



# Early Childhood Education

## Board Administrative Report

October 2022



**WWW.PALMDALESD.ORG**  
**(667) 273.4710 | (661) 273.5139 FAX**

# EARLY CHILDHOOD EDUCATION PROGRAM GOALS

## GOAL #1

**Providing Direction** - Provide strategic direction to all ECE stakeholders focused on enriching quality interactions to support classroom instruction and learning for all.

## GOAL #2

**Safe and Affirming School Environments** - Promote and create an inclusive, competitive, safe, nurturing environment to support cultural awareness in which families, children and staff thrive.

## GOAL #3

**Family and Community Environments** - Engage and empower diverse families and communities in authentic learning and collaboration through comprehensive services to support the well-being and education of the child.



## The Palmdale Promise

**Vision:** Palmdale will become a district where...Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

**Mission:** The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents and staff so our students can live their lives to their full potential.

# ENROLLMENT, MEAL COUNTS, & ATTENDANCE DATA

## ENROLLMENT

### Number of Slots

#### ***Head Start Center-based:***

Slots: 1,035      Enrolled: **995** (96.1%)  
(Report 2001)

#### ***Head Start Home-based:***

Slots: 72      Enrolled: **72** (100%)

Total Head Start Slots: 1,107

Head Start total Enrolled: **1,067** (96.3%)  
(Report 2001)

#### ***Early Head Start:***

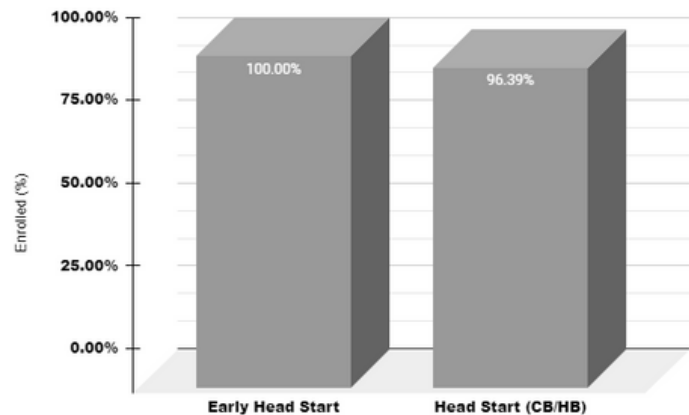
Slots: 108      Enrolled: **108** (100%)  
(Report 2001)

Total HS and EHS Slots: 1,215

Total HS and EHS Enrolled:  
1,175 (96.7%)

### October Enrollment Percentages

**October Enrollment**



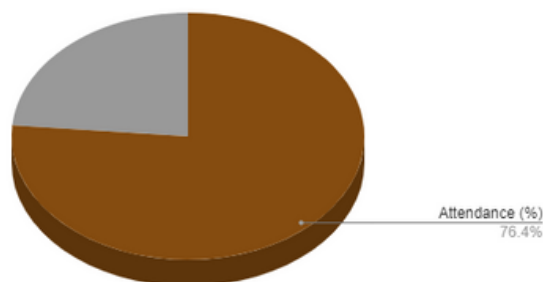
## MEAL COUNTS

Program	Breakfast	AM Snack	Lunch	PM Snack
Head Start	11,750	1,144	12,106	11,641
Early Head Start	0	0	0	0

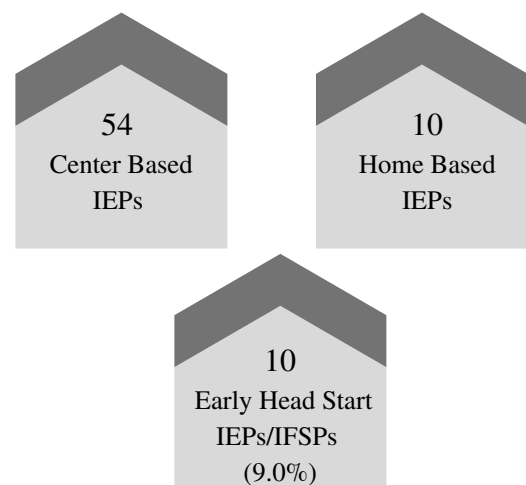
### October Attendance - Head Start

**October Attendance**

Head Start



### IEP & IFSP DATA



**Office of Head Start attendance requirement: 10%**  
**Total for September: 64 (6.4%)**

**Office of Head Start attendance requirement: 85%**

**PSD attendance: 76.4%**

(Report 2301)

**Referrals sent in October: 8**

**Concerns: HS-130 EHS-12**

# ERSEA REPORT

JOE VEGA-SMITH

## Average Monthly Attendance for Program Year 2022-2023

August	September	October	November	December	January	February	March	April	May
83.64%	80.40%	76.47%							

(Report 2301)

Overall, for the month of October, program attendance was at 76.47% as monitored through Chid Plus Report 2301. The Office of Head Start attendance threshold requires all programs to be at 85% and above. PSD-ECE will continue working towards improving monthly attendance for the remainder of the school year.

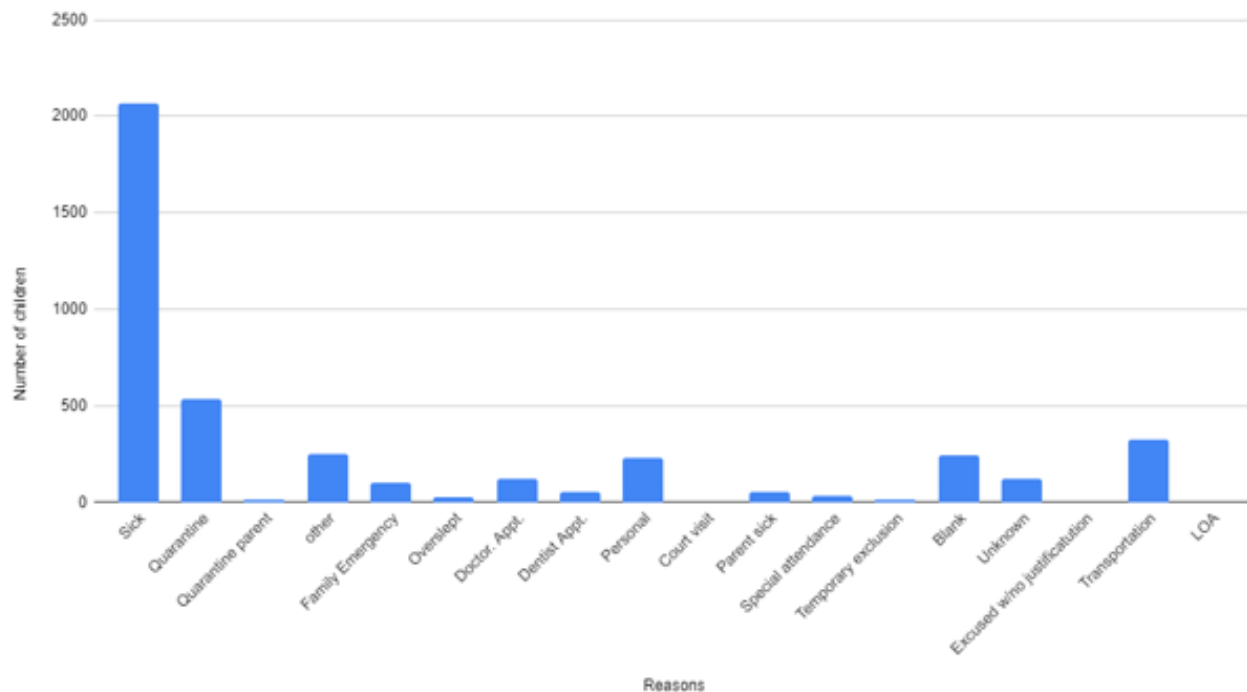
## Average Attendance for the Month of October PSD-ECE Site:

Chaparral Site	District Office Site	Avenue J Site	Highland Site	Manzanita Site	Mesquite Site	Ocotillo Site	Palm Tree Site	Site 18 Site	Tamarisk Site
76.31%	75.37%	79.64%	75.26%	77.58%	68.54%	76.60%	77.36%	74.01%	75.99%

Tierra Bonita Site	Tumbleweed Site	Wilsona Site	Yucca Site
76.05%	78.41%	82.08%	76.47%

## Absence Reasons for the Month of October

Number of children





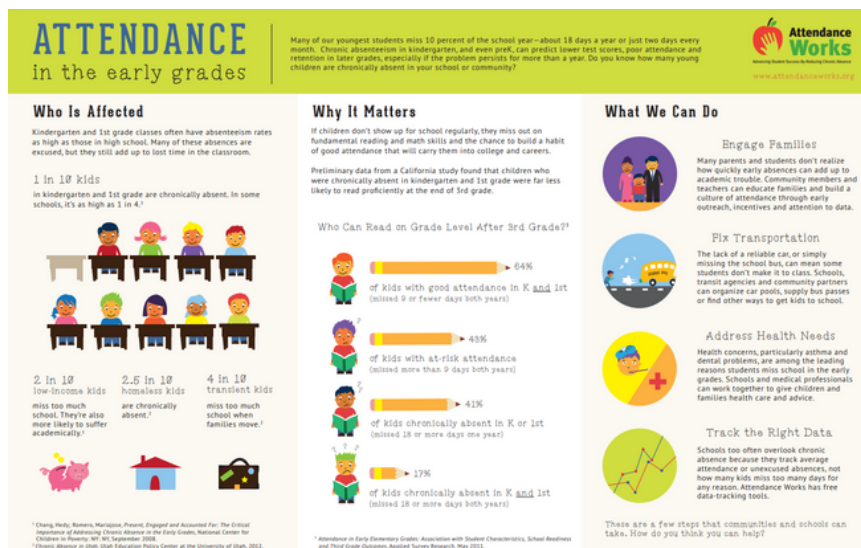
# ERSEA REPORT

JOE VEGA-SMITH

## Attendance

According to the chart on the previous page, in October Sick and Quarantine were the reasons most reported for student absences. The causes of illness most reported were colds, flu, cough, fever, and stomach flu. Transportation was the next highest reason children missed school.

We will continue to monitor attendance and provide families with resources such as “Washing Hands” and the Attendance pamphlet (Attendance in the Early School Years) information. Teachers will also continue to conduct visual health checks during transition time (home to school). They will also continue having children wash hands several times throughout the day, which is embedded in the classroom daily routine.



English



Spanish

## CLASS Observations

CLASS observations are taking place in all PSD-ECE classrooms from October through December 2022. The CLASS instrument is developed to assess classroom quality in preschool through third grade classrooms. The CLASS instrument looks at the quality of teacher and child interactions. It does not evaluate the materials or the physical environment. There are three CLASS domains that the instrument focuses on:

1. Emotional Support
2. Classroom Organization
3. Instructional Support

CLASS observations are conducted by CLASS certified and reliable staff. CLASS data is then analyzed and aggregated for the overall program, each site, and each classroom. As part of Continuous Quality Program Improvement, the CLASS outcome information is used for current and future professional development trainings for the PSD-ECE teaching staff.

# ERSEA REPORT

JOE VEGA-SMITH

## October Enrollment

*Early Head Start Enrollment*

Option	Caseload	Funded Enrollment	Enrolled	A
EHS HB	1	12	12	
EHS HB	2	12	11	
EHS HB	3	12	11	
EHS HB	4	12	12	
EHS HB	5	12	12	
EHS HB	6	12	11	
EHS HB	7	12	12	
EHS HB	8	12	12	
EHS HB	9	12	11	
EHS HB	NA	0	0	
TOTALS		108	104	

Option	Site	Funded Enrollment	Enrolled	Accepted
HS	Avenue J (First Ct	40	40	0
HS	Chaparral	100	96	0
HS	District Office	15	14	1
HS	Highland	20	20	0
HS	HB Lancaster	24	21	0
HS	HB Littlerock	12	9	1
HS	HB Palmdale	36	32	1
HS	Manzanita	40	40	0
HS	Mesquite	40	39	0
HS	Ocotillo	60	60	0
HS	Palm Tree	80	79	0
HS	Site 18	220	192	1
HS	Tamarisk	60	55	0
HS	Tierra Bonita	20	20	0
HS	Tumbleweed	200	199	0
HS	Wilsona	40	40	0
HS	Yucca	100	90	2
TOTAL		1107	1046	6

*Head Start Enrollment*

# EDUCATION REPORT

ELIZABETH MORA

## DRDP Assessments

In the month of October, all classrooms submitted the first DRDP assessments. DRDP stands for Desired Results Developmental Profile. This is a tool that the entire ECE program uses to assess the children's development. The DRDP is a developmental continuum that addresses Early Infancy to Kindergarten entry. The tool measures the children's development using the five developmental domains of school readiness: Approaches to Learning, Social Emotional Development, Language and Literacy, Cognition and Perceptual, Motor and Physical Development. The area of strength for our program is Language and Literacy. Our children have a strong vocabulary base and are able to express themselves.



## Associative Play

We are focusing on Associative Play with the children since our children need to develop and increase their social and emotional skills. The pandemic kept the children in our age group from experiencing the socialization most children had before the pandemic. Children born into and growing up in the pandemic did not get to play much with other children outside the home. They did not get to engage in play dates, children's parties or simple visits to the park. As an education program that focuses on Child Development we are constantly looking at trends either with classroom observations or analyzing data to see where we need to focus.

For this reason, one of our focuses this year is to give the children the tools they need to navigate the social demands of school readiness. The first step is to give the teachers the tools they need to support this area of development. In the following months we are teaming up with Lakeshore, a leader in children's educational toys and supplies as well as trainers for Child Educators, to train our teachers in the areas we have identified as a need based on the DRDP outcomes.

The first training will be focused on Associative Play. In this stage of play children typically start around age three, they start to do common activities or might share toys and materials with their peers. They might participate in the same activity, like running around in a circle or playing dress-up, but that activity usually isn't organized and doesn't have a goal. Each child is absorbed in what they're doing, this lays the foundation for schematic play.

# EDUCATION REPORT

ELIZABETH MORA

## Dual Immersion

### *Family Project*

In one of our Dual Immersion classes at Tumbleweed, children and their families were so inspired by the story of the Three Little Pigs, that they decided to create the Little Pig's homes as an at home project!

The Three Little Pigs is a beloved story that has been translated into many languages. As part of the language development, children explored the story in both English and Spanish and building the pig's homes with their families was a great way for children to extend their learning at home.



# MENTAL HEALTH & DISABILITIES REPORT

## AMY WILLEY

### IEP Meetings

The Disabilities Department supported 8 referrals for the month of October. The Disabilities Specialist also attended 12 IEP meetings. Five of those meetings supported children at the initial stage of an IEP and there were seven annual IEP meetings to support students' goals and development. Matriculation IEP meetings were held in conjunction with annual IEP meetings. Matriculation IEP meetings help support parents with the transition from early childhood education to elementary school. (Goal 2)

### Social Emotional Development

Staff wellness is part of the Head Start Performance Standards. To support the amazing staff that work for Palmdale Early Childhood Education, a wellness workshop was provided for all staff on October 7, 2022. This workshop was presented by Wellness Together and was titled "Rest and Reset: Finding a New Flow". Staff were provided with mindful activities and suggestions that can be implemented into a daily life to support wellness. (Goal 3)



### Social Emotional Development

Mindful Moments newsletter included a recipe for pumpkin cookies, a pumpkin mindfulness activity to support mindful breathing, the vocabulary word superb (excellent or impressively splendid) and a breathing song that can be used in the classroom. (Goal 1, Goal 2 and Goal 3)



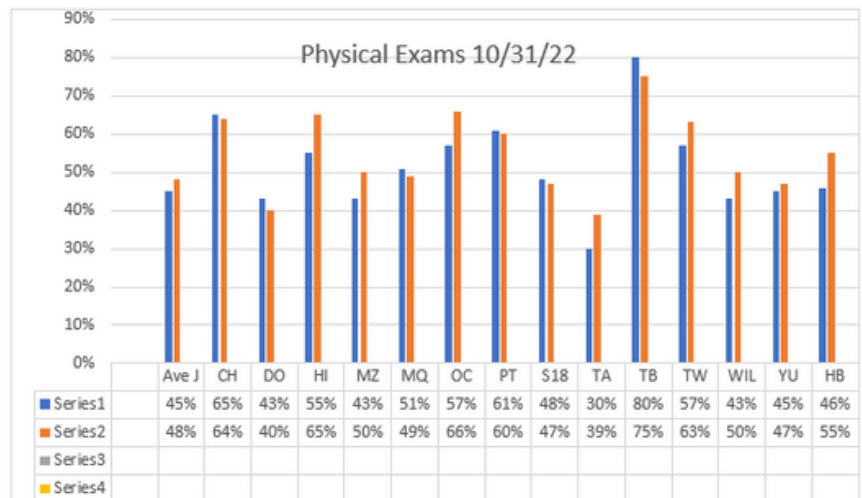
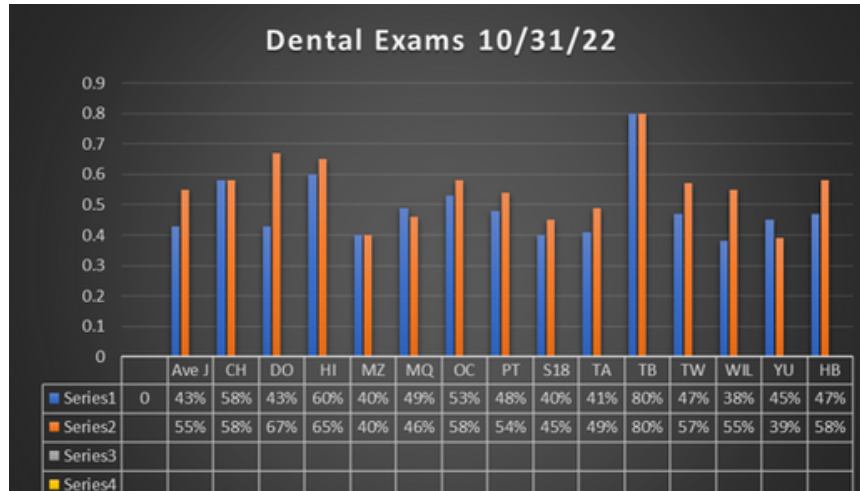
# HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

## Health Advisory Team

The Health Department is planning our Fall Community Health Advisory Meeting. PSD ECE parents have decided that the topic should be “Parent Wellness”. A therapist from The Children’s Center of the Antelope Valley spoke to our families, staff and community partners about wellness. They discussed techniques and strategies to reduce stress.

Per annual requirements, the immunizations status for of all ECE Center Base classrooms students have been reported to the California Department of Public Health. We reported that 99% of our children are fully immunized.



## Health Team

The health team is continuing to attach and input 60- and 90-day requirement data into CP.

Hearing 93%    Vision 93%    Physicals 57%    Dentals 54%    TB 96%    Immunizations 99%

# FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

## PAULINA PANDURO

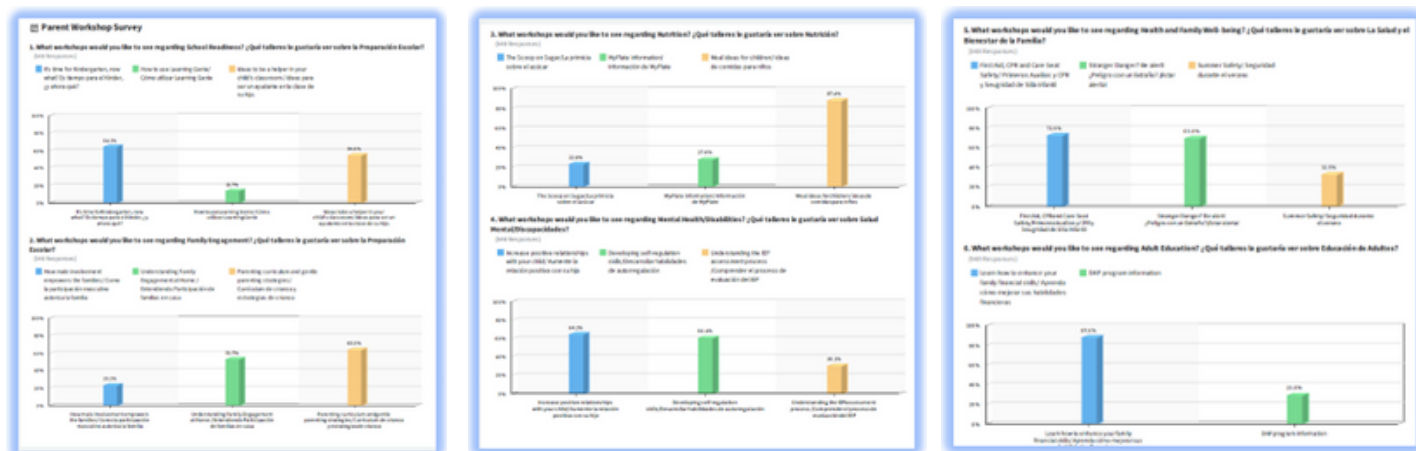
### Program Governance

The Executive Committee met on Thursday, October 20th. Five of the committee members met over Zoom to discuss program updates and review the Policy Committee (PC) agenda. The PC meeting was held virtually Wednesday, October 26th. A total of 7 members were present, 5 members were voting. The approved the following recommendations:

- Approval of Head Start Bar – HSB01-2022
- Approval of Stand Tall Parenting Contract

### Parent Interest Survey

Parents were sent the Parent Interest Survey during the month of October. The purpose of sending the parents of the program an interest survey at the beginning of the school year is to offer families the opportunity to engage in parent involvement and education activities and to ensure staff is responsive to the ongoing and expressed needs of the parents. The survey had questions surrounding parents interests in multiple categories.



### Monthly Workshops

Three workshops were provided by PSD Early Childhood Education Program in the following topics:

- Bon Appétite! Meal Ideas for Children – Nutrition workshop
- Parent Training for Learning Genie
- Entrenamiento para padres sobre Learning Genie

Forty-four families participated over the course of the three workshops. The ECE program will continue to have workshops over the course of the school year.



# NUTRITION

**LILLIE BIGLER, MS, RDN**

## **Safe and Nutritious Meals**

The Nutrition Department works continuously to assure that children receive safe and nutritious meals. In the month of October, the Nutrition Department completed 27 Nutrition Referrals for children with nutrition-related concerns.

With the coordination from ECE's Family Community Partnership Specialist, we were able to host our first nutrition workshop this school year, Bon Appétite! Meal Ideas for Children. It was held online in English and Spanish, and we discussed picky eaters and mealtime strategies at home. 21 parents participated and two parents from each session won a raffle bag of nutrition-related goodies, see photo below.

We also held two Professional Development sessions for the staff about food safety, portion sizes, mealtime in the classroom, and more.

The weekly Palmdale School District menu is available online at <https://family.titank12.com/menu/E7M7SF>. (Goals 1, 2, 3)

*Scan the QR Code and select your child's school site. Then click on the ECE menus.*

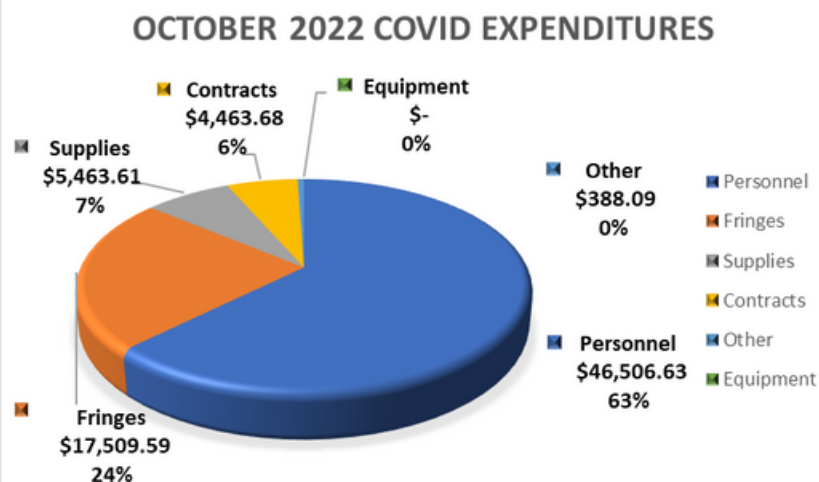
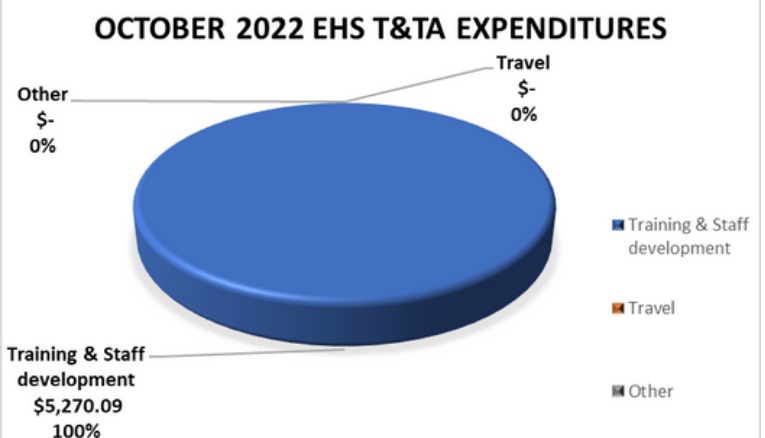
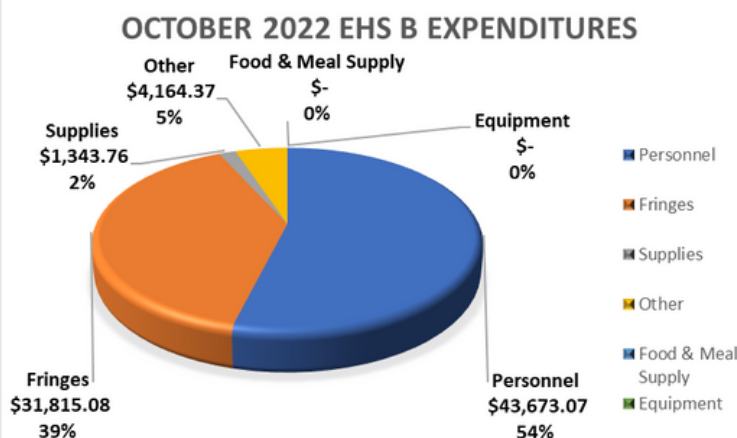
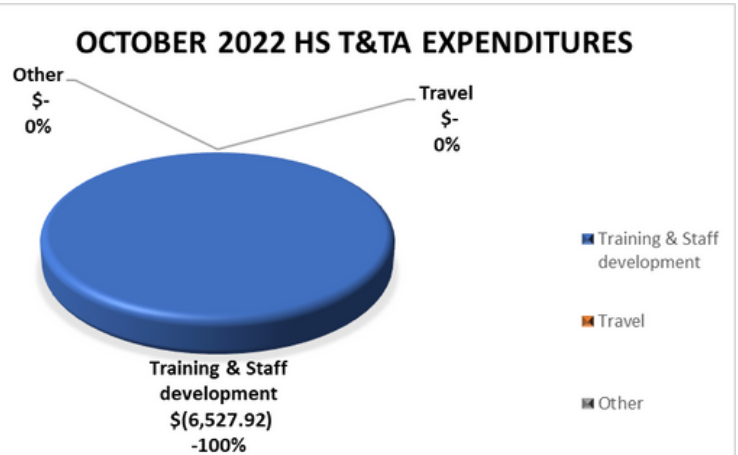
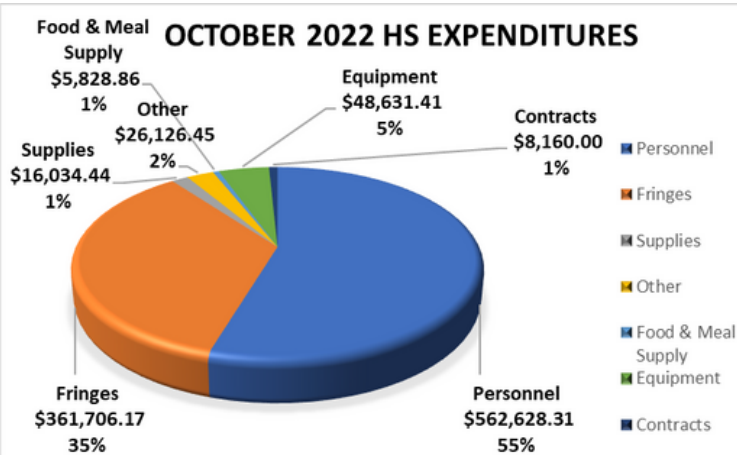
*\*District Office, Highland, Avenue J and Tierra Bonita meals are prepared by the "Tamarisk" kitchen staff.*



# FISCAL REPORT

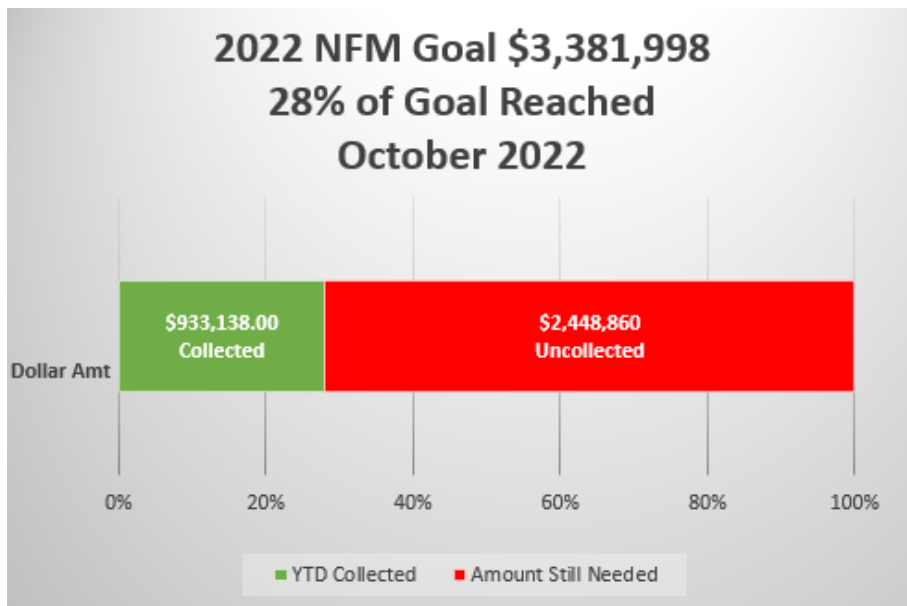
M. CARMEN SERRANO

## Expenditures for Head Start, HS T&TA, Early Head Start, EHS T&TA & COVID Programs



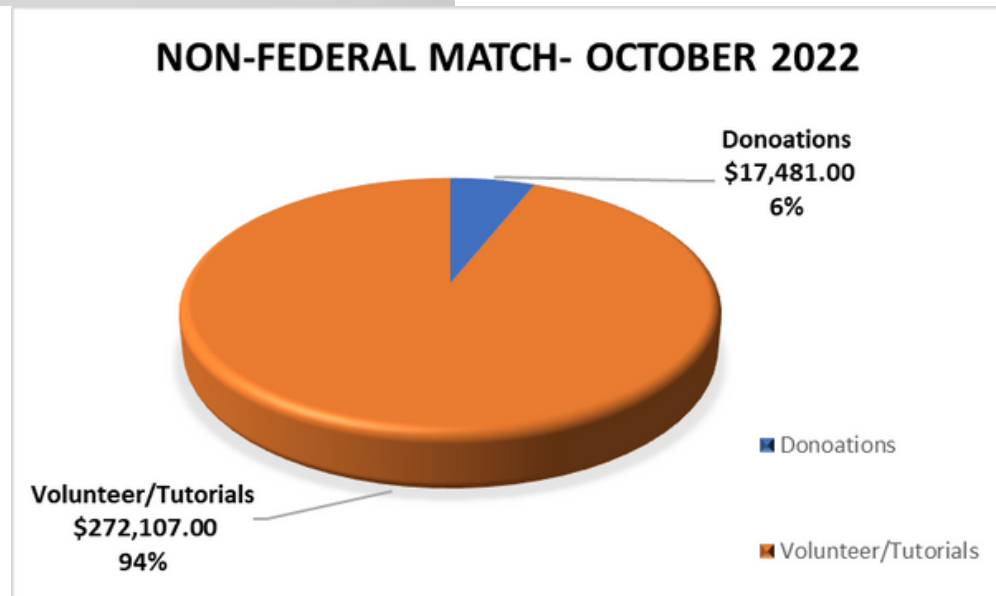
- Palmdale School District continues to offer breakfast and lunch through the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks and paper supplies are reflected in the food meal supplies. Snacks are claimed under the CACFP program.

## Palmdale School District Early Childhood Education NFM Goal

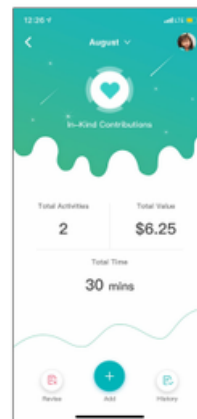
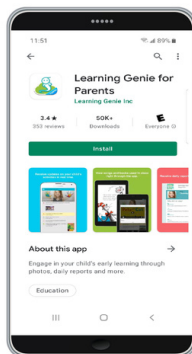
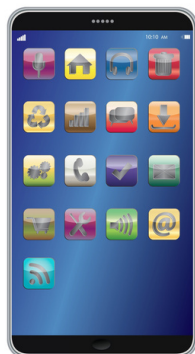


- Our goal for 2022 is to collect \$3.4 million in Non Federal Match (NFM)
- We need to average \$285,600 per month.
- \*\*We are currently at 28% of our goal.

### Non-Federal Match Parent Volunteer & Activity Submissions



Parents and Families Can Submit Tutorials for In-Kind right from their phone or iPad with the Learning Genie App. **This includes Parent Meetings!**

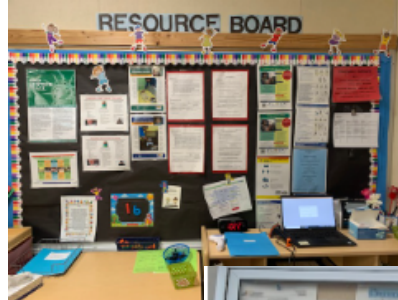


# ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

## Communication with Families

Administrators ensure that each classroom has an updated resource board, inside the classroom and in an outside glass board, to post important information and to establish open communication with families. Some items that may be posted are the current lesson plan, meal menus, monthly calendars, daily schedules, Policy Committee minutes, Civil Justice Rights poster, appropriate licensing forms, masks mandates, and staying safe posters. (Goal 3)



## Creative Curriculum

Administrators frequently visit classrooms to ensure the teaching teams, Teachers and Teacher Assistants, as well as Family Service Advocates (FSAs) and Noon Duties, used for extra support, are teaching to fidelity using the Creative Curriculum to meet students' individual needs and enhance student engagement. Below are pictures that portray student engagement in various disciplines using the adopted curriculum. (Goal 2)





# ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

## CPR/First Aid Training

ECE partnered with the University of Antelope Valley to provide CPR/First Aid training to our teaching and office staff. (Goal 1 & 2)



## Region IX and CCRC Visit

Region 9 Rep, CCRC Director, ECE Director, ECE School Readiness Coordinator, and ECE Admins observed classrooms and met to discuss next steps. (Goal 1,2 & 3)



# ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

## The Great Shakeout-October 20, 2022

The majority of our sites participated with the main campuses for their emergency drills especially for The Great Shake Out. Our teachers first instructed the students to duck and cover before joining the rest of the classrooms and school site outside. Safety is our number one priority and we want to ensure that the staff and students are well-prepared for a disaster. Administrators conduct monthly emergency drills at the ECE office. (Goal 2)

### **Tumbleweed**



### **Highland**



### **Ocotillo**





# ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

## ECE Office-Great Shake Out



## Interviews

Administrators conducted interviews for the open ECE teacher position at Chaparral and open teacher assistant positions throughout the program. Currently, there are approximately 30 teacher assistant openings and one teacher opening.

## ChildPlus Scramble Conference

Administrators and several ECE staff members participated in a virtual ChildPlus training the week of Oct. 24. Participants were able to choose from 54 unique training sessions that supported each Service Area. (Goal 1 & 3)





# DIRECTOR'S REPORT

DR. MELANIE CULVER

## Playground Replacement Projects at Five Sites

Our playground replacement projects are planned and set to begin in November. We are very excited to begin as we have been planning this project since 2020. Playground structures will be replaced at Chaparral, Mesquite, Site 18, Tumbleweed and Palm Tree. We aim to have the structures installed and new surfacing poured prior to the children returning from Winter Break in January. We will look to do additional playground improvements at others sites in the future.

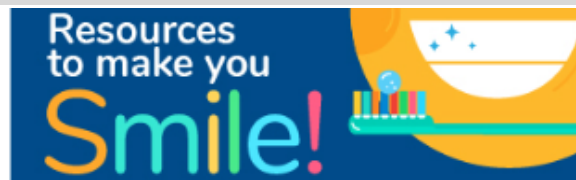


# DIRECTOR'S REPORT

DR. MELANIE CULVER



National Center on  
Health, Behavioral Health, and Safety



## Getting Oral Health Treatment Is Important!

If your child's dentist finds tooth decay and recommends a follow-up dental visit for treatment, it's important for your child to get care. Receiving follow-up treatment is key to keeping your child healthy.

Why it's important to take your child for a follow-up dental visit for treatment:

- The dental team can treat tooth decay and prevent it from getting worse and causing an infection.
- Treating tooth decay can prevent pain, trouble sleeping, behavior problems, and difficulty concentrating.
- Treating tooth decay can stop it from spreading to other teeth in your child's mouth.

Tips to prepare your child for a follow-up dental visit for treatment:

- Be positive. For example, say, "The dentist will help keep your teeth healthy."
- Keep it short and simple. If your child asks what will happen at the visit, you can say "The dentist will fix your tooth."
- Don't talk about shots or possible pain.
- If you fear visiting the dentist, don't share your feelings with your child. This could scare them.
- Read books or watch videos together with your child about dental visits. Look for books or videos that show dental visits in a positive way. Don't read books or show



videos that use words like hurt, pain, shot, or drill. Ask a children's librarian, dentist, dental hygienist, child care provider, or teacher for recommendations.

- Let your child bring their favorite toy or blanket to the dental clinic.
- Ask one of the dental team members if your child will receive a small toy or new toothbrush at the end of their visit. Share this with your child.



*School readiness begins with health!*



Scan the QR code  
to Find a Dentist

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National Center on Health, Behavioral Health, and Safety. 2022. *Healthy Habits for Happy Smiles: Getting Oral Health Treatment Is Important!* Washington, DC: National Center on Health, Behavioral Health, and Safety.



ADMINISTRATION FOR  
CHILDREN & FAMILIES



National Center on  
Health, Behavioral Health, and Safety



# DIRECTOR'S REPORT

DR. MELANIE CULVER

## Taking Care of Your Oral Health When You Are Pregnant

Taking good care of your oral health is important for you and your baby. It is safe and important to get oral health care when you are pregnant. Practicing good oral hygiene, eating healthy foods, and getting oral health care will help keep you and your baby healthy.



Tips for keeping your mouth and teeth healthy when you are pregnant:

- Eat healthy foods, like whole-grain products; fruits; vegetables; and low-fat milk, cheese, cottage cheese, and unsweetened yogurt. Meats, fish, chicken, eggs, beans, and nuts are also good choices.
- Drink water, especially between meals and snacks. Drink tap water that has fluoride.
- Eat healthy snacks, like fruits; vegetables; and low-fat milk, cheese, cottage cheese, and unsweetened yogurt.
- Eat fewer sweets like candy, cookies, cake, and dried fruits. Drink fewer sugary drinks like fruit-flavored drinks, pop (soda), and fruit juice. If you eat sweets or drink sugary drinks, have them only at mealtimes.
- Brush your teeth with a soft toothbrush and fluoride toothpaste twice a day, after breakfast and before bed. Do not rinse after brushing. The small amount of toothpaste that stays in your mouth is good for the teeth.
- Floss once a day before bed.
- Rinse every night with an over-the-counter alcohol-free mouthrinse with fluoride.
- If you vomit, rinse your mouth with a teaspoon of baking soda in a cup of water. This helps prevent damage to your teeth.
- Get oral health care. If your last dental visit took place more than 6 months ago or if you have any oral health problems or concerns, schedule a dental appointment as soon as possible.
- Tell the dental clinic that you are pregnant and your due date. This information will help staff provide the best care for you.



This handout was prepared by the National Center on Early Childhood Health and Wellness under cooperative agreement #90HC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

National Center on Early Childhood Health and Wellness. 2016. *Healthy Habits for Happy Smiles: Taking Care of Your Oral Health When You Are Pregnant*. Elk Grove Village, IL: National Center on Early Childhood Health and Wellness.

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ADMINISTRATION FOR  
CHILDREN & FAMILIES



NATIONAL CENTER ON  
Early Childhood Health and Wellness

# DIRECTOR'S REPORT

DR. MELANIE CULVER

## School Readiness

Children's lives are packed with first-time experiences. As a caring, supportive adult who talks with them, asks them questions, offers comfort, and shares feelings, you're nurturing a relationship that will help children feel safe and secure to explore and learn about the world around them. By using everyday moments for learning, you're building their brains—and a strong foundation of early school readiness for success in school and in life. That's the "power of now"!



Scan the QR Code to go to the YouTube Video



**The Big Idea:** Prepare children for school success by building basic skills, such as color recognition.

## Playing With Colors

💬 School Readiness 🧒 Age 2 to 6 ⌚ 10+ Min

Entering preschool or kindergarten with some knowledge of basic concepts such as colors (or shapes or sizes) gives children a leg up on learning! Help children play the game, create, and save their art. You might also:

- Go on a "rainbow hunt"! Invite children to find things in a certain color around them. How many can they find?
- Name as many colors as you can around you. Help expand children's vocabulary by using more words beyond the basic six, such as *light blue*, *maroon*, or *turquoise*.
- Use paper to keep drawing, perhaps using the colors you've been using on the screen.

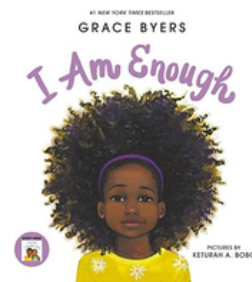
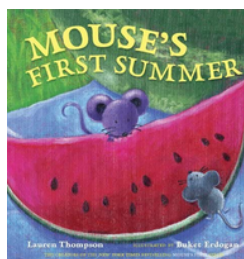


Launch Cool Colors with Elmo

## Literacy Corner

### Books of the Month: October

In October, our Early Head Start children received Mouse's First Summer and Hesad Start Home-based and Center-based children received I Am Enough to add to their home libraries. We hope you enjoy reading these stories at home with your children. Remember to add your reading time to your Non-Federal Match Activities!



# Reading is Key!

ECE is committed to ensuring our students complete our program ready for success in elementary school and beyond! Research shows that "simple access to books is one of the biggest obstacles—and perhaps the biggest opportunity—in equalizing children's literacy. The number of books in a child's home has been shown to be the best predictor of his or her scores on reading exams," (Bridges; Children's Literacy Foundation). In an effort to assist families in increasing the number of books children can access in the home, our program is providing books for children and families. There are many educational benefits to reading with your child at a young age. Here are a few of the key reasons:

**Books create warm emotional bonds between adults and kids when they read books together.**

**Books help kids develop basic language skills and profoundly expand their vocabularies**—much more than any other media.

**Books are interactive; they demand that kids think. Fiction and nonfiction books widen our consciousness.** They give us new ways to think and new ideas. They expand our universe beyond time and place and inspire our own original thoughts.

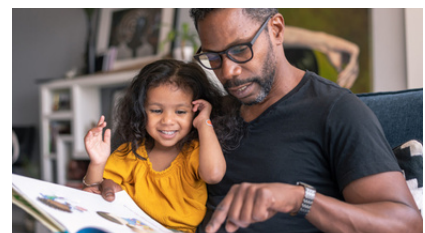
**Books develop critical thinking skills.** A book is read by an individual. It has no laugh track or musical score that emotionally primes a reader's reaction. You alone decide what you think about a book and its contents with no one leaning over your shoulder telling you how to think.

**Books develop and nourish kids' imaginations, expanding their worlds.** Picture books introduce young children to the world of art and literature. Novels and nonfiction books stimulate kids' sensory awareness, helping kids to see, hear, taste, feel, and smell on an imagined level. Books inform our imaginations, inspiring creativity.

**Books provide the opportunity to share cultural experiences.** When kids read the same book, enjoying a common reading experience, peer bonds are built within a generation. When children, parents, and grandparents share classic books, extended familial and community bonds are formed creating a shared frame of reference.

**BOOKS INSPIRE US TO DREAM.**

**BOOKS GIVE US THE TOOLS TO ACHIEVE OUR DREAMS.**



Link to full article, ["Why Do Kids Need Books?"](#)

## *References*

*Why Do Kids Need Books?* - The National Children's Book and Literacy Alliance (2022)

Bridges, Lois. "Access to Books." *Make Every Student Count: How Collaboration Among Families, Schools, and Communities Ensures Student Success*. Scholastic.com. Scholastic, 2013, pp. 49-67.

Children's Literacy Foundation. "Research." Clifonline.org. Children's Literacy Foundation, 2016.

# Palmdale School District Information

## **TUNE IN to the Palmdale Promise Radio Show**

Listen to KUTY 1470 AM or 96.9 FM, Monday through Friday from 6:30-7:30 a.m. to hear helpful information about the Palmdale School District's many departments, programs, and schools.



## **We Are Hiring!**

Join our team and make a difference!

We are currently hiring for the following positions:

- Bilingual Early Childhood Education Teacher Assistant (Spanish)  
185 Days - \$15.33 - \$18.64 hourly
- Early Childhood Education Teacher Assistant  
185 Days - \$15.33 - \$18.64 hourly
- Substitute Early Childhood Education Teacher Assistant  
\$15.00 hourly
- Noon Duty/Campus Assistant  
182 Days - \$15.50 hourly

Job information and application can be found at:

<https://www.governmentjobs.com/careers/palmdalesd>

## **Helpful Resources for Families**

### **Food and Nutrition**

DYK? There are #WIC updates in the American Rescue Plan. Families who are already enrolled will see automatic adjustments. Newly eligible families can enroll through their local WIC office:

<https://www.fns.usda.gov/contacts?f%5B1%5D=program%3A32> **#InvestingWithFamilies**

### **Rental Assistance**

The American Rescue Plan makes more funding available for people with overdue rent. Additional transitional and permanent housing will also be available for eligible families. Explore the facts:

[https://home.treasury.gov/system/files/136/FACT\\_SHEET-Emergency-Rental-Assistance-Program\\_May2021.pdf](https://home.treasury.gov/system/files/136/FACT_SHEET-Emergency-Rental-Assistance-Program_May2021.pdf)[PDF, 169KB] **#InvestingWithFamilies**

### **Tax Credits**

For many people, making ends meet throughout the year is tough, and saving regularly may seem unrealistic. Find tips for using some of your tax credit refunds to prepare for unforeseen expenses throughout the year: <https://www.consumerfinance.gov/start-small-save-up/start-saving/how-to-use-your-tax-refund-to-build-your-emergency-funds/> **#InvestingWithFamilies**

Discover tips for using ARP tax credits to open a savings account to help you reach your long-term goals, such as owning a home. [https://files.consumerfinance.gov/f/documents/cfpb\\_your-money-your-goals\\_place-for-savings\\_tool.pdf](https://files.consumerfinance.gov/f/documents/cfpb_your-money-your-goals_place-for-savings_tool.pdf) **#InvestingWithFamilies**

### **Energy and Water Assistance**

The ARP makes additional funds available for energy and water assistance. Find out whether these emergency assistance funds are available for your family: <https://communityactionpartnership.com/find-a-cap/?cid=fd585d5730f813ab478b1153034908e1&cid=79294566037037bc15f030fd7eaa5a9e>

**#InvestingWithFamilies**

### **Emergency Housing Vouchers**

Do you need assistance with housing? Learn if your family is eligible to access housing vouchers:

[https://www.hud.gov/program\\_offices/public\\_indian\\_housing/pha/contacts?cid=fd585d5730f813ab478b1153034908e1](https://www.hud.gov/program_offices/public_indian_housing/pha/contacts?cid=fd585d5730f813ab478b1153034908e1) **#InvestingWithFamilies**