



EARLY CHILDHOOD EDUCATION

"College and Career Start Here"

BOARD ADMINISTRATIVE REPORT

MARCH 2022



WWW.PALMDALESCHOOLDISTRICT.ORG

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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.

ENROLLMENTS & ATTENDANCE

ENROLLMENT DATA

Number of Slots

Head Start Center-based:

Slots; 1,151 Enrolled: 986

(Report 2001)

Head Start Home-based:

Slots: 72 Enrolled: 59

Head Start total Enrolled: 1045 (85.4%)

(Report 2001)

Early Head Start:

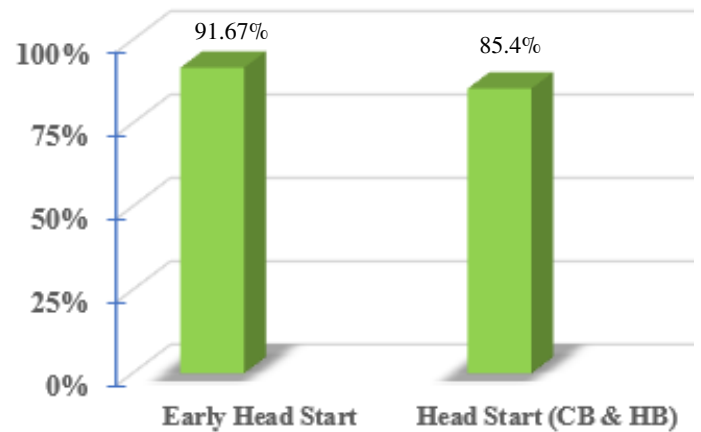
Slots: 108 Enrolled: 99 (91.67%)

(Report 2001)

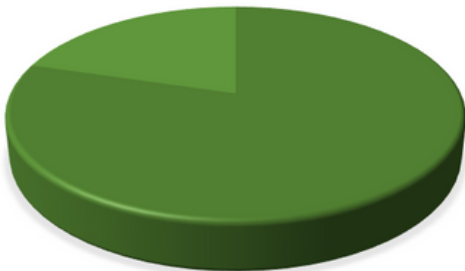
Total HS and EHS Enrolled:

1,144 (86%)

March Enrollment Percentages



February Attendance - Head Start

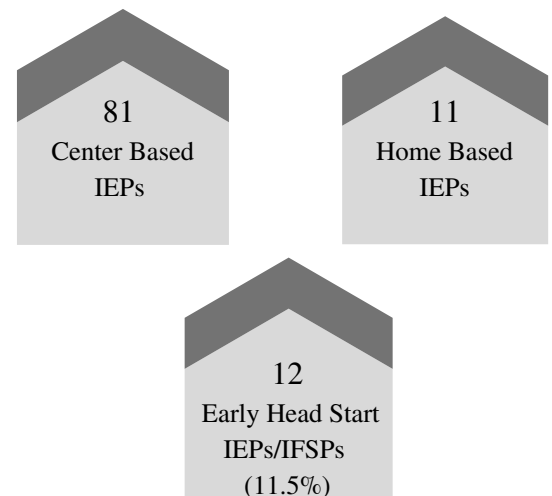


Office of Head Start attendance requirement: 85%

PSD attendance: 79.63%

(Report 2301)

IEP & IFSP DATA



Office of Head Start attendance requirement: 10%

Total for February: 104 (7.8%)

Increase of 0.1%

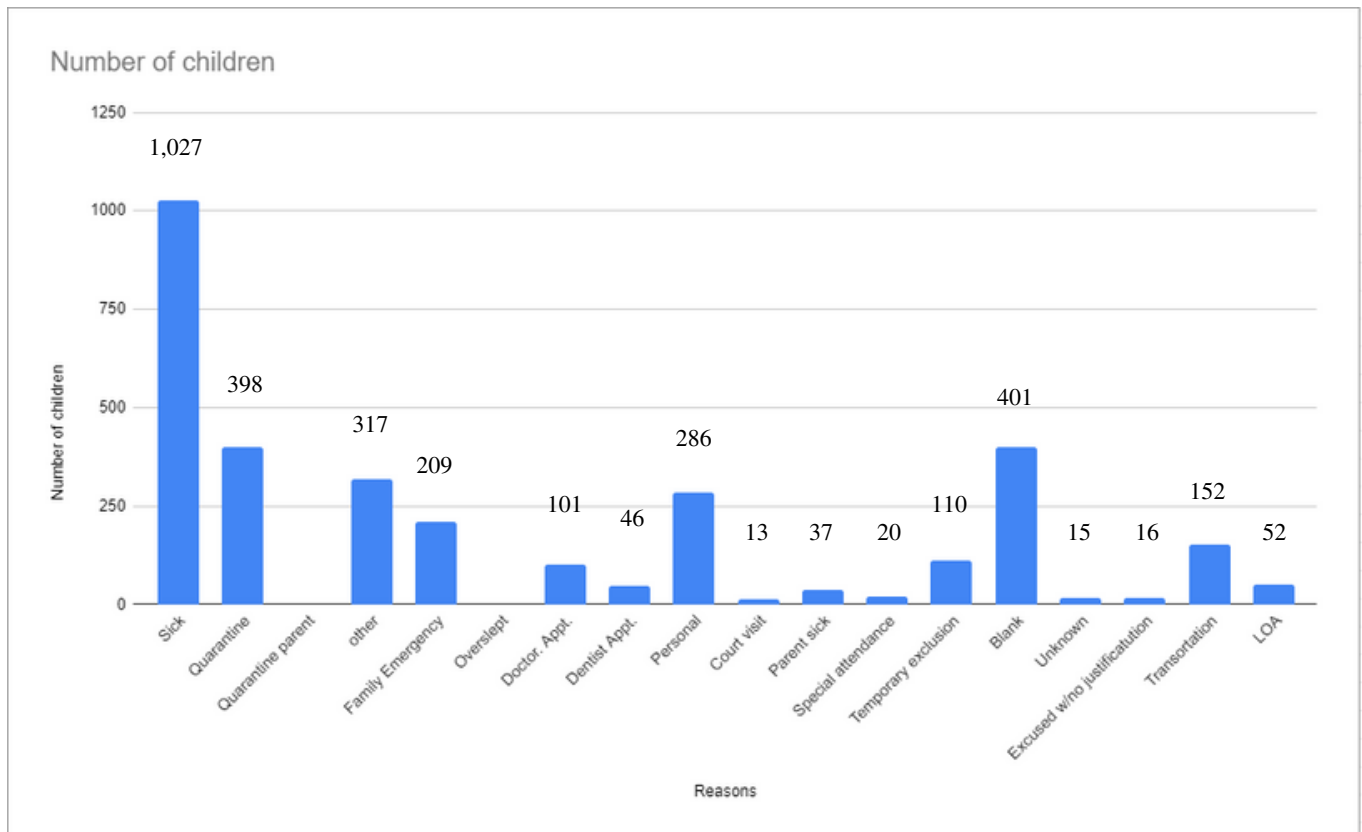
ERSEA REPORT

JOE VEGA-SMITH

ATTENDANCE

The PSD-ECE program had 1,049 children enrolled in the month of March, which increases our enrollment percentage to 86%. The overall monthly Average Daily Attendance (ADA) for the program was at 79.63%.

Absence Reasons



The Family Service Advocates (FSAs) and teaching staff are closely monitoring children's individual attendance to provide support to families when needed and send education packets when children have extended absences. This helps continue learning opportunities for children while they are away from the classroom. (Goal 1)

ERSEA REPORT

JOE VEGA-SMITH

Average- Daily Attendance (ADA) from August 2021-March 2022

August	September	October	November	December	January	February	March
85.58%	81.85%	77.44%	78.36%	76.49%	69.52%	78.58%	79.63%

The Average Daily Attendance (ADA) percentage for the month of March increased from at 78.58% to 79.63%. This is an overall increase of 1.69% from the month of February 2022 to March 2022. (Goal 1)

Month	February 2022	February 2022	March 2022	March 2022	Comparison for the two Months
Sites	85% above attendance	85% below attendance	85% above attendance	85% below attendance	ECE staff will continue to work with Families to increase attendance.
Chaparral		75.41%		75.79%	Increase of 0.38%
District Office		71.48%		83.54%	Increase of 12.06%
First Christian (Avenue J)		73.37%		76.65%	Increase of 3.28%
Highland		80.00%		81.65%	Increase of 1.65%
Manzanita		84.93%		81.24%	Decrease of 3.69%
Mesquite		78.31%		80.00%	Increase of 1.69%
Ocotillo		75.25%		77.84%	Increase of 2.59%
Palm Tree		79.82%		82.64%	Increase of 2.82%
Site 18		79.72%		80.38%	Increase of 8.43%
Tamarisk		75.40%		73.28%	Decrease of 2.12%
Tierra Bonita		79.90%		75.30%	Decrease of 4.6%
Tumbleweed		80.68%		81.68%	Increase of 1.68%
<u>Wilsona</u>		77.53%		84.90%	Increase of 7.37%
Yucca		77.94%		81.65%	Increase of 3.71%

Family Services Advocates (FSA) Updates

In the month March, the FSAs participated in community events for recruitment and engaged in 2022-2023 Enrollment training in preparation for the upcoming school year.

ERSEA REPORT

JOE VEGA-SMITH

Enrollment

Eligibility intakes continued in the month of March. Enrollments are being completed and FSAs are replacing slots where drops occur within 30 days.

Early Head Start

Enrollment for March 2022

March EHS enrollment percentage is at 94%. EHS had some drops during the month as well as some children who transitioned to the Head Start program. (Goal 1,2 and 3)

Program Option	Funded Slots	Enrolled	Currently Accepted	Number Needed	%
EHS HB-PSD	108	99	2	7	94%
Option	Caseload	Funded Enrollment	Enrolled	Accepted	Number Needed
EHS HB	1	12	12	0	0
EHS HB	2	12	12	0	0
EHS HB	3	12	10	0	-2
EHS HB	4	12	10	0	-2
EHS HB	5	12	11	0	-1
EHS HB	6	12	10	1	-1
EHS HB	7	12	10	0	-2
EHS HB	8	12	12	1	1
EHS HB	9	12	12	0	0
EHS HB	No Class	0	0	0	0
		108	99	2	-7

Head Start

Enrollment for March 2022

March Head Start enrollment percentage is at 86%. FSAs replaced dropped slots within 30 days.

Program Option	Funded Slots	Currently Accepted	Enrolled	Number Needed	%
HS-PSD	1223	3	1049	171	86%
Option	Site	Funded Enrollment	Enrolled	Accepted	Number Needed
HS	Chaparral	100	100	0	0
HS	District Office	15	15	0	0
HS	First Christian	68	53	0	15
HS	Highland	20	20	0	0
HS	HB Lancaster	24	18	0	6
HS	HB Littlerock	12	11	0	1
HS	HB Palmdale	36	31	0	5
HS	Manzanita	40	37	1	2
HS	Mesquite	40	40	0	0
HS	Ocotillo	88	77	0	11
HS	Palm Tree	80	73	0	7
HS	Site 18	220	144	0	76
HS	Tamarisk	80	80	0	0
HS	Tierra Bonita	20	20	0	0
HS	Tumbleweed	200	196	0	4
HS	Wilsonia	60	37	1	22
HS	Yucca	120	97	1	22
		1223	1049	3	171

Training and Conferences

- Selection Criteria
- Policy and Procedures
- Enrollment Training
- CCRC CQI team meeting
- Region 9 meeting
- Region 9 CLASS meeting
- ERSEA work group with CCRC
- CLASS training
- 2022-2023 Returning training
- Staff Development training
- Leadership meeting

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Ongoing Practice-Based Coaching

Practice-Based Coaching (PBC) is a cyclical process for guiding teachers use of evidence based practices for promoting positive child outcomes. Through collaborative partnership between the coach and coachee, the following three components are implemented through PBC: 1. Shared Goals and Action Planning, 2. Focused Observation and 3. Reflection and Feedback. We are currently in the second phase of practice based coaching.

The second component in the Practice-Based Coaching model is engaging in focused observations. The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom activities, routines, and transitions. Focused observations are guided by the goals and action plan steps described above. Observations are focused, because the information the coach is gathering is specific to the shared goals and action plan steps rather than a more general observation of the class. For example, if the teacher and coach agreed on a goal of improving transitions with an action plan step of the teacher providing specific reminders of expectations prior to transitions and providing positive feedback for children who are meeting expectations, the coach would observe and record information on these targeted actions by the teacher.

There are many different ways to engage in focused observations, including live observation by the coach, reviewing videotape of the teacher in the classroom, or self-monitoring on the part of the teacher. Focused observations may include the coach providing support to improve and refine teaching practices. This support might include strategies such as the coach modeling an instructional practice, providing a verbal prompt, or offering quick suggestions. Coaches, whether expert, peer, or self, use a range of strategies that support using effective teaching practices during on-going classroom activities, routines, and transitions. The strategies are selected based on the action plan steps and discussion between the coach and the teacher.

Practiced-Based Coaching Model



Component 1: Shared Goals and Action Planning	Component 2: Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
Assess needs. Set goals for coaching. Create an action plan to guide coaching. Review and update goals and action plan throughout coaching partnership.	Gather information through observation. Record information about the observation. Use support strategies to learn more about the practice or to improve or refine teaching practices (coach models or prompts).	Discuss and reflect on observation and progress. Share and consider feedback. Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.).

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Professional Development

This month's training focused on the impact emergent reading skills have on language development. The outcome of the training was for teachers to:

***Review basic concepts related to young children's language and emergent literacy development.**

***Review strategies for supporting children's language and literacy development.**

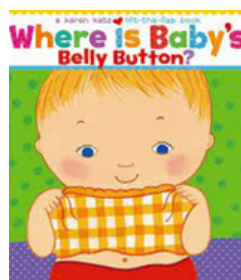
***Connect activities that target language and literacy domains and skills.**

Key ideas:

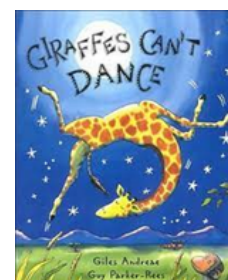
- Children at 3 years old have a vocabulary range of 2,000-4,000 words, over-generalize meanings and make up words to fit needs; can tell a simple story out of sequence and often forget the point of the story.
- Children at 4 years old have a vocabulary of about 5,000 words; have more advanced sentence structures, try to communicate more than their vocabulary allows and borrow words to create meaning; learn vocabulary easily if it is related to their own experience; can retell a 4-5 step story.
- Children at 5 years old have a vocabulary of 5,000-8,000 words; engage in frequent play on words, can tell stories with practice, enjoy repeating stories and poems; show increasing fluency in expressing ideas.

This Month's Take Home Books

Early Head Start



Head Start



MENTAL HEALTH & DISABILITIES REPORT

AMY WILLEY

Developmental Support

Disabilities monitored 74 developmental concerns for the month of March for both Early Head Start and Head Start. When a concern is identified students are supported through individualization as the concern is addressed. Referrals to the LEA (Local Educational Agency) and Regional Center are monitored as the assessment process is in progress. (Goal 1, Goal 2 and Goal 3)

Classroom Individualization

In the month of March, the specialist attended 13 IEP meetings. As students begin to transition to Kindergarten, matriculation IEPs occur to prepare families for the upcoming educational change. This also occurred for students who are eligible to attend Transitional Kindergarten in the upcoming 2022-2023 school year. Students continued to be assessed for developmental concerns and some students had an annual IEP meeting to inform families of their child's current goals.

Second Steps

Social-Emotional development continues with the implementation of the Second Steps Social Emotional Curriculum. In March the weekly units of study include Week 24 Thinking of Solutions and Week 25 Speaking up Assertively. The last three weeks of the curriculum are based on the transition to Kindergarten and include Week 26 Learning in Kindergarten, Week 27 Riding the Kindergarten Bus and Week 28 making New Friends in Kindergarten.

All of these weekly units support social and self-regulation skills to help children as they transition to the elementary school, and will continue through April. Teachers are encouraged to revisit activities, songs and stories as classroom needs arise. (Goals 1 and Goal 2)



The Power to Grow

Help your littlest learners harness their energy and potential by teaching them to:

- Listen
- Pay attention
- Manage their behavior
- Get along with others

Skills for Lasting Success

When students enter kindergarten with the self-regulation and social-emotional skills taught with evidence-based Second Step® Early Learning, they're set up for success.

Second Step Early Learning is easy for anyone to use and designed to keep children engaged.



**SECOND
STEP**

MENTAL HEALTH & DISABILITIES REPORT

AMY WILLEY

Mindful Mondays

Mindful Monday for March talked about the benefits of mindful walking. Items included music, songs, a bingo game and an article about the benefits of mindful walking. Mental Health met with Wellness Together to support Head Start for the next school year and discussed ways to improve and grow the mental health support for the program. (Goals 1, Goal 2 and Goal 3)



Resources

Mindful Walking Music

- <https://www.youtube.com/watch?v=VADfDjlrYRA>

Mindful Walk Bingo:

<https://www.therootedfamily.com/blog/mindful-nature-walk-bingo-free-printable>

Going for a Walk Song

<https://www.youtube.com/watch?v=BWR3DxGHLD4>

Going for a Mindful Walk

<https://www.youtube.com/watch?v=AwbRERizt6c>



Mindful Walking:

<https://www.mindful.org/6-ways-to-get-the-benefits-of-mindful-walking/>

Mental Health & Social Emotional Support Are Important!

We are very pleased with the work we have been able to do supporting the mental health and social emotional well-being of children, families, and staff members. WellnessTogether.org provides support to children and families on a variety of concerns from behavior to tantrums to supporting families who have experienced loss. HearYou.org provides the same levels of support for staff members in our program. We are excited about the expansion of those services and supports in the upcoming 2022-2023 school year!



HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

Health Advisory Committee

The health team has been preparing for the Spring 2022 Health Advisory Meeting where we will focus on “Life after COVID”. We have secured a Licensed Marriage & Family Therapist (LMFT) guest speaker from the Child Care Resource Center who will speak about reconnecting and being part of the community. We will follow up with free, affordable, and fun summer activities for our children and families to attend in the Antelope Valley.



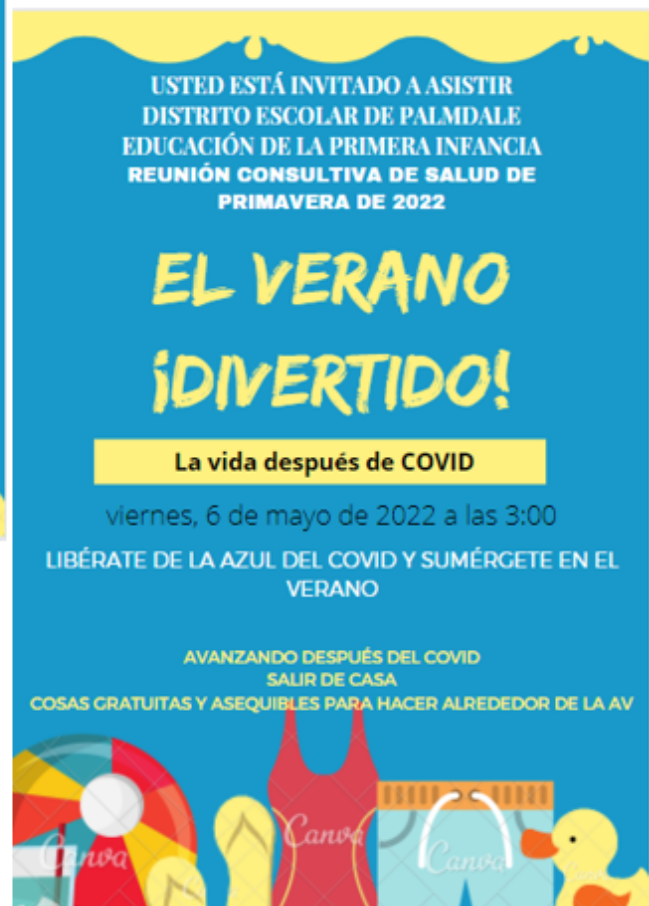
Guest Speaker:
Family and Marriage
Therapist from Child Care
Resource Center
will be speaking about
“Life After COVID”

Free and Affordable
Summer Fun in the
Antelope Valley

Friday May 6th at 3pm

Zoom Link:

<https://palmdalesd.zoom.us/j/3291525601>



HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

Follow us on Instagram and Facebook

Please follow us on Facebook and Instagram for community resources and events important Early Childhood Education families. Families and staff will continue to be provided “Free and Affordable” fun summer things to do in the Antelope Valley and surrounding communities throughout the summer break.



Scan each QR Code with your phone to go directly to our page.

FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

PAULINA PANDURO

Program Governance

The Executive Committee met over Zoom both on March 3rd for a Special Call meeting and March 28th to review the Policy Committee (PC) agenda and make recommendations for the meeting. The Special Call PC meeting took place on May 3rd and the regularly scheduled PC meeting was held on March 30th over Zoom. Ten members were present for the special call meeting and thirteen members were present at the regularly scheduled PC meeting. Staff reviewed updates to the program including upcoming workshops, Spirit Week and Spring Break information. The Committee approved the following recommendations for the program:

- Approved new hire – Warehouse Worker/Delivery Driver II
- Approved new hire – Custodian II

In the month of March, 264 parents participated in the 15 parent meetings took place. As an incentive to participate in site parent meetings, parents had the chance to win an emergency preparedness basket. Baskets were generously donated by a parent at the Yucca site.

(Goal #3)

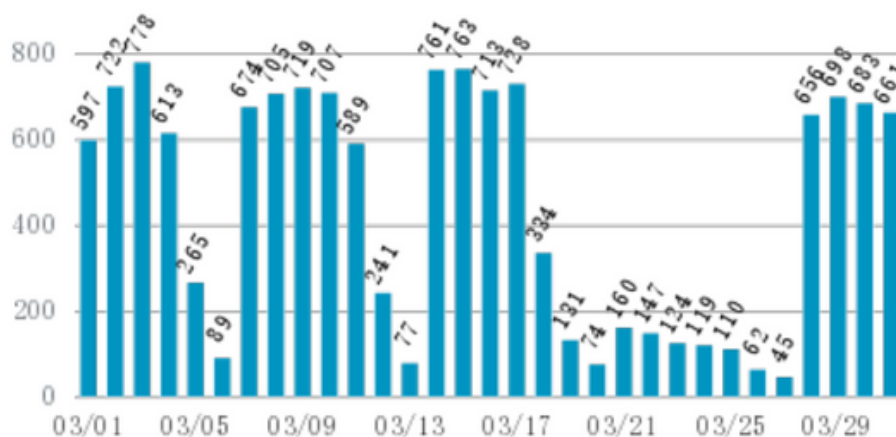
Family Engagement

In order to have consistent and accessible communication with parents, multiple communications avenues are used including the Learning Genie app. In the month of March, 49 school notifications were sent. Notifications ranged from educational learning packets, resources provided by a community partners, parent meeting notifications, and Spirit Week resources. Over 50% of parents are actively opening and responding to the these notifications.

(Goal # 3)

Learning Genie Use Data

Daily Active Parent App Users



Two-Way Communication

5,335

Total message sent

Families: 1,560

Staff and Admin: 3,775



363

Number of families using translation

6,559

Total number of translated message

School Notification

49

Total school notifications

53%

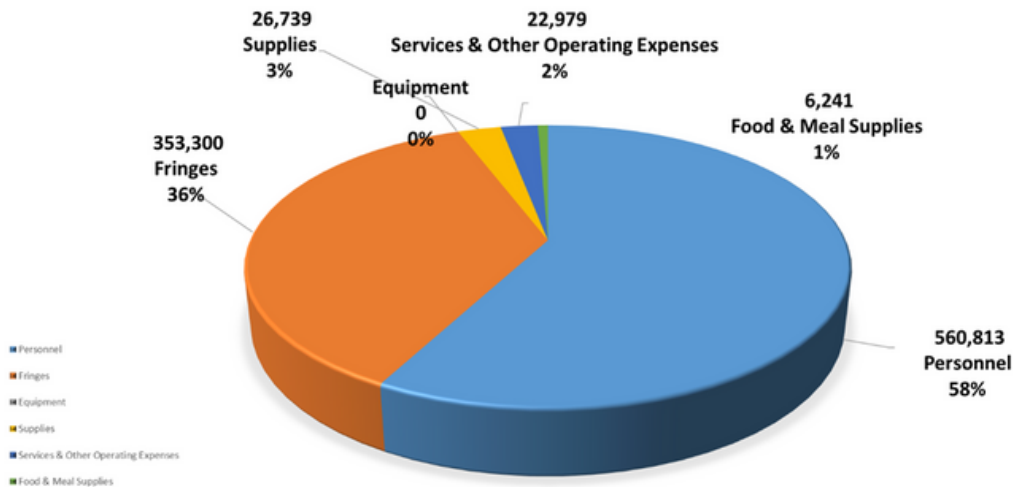
Average open rate

FISCAL REPORT

LISA KINCAID

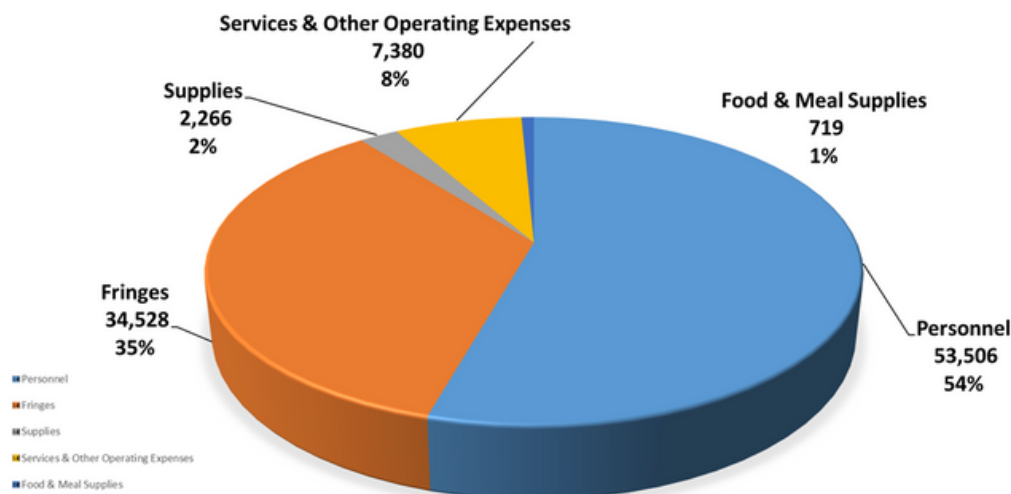
Expenditures for Head Start & Early Head Start Programs

MAR 2022 HEAD START EXPENDITURES

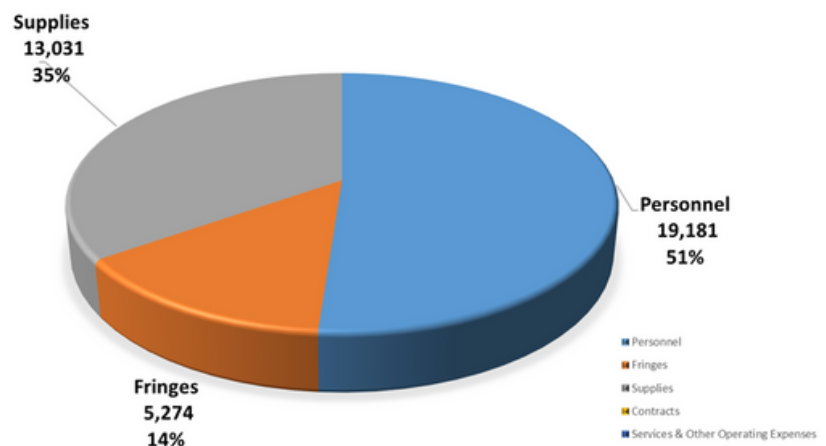


Palmdale School District continues to offer breakfast and lunch through the Seamless Summer Option in lieu of the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks, and paper supplies are reflected in the food meal supplies. Snacks are be claimed under the CACFP program.

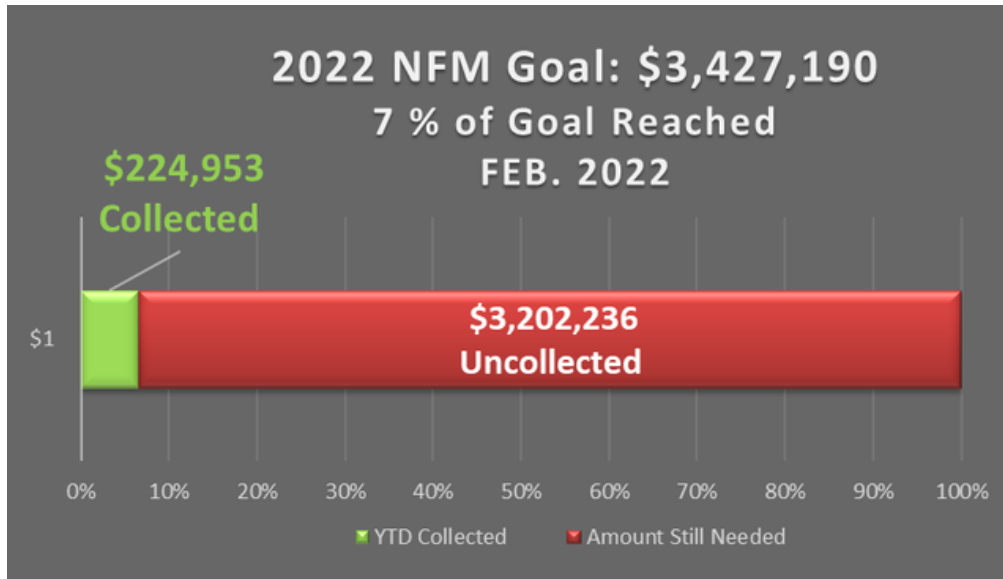
MAR 2022 EARLY HEAD START EXPENDITURES



MAR 2022 COVID EXPENDITURES

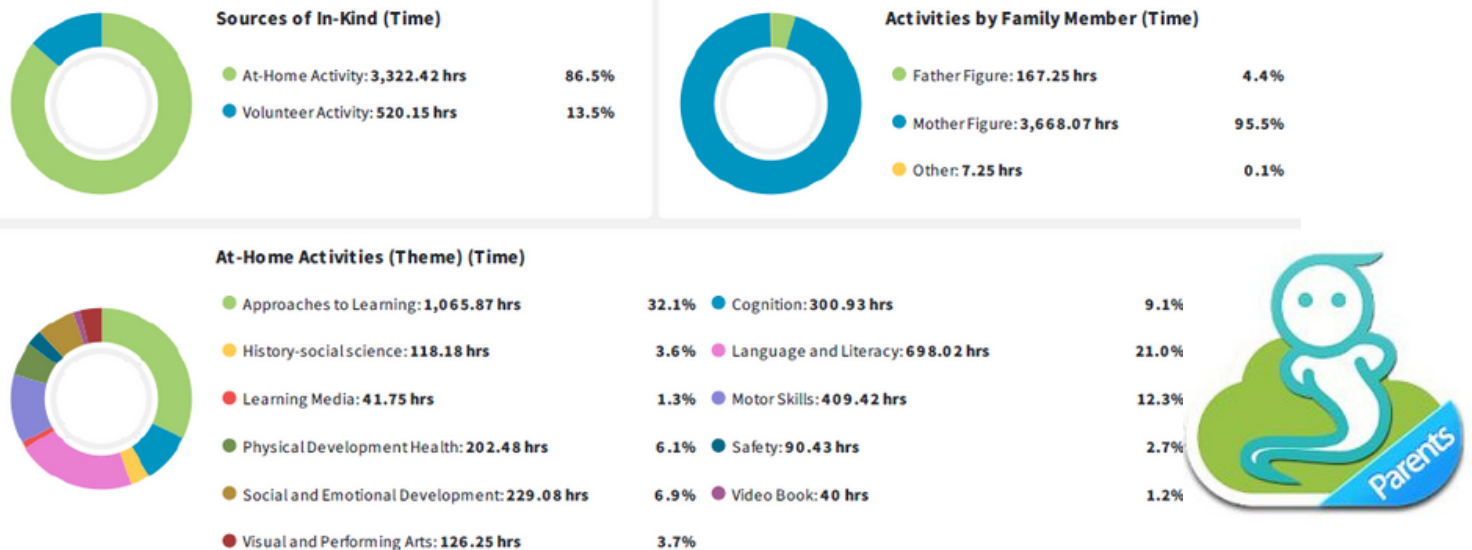


Palmdale School District Early Childhood Education NFM Goal

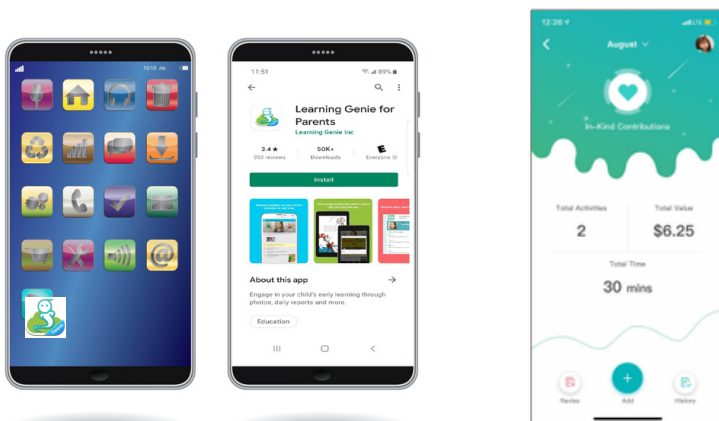


- Our goal for 2022 is to collect \$3.4 million in Non Federal Match (NFM)
- We need to average \$285,600 per month.
- \$113,420 was collected in February.
- YTD we have collected \$224,953
- We are currently at 7% of our goal.

Jan. Learning Genie 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

Formal Classroom Observations

As we complete the teacher's formal observations, our goal is to ensure teachers are meeting the California Standards for the Teaching Profession and providing a quality education to our ECE students. Here are a few pictures showing student engagement in the classroom. (Goal 1 & 2).

Self-Assessment with CCRC and Breakwater

PSD, along with CCRC, participated in a Self-Assessment with the consulting group, Breakwater Associates, to review the policies and procedures, internal and external ongoing monitoring procedures, School Readiness Goals, CLASS Cross Coding, Coaching Plan, Gap Analysis, and the next steps for Continuous Quality Improvement (CQI). (Goal 1, 2 & 3)



SAFETY: CPR/First Aid Training

We had another great turn out for our CPR/First aid training. ECE partnered with the University of Antelope Valley to provide our ECE employees (Teachers, Teacher Assistants, Noon Duties, Family Service Advocates, and Management), with CPR/First Aid Training on March 18, 2022, to renew their certification. (Goal 2)

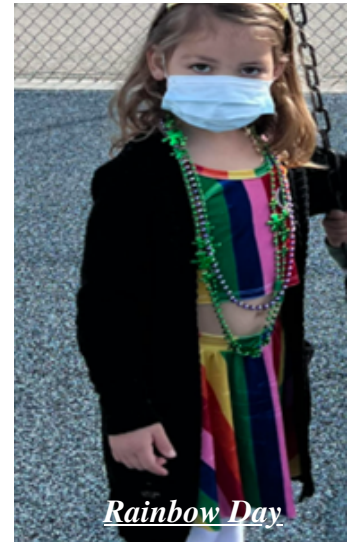
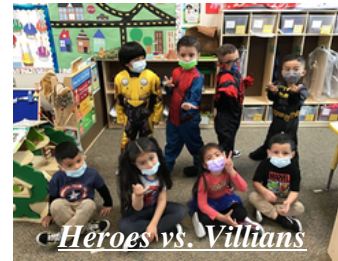


ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

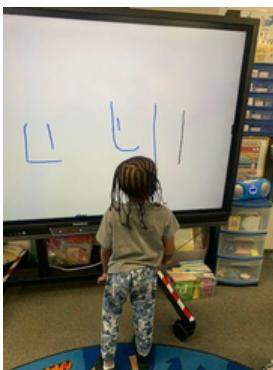
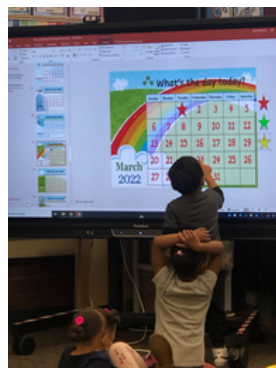
Spirit Week: March 14-18

The week of March through 18, children and staff participated in Spirit Week and Read Across America activities as a fun lead up to Spring Break. There was a different theme each day of the week and children and families enjoyed showing their creativity. (Goal 1, 2, & 3)



Rainbow Day

Technology



The teaching staff is engaging students with interactive, learning videos to enhance the curriculum and student engagement. Using the Promethean Board allows teachers to create virtual learning activities that promote student learning. By using technology, teachers are able to support the Creative Curriculum to make concepts more accessible for students while addressing the needs of all learners. The pictures to the left are examples of how teachers are utilizing technology to increase the rigor of the lessons and provide equitable access for the students. (Goal 1) Some additional uses:

- Animated, learning and read aloud videos such as Jack Hartmann, Ms. Monica's Circle Time, and Pete the Cat's story videos.
- Teaching concepts such as literacy, language, mathematics, science, social skills, etc., with websites such as Explore.org and National Geographic.com
- Support Music and Movement and Yoga with interacting music videos such as Go Noodle, Dino Stomp Dance, and Cosmic Kids Yoga
- Virtual Field Trips
- Electronic, interactive whiteboard to use for modeling on how to write letters, numbers, drawing, and graphic organizers.
- Show Power Points and slides

DIRECTOR'S REPORT

DR. MELANIE CULVER

COVID-19 Updates

Federal Guidelines regarding the mask mandate remain in place, so all staff, visitors and children we will continue wear masks in the office and classrooms to mitigate the spread of COVID-19. Children are not required to wear a mask when outside at play.

Staff members who are unvaccinated continue to do weekly testing as an additional mitigation strategy.

Updates for the 2022-2023 School Year

As a result of the new California Bill 328, which states middle schools cannot start before 8:00 a.m., the school district has made adjustments to elementary and middle school start times. ECE will be making slight adjustments to our schedule to make drop off and pick a bit closer to the elementary school times. We also anticipate this change will relieve some of the traffic congestion issues we have experienced at specific sites over the years.

In addition, we will be changing the Early Release Day for Monday through Friday Full Day classes to Wednesdays in alignment with the main school district's early release day. This change is being made based on requests from parents in the Policy Committee. Early Release will continue to be one hour early.

Community Partnerships

Through our Palmdale School District Community Outreach Coordinator, Candace Craven, our Early Childhood Education program was connected to CODE READ, a non-profit organization that donates books to children to promote literacy. The organization will provide two books for every child in our program. We are pleased to partner with this organization as they share our program's commitment to increasing literacy by increasing access to books in the home.



*Every child deserves
a book of their own*

Expanding Our STEAM Focus

In the upcoming school year, we will be expanding our focus on science, technology, engineering, arts, and math. Being able to promote and expand these areas will aid children in problem solving, the scientific method, making predictions, estimating, recording observations, graphing, etc.

We will also be introducing "coding" in the classroom through the use of "Bee Bot" robots.



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.

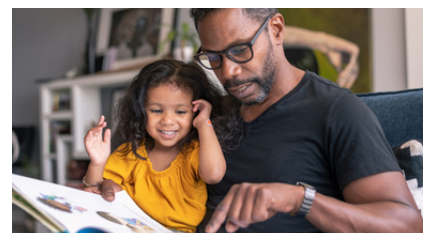
Books develop critical thinking skills. A book is read by an individual. It has no laugh track or musical score that emotionally primes a reader's reaction. You alone decide what you think about a book and its contents with no one leaning over your shoulder telling you how to think.

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.

TK and Kinder Enrollment

Palmdale School District



Kinder Enrollment for the 2022-2023 School Year has Begun

FIRST DAY OF SCHOOL IS AUGUST 4, 2022



ENTIRE ENROLLMENT PROCESS CAN BE COMPLETED ONLINE!

Visit: www.palmdalesd.org

Click on Parents/Students ➡ Welcome and Enrollment Center ➡ New Student Enrollment

If unable to enroll online through our online enrollment process or if unable to email the required documents to us, please come to our Welcome and Enrollment Center (39139 10th St East, Palmdale, CA 93550 – Building C) on the dates schedule for your school:



February 07—08	Cimarron & Golden Poppy	February 22—23	Manzanita & Tamarisk
February 09—10	Summerwind & Yucca	February 24 & 28	Tumbleweed & Palm Tree
February 14—15	Desert Rose & Joshua Hills	March 01—02	Mesquite & Ocotillo
February 16—17	Chaparral & Quail Valley	March 04	Barrel Spring & Buena Vista

If registering in person, please ensure to bring the following **Required documents** : Online Registration Summary page or Application number Parent/Guardian photo ID, student's original birth certificate, immunization record and proof of residence

All COVID protocols will be followed

All visitors must wear proper face covering and remain 6-feet apart—following Health and Safety Guidelines

QUESTIONS? CALL US AT 661-789-6707



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.



TK Eligible Birthdays:

9/2/2017 through 2/2/2018

Kinder Eligible Birthdays:

9/2/2016 through 9/1/2017

Enrollment Link:

[English](#)

TK and Kinder Enrollment Palmdale School District



¡Ha comenzado la inscripción a Kinder para el año escolar 2022-2023!
Inscriba a Su hijo/hija en PSD para Kinder ahora



EL PRIMER DIA DE CLASES SERA EL 4 DE AGOSTO DE 2022

¡EL PROCESO DE INSCRIPCION SE PUEDE COMPLETAR TOTALMENTE EN LINEA!

Sitio: www.palmdalesd.org

Haga clic en: Parents/Students ➡ Welcome and Enrollment Center ➡ New Student Enrollment

Si no puede inscribirse a través de nuestro proceso de inscripción en línea o si no puede enviarnos los documentos requeridos por correo electrónico, visite nuestro Centro de Bienvenida e Inscripción (39139 10th St E, Palmdale, CA 93550—Edificio C) en la fecha y hora designada según su escuela de origen:



07 –08 de febrero	Cimarron & Golden Poppy	22 –23 de febrero	Manzanita & Tamarisk
09 –10 de febrero	Summerwind & Yucca	24 y 28 de febrero	Tumbleweed & Palm Tree
14 –15 de febrero	Desert Rose & Joshua Hills	01– 02 de marzo	Mesquite & Ocotillo
16 –17 de febrero	Chaparral & Quail Valley	04 de marzo	Barrel Springs & Buena Vista

Si se registra en persona, asegúrese de traer los siguientes **documentos requeridos**: Página de resumen de la inscripción en línea o número de solicitud, identificación del padre/tutor, certificado de nacimiento original del alumno, certificado de vacunas y comprobante de domicilio

Se seguirán todos los protocolos COVID para seguir las pautas de seguridad

Todos los visitantes deben usar una cubierta facial adecuada y deben permanecer a 6 pies de distancia

PREGUNTAS? LLAMENOS AL 661-789-6707



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9/2/2017 through 2/2/2018

Kinder Eligible Birthdays:

9/2/2016 through 9/1/2017

Enrollment Link:

[Spanish](#)

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

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**

DYK? There are #SNAP updates in the American Rescue Plan. Families already enrolled will not need to do anything. Newly eligible families can enroll through their local SNAP office:

<https://www.fns.usda.gov/snap/state-directory> **#InvestingWithFamilies**

Child and Dependent Care Credit

The American Rescue Plan expands the size of the Child and Dependent Care Credit. Parents are eligible for this tax credit if they needed care for any child under age 13 or a disabled dependent of any age while working or looking for work. Learn more: <https://www.irs.gov/newsroom/child-and-dependent-care-tax-credit-faqs> **#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 [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 **#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 Broadband Benefit (EBB) Program

Through the American Rescue Plan, families can get a \$50/month discount on their broadband service and equipment rentals and receive a one-time discount of up to \$100 for laptops, tablets, or desktop computers. Check to see if your family is eligible to receive this discount: <https://getemergencybroadband.org/do-i-qualify/> **#InvestingWithFamilies**

The Emergency Broadband Benefit program offers monthly discounts on broadband service. Do you qualify? Complete the application to find out: https://www.checklifeline.org/lifeline/?id=nv_flow&ebbp=true **#InvestingWithFamilies**

Not all broadband providers offer the Emergency Broadband Benefit. Find a company that offers the program discount: <https://getemergencybroadband.org/companies-near-me/> **#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 **#InvestingWithFamilies**