/Early Head Start/Early Head Start-Child Care Partnership

Madeline Tsang, PSD Administrative Manager, provided the following Budget-to-Actual as of June 30, 2025.

Combined HS/EHS FY 2024-25	Budget/Balance	Percentage Analysis
Budget	\$112,188,316	
Projected Budget Balance	\$51,028,406	61.15%

6. Overview/Trainings

6.1 Annual PSD Facilities Overview

Dina Bunch, Administrative Supervisor II, presented the annual facilities training and highlighted the following:

- Facilities Organizational Chart
- Facilities Teams
- Facilities Teams Roles /Responsibilities
- PSD Facilities – Owned and Leased
 - Correction to presentation – 25 leased facilities, 8 owned
- Capital Projects
- Quick Facts – PSD Facilities/Logistics & Maintenance building
 - 23% of PSD sites have county-owned classrooms
 - Approximate time to complete a capital project from concept to completion is 2 – 3 years
 - A 1303 application is required for a major renovation valued over \$349,000

6.2 Annual Program Information Report Overview

Rodney Barrios, Program Manager, presented the annual PIR training and highlighted the following:

- Background and Purpose
- PIR Sections
- Program Information
- Program Staff and Qualified
- Child and Family Services
- Grant Level Questions
 - Intensive Coaching
 - Management Staff Salaries
 - Education Management Staff Qualifications
 - Family Services Staff Qualifications
 - Formal Agreements for Collaborations

7. Consent Items

The following consent items were approved.

7.1 SGB Minutes – May 22, 2025

7.2 SGB Minutes – June 17, 2025

APPROVED

Motion/Second: Josh Dugas/Maribel Gutierrez

AYES: Supervisor Baca Jr., Josh Dugas, Myrlene Pierre, Maribel Gutierrez, Hillary Steenson-Ray

ABSENT: Superintendent Alejandro, Dr. Yoshioka, Ashley Brooksher

ABSTAIN: None

8. Discussion Items

8.1 Approval of the Head Start and Early Head Start Grant – No Cost Extension to June 2026

Madeline Tsang, Administrative Manager, presented the request for approval of the No-Cost Extension for Award No. 09CH011719-05 to extend the project period to June 30, 2026. The reasons for this request include the agency's need to complete equipment, construction and other prior approved projects associated with funds the agency was awarded through carryover funding from FY 2020-25.

In addition, included in this request is also 1303 Applications of a real property purchase and renovations of Head Start preschool sites.

The additional one-year extension will allow PSD to work with its county partners, the Project Management Division (PMD) and Real Estate Services Department (RES), in completing these projects within budget. The total estimated amount of this request is \$51,028,406.

Below are the estimates by Program, CAN number, and Budget Categories:

Head Start (CAN G094122)							
GABI Code	Budget Categories	Budget AMT	YTD Expenditures	Accruals & Obligations	Available Funds-HS	Budget Adjustment HS	No-Cost Extension \$
A	Salaries	10,012,407.00	13,736,643.30	2,021,630.03	(5,745,866.33)	5,745,866.33	-
B	Fringe Benefits	4,241,882.00	5,376,089.69	1,044,467.11	(2,178,674.80)	2,178,674.80	-
C	Travel	165,222.00	13,030.80	3,711.39	148,479.81	(148,479.81)	-
D	Equipment	4,965,204.00	119,882.43	197,598.28	4,647,723.29	3,332,775.71	7,980,499.00
E	Supplies	4,101,379.00	620,806.18	5,562,659.55	(2,082,086.73)	4,812,274.00	2,730,187.27
F	Contractual	7,740,089.00	5,337,952.73	4,476,883.67	(2,074,747.40)	2,074,747.40	-
G	Construction	28,227,242.00	215,727.96	101,392.92	27,910,121.12	(16,935,663.12)	10,974,458.00
H	Other	17,673,796.00	7,075,528.69	2,671,620.29	7,926,647.02	(1,060,195.31)	6,866,451.71
	Total Direct Costs	77,127,221.00	32,495,661.78	16,079,963.24	28,551,595.98	-	28,551,595.98

Early Head Start (CAN G094122)							
GABI Code	Budget Categories	Budget AMT	YTD Expenditures	Accruals & Obligations	Available Funds-EHS	Budget Adjustment EHS	No-Cost Extension \$
A	Salaries	12,556,214.00	2,663,352.82		9,892,861.18	(9,892,861.18)	-
B	Fringe Benefits	5,874,457.00	1,141,833.35		4,732,623.65	(4,732,623.65)	-
C	Travel	153,385.00	8,742.04	1,150.01	143,492.95	(143,492.95)	-
D	Equipment	862,048.00	-		862,048.00	37,952.00	900,000.00
E	Supplies	1,293,570.00	309,881.54	832,666.34	151,022.12	3,272,366.61	3,423,388.73
F	Contractual	7,433,764.00	4,029,880.46	514,821.49	2,889,062.05	1,110,937.95	4,000,000.00
G	Construction	-	-	-	-	9,353,273.00	9,353,273.00
H	Other	6,887,657.00	2,935,082.93	146,874.00	3,805,700.07	994,448.22	4,800,148.29
	Total Direct Costs	35,081,095.00	11,088,773.14	1,495,511.84	22,476,810.02	-	22,476,810.02

Summary

ABI Code	Budget Categories	Budget AMT	YTD Expenditures	Accruals & Obligations	Available Funds	Budget Adjustment EHS	No-Cost-Extension \$
A	Salaries	22,568,621.00	16,399,996.12	2,021,630.03	4,146,994.85	(4,146,994.85)	-
B	Fringe Benefits	10,116,339.00	6,517,923.04	1,044,467.11	2,553,948.85	(2,553,948.85)	-
C	Travel	318,607.00	21,772.84	4,861.40	291,972.76	(291,972.76)	-
D	Equipment	5,827,252.00	119,882.43	197,598.28	5,509,771.29	3,370,727.71	8,880,499.00
E	Supplies	5,394,949.00	930,687.72	6,395,325.89	(1,931,064.61)	8,084,640.61	6,153,576.00
F	Contractual	15,173,853.00	9,367,833.19	4,991,705.16	814,314.65	3,185,685.35	4,000,000.00
G	Construction	28,227,242.00	215,727.96	101,392.92	27,910,121.12	(7,582,390.12)	20,327,731.00
H	Other	24,561,453.00	10,010,611.62	2,818,494.29	11,732,347.09	(65,747.09)	11,666,600.00
	Total Direct Costs	<u>\$ 112,188,316.00</u>	\$ 43,584,434.92	\$ 17,575,475.08	\$ 51,028,406.00	-	\$51,028,406.00

Budget Justification:

PSD is requesting to extend the project period an additional twelve months to complete the following projects and liquidate the associated funds in the following GABI categories.

Details of No-Cost-Extension Projects:				
GABI Code	Location	Project Descriptions	Amount	Sub-Total By GABI Code
D	10 Preschool Sites	8 experiment types of Mobile Carts at unit cost of \$120,000	1,200,000.00	
D	3 Preschool Sites	Full scope STEM Centers with 8 installed science exhibits per school site costing \$1,500,000	4,500,000.00	
D	30 Preschool Sites	Athletic Equipment for Children	350,000.00	
D	30 Preschool Sites	1 Vans for mobile Library to enhance literacy program	70,000.00	
D	Adelanto	Playground equipment	298,394.00	
D	Apple Valley	Playground equipment	300,000.00	
D	Fontana Citrus	Playground equipment	207,192.00	
D	Fontana Citrus	Shade Structure	349,000.00	
D	Mill Center	Playground equipment	110,313.00	
D	Mill	Shade Structure (up to 3)	349,000.00	
D	Ontario Maple	Playground (2 Shade + Playground Equipment)	295,972.00	
D	Westminster	Playground equipment	291,022.00	Equipment
D	Rialto Eucalyptus	Shade Structure	275,108.00	
D	Whitney Young	Playground equipment	288,498.00	\$ 8,880,499.00
E	30 Preschool Sites	Furniture & supplies for sensory rooms	1,355,000.00	
E	Rancho Cucamonga	CDC and Admin Office Relocation (furniture, IT costs)	512,500.00	
E	10 Preschool Sites	Kitchen equipment for Admin./CDC and other sites	328,918.00	Supplies
E	30 Preschool Sites	New and replacement of furniture and supplies needed for HS & EHS classrooms due to program option changes	3,959,158.00	\$ 6,153,578.00
				Contractual
F	DA/CA/CCRC Contractors	Minor facility improvement projects for up to 30 sites to improve air quality, health, classroom conditions and playground, etc.	4,000,000.00	\$ 4,000,000.00
G	Rancho Cucamonga	CDC and Admin. Office renovations	1,365,634.00	
G	Rancho Cucamonga	CDC and Admin. Building purchase	12,000,000.00	

G	Del Rosa	Major classroom renovation	624,900.00	Construction
G	Arrowhead Grove	Major renovation	1,737,314.00	
G	Whitney Young	Major renovation	1,741,422.00	
G	Victorville Anacapa	Child Development Center purchase	1,818,000.00	
G	Yucaipa	Major Renovation	1,040,461.00	
H	Victorville Anacapa	Fence	200,000.00	
H	Victorville Anacapa	Minor Classroom Renovation	349,000.00	
H	Victorville Anacapa	Turf, Bike Track, Pour & Play	350,000.00	
H	Apple Valley	Sidewalk improvement	171,058.00	
H	Yucca	Roof replacement	364,078.00	
H	Hesperia	Renovate retaining wall and fence repair	95,000.00	
H	Rancho Cucamonga	CDC and Admin Office Relocation (moving costs, setup and network costs)	550,000.00	
H	30 Preschool Sites	Stem Equipment Design, Setup and Installation Costs	1,225,000.00	
H	30 Preschool Sites	Soft Costs, design and architectural plan fees, permit & legal fees, escrow, inspection & other one-time fees, 1303 preliminary costs, procurement, assessment reports, payroll charges from county RESD, PFMD for managing facility projects, etc.	2,100,000.00	
H	Mill, Whitney Young,	Two Fences	660,000.00	
H	Upland, Yucaipa, Highland, etc.	Turf, Bike Track, Pour & Play, ADA compliance	450,000.00	Other
H	Up to 10 Sites	Moving and setup costs for Arrowhead Grove, Whitney Young, Yucaipa, Upland, Highland, etc.	590,000.00	
H	30 Preschool Sites	External Playground deferred maintenance	3,462,484.00	
H	31 Preschool Sites	Deferred maintenance on Pour & Play, rubber repair, playground installation, etc.	1,100,000.00	
		Total:	\$51,028,406.00	

The above No-Cost-Extension Request and budget adjustments are necessary for maintaining and improving the safety and well-being of staff, families, and enrolled children. PSD has identified project savings to cover the cost increases on Equipment and Other budget categories.

Approval of this request with budget adjustment will allow the department to complete all the approved projects and utilize the funds efficiently and effectively while fulfilling the mission and delivering essential preschool services.

In addition, PSD will comply with both County and Head Start procurement requirements when conducting purchases for goods and services. The required 1303 applications for major renovations have been or will be submitted to the Office of Head Start for approval.

APPROVED

Motion/Second: Myrlene Pierre/Josh Dugas

AYES: Supervisor Baca Jr., Josh Dugas, Myrlene Pierre, Maribel Gutierrez, Hillary Steenson-Ray

ABSENT: Superintendent Alejandre, Dr. Yoshioka, Ashley Brooksher

ABSTAIN: None

8.2 Approval of 2025 – 2030 Contract Agencies

Arlene presented the 2025-26 CA Program Summary as follows:

2025-26 CA Program Summary					
Agency	Site	Program	Total Slots	Total Classes	Minimum Days of Operation
ANBFFA	Adelanto	HS PD	20	2	207
		EHS	16	2	207
	Hesperia	HS FD	30	3	207
		EHS	16	2	207
CCRC	HighDesert/SB Valley	EHS-CCP	130	N/A	No Less Than 233
CIUSD	San Salvador	HS PD	64	4	128
		HS Ext Day	48	3	175
	Bloomington	HS PD	32	2	128
NUSD	Needles	HS PD	30	2	180
RIMUSD	Crestline	HS FD	15	1	180
ESSC	Ontario Phillips	HS FD	48	3	240
	Ontario Phillips	HS FD Ext	16	1	240
	Ontario Haven	HS FD	16	1	240
	Ontario Haven	HS FD Ext	16	1	240
	Montclair	HS FD	16	1	240
	Montclair	HS FD Ext	16	1	240
	Montclair	HS PD	32	2	240
	Ontario Mills	HS HB	84	N/A	N/A
	Ontario Phillips	EHS	16	N/A	240
	Montclair	EHS	24	N/A	240
	Ontario Haven	EHS	32	N/A	240
	Valley View	EHS	40	N/A	240
	Ontario Mills	EHS HB	24	N/A	N/A

Agency	Contract Amount	Total Slots
ANBFFA	\$ 7,683,490.00	82
CCRC	\$ 11,222,935.00	130
CIUSD	\$6,323,385.00	144
NUSD	\$2,370,860.00	30
RIMUSD	N/A	15
ESSC	\$ 25,898,530.00	380

APPROVED

Motion/Second: Josh Dugas/Myrlene Pierre

AYES: Supervisor Baca Jr., Josh Dugas, Myrlene Pierre, Maribel Gutierrez, Hillary Steenson-Ray

ABSENT: Superintendent Alejandre, Dr. Yoshioka, Ashley Brooksher

ABSTAIN: None

9. Informational Items

8.1 Next SGB Meeting

The next SGB meeting is scheduled for October 23, 2025

10. Executive Comments

Hillary Steenson-Ray, Associate Children's Network Officer, congratulated PSD on the successful PSD Preservice Conference. Arlene thanked Hillary and shared that our staff worked hard to find presenters to meet the needs and we found value in the presentations, and it is good to hear others found value. The staff are revitalized and energized. Supervisor Baca Jr. agreed and was happy to see all of the educators and support staff at the conference, it was a great turn out and a lot of energy. Supervisor was happy to visit 5 of the sites this morning and the kids were excited and doing well. He appreciates all that the PSD staff do to work with our children.

11. Adjournment

The meeting adjourned at 3:36 P.M.