



# **EARLY CHILDHOOD EDUCATION**

*"Preparation for College and Career Start Here"*

## **BOARD ADMINISTRATIVE REPORT**

**JANUARY 2022**



**WWW.PALMDALESCHOOLDISTRICT.ORG**

**(667) 273.4710 | (661) 273.5139 FAX**

# EARLY CHILDHOOD EDUCATION PROGRAM GOALS

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## 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.

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## 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.

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# JANUARY ENROLLMENTS & ATTENDANCE

## *ENROLLMENT DATA*

### Number of Slots

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

Slots: 1,151    Enrolled: 958  
(Report 2001)

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

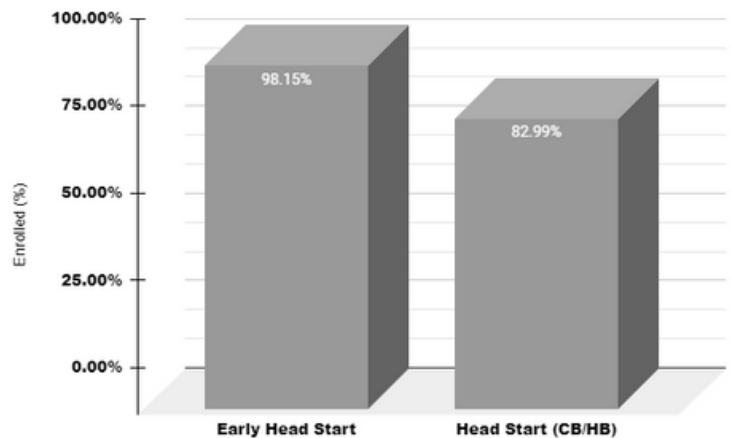
Slots: 72    Enrolled: 57  
Head Start total Accepted: 1015 (82.9%)  
(Report 2001)

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

Slots: 108    Enrolled: 106 (98.1%)  
(Report 2001)

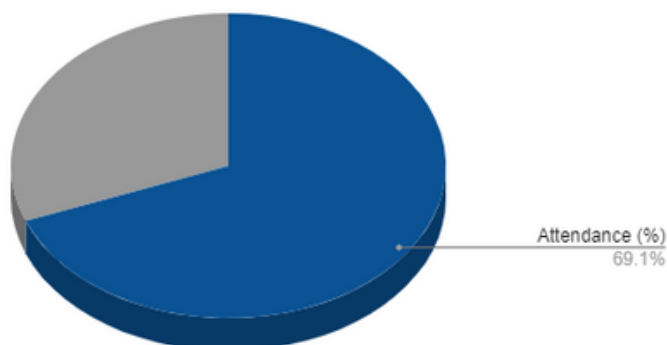
Total HS and EHS Enrolled:  
1,121 (84.2%)

#### **January Enrollment**



## **January Attendance**

### **Head Start**

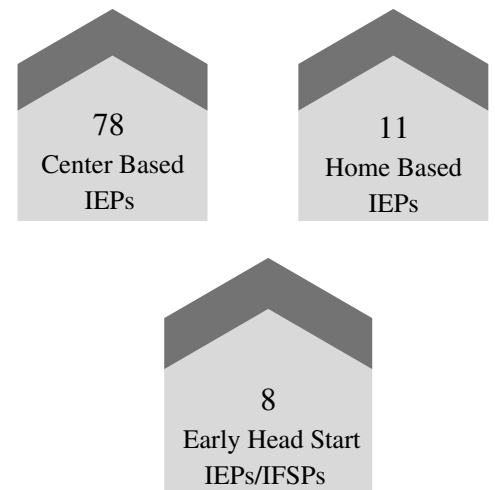


**Office of Head Start attendance requirement: 85%**

**PSD attendance: 69.1%**

(Report 2301)

## ***IEP & IFSP DATA***



**Total for December: 97**

# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

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## **Monitoring**

For the month of January, the Office of Head Start conducts a review based on a monitoring protocol, Focus Area 2. The monitoring protocol is used to review Head Start programs effectiveness in implementing a high quality program to promote positive outcomes and school readiness for children and their families.

Palmdale School District's Early Childhood Education program was asked to demonstrate how our school readiness efforts align with the expectations of receiving schools, the HSELOF, and the state early learning standards:

We looked at the goals of receiving schools within our district and aligned our school readiness goals. The School Readiness Goals are aligned with the states early learning standards and HSELOF. Here are some of the questions and responses:

PSD School Readiness Goals:

- Social Emotional Development- With assistance, children will express and manage emotions to establish positive relationships with familiar adults.
  - Language Development- Children will increase their ability to communicate through sounds, gestures, and visual symbols using the home language as a foundation.
  - Cognitive Development-Children will increase in their own actions, experiences and interactions through their curiosity, reasoning and understanding.
  - Previously used Houghton Mifflin; coordinated with Ed. Services to select a curriculum that better aligned with the Benchmark curriculum used in elementary
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# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

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## **Monitoring (continued)**

- Piloted Creative Curriculum with TW teachers; conducted focus groups to get feedback; pilot teachers modeled for other teachers when full implementation occurred
- CA Preschool Curriculum Framework, CA Preschool Learning Foundations, HSELOF are all used to align school readiness efforts
- Looked at CLASS scores to know which areas needed more support
- Crosswalk Kinder standards with the Learning Foundations and Curriculum Framework to show how our fidelity best prepares children for kindergarten.

The recipient will explain the expectations of the receiving schools and collaborations to promote successful transitions to kindergarten.

With parent/caregiver consent, children's portfolios are transferred to the school the child will enroll in . Our transition plan provides opportunities for parents to visit the receiving campus and receive information during the monthly parent meetings.

PSD transition practices include:

- Collaborative, responsive, and trusting relationships with families.
  - Ongoing communication with all stakeholders, including families.
  - Respect for the diverse cultural/ linguistic backgrounds and experiences, strengths and needs of children and families.
  - Positive relationships between adults and children as foundations for children's learning and development.
  - Knowledgeable staff to implement transition practices.
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# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

## Family Partnership Activities

Staff and families collaborate with community, health, mental health, and school partners to build peer networks, link families and children to needed services, and support successful transitions for children and families. Families have opportunities to work with staff to identify goals for their children.

Role of Parent/Caregiver: Members of the school governance councils and other relevant internal or external parent organizations play a significant role in promoting a successful transition to kindergarten for their children by attending meetings within the district and advocating for their children and families.

3.The recipient will demonstrate how teachers create nurturing and responsive learning environments for children, including ensuring environments promote critical thinking and problem solving, encourage children's engagement, and are communication and language rich.	1302.31(b)(1)(i)	<ul style="list-style-type: none"><li>• Teachers create nurturing and responsive learning environments for children by using the three broad domains of teaching practice that are linked to positive student outcomes: social/emotional support, organization/management support, and instructional support which all are based on CLASS.</li><li>• Positive teacher child interactions</li><li>• Familiar language in classroom environment for dual language learners</li><li>• Materials that reflect the child's background</li><li>• Social emotional curriculum-Second Steps</li><li>• Designated quiet area in the classroom</li><li>• Routine/Schedule for consistency, including predictable transitions</li><li>• Engaging activities based on child interest</li><li>• Positive reinforcements</li><li>• Individualized schedules for some families</li><li>• Use of curriculum to fidelity supports cognitive development and concept knowledge, social emotional development, and general learning competencies, such as executive function, self regulation, reasoning, problem-solving, curiosity and engagement.</li></ul>
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# DISABILITIES & MENTAL HEALTH REPORT

AMY WILLEY

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## **Inclusion Webinars**

The Disabilities Specialist attended a Disabilities Institute. Webinar and presentations consisted of building collaborative relationships, coordinated approach to disabilities, partnerships, teaching children with disabilities, individualizing and social emotional learning. (Goal 2)

## **IEP Meetings**

The Disabilities Specialist attended 14 IEP meetings in the month of January. This included annual reviews of IEP goals and needs, new assessments and results and matriculation IEP meetings. Matriculation IEP meetings help support families in how and where to register their child for Kindergarten and what services and goals will look like as children transition to elementary school. (Goal 1, Goal 2 and Goal 3)

## **Classroom Individualization**

During the month of January, the Disabilities Department supported 73 developmental concerns. Children and families are supported through individualization in the classroom, with referrals to receive developmental support or for assessments through the LEA. The Mental Health Department supported the needs of children, families and teachers through 17 consultations or supports in the month of January. (Goal 1, Goal 2 and Goal 3)

## **Second Steps**

Second Steps Social Emotional Curriculum continued in the classroom setting with the following areas of focus; Weeks 17 Managing Anger, Week 18 Managing Waiting and Week 19 Fair Ways to Play. There are 28 weeks of lessons in the curriculum. (Goal 1 and Goal 2)

## **Mindful Monday**

The Mindful Monday Newsletter for the month of January was centered around Bears and the importance of comfort items. Stuffed bears can be a sign of comfort for many, this is an important step for developing social emotional skills. The newsletter supported teachers, children and families with articles about the significance of comfort items, books related to comfort/bears, breathing techniques and yoga/stretches. (Goal 1 and Goal 2)

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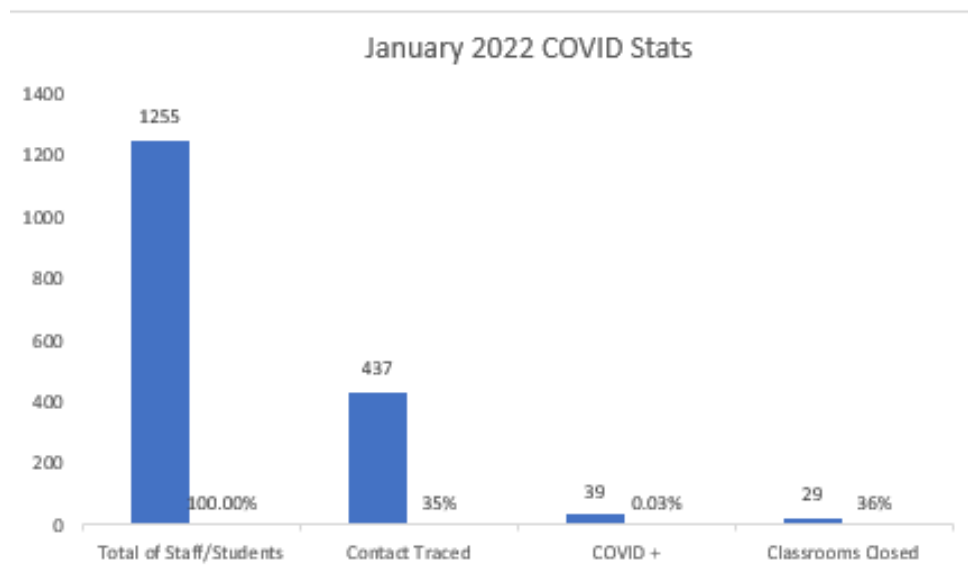
# HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

## COVID Response

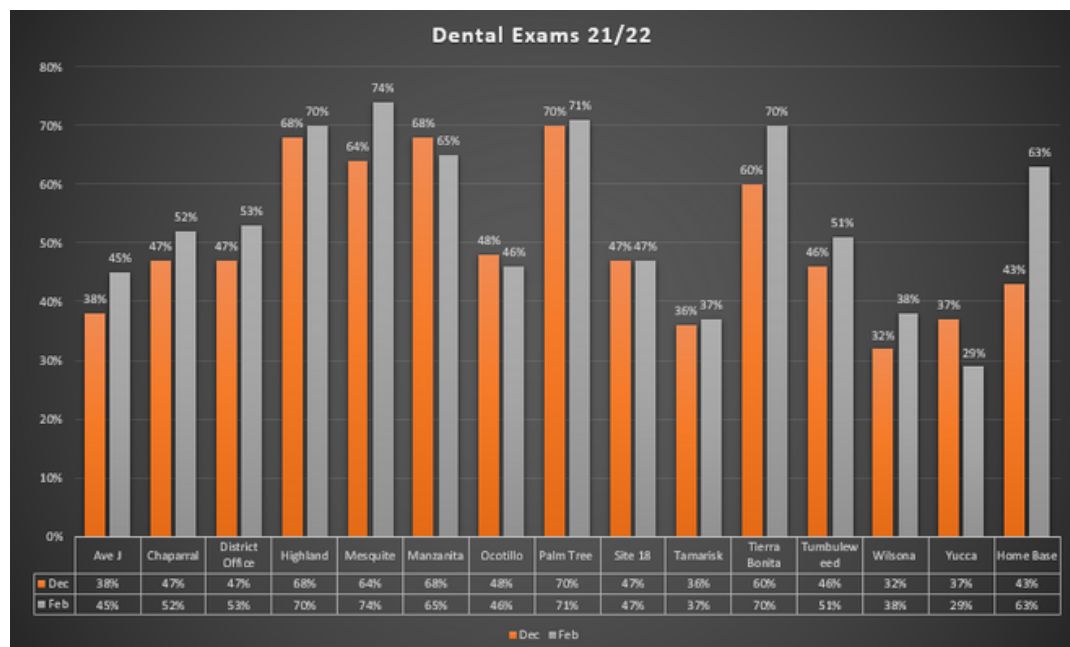
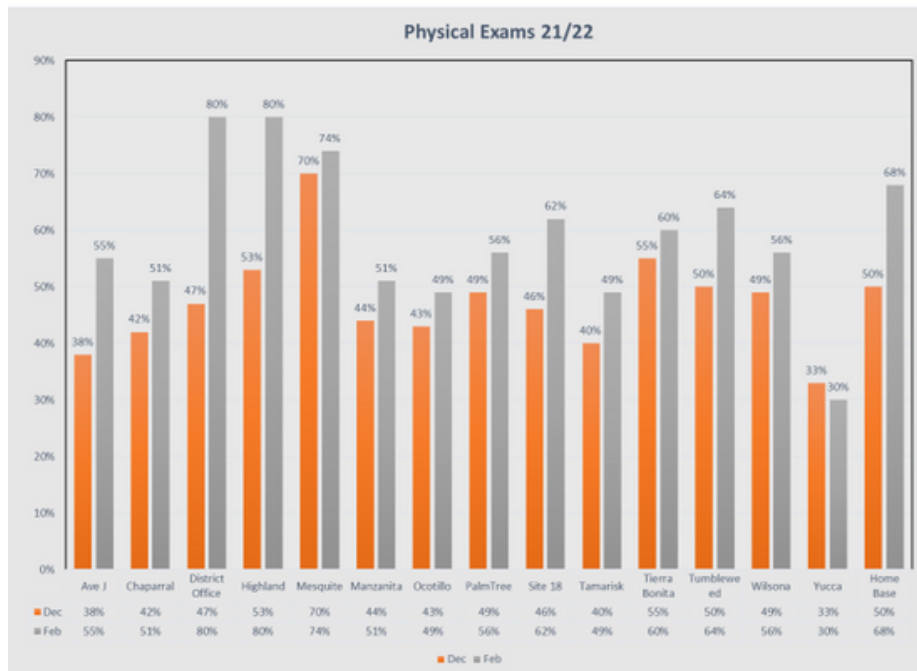
The health team has been focused on the increased COVID positive cases and contact tracing. We identified thirty-nine COVID positive cases in January. We were successfully able to isolate the cases and quarantine close contacts. We have contact traced over four hundred close contacts and keeping our transmission rate to less than 1%.

We have been able to rapid test staff so they return quickly and safely based on the Los Angeles County Department of Public Health Guidelines. We are currently giving away free rapid COVID test kits to families who need them.



# HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

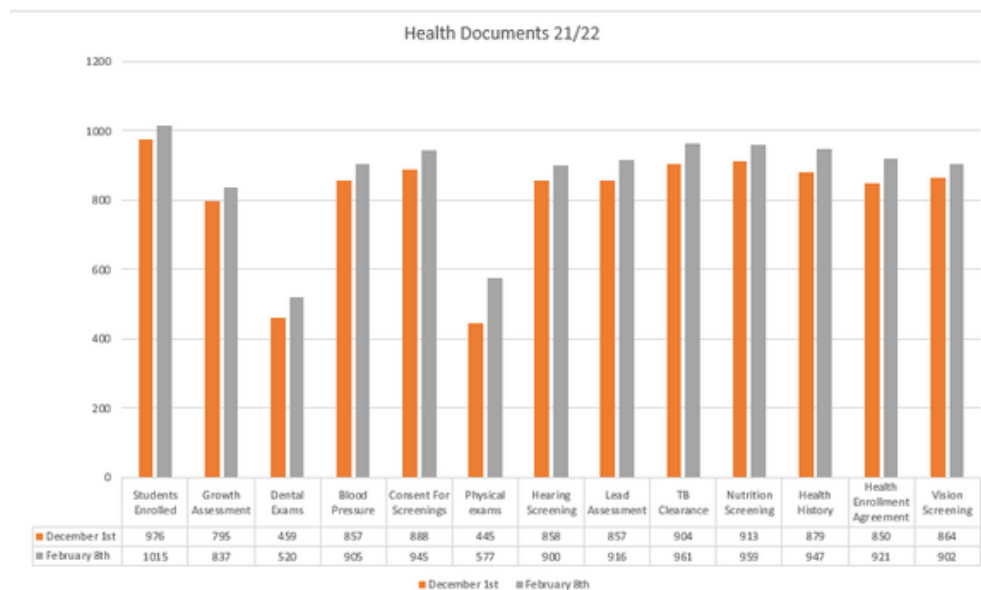


# HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

## Health Documents

The health team continues to obtain physical and dental exams, monitor classroom medication and emergency bags and perform hearing and vision screening on children we may have missed due to absence. The number of obtained physicals has increased 7% within the past month.

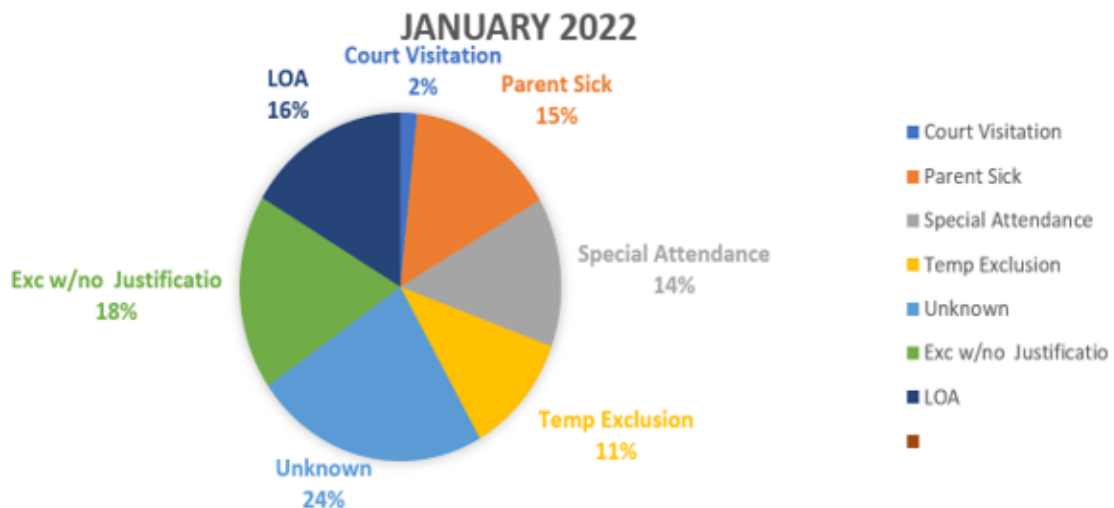
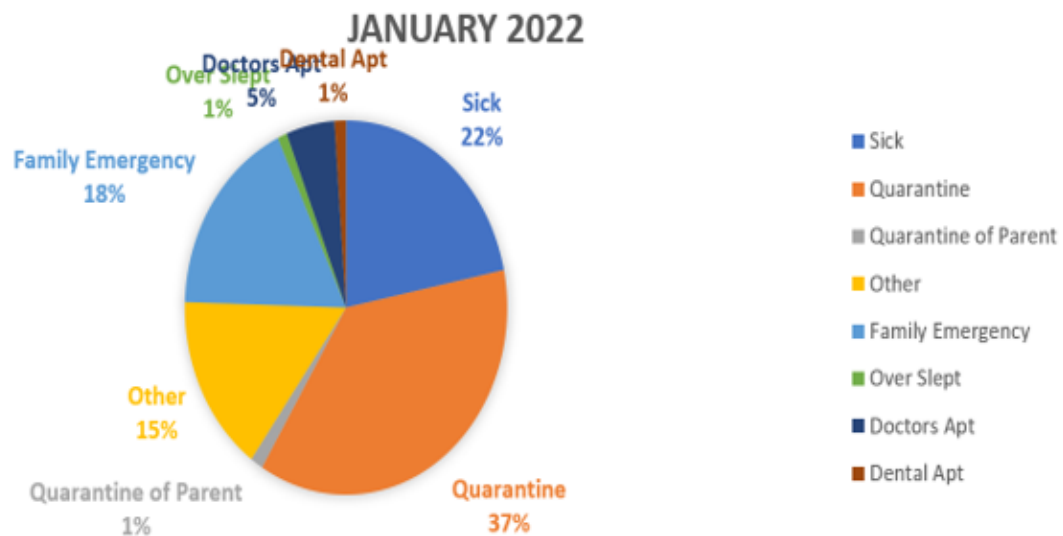


# ERSEA REPORT

JOE VEGA-SMITH

## Attendance

Out of 1004 children enrolled in the PSD/ECE program. PSD/ECE Program being at 83% enrolled. In the month of January, the overall ADA for the program was at 69.52%.



# ERSEA REPORT

**JOE VEGA-SMITH**

## Average- Daily Attendance (ADA) from August 2021-January 2022

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

The ADA percentage for the month of January was at 69.52%. An overall decrease of 6.87% from the month of December 2021 to January 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	December 2021	December 2021	January 2022	January 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		79.39%		68.79%	Decrease of 10.6%
District Office	87.22%			70.22%	Decrease of 17.00%
First Christian (Avenue J)		74.35%		67.10%	Decrease of 7.25%
Highland		74.47%		63.67%	Decrease of 10.8%
Manzanita		75.24%		67.64%	Decrease of 7.6%
Mesquite		82.50%		65.64	Decrease of 16.86%
Ocotillo		71.79%		64.36%	Decrease of 7.43%
Palm Tree		75.54%		72.34%	Decrease of 3.2%
Site 18		78.74%		71.29%	Decrease of 7.45%
Tamarisk		66.02%		62.63%	Decrease of 3.39%
Tierra Bonita		73.25%		81.65%	Increase of 8.4%
Tumbleweed		77.84%		69.95%	Decrease of 7.89%
Wilsona		75.06%		77.30%	Increase of 2.24%
Yucca		79.61%		74.37%	Decrease of 5.24%

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

# JOE VEGA-SMITH

There was a freeze on enrollments for the month of January. Eligibility intakes continued in the month of January.

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.

January EHS enrollment at 96%. EHS had some drop and some transitions took place. (Goal 1, 2, and 3)

	Program Option	Funded Slots	Enrolled	Currently Accepted	Number Needed	%	Waitlisted	
5								
6	EHS HB-PSD	108	101	3	4	96%	54	
7								
8							# of Children Accepted	
9	Option	Caseload	Funded Enrollment	Enrolled	Accepted	Number Needed	Homeless	Foster
10	EHS HB	1	12	11	0	● -1	0	1
11	EHS HB	2	12	10	1	● -1	0	1
12	EHS HB	3	12	11	0	● -1	0	1
13	EHS HB	4	12	11	0	● -1	1	3
14	EHS HB	5	12	11	1	● 0	1	2
15	EHS HB	6	12	12	0	● 0	0	5
16	EHS HB	7	12	12	0	● 0	0	5
17	EHS HB	8	12	12	1	● 1	1	3
18	EHS HB	9	12	11	0	● -1	0	0
19	EHS HB	No Class	0	0	0	● 0	0	0
20			108	101	3	-4	3	17

# ERSEA REPORT

**JOE VEGA-SMITH**

## Head Start Enrollments for the Month of January 2022

January HS enrollment at 83%. FSA's replaced drops within 30 days.

4	Program Option	Funded Slots	Currently Accepted	Enrolled	Number Needed	%	Waitlisted	
5	HS-PSD	1223	7	1004	212	83%	100	
6								
7							# of Children Enrolled/Ac	
8	Option	Site	Funded Enrollment	Enrolled	Accepted	Number Needed	Homeless	Foster
9	HS	Chaparral	100	98	0	2	3	14
10	HS	District Office	15	15	0	0	0	3
11	HS	First Christian	68	53	0	15	0	7
12	HS	Highland	20	20	0	0	0	2
13	HS	HB Lancaster	24	18	0	6	2	1
14	HS	HB Littlerock	12	9	1	2	0	1
15	HS	HB Palmdale	36	28	1	7	1	1
16	HS	Manzanita	40	37	0	3	0	6
17	HS	Mesquite	40	39	0	1	1	2
18	HS	Ocotillo	88	83	0	5	1	12
19	HS	Palm Tree	80	70	0	10	0	4
20	HS	Site 18	220	136	2	82	4	15
21	HS	Tamarisk	80	78	0	2	0	3
22	HS	Tierra Bonita	20	20	0	0	1	3
23	HS	Tumbleweed	200	175	1	24	2	7
24	HS	Wilsonia	60	39	0	21	0	1
25	HS	Yucca	120	86	2	32	2	5
26			1223	1004	7	212	17	87

## Training and Conference

- Selection Criteria
- Corrections of ERSEA file
- Reviewed and participated in FA2 script
- Region 9 FA2 script training and support
- ERSEA work group with CCRC
- One to one with FSA's monitoring of CP
- CLASS training
- Preparing for F2 OHS review
- Staff Development training
- Leadership meeting

# FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

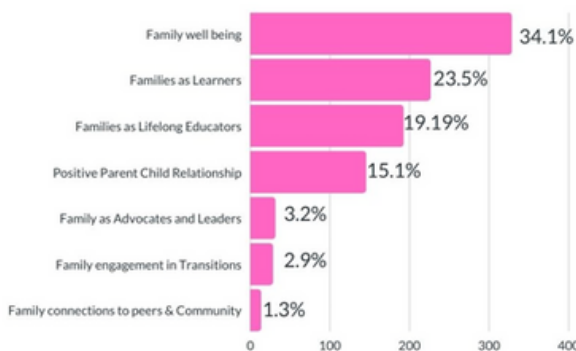
PAULINA PANDURO

## Program Governance

The Executive Committee met on January 20th over Zoom to review the Policy Committee (PC) agenda and make recommendation for the meeting. The PC Meeting was held on January 26 over Zoom. Twelve members were present. The Committee approved the following recommendation for the program:

- Approved PI Funding Rollover Request
- Staff also updated parents on COVID health information and class closure agency procedures. Full day classes have started early dismissal every Friday to support Professional Development for staff members. (Goal #3)

PSD Head Start and Early Head Start Family Goal Outcomes for the 2021-2022 school year as of January 2022.



Total Family Goals: 963

## Family Engagement

Staff prepared for the Office of Head Start (OHS) Focus Area 2 review. Family Engagement staff and Family Service Advocates reviewed family goals and assessments and followed up on resources provided to the families. Parents were selected and prepared for the Parent Interview for OHS. They prepared by having a mock interview and discussing their participation in the Head Start Program.

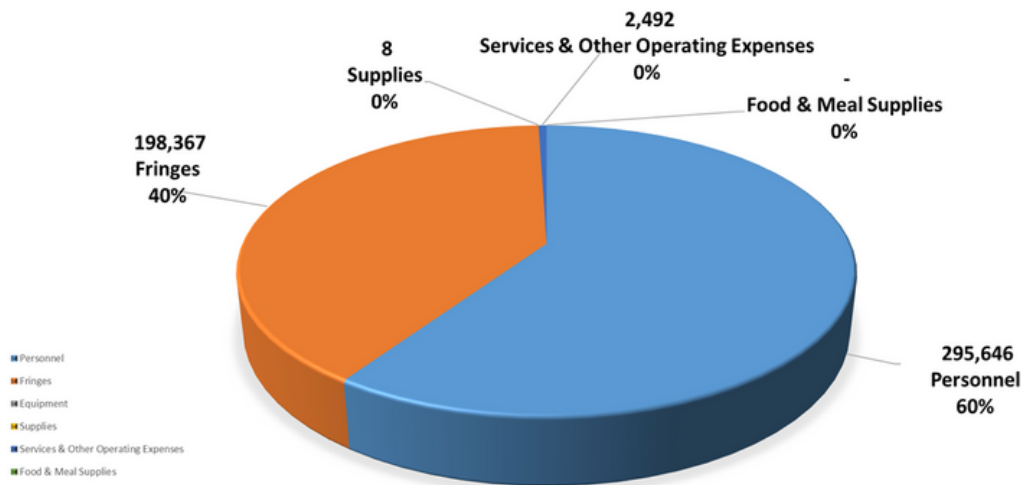
Family Service Advocates and Parent Officers held parent meetings at every school site. The raffle prizes were a family game activity and a yearly calendar/ meal planning kit. These raffle prizes supported family goals with the outcome of Family Well-being and Families as Learners. (Goal #3)

# FISCAL REPORT

LISA KINCAID

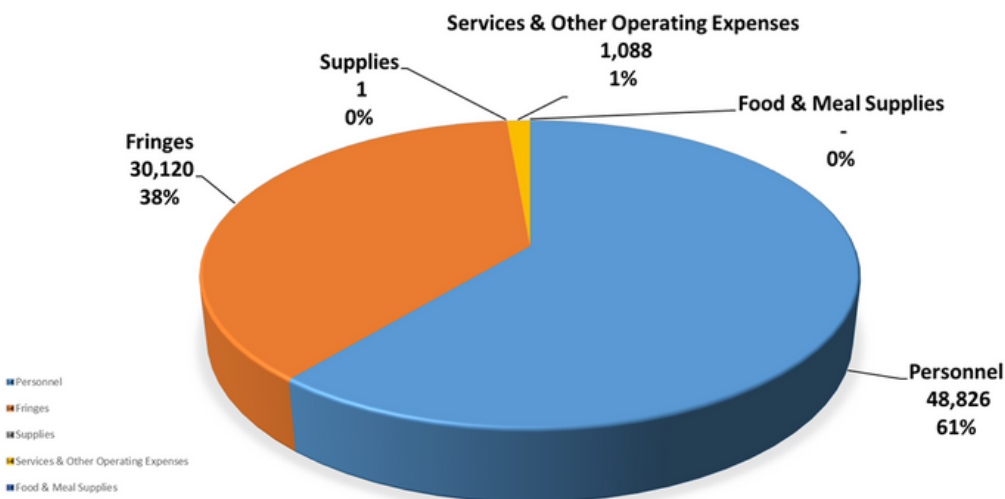
## Expenditures for Head Start & Early Head Start Programs

JAN 2022 HEAD START EXPENDITURES

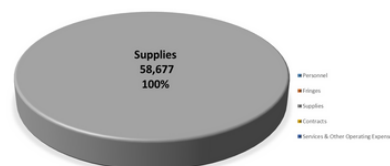


Palmdale School District continues to offer breakfast and lunch through the Seamless Summer Option in lieu of the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks, and paper supplies are reflected in the food meal supplies. Snacks are be claimed under the CACFP program.

JAN 2022 EARLY HEAD START EXPENDITURES

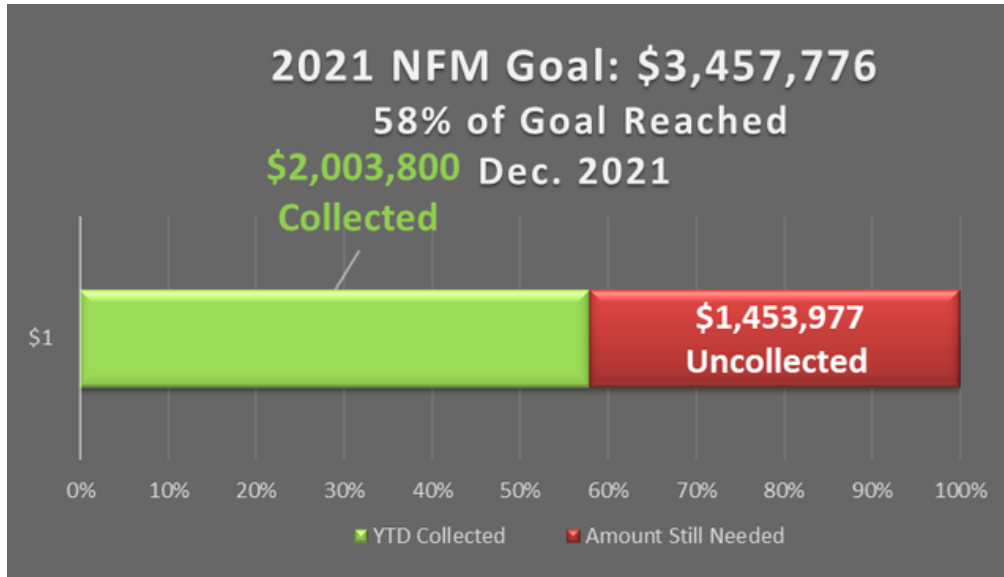


JAN 2022 COVID EXPENDITURES



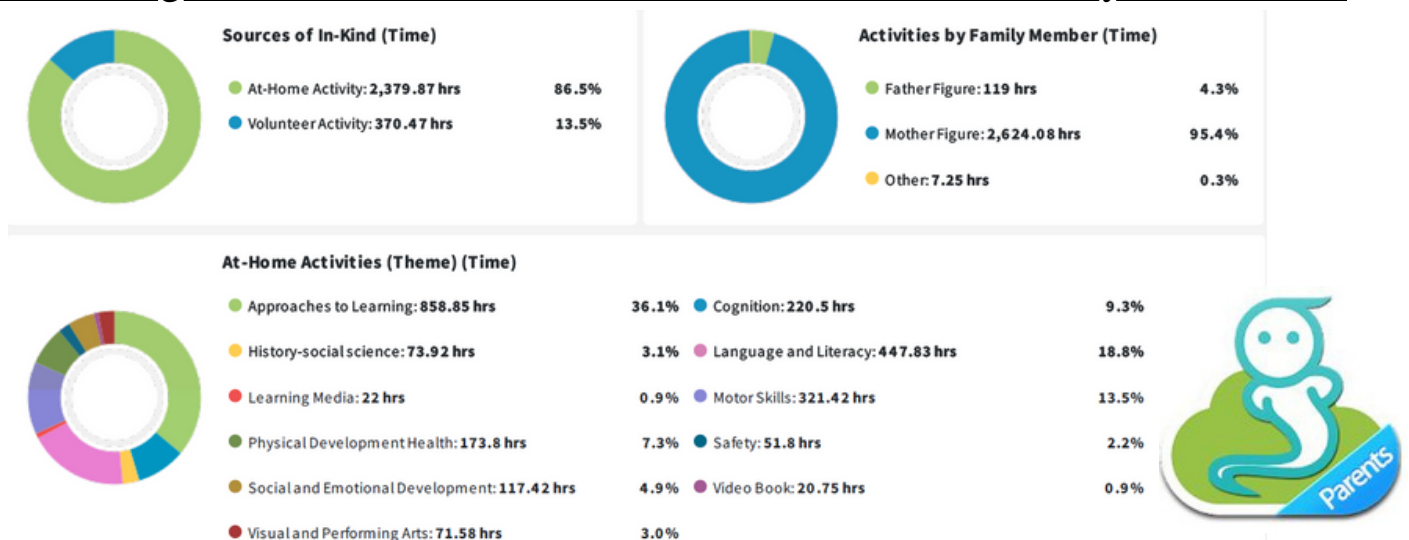
Expenditures in January are lower due to purchase orders being processed for the beginning of the grant year. This will result with February expenditures reflecting a higher amount.

## Palmdale School District Early Childhood Education NFM Goal

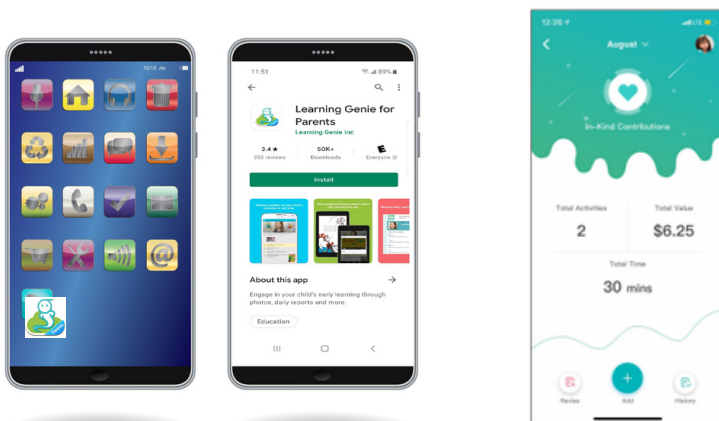


- We received \$2 million in NFM for the year 2021
- We came in at 58% of our 2021 goal.
- We received a NFM waiver for the uncollected portion of \$1.4 million.
- PSD ECE met the NFM obligation.
- Jan. NFM will be reported with the Feb. Cost Reports.

## Dec. 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.



# ADMINISTRATIVE REPORT

**CHRIS BURTON AND LISA FOWLER**

## **Direction and Support**

We continue to provide direction and support to the teaching staff to ensure our ECE program is offering an enriching, quality educational experience for our students in a comprehensive approach that aligns with our three Program Goals. Goal #1 providing strategic direction. Goal #2 promoting a safe and affirming environment, and Goal #3 engaging our families in authentic learning experiences.



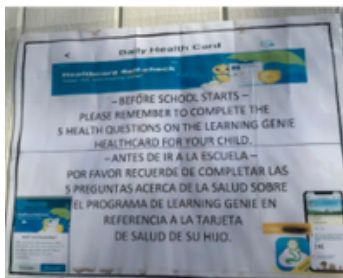
Whole Group Instruction



Meals Family Style



Interactive Focus Wall



Daily Health Card Reminder



Scanning Students In and Out Safely

## **Monthly Parent Committee Meetings**

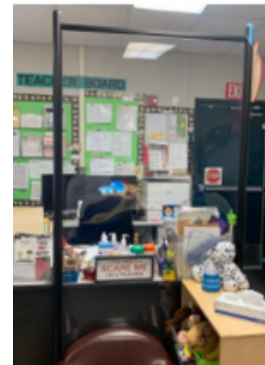
Parent involvement in the ECE program is crucial to their child's success so we continuously encourage parents to attend the Monthly Site Parent Meetings. Parents and staff come together and make decisions about activities for their children. Parents also have the opportunity to design and implement activities that will strengthen the skills of the parents as teachers and advocates. By attending the monthly meetings, parents can also hear new information about their child's classroom, education, and more. Prizes are raffled off to encourage and increase parent participation. (Goal 3)

# ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

## **PPE Materials and Safety Information Readily Available**

We continually provide sites with safety supplies to ensure a safe environment. We recently purchased dispensers to hold boxes of gloves, tissues, and pull-ups for both the child's restrooms and the classroom kitchen area. In addition, hand sanitizers, sanitizer wipes, surgical masks, and any other PPE are provided on a monthly basis to all classrooms and placed around the classroom for easy access to staff and students. Safety posters are displayed in the outside glass cabinets and inside the classrooms to ensure staff and families are abiding by the CDC guidelines. Lesson Plans and menus are also posted in the outdoor glass cabinets to keep families informed. Clear plexiglass shields are placed in the room for extra protection and to ensure social distancing. (Goal 2)



# ADMINISTRATIVE REPORT

**CHRIS BURTON AND LISA FOWLER**

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## **Our ECE Students in Action Outside the Classroom**

To increase the quality of outdoor play, the teaching teams provide outdoor activities to extend the learning experiences such as painting, sand, water table, games, science, nature, gardening, music, etc. Staff ensures the learning is taking place not only in the classroom, but during outdoor play as well. Outdoor activities are an extension of the curriculum of learning that is taking place inside the classrooms. (Goals 1 & 2)



## **Our ECE Students in Action Inside the Classroom**

With play, the students are learning social skills, sharing, creativity, imagination, language, dexterity, and how to interact and communicate with their peers. Play promotes a healthy development in all areas of growth. (Goal 1)

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# ADMINISTRATIVE REPORT

**CHRIS BURTON AND LISA FOWLER**

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## **OHS Focus Area 2 Review**

Our entire ECE program participated in the Office of Head Start Focus Area 2 (OHS FA2) Review with CCRC, our Grantee, the week of 1/31/2022 - 2/5/2022. The FA2 review is an opportunity to demonstrate the effectiveness and quality of our Early Childhood Education program and show how we are meeting the requirements of the Head Start Performance Standards and the Head Start Act.

The review consisted of discussions, interviews, observations, data tours, and providing evidence in the following areas: Program Management and Quality Improvement, Education and School Readiness, ERSEA, Health, Family and Community Engagement, and Fiscal infrastructure. Along with our Grantee, we were able to describe our strengths, challenges, how we are meeting family and student needs, and our strategies for continuous program improvement. (Goals 1, 2 & 3)

## **New Additions to our ECE family**

We have new additions to our ECE family staff; such as, a new Admin Clerk-Timekeeper, new front desk Receptionist, a Bilingual Admin Clerk, and a few new Teacher Assistants. We are continuously in the process of hiring new Teacher Assistants. (Goal 1)

## **Support**

With the support of our Mental Health/Disabilities Specialist, the two Education Coordinators, and the two Administrators we are always examining the best strategy to provide individualized support to the teachers with emotional support, instructional delivery, classroom management, individualization, engagement strategies, and/or incorporating a high rich learning environment. (Goals 1, 2, & 3)

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# DIRECTOR'S REPORT

**DR. MELANIE CULVER**

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## **COVID-19 Updates**

We continue to prioritize the health and safety of students and staff as we work to mitigate COVID-19 exposure in our program. We want to thank parents for working with us by completing the "Daily Health Cards" to inform our nurses of your child's health status. This has been a tremendous help in reducing opportunities for the spread of COVID-19. In January, thirty-nine cases were identified out 1255 students and staff - a positivity rate of .03%. We continue to receive updates from the Los Angeles Department of Public Health through the school district and will follow the guidance provided.

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## **PSD TK-8 Schools - New Start Times for the 2022-2023 School Year**

As a result of Senate Bill 328, middle and high schools are no longer allowed to start school before 8:00 a.m. beginning in the Fall of 2022. This has caused the district to make adjustments to school start times, while being mindful of bus schedules needed to transport many PSD students to school. Most TK-5 schools will start at 7:20 a.m. Our program is currently looking at making adjustments to our start times to reduce the amount of time between drop off and pick up for families with children in ECE and the elementary schools. More information to come.

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## **REMINDER:**

Full Day Class Early Dismissal  
2:00 p.m. on  
FRIDAYS ONLY

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# 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

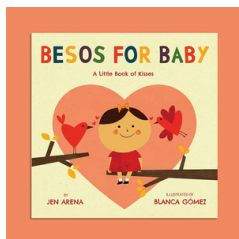
*Why Do Kids Need Books?* - The National Children's Book and Literacy Alliance (2022)

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.

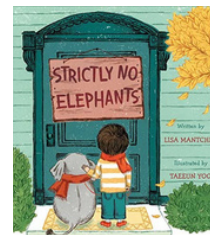
Children's Literacy Foundation. "Research." Clifonline.org. Children's Literacy Foundation, 2016.

## This Month's Books

### Early Head Start



### Head Start





**Black Infant Health** is hosting a virtual Black History Month Celebration on Friday, February 25th from 4:00-5:30 p.m. Click the link below to join the celebration! This is a family event, so gather the whole family.

[HTTPS://TINYURL.COM/BIH-BLACK-HISTORY-MONTH-EVENT](https://tinyurl.com/BIH-Black-History-Month-Event)

**black infant health**  
Empowering Pregnant and Mothering Black Women

Presents:

# WE ARE ROYALTY

Join us via Zoom  
**February 25, 2022**  
@ 4pm  
as we celebrate

**BLACK HISTORY MONTH**

Journey through our  
rich History  
with expressions of  
song, dance,  
spoken word  
and much more...

Featuring:  
Guest Speaker  
**Mr. Fluke Fluker**  
Co-Founder of Village Nation

[bih@uihidsa.org](mailto:bih@uihidsa.org) <https://tinyurl.com/BIH-Black-History-Month-Event>

BIH is funded by the California Department of Public Health's Maternal, Child, and Adolescent Health Program with support from local health jurisdictions administering the programs as well as other public and private agencies.

## FEB. heart health awareness

**SMALL CHANGES** in your daily routine can add up to **BIG BENEFITS** and help you live a healthier, more balanced life. . .

- ✓ Quit Smoking
- ✓ Change Your Diet
- ✓ Be Physically Active
- ✓ Maintain a Healthy Weight



Cares.



# 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](http://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 10<sup>th</sup> 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](http://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.



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## **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](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 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](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](https://www.hud.gov/program_offices/public_indian_housing/pha/contacts?cid=fd585d5730f813ab478b1153034908e1) **#InvestingWithFamilies**