



EARLY CHILDHOOD EDUCATION

"Preparation for College and Career Start Here"

BOARD ADMINISTRATIVE REPORT

FEBRUARY 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.

FEBRUARY ENROLLMENTS & ATTENDANCE

ENROLLMENT DATA

Number of Slots

Head Start Center-based:

Slots; 1,151 Enrolled: 964

(Report 2001)

Head Start Home-based:

Slots: 72 Enrolled: 59

Head Start total Enrolled: 1023 (83.6%)

(Report 2001)

Early Head Start:

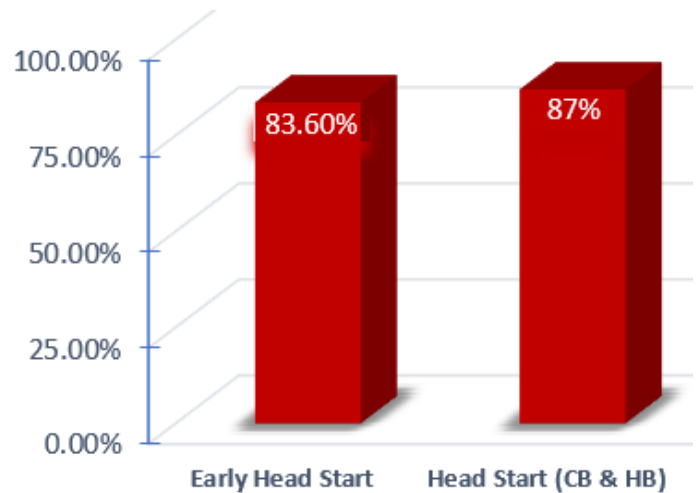
Slots: 108 Enrolled: 94 (87%)

(Report 2001)

Total HS and EHS Enrolled:

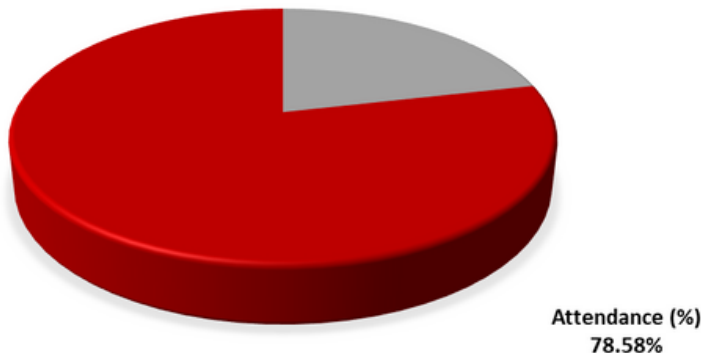
1,117 (83.9%)

February Enrollment Percentages



February Attendance

Head Start

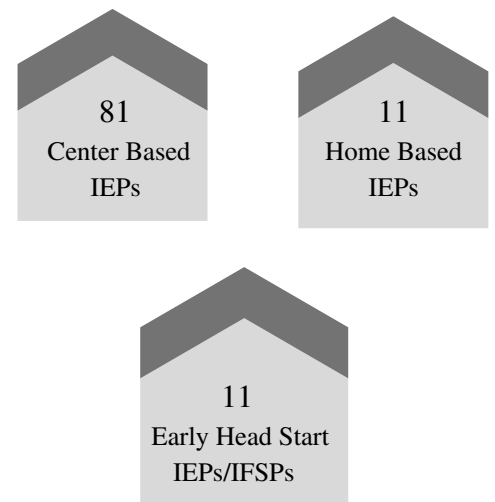


Office of Head Start attendance requirement: 85%

PSD attendance: 78.58%

(Report 2301)

IEP & IFSP DATA



Office of Head Start attendance requirement: 10%

Total for February: 103 (7.7%)

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Positive Impacts of Dual Immersion

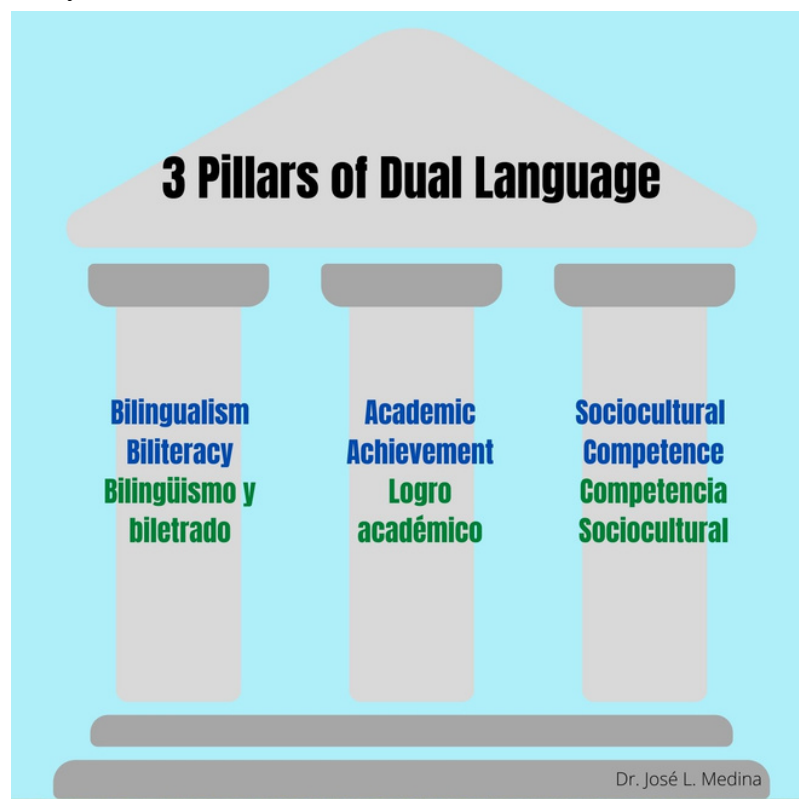
Children's Problem Solving Skills and Cognitive Dexterity Increases

From the beginning of the children's education, children in a dual immersion program are asked to manipulate, or balance two languages at a time. Neuroscience research shows that studying more than one language can increase cognitive skills and brain density; it can also protect against Alzheimer's disease and other cognitive impairments.

The cognitive benefits go beyond learning a second language, they improve memory and increase attention as well as improve problem solving for students. These skills are essential to a student's education and their future careers.

Dual language education programs alert colleges and universities that these students excel academically while simultaneously learning another language. Bilingual adults tend to have higher than average salaries and greater career opportunities than people who only speak one language.

These are a few of the benefits of Dual Immersion education. Children are given a greater advantage as 21st century learners.



EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Professional Development

All teaching staff attended Professional Development on Friday, February 4, 2022, titled “The Power of the Teacher Child Partnership: Co-Constructing Knowledge”. The objective of the training was to examine how enhancing a child’s perspective intentionally supports authentic teacher-child partnerships that promote enhanced relationships, emotional support and instructional strategies.

The information was divided in sub categories such as:

Repeated Predictable Interactions

- Child Directed Experiences
- Investigators and Architects
- Strategies to Support Problem Solving and Focused Explorations

Child Centric Feedback

- Feedback and Effectiveness
- Encouragement and Affirmation
- Praise Versus Encouragement
- Encouragement
- Falling into the “praise”

Estimation and Prediction

- The Concept “-ish”
- Think, Pair, Share
- Ideas to support Predictions and Estimations
- Measurement

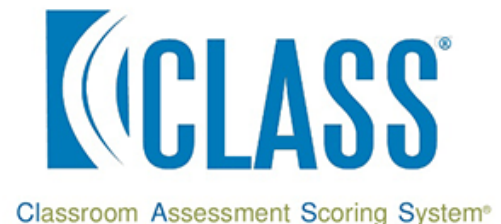
Mutually Satisfying Experiences

- Statement Stems that can support prompting thought processes
- Zone of Proximal Development
- Scaffolding as a strategy to support ZPD
- Peer Scaffolding

Classroom Assessment Scoring System

CLASS is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children, because it is these daily interactions that promote children’s social and cognitive development.

CLASS observation tools have been developed for Infant, Toddler, Pre-K, K-3, Upper Elementary and Secondary age groups.



At every age level, the CLASS measure focuses on interactions that support learning. No matter which age or grade level of the tool you use, developmentally appropriate interactions are organized into domains and dimensions:

(Continued on page 6)

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Classroom Assessment Scoring System

- Instructional Learning Format- Acknowledging and incorporating student interests, various teaching methods, and clear and engaging approaches to promote student engagement

The dimensions of Instructional Support

This has been described as the brain; it is the promotion of children's thinking through effective teaching.

- Concept Development- Demonstrates creativity and analytical facilitation of learning and development
- Quality of Feedback- A display of encouraging responses and expansion of performance
- Language Modeling- A practice of creating open-ended conversations, utilizing repetition and expansion, and promoting advanced language.

Management received T/TA on CLASS policies and procedures and the CLASS professional development plan.

Practice-Based Coaching:

- Education Coordinators received T/TA on the coaching process and policies and procedures.
- Intensive coaching selections were made. Selected teachers will receive individualized intentional coaching support in 3 cycles.
- Teachers not selected for intensive coaching will receive staff development based on a tailored needs assessment.

Home-Based Programs

Socialization observations took place using the home visiting observation tool

The Home Visit Rating Scales (HOVRS) are used to rate field-based descriptions of successful home visits and are supported by home-visiting research in multiple disciplines. Four home-visiting practice scales include indicators of relationship building with families, responsiveness to family strengths, facilitation of parent-child interaction, and collaboration with parents. Three family engagement scales include indicators of parent-child interaction, parent engagement, and child engagement in the visit.



DISABILITIES & MENTAL HEALTH REPORT

AMY WILLEY

Developmental Support

The Mental Health department supported 15 families and teachers with Mental Health support in the month of February. There was a range of support from consultations with teachers and providing materials for both teacher and parents and referrals for Mental Health support services. (Goals 1, 2 and 3)

The Disabilities Department supported 70 concerns in both EHS and HS. Teachers complete individualization in both the classroom and home based settings to support developmental concerns. (Goals 1, 2 and 3)

Classroom Individualization

The Disabilities Specialist attended 12 IEP meetings in the month of February. As the program year gets closer to May, students continue to complete assessments, receive services and attend matriculation IEP meetings so that parents know what services will look like in TK/Kindergarten. A push in model continues in the classroom for students who receive speech, occupational therapy, educational resources and adaptive PE in the classroom. This ensures that students with an IEP continue to receive services, but are not removed from the classroom setting. (Goals 1, 2 and 3)

Second Steps

Teachers continue to support children's social-emotional growth with the Second Steps curriculum. The following topics were explored in the month of February: Week 20 Having fun with Friends, Week 21 Inviting to Play, Week 22 Joining in with Play and Week 23 Saying the Problem. These weekly and daily lessons support students learning to self-regulate and help support school readiness. (Goal 1 and Goal 2)

ERSEA Training

To best support the needs of families, children and staff; Disabilities participated in ERSEA training to help assist with growth and changes in the upcoming school year. Disabilities and Mental Health department also participated in the Head Start FA 2 review. (Goal 1)

DISABILITIES & MENTAL HEALTH REPORT

AMY WILLEY

Mindful Mondays

February's Mindful Monday newsletter included the following topics; mindful breathing, starfish hug, healthy eating (Doctor Yum), cooking with children and meal time support. Doctor Yum (non-profit) is a website that helps support healthy eating. This website has a "meal-o-matic" where families can create their own tailor-made recipes. The February newsletter included the super soup, so that teachers and families could make soup recipes by adding family favorite ingredients (<https://recipes.doctoryum.org/en/makers/super-soup-maker>). (Goals 1 and 2)



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

COVID Response

In February 2022, the health team in collaboration with the Family Service Advocates have been reaching out to families who are missing physical and dental exams. We have been offering the blank forms and community resources. The health team completed “Health Status Update Cards” to be share with families during the spring parent teacher conference.

**SPRING 2022
HEALTH STATUS UPDATE**

STUDENT: _____ SITE: _____

Missing or Expired
Falta o vencido

PHYSICAL EXAM
Examen físico

DENTAL EXAM
Examen dental

HEALTH HISTORY
Historia de salud

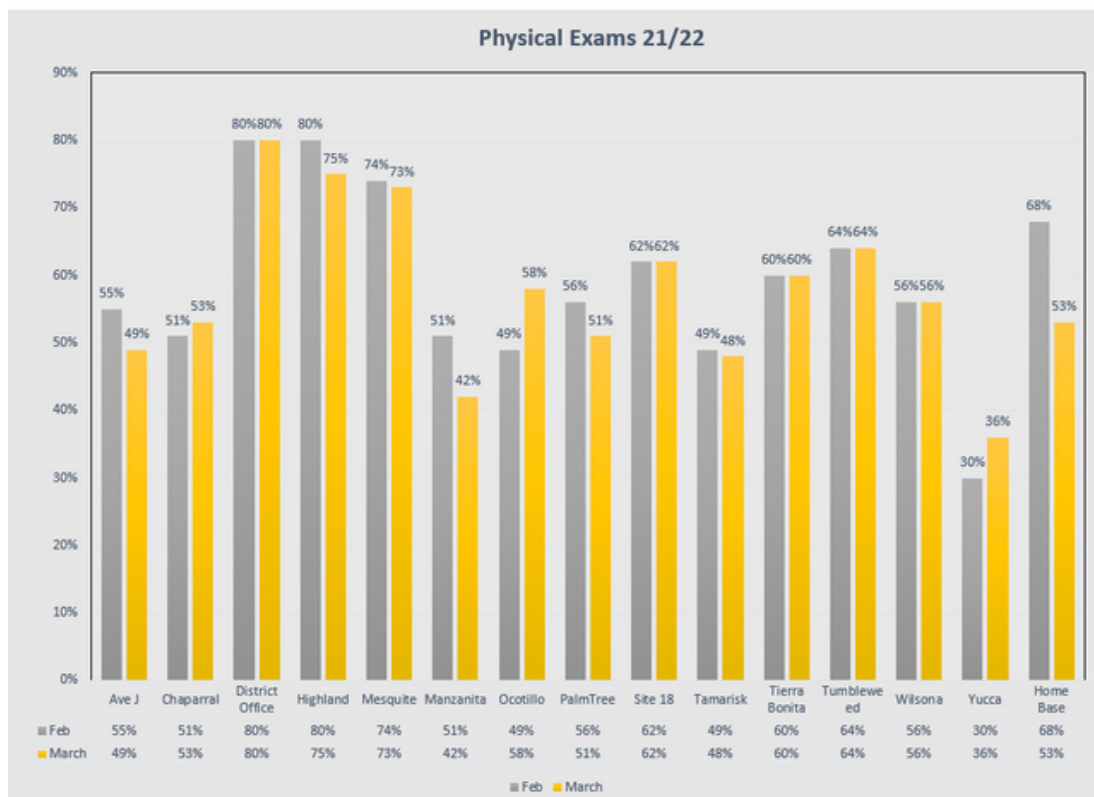
LEAD ASSESSMENT
Historia de salud

TB ASSESSMENT
Evaluación de TB

CONSENT FOR SCREENINGS
Consentimiento para las proyecciones

HEALTH ENROLLMENT AGREEMENT
Acuerdo de inscripción de salud

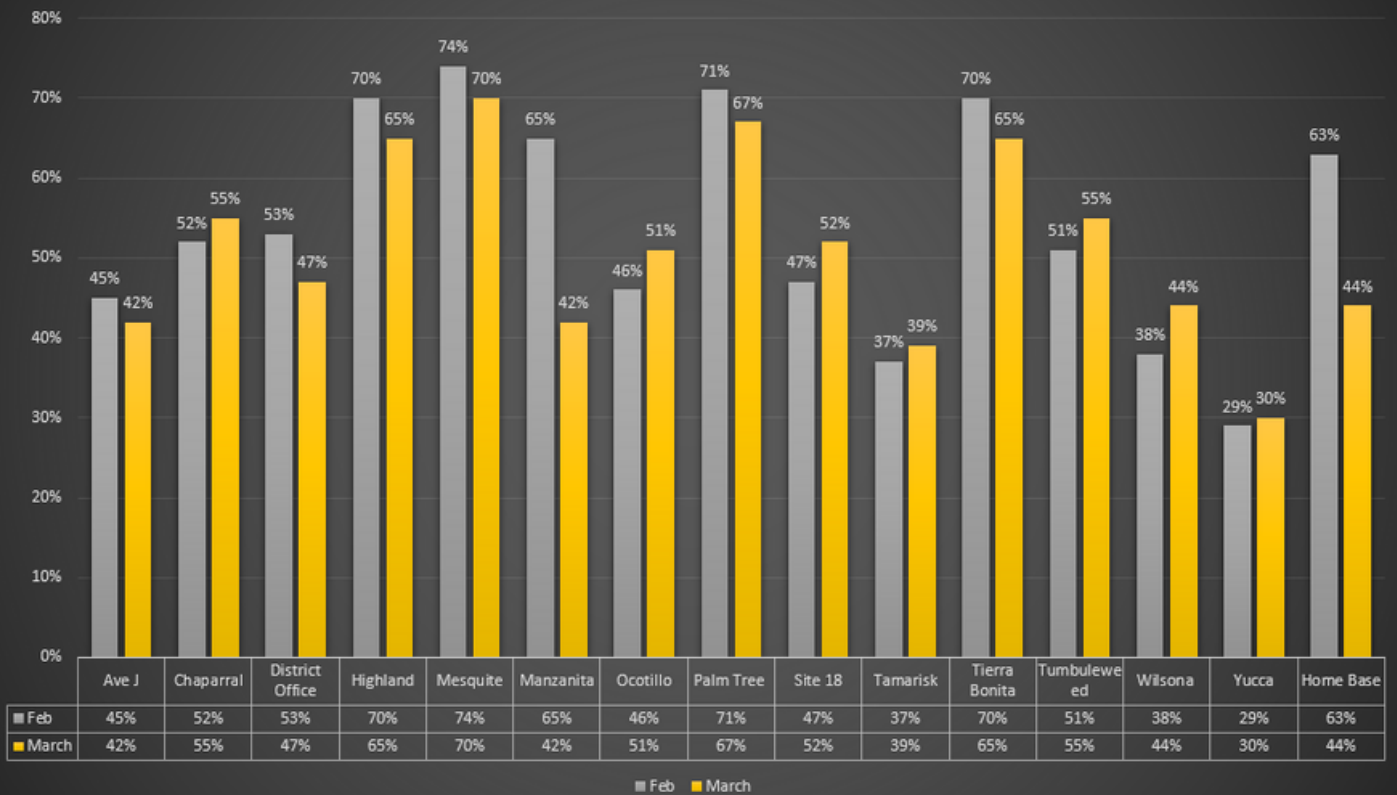
PER THE HEALTH ENROLLMENT AGREEMENT, PHYSICAL EXAMS ARE **REQUIRED** WITHIN THE FIRST 30 DAYS OF SCHOOL. SEGÚN EL ACUERDO DE INSCRIPCIÓN DE SALUD, SE **REQUIEREN** EXÁMENES FÍSICOS DENTRO DE LOS PRIMEROS 30 DÍAS DE CLASES.



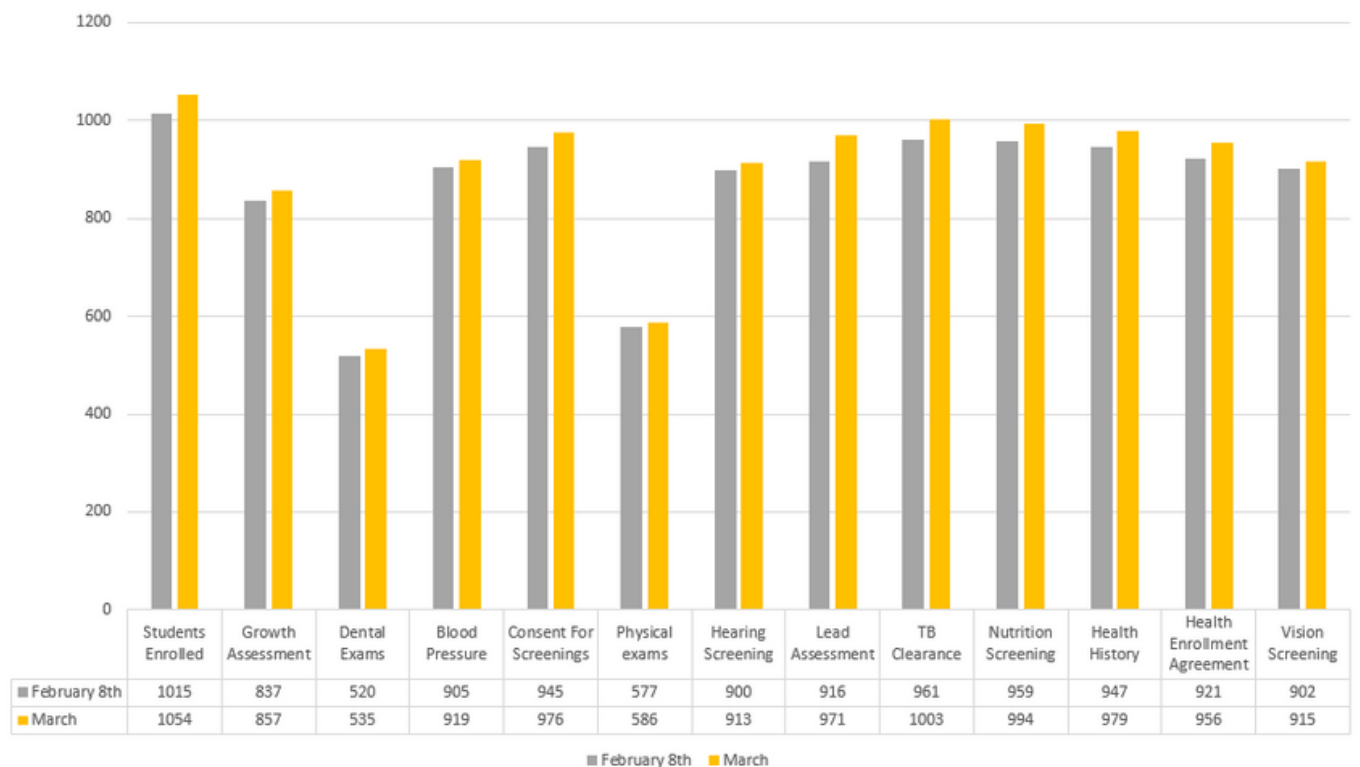
HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

Dental Exams 21/22



Health Documents 21/22



HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

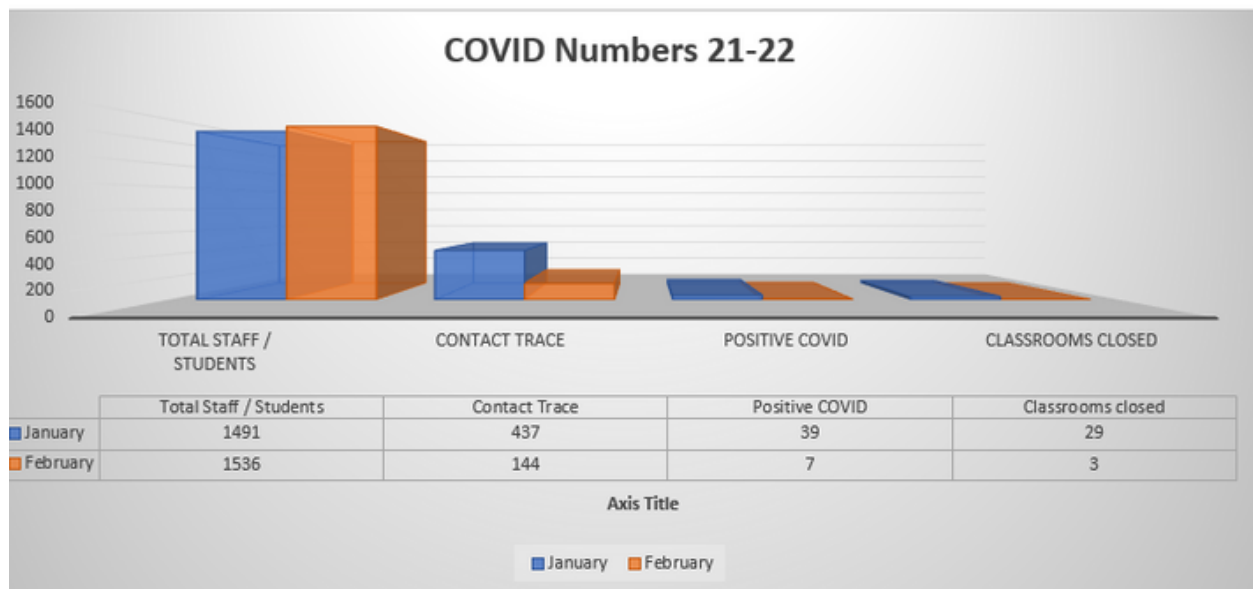
COVID Numbers 21-22

January 2022

- Staff -244
- HS children -1011
- EHS children -106
- State children -130
- Total Staff & Children -1491

February 2022

- Staff -244
- HS children -1054
- EHS children -106
- State children -132
- Total Staff & Children -1536

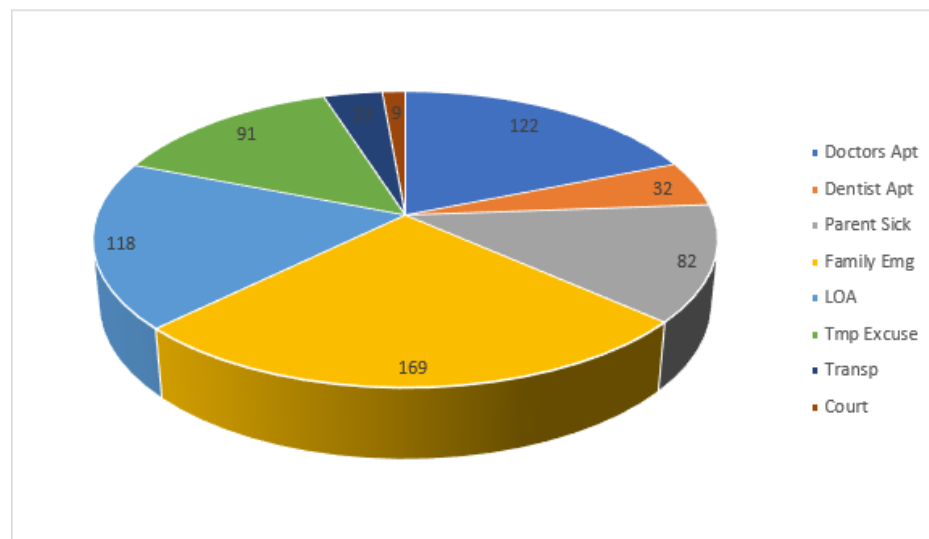
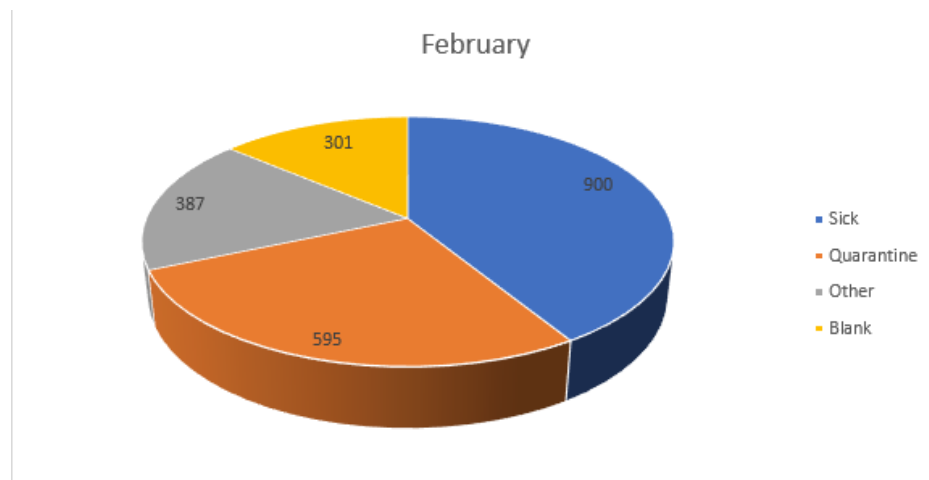


ERSEA REPORT

JOE VEGA-SMITH

ATTENDANCE

Out of 1043 children enrolled in the PSD/ECE program. PSD/ECE Program being at 86% enrolled. In the month of February, the overall ADA for the program was at 77.94%.



ERSEA REPORT

JOE VEGA-SMITH

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

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

The ADA percentage for the month of February was at 78.58%. An overall decrease of 8.42% from the month of January 2022 to February 2022. Education packets were sent home and/or activities were set up on Learning Genie for children to continue receiving School Readiness experiences when absent due to quarantine, sick, and or leave of absence. (Goal 1 and Goal 2)

Month	January 2022	January 2022	February 2022	February 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		68.79%		75.41%	Increase of 6.62%
District Office		70.22%		71.48%	Increase of 1.26%
First Christian (Avenue J)		67.10%		73.37%	Increase of 6.27%
Highland		63.67%		80.00%	Increase of 16.33%
Manzanita		67.64%		84.93%	Increase of 17.29%
Mesquite		65.64%		78.31%	Increase of 12.67%
Ocotillo		64.36%		75.25%	Increase of 10.89%
Palm Tree		72.34%		79.82%	Increase of 7.48%
Site 18		71.29%		79.72%	Increase of 8.43%
Tamarisk		62.63%		75.40%	Increase of 12.77%
Tierra Bonita		81.65%		79.90%	Decrease of 1.75%
Tumbleweed		69.95%		80.68%	Increase of 10.73%
Wilsona		77.30%		77.53%	Increase of 0.23%
Yucca		74.37%		77.94%	Increase of 3.57%

The Family Service Advocates (FSA's) and the education teaching team are closely monitoring children's individual attendance. (Goal 1)

Family Services Advocates (FSA) Updates

In the month of January, the ERSEA team had various trainings to prepare for the upcoming FA2 review scheduled to take place beginning on January 30, 2022 -February 4, 2022. A total of forty ERSEA files were selected for the FA2 review.

ERSEA REPORT

JOE VEGA-SMITH

Enrollment

Eligibility intakes continued in the month of February. Enrollment are taking place and the FSA's are replacing drops within 30 days.

EHS enrollment for February 2022

February EHS enrollment at 94%. EHS had some drop and some transitions took place. The FSA (Goal 1,2 and 3)

Program Option	Funded Slots	Enrolled	Currently Accepted	Number Needed	%
EHS HB-PSD	108	100	2	6	94%
Option	Caseload	Funded Enrollment	Enrolled	Accepted	Number Needed
EHS HB	1	12	12	0	0
EHS HB	2	12	10	0	-2
EHS HB	3	12	11	0	-1
EHS HB	4	12	11	0	-1
EHS HB	5	12	12	0	0
EHS HB	6	12	12	1	1
EHS HB	7	12	8	0	-4
EHS HB	8	12	12	1	1
EHS HB	9	12	12	0	0
EHS HB	No Class	0	0	0	0
		108	100	2	-6

Head Start Enrollments for February 2022

February HS enrollment at 86%. FSA's replaced drops within 30 days.

Program Option	Funded Slots	Currently Accepted	Enrolled	Number Needed	%
HS-PSD	1223	7	1043	173	86%
Option	Site	Funded Enrollment	Enrolled	Accepted	Number Needed
HS	Chaparral	100	99	0	1
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	9	1	2
HS	HB Palmdale	36	32	1	3
HS	Manzanita	40	38	0	2
HS	Mesquite	40	40	0	0
HS	Ocotillo	88	82	0	6
HS	Palm Tree	80	70	0	10
HS	Site 18	220	143	2	75
HS	Tamarisk	80	79	0	1
HS	Tierra Bonita	20	20	0	0
HS	Tumbleweed	200	192	1	7
HS	Wilsonia	60	39	0	21
HS	Yucca	120	94	2	24
		1223	1043	7	173

Training and Conference

- Selection Criteria
- Policy and Procedures
- CCRC CQI team meeting
- Reviewed and participated in FA2 script
- Region 9 meeting
- Region 9 CLASS meeting
- ERSEA work group with CCRC
- CLASS training
- 2022-2023 Returning training
- Staff Development training
- Leadership meeting

FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

PAULINA PANDURO

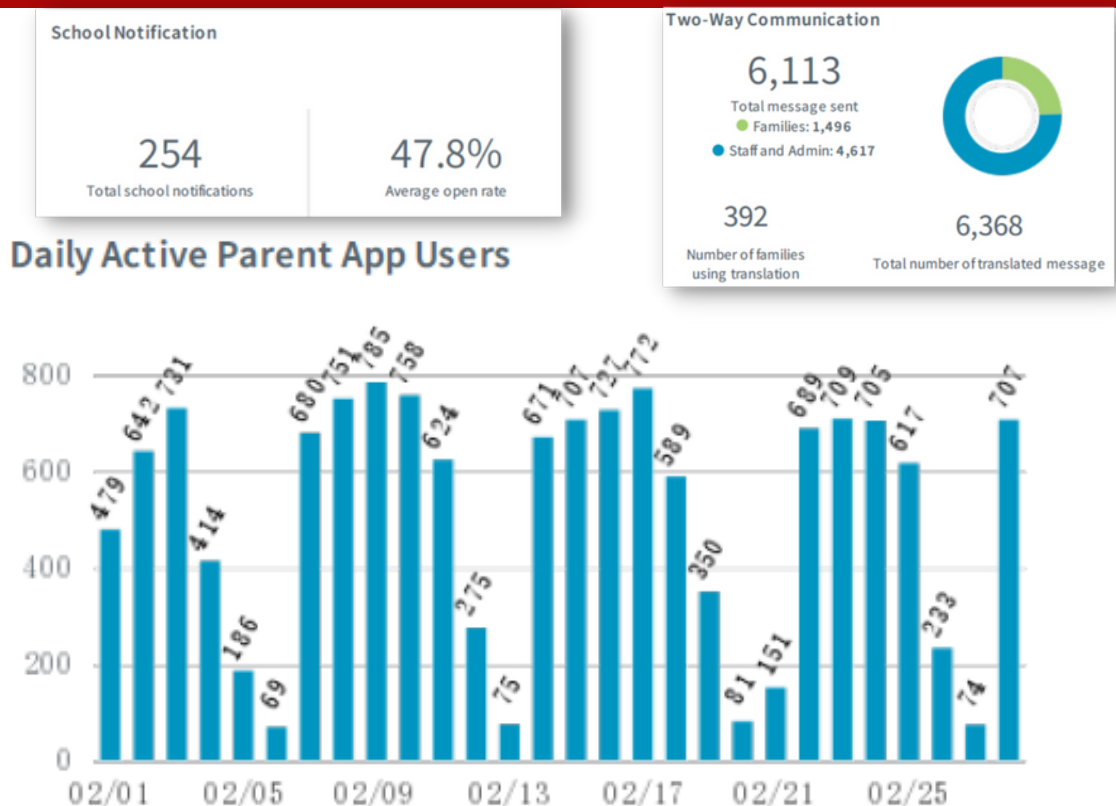
Program Governance

The Executive Committee met on February 17th and 23rd over zoom to review the Policy Committee (PC) agenda and make recommendation for the meeting. Th PC was held on February 23rd over Zoom. Twelve members were present. The Committee approved the following recommendation for the program:

- Approved ECE Teacher Assistants
 - Approved Project Joy & Palmdale SD ECE MOU
- Fifteen parent meetings took place. As an incentive to participate in site parent meetings, Parents had the chance to win a family craft activity 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 February, 254 school notifications were sent. Notifications ranged from educational learning packets, resources provided by a community partners, parent meeting notifications, and Policy committee meeting reminders. (Goal # 3)

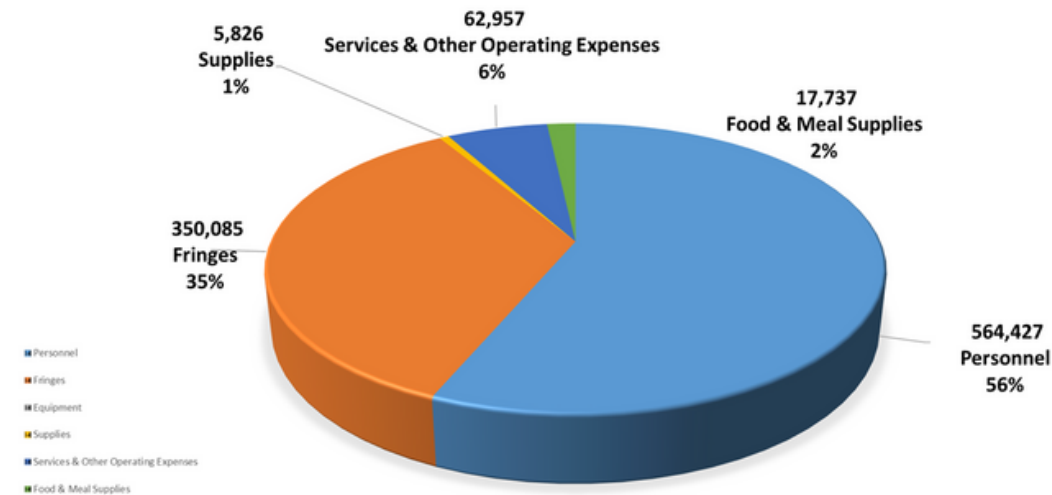


FISCAL REPORT

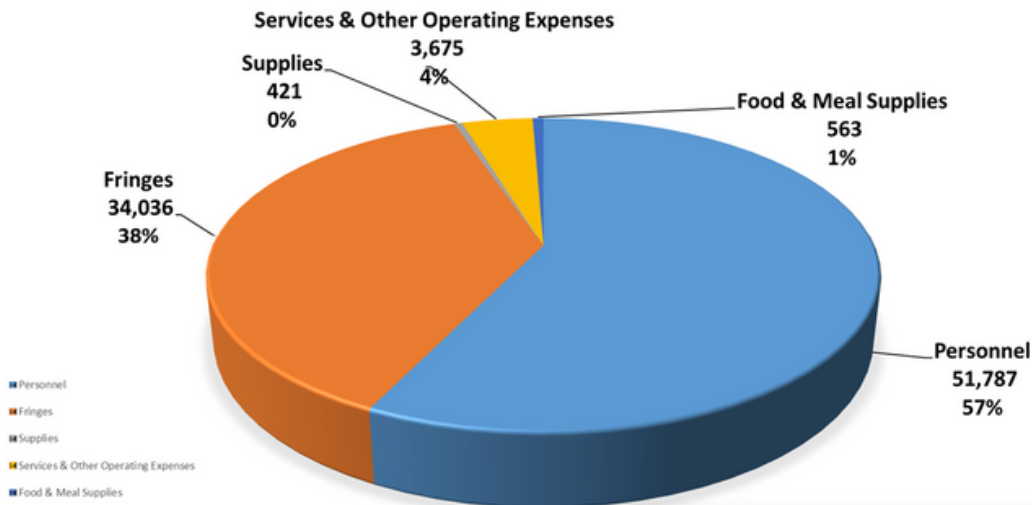
LISA KINCAID

Expenditures for Head Start & Early Head Start Programs

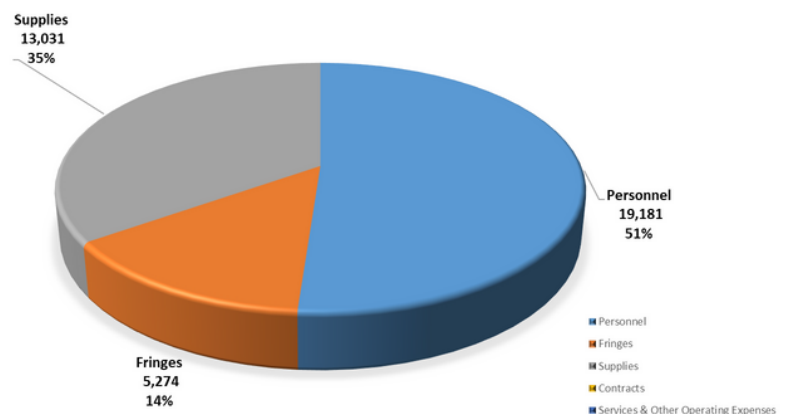
FEB 2022 HEAD START EXPENDITURES



FEB 2022 EARLY HEAD START EXPENDITURES

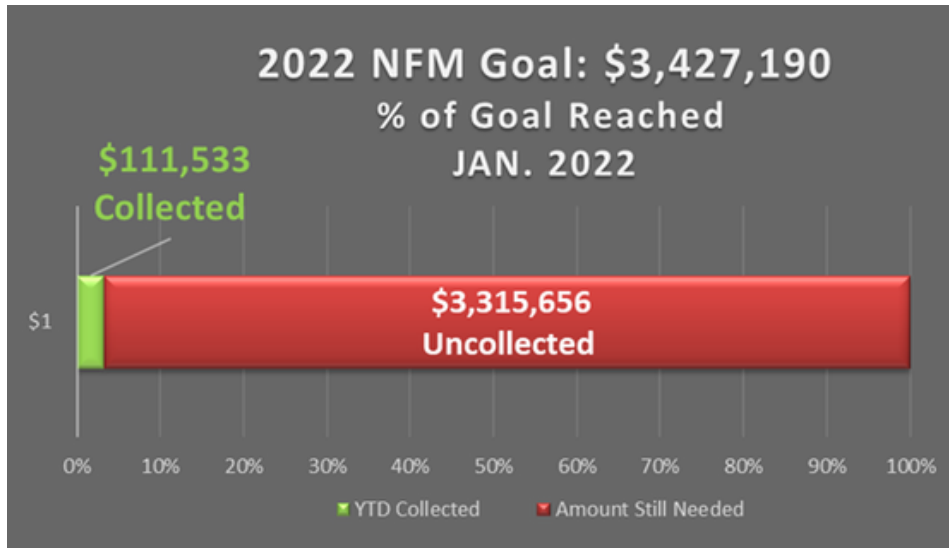


FEB 2022 COVID EXPENDITURES



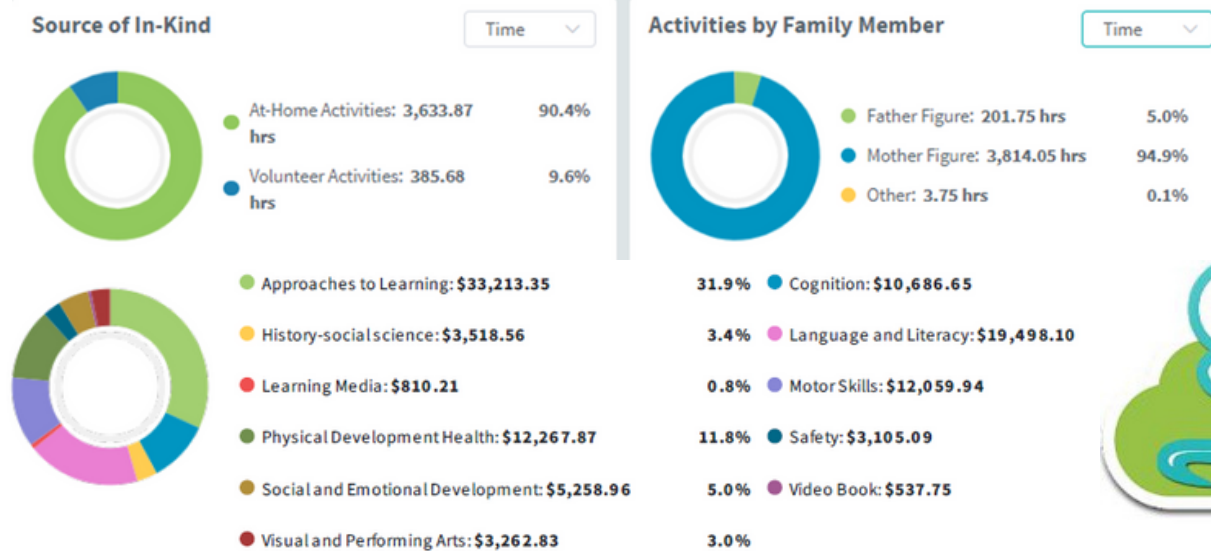
Palmdale School District continues to offer breakfast and lunch through the Seamless Summer Option in lieu of the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks, and paper supplies are reflected in the food meal supplies. Snacks are be claimed under the CACFP program.

Palmdale School District Early Childhood Education NFM Goal

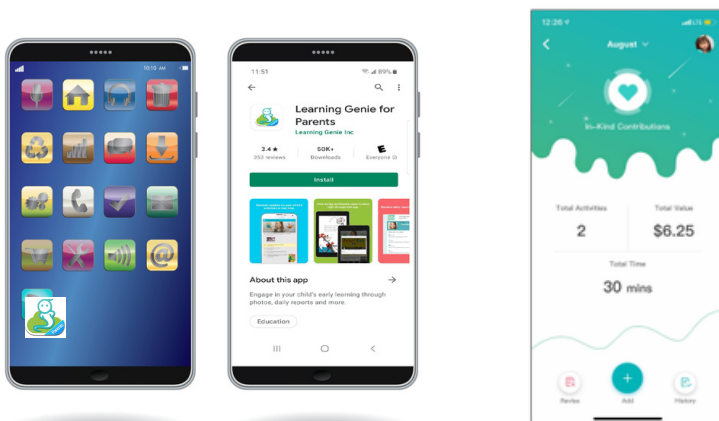


- Our goal for 2022 is to collect \$3.4 million in Non Federal Match (NFM)
- We need to average \$285,600 per month.
- Jan was short \$174,067 for the monthly goal
- Each classroom has a monthly goal to obtain

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 AND LISA FOWLER

Direction and Support

The Administrators ensure, on a daily basis, that all the PSD ECE programs are in compliance with ratio, safety, Federal and State regulations, meeting program goals, clean environment, as well as, supporting a quality, enriched program. Administrators observe comprehensive services such as interactive lessons, indoor and outdoor play, instructional delivery, program structure, staff-student interaction, fidelity to the curriculum, safety practices, and meal services to ensure teachers are meeting the needs of individual student learning. We monitor lesson plans, classroom routines and procedures, fidelity to the curriculum, attendance, facilities, incident reports, and work orders. (Goals 1, 2, & 3).

Student Engagement

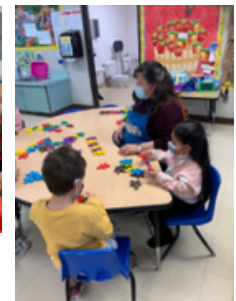
Our ECE program strives to provide a quality and safe learning environment that focuses on engaging students in interactive lessons using technology to enhance the curriculum. Students are learning concept development such as analyzing, reasoning, creating, investigating, and connecting concepts to the real world with the use of technology, visuals, realia, and graphic organizers (Goals 1, 2 & 3)

Environment Rating Scales (ECERS)

Our teachers work extremely diligently to provide a positive learning environment. There are 6 subscales of ECERS:

- Space and Furnishings (indoor space, room arrangement, space for play and privacy)
- Personal Care Routines (meal service, health and safety practices)
- Language and Literacy (vocabulary, language, literacy)
- Learning Activities (disciplines, fine motor skills, music and movement, dramatic play, diversity, technology)
- Interaction (peer interaction, gross motor skills, individualization, staff-child interaction)
- Program Structure (routines, transitions, activities, lessons, free play)

(Goals 1, 2 & 3)



ADMINISTRATIVE REPORT

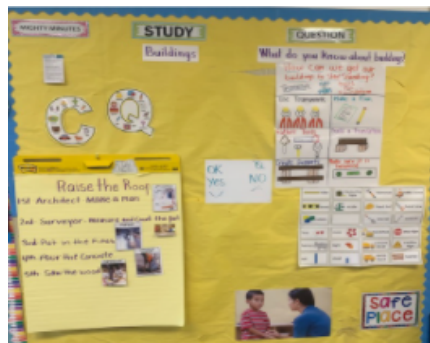
CHRIS BURTON AND LISA FOWLER

Fidelity to the Creative Curriculum

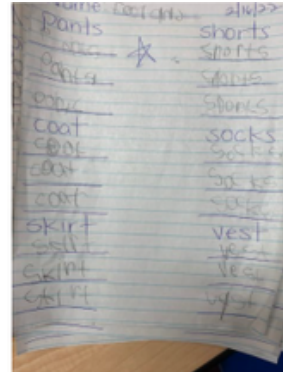
Clothing Study



Building Study



Writing Development



SAFETY

ACE Fire and Safety Protection Services

ACE Fire and Safety Protection Services came out to service our extinguishers in February 2022 to meet the State Fire Marshal regulations. Classrooms continue to practice regularly scheduled fire drills, emergency drills, and District Standards Response Protocols. (Goal 2)



DIRECTOR'S REPORT

DR. MELANIE CULVER

COVID-19 Updates

Our program continues to be vigilant in our response to COVID-19. At this time, children under the age of five are still not eligible for vaccination. As a result, we are still required to adhere to the Federal Masking Requirement established in the Interim Final Rule. We will inform families and staff when there are any changes to this requirement.

We are pleased to know that our infection mitigation efforts (i.e. Daily Health Cards, Health Screening, masking, contact tracing, quarantine) have helped limit infection and spread in the classroom setting.

Focus Area 2 Review Updates

In January 2022, the Office of Head Start conducted its official Focus Area 2 Review of our program. The comprehensive review was conducted for the entire grant, which includes CCRC (Recipient) and Palmdale School District Early Childhood Education (Co-Recipient). We are pleased to report that no areas of concern, non-compliance, or deficiencies were reported. Our entire ECE team works diligently to provide quality services to children and families in the Antelope Valley and we endeavor to remain on a path of continuous quality improvement.

Office of Head Start Annual Self-Assessment

This year, we conducted a modified Annual Self-Assessment since we recently completed a comprehensive program review during the Focus Area 2 Review. The Self-Assessment was conducted with Breakwater Associates consulting group. The consultants and Education Team worked on CLASS scoring calibration to ensure our staff remains CLASS reliable in their scoring practices. CLASS reliability is key to ensuring appropriate environments for children as we support their growth and development in the educational setting.

Early Childhood Education Recruitment Bus

Our school district donated a school bus to our department to use for recruitment, enrollment, and special events. The bus will allow us to increase our outreach in the community by meeting parents at school sites and community events. We will now be able to assist parents in completing applications at various locations throughout the Antelope Valley, which will be very helpful for families who have difficulty with transportation.

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.

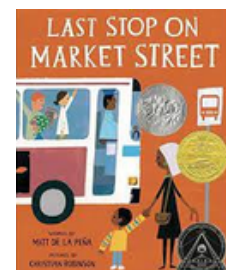
Children's Literacy Foundation. "Research." Clifonline.org. Children's Literacy Foundation, 2016.

This Month's Books

Early Head Start



Head Start



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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TK Eligible Birthdays:

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**