



# **EARLY CHILDHOOD EDUCATION**

*"Preparation for College and Career Start Here"*

## **BOARD ADMINISTRATIVE REPORT DECEMBER 2021**



**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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# DECEMBER ENROLLMENTS & ATTENDANCE

## ENROLLMENT DATA

### Number of Slots

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

Slots: 1,151    Accepted: 938  
(Report 2001)

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

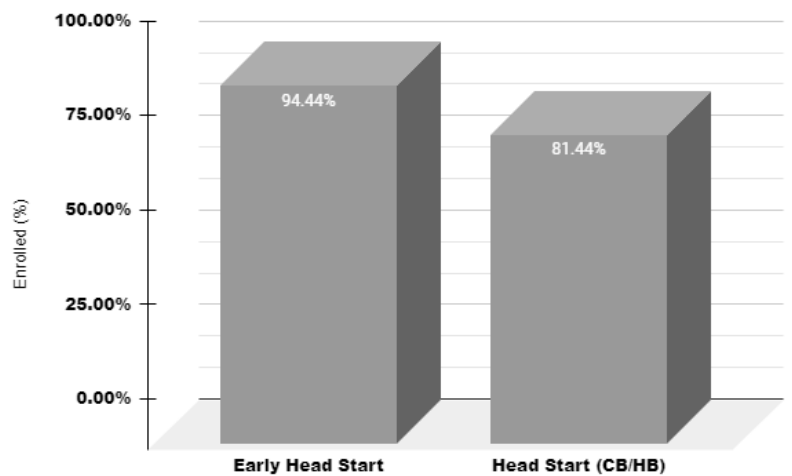
Slots: 72    Accepted: 58  
Head Start total Accepted: 996 (81.4%)  
(Report 2001)

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

Slots: 108    Accepted: 102 (94.4%)  
(Report 2001)

Total HS and EHS accepted:  
1,098 (82.5%)

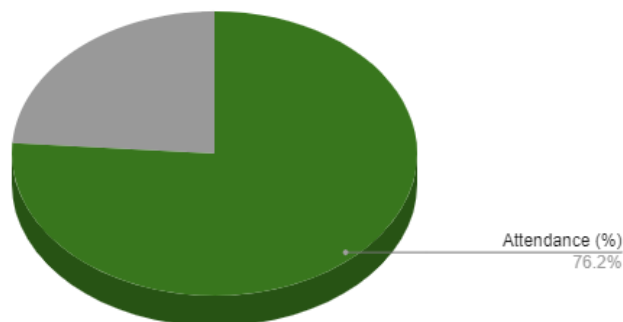
### December Enrollment



## IEP & IFSP DATA

### December Attendance

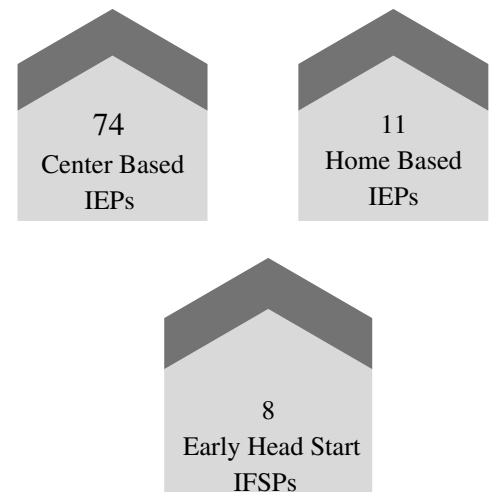
#### Head Start



Office of Head Start attendance requirement: 85%

PSD attendance: 76.2%

(Report 2301)



Total for December: 93

# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

## **DRDP**

The DRDP measures a **child's understanding, skills, and behaviors in a range of domains**, determining their developmental level along a developmental continuum. The Desired Results Developmental Profile (DRDP) assessment instrument is designed **for teachers to observe, document, and reflect on** the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs. The developmentally appropriate and aligned school readiness assessment can provide useful information to teachers and administrators in order to better address children's learning and developmental needs over time. It ultimately is a strategy to close the readiness gap and ensure all children thrive in their earliest years.

## **DRPD DATA from first round of DRDP**

### **Social Emotional**

School readiness goal-With assistance children will express and manage emotions to establish positive relationships with familiar adults and peers.

- 77% percent of children were building middle in Identity of self in relation to others
- 78% In symbolic and sociodramatic play
- 78% In relationships and interactions with peers

### **Language and Literacy Development**

- School Readiness Goals-Children will increase their ability to communicate through sounds, gestures and visual symbols using their home language as a foundation.
- Children scored in LLD in Building middle
- 77% Interest in writing
- 50% In communication and use of language (expressive)



# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

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## **Cognitive/STEM**

School Readiness Goals-Children will increase their own actions, experiences and interactions through their own curiosity, reasoning and understanding of their world.

Building middle:

- 78% Classification
- 61% In numbers and sense of quantity
- 72% in patterning
- 56% in cause and effect

## **CLASS**

Teachers are working on ensuring that the CLASS domains are being implemented in the classrooms along with the Creative Curriculum and DRDP outcomes to guide classroom planning and planning for Individualization. Teachers are preparing for Breakwater to come and observe the classrooms using the CLASS (Classroom Assessment Scoring System) tool.

Highlights:

- Ways to implement CLASS Domains in the classroom
  - Activities and strategies to reinforce Instructional Support
  - Reviewed the following CLASS Dimensions
  - Concept Development
  - Quality of Feedback
  - Language Modeling
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# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

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## **Creative Curriculum**

Creative Curriculum- Teachers have been keeping children engaged in the curriculum by ensuring that the classroom environment is set up in a way that helps children know what to expect, and understand what is expected of them. The classroom also functions as a community which sets the tone for social emotional development. Teachers relate to children in positive ways and help them do the same with one another. In addition, children are beginning to relate real world experiences with the classroom play opportunities. In the various areas. The classrooms are transformed to reflect the studies the class is exploring.

Parents As Teachers Curriculum (Home base programs)-The curriculum is very impactful during these times as it focuses on family culture and perspective. Parent educators know that our families do not live in isolation and work to connect parents with resources that benefit them and lessen barriers.

## **EHS and HS Homebase Programs**

Socialization experiences address the needs of both parents and children and build on experiences and goals that are addressed during the home visits. During the pandemic, teachers take great measures to ensure that the classroom environment is sanitized and kept clean and orderly. Snacks are still being provided in small packages. Teachers are still able to provide items for parents such as diapers, school supplies and books.



# EDUCATION REPORT

**DANIELLE WATSON AND ELIZABETH MORA**

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## **Dual Immersion**

Teachers are creating and extending the Creative Curriculum studies in their classrooms. This month We saw the Building Study and the Clothing Study in the classrooms. Teachers continue to use the Promethean Boards to support Dual Immersion in their classrooms by connecting with their 2nd language counterparts and children are able to interact with each other's class in real time. We are getting ready for our CLASS (Classroom Assessment Scoring System) observations from Breakwater coming in December and we will be visited by Peruvian educators who are interested in seeing the functioning of Dual Immersion Early Education classrooms. We will be highlighting the use of Promethean Boards and how we are able to support our young learners using Translanguaging.

Teachers have been experimenting with the use of the Promethean board and scheduling meaningful Dual Immersion interactive class meetings with their language counterparts.



# DISABILITIES & MENTAL HEALTH REPORT

AMY WILLEY

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## **Inclusion Webinars**

The Disabilities Specialist attended four Inclusion webinars in the month of December. These webinars were designed to support inclusive practices in the preschool setting. The four-part series about designing inclusive preschools included the following four topics: discover, data, design and deliver. (Goal 2)

## **IEP Meetings**

During the month of December, the Specialist attended 3 IEP meetings. These meetings ranged in function from an initial IEP to an annual review of IEP goals.

Disabilities also supported families and students by providing materials to support learning and developmental goals. These activities aligned with Creative Curriculum that is used in the classroom setting. Activities were provided to parents for the home environment. (Goal 1, Goal 2 and Goal 3).

## **Second Steps**

Social-emotional development is supported by Second Steps Curriculum. Due to the shortened month, there were two weeks of focus. The two weeks included Week 15 Naming Feelings and Week 16 Managing Disappointment. (Goal 1 and Goal 2)

## **Wellness Together**

Mental Health supported 3 families and teachers with support materials to assist with social-emotional development and mental health. To provide support to teachers, a monthly MDTM was held on December 10, 2022 to work cohesively as a team to support developmental needs in the classroom. (Goal 1, Goal 2 and Goal 3)

## **Mindful Monday**

Mindful Monday Newsletters are sent out once a month. The December Mindful Monday centered around winter. Support materials included winter songs, Jenny's Winter Walk (a yoga story), mindful well-being in winter article, mindful music, snowy sensations winter visualization (mindful activity), cooling out breath (mindful activity) and an article about storytelling strategies for teachers. These activities and information are designed to support staff, families and students. (Goal 1 and Goal 2)

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# HEALTH REPORT

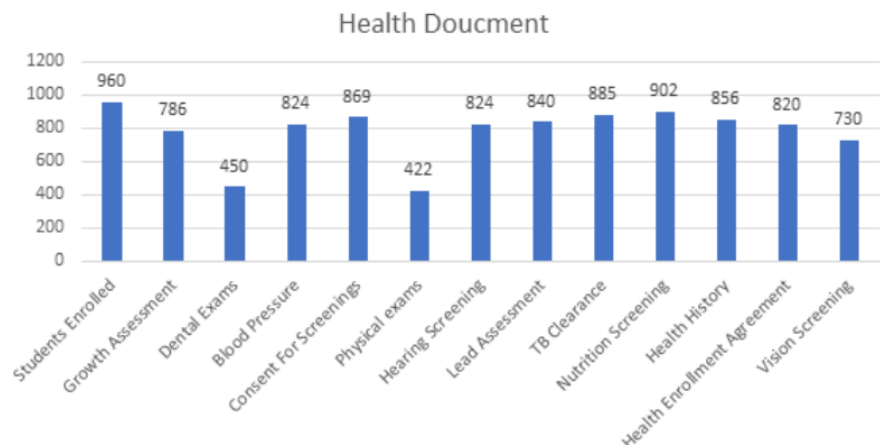
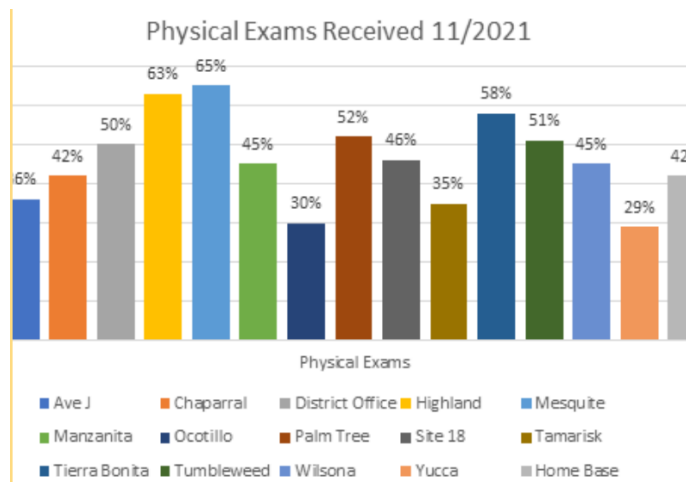
VICTORIA ERMILIO, MSN, RN, CSN

## Parent Resources

The Health Advisory Team has decided to focus on obtaining expired or missing physicals during the month of November and December by

- Placing posters on every classroom door
- Sending out an URGENT letter to parents
- Giving a deadline 1/1/22
- Sharing missing health documents

with teacher's and FSAs

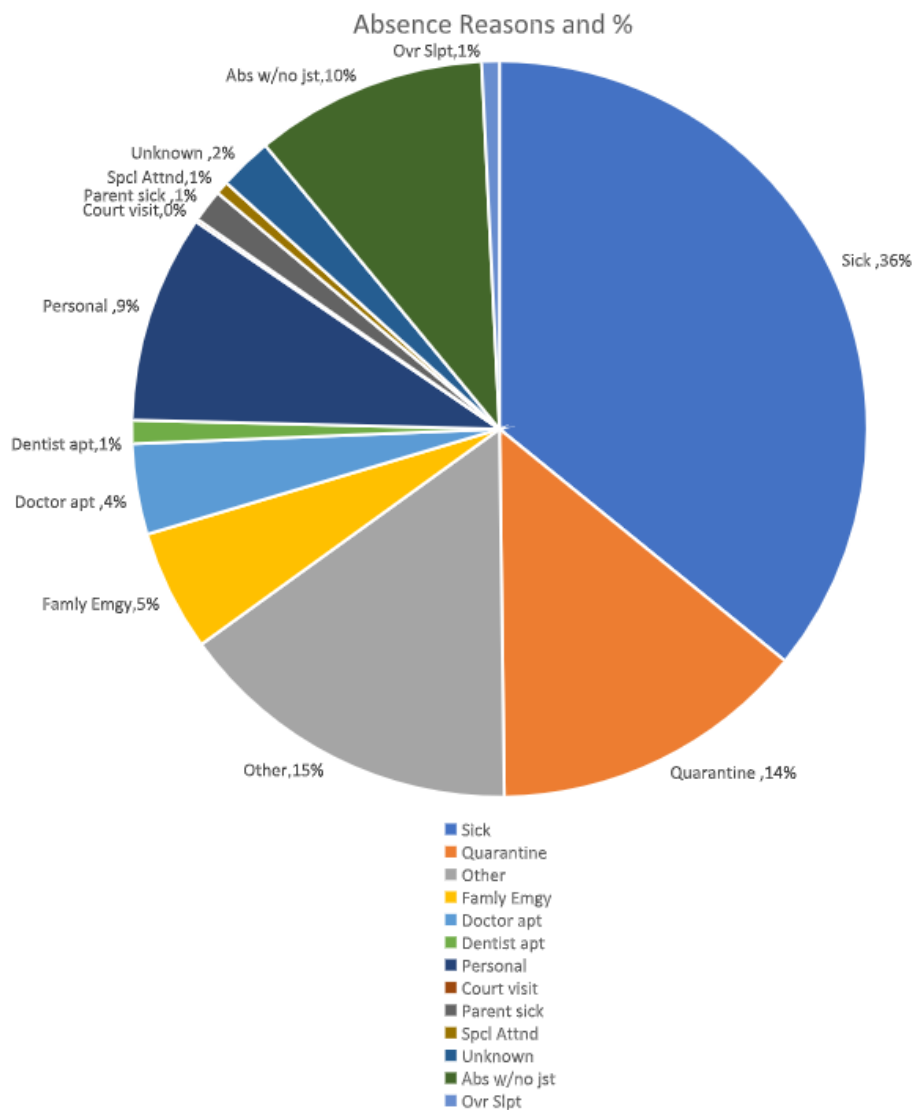


# ERSEA REPORT

**JOE VEGA-SMITH**

## Attendance

Out of 1000 enrolled children in the PSD/ECE program. PSD/ECE Program being at 82% enrolled. Breakdown with percentage % absence reasons for the month of December 2021.



# ERSEA REPORT

**JOE VEGA-SMITH**

## Average- Daily Attendance (ADA) from August 2021-December 2021

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

The ADA percentage for the month of December was 76.49%. Education packets were sent home and/or activities were set up on Learning Genie for children who were in quarantine, so children do not fall behind with School Readiness. (Goal 1 and Goal 2)

Month	November 2021	November 2021	December 2021	December 2021	Comparison for the two Months
Sites	85% above attendance	85% below attendance	85% above attendance	85% below attendance	Progressed has been made at some sites. ECE staff will continue to work with Families to increase attendance.
Chaparral		77.09%		79.39%	Increase of 2.3%
District Office	87.00%		87.22%		Increase of .22%
First Christian (Avenue J)		74.96%		74.35%	Decrease of .34%
Highland		79.61%		74.47%	Decrease of 5.14%
Manzanita		70.00%		75.24%	Increase of 5.24%
Mesquite		70.83%		82.50%	Increase of 11.67%
Ocotillo		78.45%		71.79%	Increase of 7.83%
Palm Tree		77.35%		75.54%	Decrease of 1.81%
Site 18		81.09%		78.74%	Decrease of 2.35%
Tamarisk		75.54%		66.02%	Decrease of 9.52%
Tierra Bonita		82.67%		73.25%	Decrease of 9.42%
Tumbleweed		79.14%		77.84%	Decrease of 1.3%
Wilsona	87.45%			75.06%	Decrease of 12.39%
Yucca		78.24%		79.61%	Increase of 1.37 %

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

# ERSEA REPORT

**JOE VEGA-SMITH**

## Enrollment

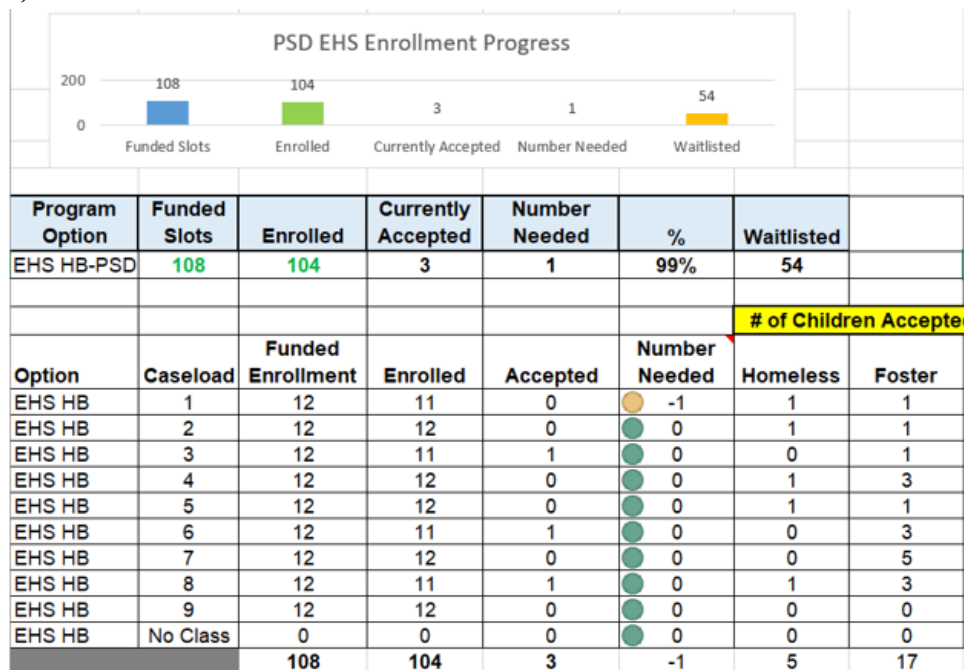
Eligibility and Enrollment continue through the month of December. Enrollments are carefully monitored due to challenges with staffing.

## Family Services Advocates (FSA) Updates

The FSA's have been supporting classrooms for the month of December. The FSA's recruited, worked on eligibilities, and enrollments for the month of December.

## EHS enrollment for the Month of December 2021

December EHS enrollment at 99%. There were three drops in the EHS programs. EHS families moved out from the EHS zip code area. FSA's are working with the EHS families who are in the process of transitioning. (Goal 1,2 and 3)





# ERSEA REPORT

**JOE VEGA-SMITH**

## Head Start Enrollments for the Month of December 2021

December HS enrollment at 82%. FSA are enrolling new children and replacing children within 30 days.

Program Option	Funded Slots	Currently Accepted	Enrolled	Number Needed	%	Waitlisted	
HS-PSD	1223	4	1000	219	82%	100	
							# of Children Enrolled/A
Option	Site	Funded Enrollment	Enrolled	Accepted	Number Needed	Homeless	Foster
HS	Chaparral	100	100	0	0	3	13
HS	District Office	15	15	0	0	0	3
HS	First Christian	68	52	0	16	0	8
HS	Highland	20	20	0	0	0	2
HS	HB Lancaster	24	19	0	5	0	1
HS	HB Littlerock	12	10	0	2	0	0
HS	HB Palmdale	36	30	0	6	2	1
HS	Manzanita	40	37	0	3	0	6
HS	Mesquite	40	39	0	1	1	2
HS	Ocotillo	88	82	0	6	1	12
HS	Palm Tree	80	71	0	9	0	4
HS	Site 18	220	140	2	78	5	17
HS	Tamarisk	80	76	0	4	0	2
HS	Tierra Bonita	20	19	1	0	1	3
HS	Tumbleweed	200	173	0	27	1	7
HS	Wilsonia	60	39	0	21	0	0
HS	Yucca	120	78	1	41	2	6
		1223	1000	4	219	16	87

Note: Using CP 2002 for Accepted, Foster, and Homeless numbers. Using 2025 for Waitlist.

## Training and Conference

- Attendance Training
- Selection Criteria
- ERSEA work group with CCRC
- One to one with FSA's monitoring of CP
- CLASS training
- Q1 ERSEA Data Tour with CCRC

# FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

**PAULINA PANDURO**

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## **Program Governance**

The Executive Committee met on December 15, 2021 over Zoom to review the Policy Committee (PC) agenda and make recommendations for the Policy Committee. The PC meeting was on held on December 15, 2021 over Zoom. Twelve members were present for the meeting. The Committee approved the following recommendations for the program:

- Approved EHS BAR 03-2021
- Approved HS BAR 02-2021
- Approved District Receptionist D. Sealie
- Approved Administrative Clerk II: A. Aguirre
- Approved Bilingual Administrative Clerk II: Velia Navarro Trejo

(Goal #3)

## **Family Engagement**

The Family Service Advocates (FSA) continue to support the families by following up on the family partnership agreements that are created at the beginning of their enrollment to the program. Through regular follow-ups FSAs individualize the resources provided to each family. Goal categories help the program see what are the needs and interests of the program. This is done by providing workshops, sending out resources and connecting families to outside agencies. (Goal #3)

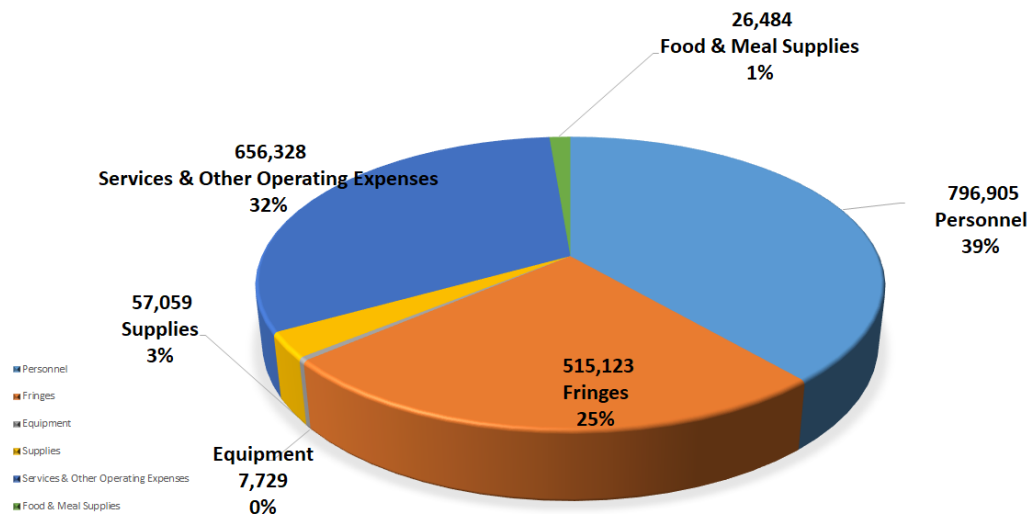


# FISCAL REPORT

LISA KINCAID

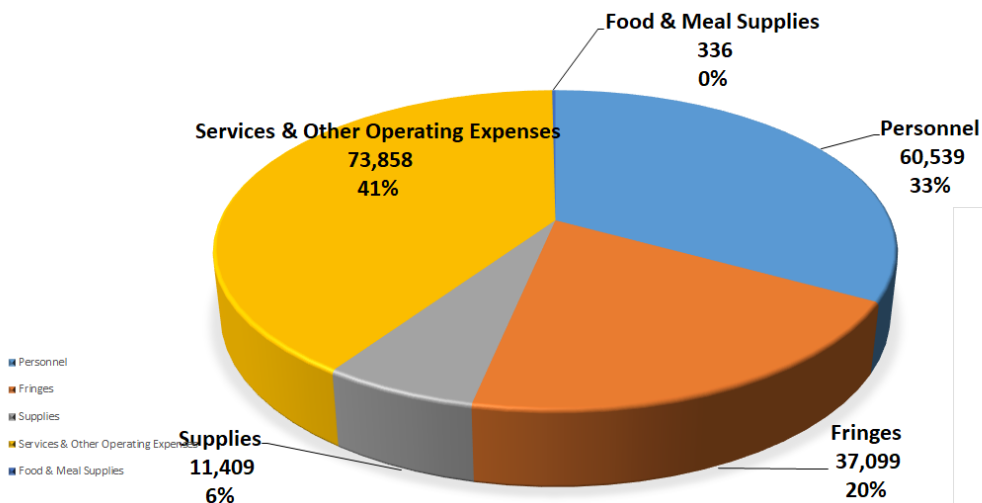
## Expenditures for Head Start & Early Head Start Programs

DEC 2021 HEAD START EXPENDITURES

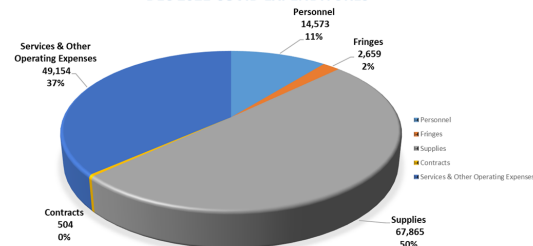


Palmdale School District continues to offer breakfast and lunch through the Seamless Summer Option in lieu of the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks, and paper supplies are reflected in the food meal supplies. Snacks are be claimed under the CACFP program.

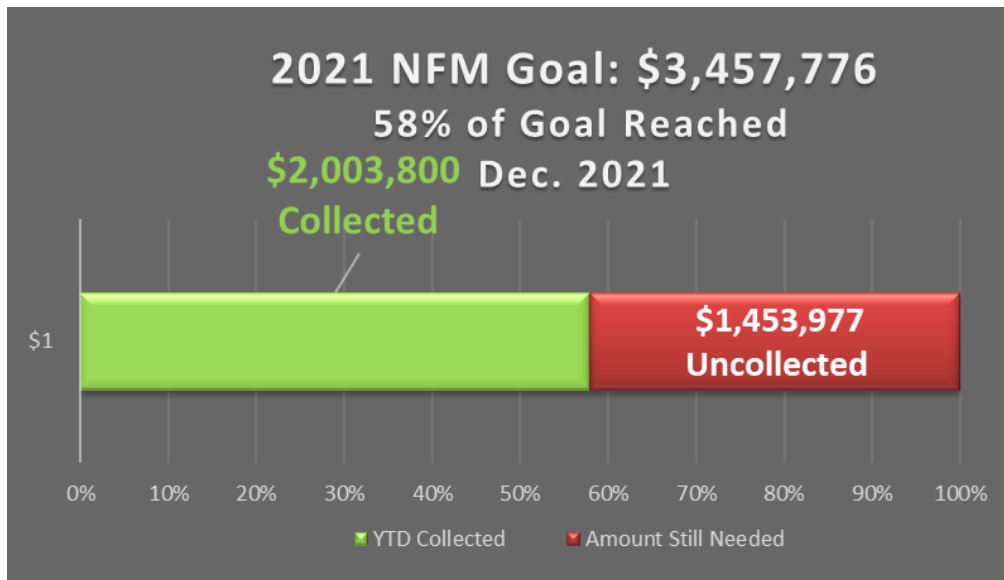
DEC 2021 EARLY HEAD START EXPENDITURES



DEC 2021 COVID EXPENDITURES

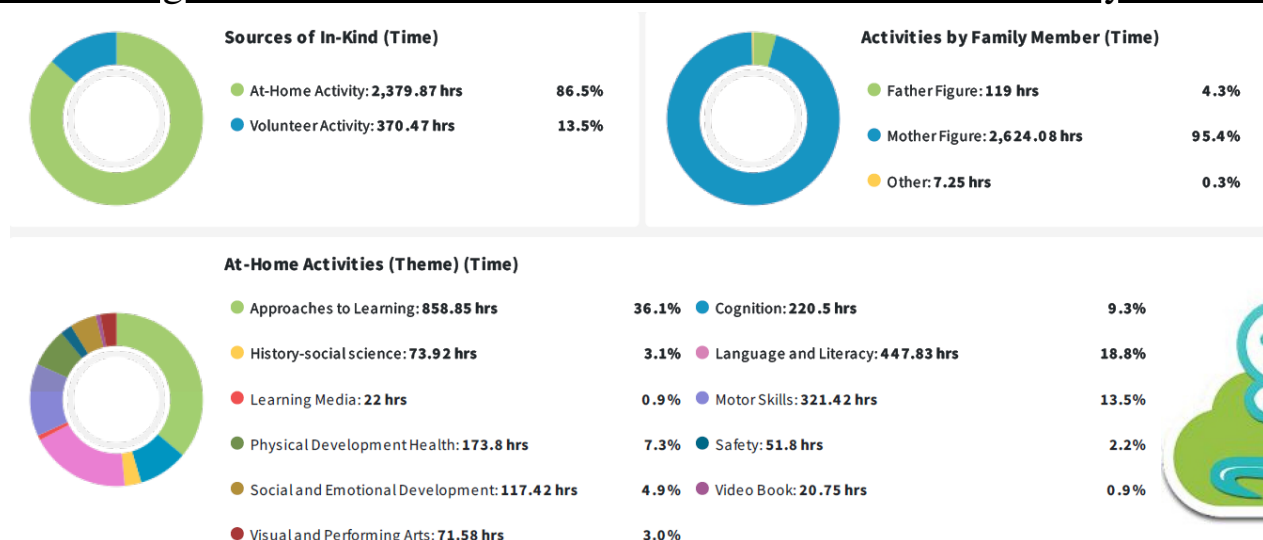


## Palmdale School District Early Childhood Education NFM Goal

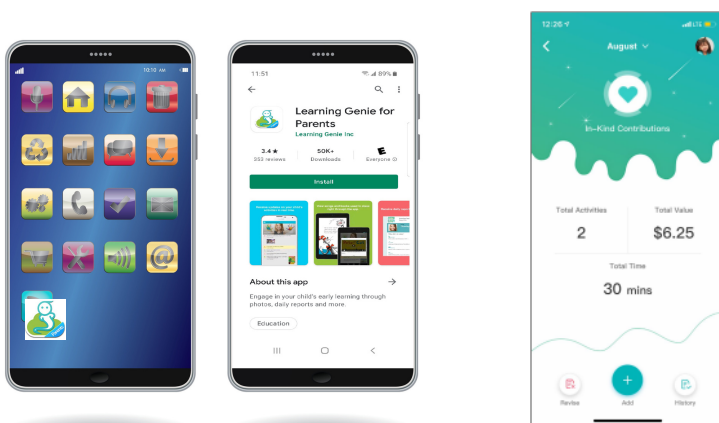


- We received \$2 million in NFM for the year 2021
- We came in at 58% of our 2021 goal.
- We received a NFM waiver for the uncollected portion of \$1.4 million.
- PSD ECE met the NFM obligation.

## 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**

## **Incident Reports**

Admins continue to monitor the Incident Reports submitted from the sites to ensure the environment is safe and free from potential hazards. We monitor the frequency and types of incidents. Currently from August - December, there were 33 incidents reported from outdoor play and 51 reported from inside the classrooms. Admins will continue to analyze the incidents and provide support to teachers on strategies to minimize injuries. (Goal 2)

## **Safe Environments**

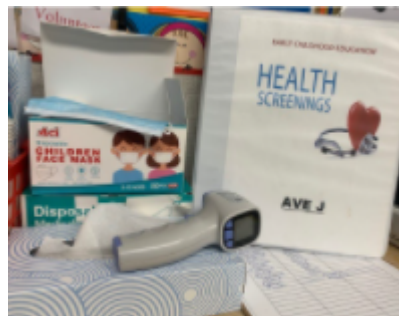
Admins continue to monitor the sites for potential hazards with quarterly Safety Walks and frequent conversations with the custodial and teaching staff on being aware of potential dangers. (Goal 2)

## **Lesson Plans**

We continue to monitor Lesson Plans weekly to ensure fidelity to Creative Curriculum and individualization is being implemented and documented. (Goal 1)

## **COVID-19 Screening and Protocols**

All students and any visitors are screened before entering the classroom. Temperatures are checked with Infra-Red thermometers and masks are worn, at all times, by the staff and students. (Goal 2)



# ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

## COVID-19 Visitors/Volunteers Screening Process

Do you have any of the following new or worsening symptoms or signs?

### Symptoms of CORONAVIRUS (COVID-19)



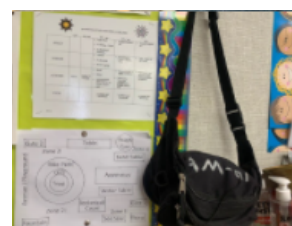
### Visitors/Volunteers on Campus

- Access to campus via designated ingress/egress.
- Limit nonessential visitors/volunteers to classrooms (to less than 15 minutes).
- Complete Self- Assessment survey (if you answered yes to any of the survey questions, you may not enter the classroom).
- Have temperature taken (if temperature over 100.4 or is symptomatic, deny any access).
- Provide proof of vaccination or weekly negative test results (home test results are not permitted).
- Sign in to the Visitor Log/binder.
- Wear a mask at all times and reasonably social distance.
- Visit in the assigned classroom or area only.



### Classroom Instruction

As we visit classrooms to ensure compliance and quality teaching, we check to ensure requirements are being implemented such as toothbrushing, individualizing, daily health checks, emergency drills, proper diapering procedures, and Care and Supervision (Goal 1, 2 & 3).



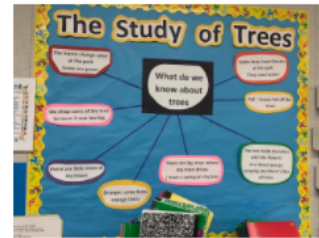
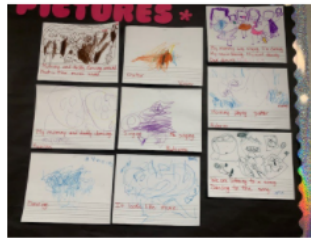


# ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

## Implementation of the Curriculum and Appropriate Instructional Delivery

Tree Study from the Creative Curriculum. (Goal 1)



## Student Engagement

We encourage our teaching staff to incorporate interactive activities that promote student engagement in a positive learning environment. (Goal 1)



# DIRECTOR'S REPORT

**DR. MELANIE CULVER**

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## **COVID-19 Vaccination Requirement for Staff**

Palmdale School District's Human Resources department is currently meeting with all unvaccinated staff members requesting a medical or religious exemption for the Office of Head Start vaccination requirement. As exemptions are granted, the Human Resources department provides updates to the Early Childhood Education department. Weekly testing compliance is monitored through the ECE department. Since the vaccine mandate went into effect, twelve additional staff members have become vaccinated. As a program, more than 86% of our staff is fully vaccinated.

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## **COVID-19 Vaccination Requirement for Volunteers**

We will provide parent volunteers with additional information on the new Office of Head Start Vaccination Mandate in January 2022. Since we are currently experiencing a surge of COVID-19 cases in Los Angeles County, we will not be opening classrooms to in class volunteers. Please continue to work with your child's teacher on ways you can support the class (i.e. read a book to the class virtually).

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**REMINDER:**

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

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## **Head Start Focus Area 2 Review -Week of January 31, 2022**

Our Office of Head Start Focus Area 2 review will take place during the week of January 31st. Three teachers will have classroom observations and the review team will conduct a virtual data review with leadership team members. The review is divided into six categories aligned to our service areas:

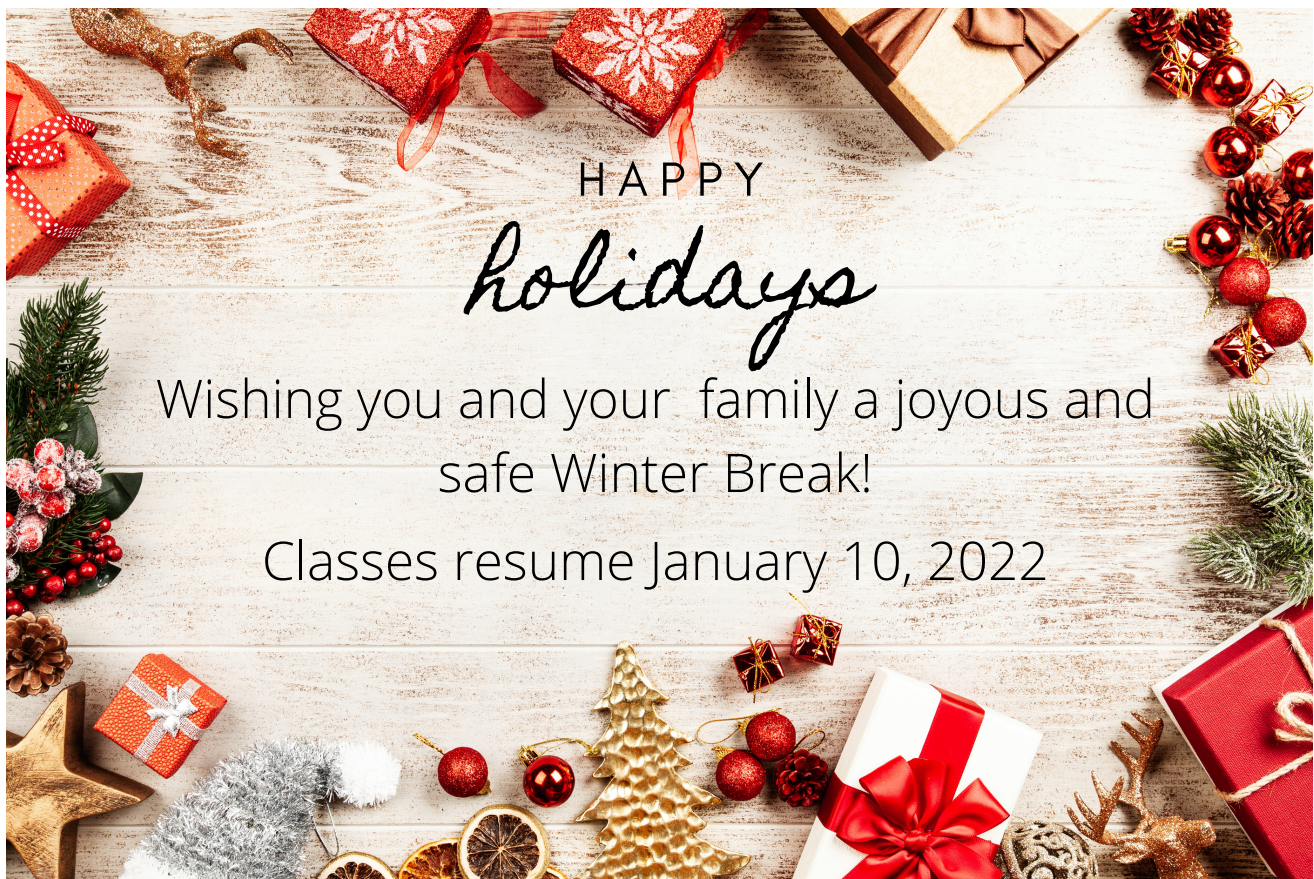
- Program Design, Management, and Quality Improvement
- Education and Child Development Services
- Health Program Services
- Family and Community Engagement Services
- Fiscal Infrastructure
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

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

Listen to KUTY 1470 AM 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  
\$14.00 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**