



EARLY CHILDHOOD EDUCATION

"Preparation for College and Career Start Here"

BOARD ADMINISTRATIVE REPORT

NOVEMBER 2021



WWW.PALMDALESCHOOLDISTRICT.ORG

(667) 273.4710 | (661) 273.5139 FAX

EARLY CHILDHOOD EDUCATION PROGRAM GOALS

GOAL #1

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

GOAL #2

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

GOAL #3

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



The Palmdale Promise

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

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

NOVEMBER ENROLLMENTS & ATTENDANCE

ENROLLMENT DATA

Number of Slots

Head Start Center-based:

Slots; 1,151 Accepted: 916
(Report 2001)

Head Start Home-based:

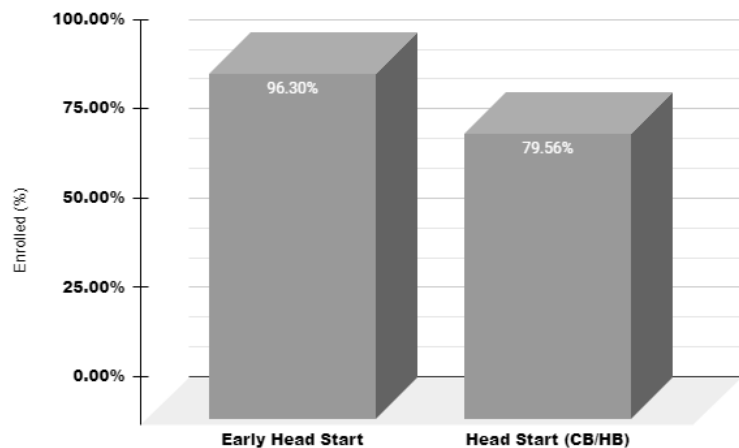
Slots: 72 Accepted: 57
Head Start total Accepted: 973 (79.6%)
(Report 2001)

Early Head Start:

Slots: 108 Accepted: 104 (96.3%)
(Report 2001)

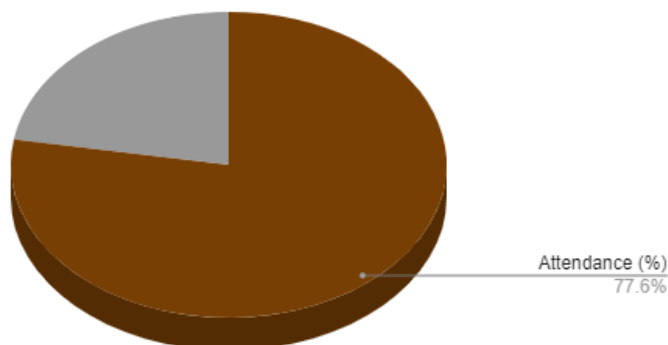
Total HS and EHS accepted:
1,077 (80.9%)

November Enrollment



November Attendance

Head Start

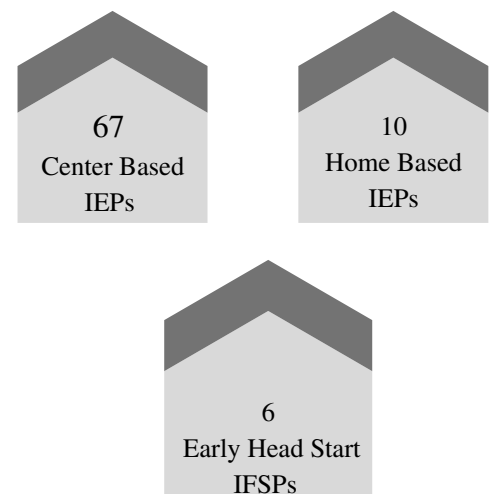


Office of Head Start attendance requirement: 85%

PSD attendance: 77.6%

(Report 2301)

IEP & IFSP DATA



Total for November: 83

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

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
-

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

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

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

Classroom Support

In the month of October there were 16 Mental Health supports provided to students, teachers and families. This included MDTM meetings to support the developmental needs of the child, teacher consultations to support developmental needs, mental health referrals to Wellness Together, information on Positive Parenting classes and support materials for the home environment. (Goal 1 and Goal 3)

Student Support

The Disabilities Department continues to support the developmental needs of students. In the month of October, the specialist attended 15 IEP meetings. Some of these meetings were for children in the initial stage of the process and some of the IEP meetings were to discuss a child's developmental progress through an annual IEP. Disabilities Department supported 96 students with developmental concerns. Teachers support these concerns in the classroom by individualizing for the child's specific needs. (Goal 1, Goal 2 and Goal 3)

Wellness Together

Wellness Together presented a training for staff on Friday October 1, 2021. This training was an extension of the first training that was presented to teachers and teachers assistance in August before the school year began. The topic was using positive reinforcement in the classroom setting to support a child's social-emotional development. Teachers were provided with strategies to use in the classroom. When developing the training, Wellness Together worked collaboratively with staff that had Head Start experience. This helped to align the training with the needs of teachers and to support Head Start performance standards. (Goal 1, Goal 2 and Goal 3)

DISABILITIES & MENTAL HEALTH REPORT

AMY WILLEY

Second Steps Curriculum

The social-emotional curriculum, Second Steps Curriculum supported the following areas of study; Week 12 Caring and Helping, Week 13 We Feel Feelings in our Bodies and Week 14 Strong Feelings. Teachers were sent support materials to guide them through the daily lessons. Each week includes a puppet show, stories and learning activities to practice the skills. (Goal 1 and Goal 2)

Wellness Together

On Nov 3, 2021 Palmdale Early Childhood Education teamed up with Wellness Together to support the needs of students and teachers. There were 8 teachers that had the opportunity to talk to a mental health consultant to support social-emotional needs in the classroom. Teachers had the opportunity to learn new techniques to support social-emotional development and to ask specific questions to expand their knowledge on how to best support the needs of students in the classroom. (Goal 1 and Goal 2)

Social-Emotional Curriculum

During the month of November, specialist attended 6 IEP's. These meetings supported children who were having an annual IEP or children that were receiving an initial IEP that started Special Education Services. Speech services continue in the classroom through a "push in" method. Students are not removed from the environment, but have services directly in the classroom. (Goal 1 and Goal 3) In November there were 8 families and teachers that were provided with developmentally appropriate materials to support in either the classroom or the home environment. In many cases, teachers and parents were provided with the same materials so that the school and the home environment work together to support development. (Goal 1, Goal 2 and Goal 3).

Mindful Monday

Mindful Monday for the month of November was centered around gratitude. Gratitude can play an important role in mindfulness. All staff were sent the Mindful Monday that discussed breathing techniques, mindful activities, the art of gratitude and information to help children thrive 0-5. (Goal 1 and Goal 2)

HEALTH REPORT

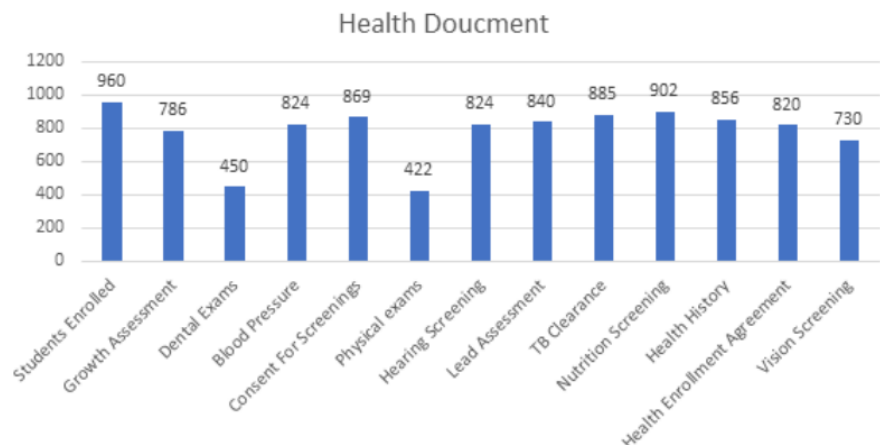
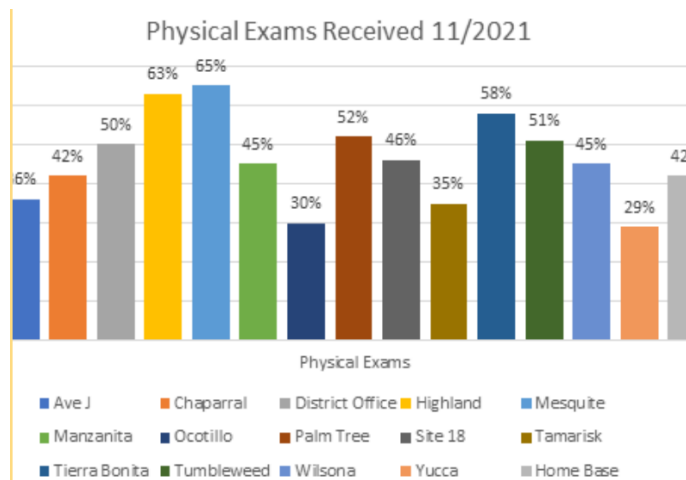
VICTORIA ERMILIO, MSN, RN, CSN

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

Here are some of the variables related to attendance challenges:

- Classrooms that were in quarantine
- Family members living under the same home in quarantine
- Parents that were in quarantine not able to bring children to school
- Parents not having their child participate in school due to being scared of COVID
- Child having some related COVID symptoms (new cough, diarrhea, fever, and/or vomiting)

The ADA percentage for the month of November was 78.24%. 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 3)

Month	October 2021	October 2021	November 2021	November 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		72.66%		77.09%	Increase of 5.24%
District Office		81.23%	87.00%		Increase of 5.77%
First Christian (Avenue J)		78.67%		74.96%	Decrease of 3.71%
Highland	87.04%			79.61%	Decrease of 7.43%
Manzanita		72.52%		70.00%	Decrease of 2.76%
Mesquite		72.76%		70.83%	Decrease of 1.93%
Ocotillo		70.62%		78.45%	Increase of 7.83%
Palm Tree		77.63%		77.35%	Decrease of 0.28%
Site 18		78.60%		81.09%	Increase of 2.49%
Tamarisk		79.29%		75.54%	Decrease of 3.75%
Tierra Bonita		69.97%		82.67%	Increase of 12.7%
Tumbleweed		80.43%		79.14%	Decrease of 1.29%
Wilsona		80.76%	87.45%		Increase of 6.69%
Yucca		75.76%		78.24%	Increase of 2.48%

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

ERSEA REPORT

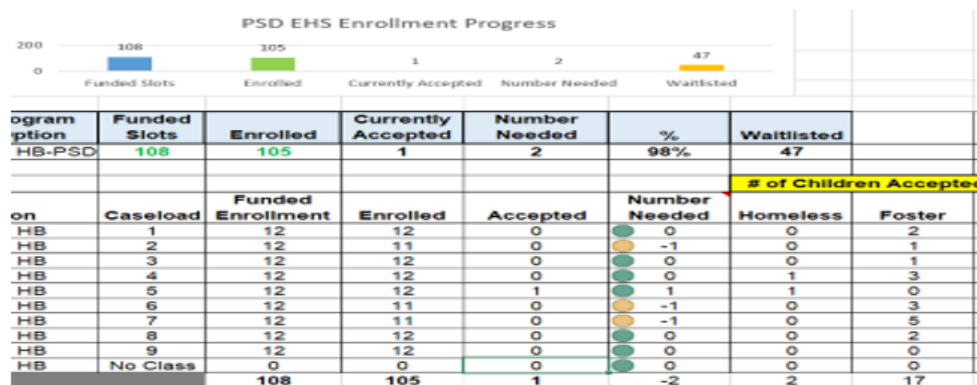
JOE VEGA-SMITH

Enrollment

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

Early Head Start Enrollment, November 2021

November EHS enrollment at 98%. 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)



Head Start Enrollment, November 2021

November HS enrollment at 81%. FSA are enrolling new children and replacing children within 30 days.

Program Option	Funded Slots	Currently Accepted	Enrolled	Number Needed	%	Waitlisted	
HS-PSD	1223	9	978	236	81%	100	
						# of Children Enrolled/	
Option	Site	Funded Enrollment	Enrolled	Accepted	Number Needed	Homeless	Foster
HS	Chaparral	100	94	0	6	3	14
HS	District Office	15	15	0	0	0	3
HS	First Christian	68	49	1	18	0	7
HS	Highland	20	19	0	1	0	2
HS	HB Lancaster	24	16	2	6	0	1
HS	HB Littlerock	12	11	0	1	0	0
HS	HB Palmdale	36	31	0	5	2	1
HS	Manzanita	40	35	1	4	0	6
HS	Mesquite	40	40	0	0	1	2
HS	Ocotillo	88	82	0	6	1	12
HS	Palm Tree	80	68	0	12	0	4
HS	Site 18	220	133	1	86	4	16
HS	Tamarisk	80	78	0	2	0	2
HS	Tierra Bonita	20	19	0	1	1	3
HS	Tumbleweed	200	172	2	26	1	6
HS	Wilsonia	60	37	0	23	0	0
HS	Yucca	120	79	2	39	1	6
		1223	978	9	236	14	85

JOE VEGA-SMITH

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

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
- Preparing for F2 OHS review
- Staff Development training
- Leadership meeting



FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

PAULINA PANDURO

Program Governance

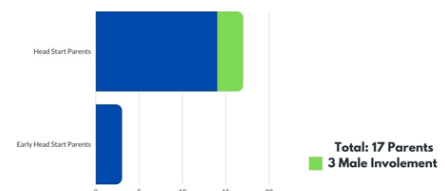
The Executive Committee met on November 15, 2021 over Zoom to review the Policy Committee (PC) agenda and make recommendations for the Policy Committee. The PC meeting was on held on November 17, 2021 over Zoom. Fifteen members were present for the meeting. The committee elected a new treasure and a representative for the African American Parent Advisory Council. The Committee approved the following recommendations for the program:

- Approved Picture Day Contract 2021/2022
- Approved ERSEA Selection Criteria 2022/2023
- Approved ECE Teachers new hires- G. Giron and W. Arenvar-Cornejo
- Approved ECE Substitute Teacher new hire- A. Freeman
- Approved ECE Teacher Assistant new hire- A. Valdez
- Approved Bilingual ECE Teacher Assistants new hires- N. Ruiz and R. Ariza

Family Engagement

In order to support the needs and interests of the parents of the program, PSD Early Childhood Education hosted 6 sessions of the researched-based parenting curriculum Triple P: The Power of Positive Parenting. Our community partner The Child and Family Guidance center conducted the sessions. Three were available in English and the other three in Spanish. Total of 14 Head Start parents participated and 3 Early Head Start Parents participated in the classes. Three fathers were present for the classes.

PARENT PARTICIPATION PARENTING CLASSES NOV 2021

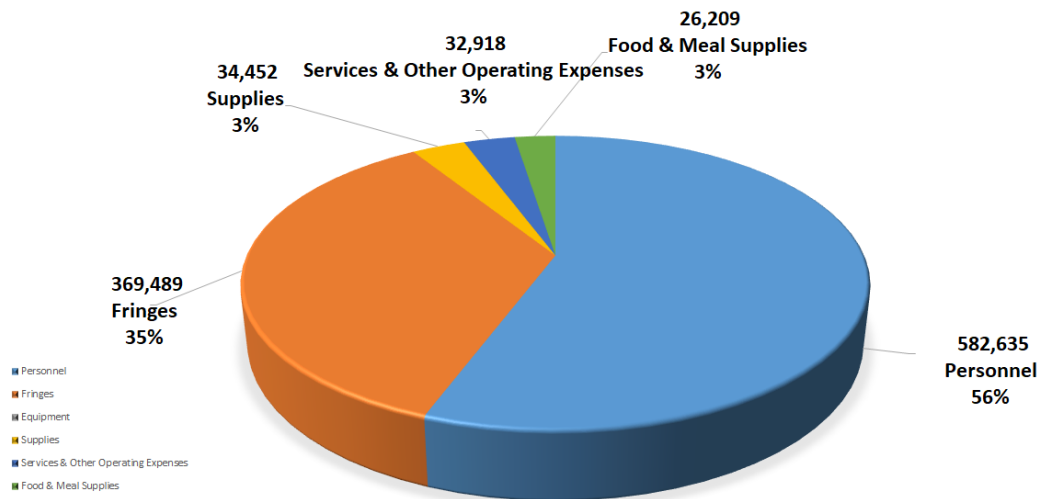


FISCAL REPORT

LISA KINCAID

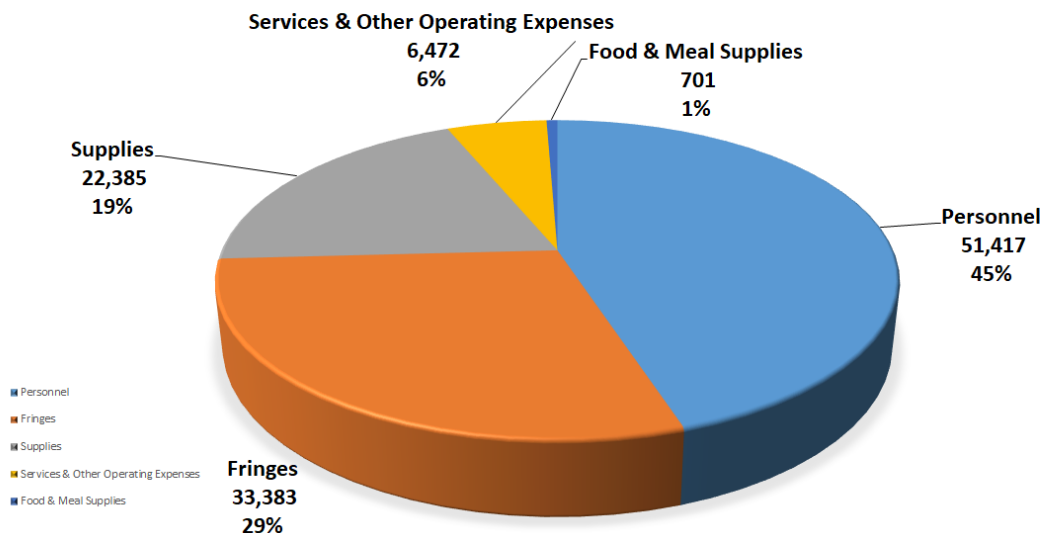
Expenditures for Head Start & Early Head Start Programs

NOV 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. Beginning November snacks will be claimed under the CACFP program

NOV 2021 EARLY HEAD START EXPENDITURES



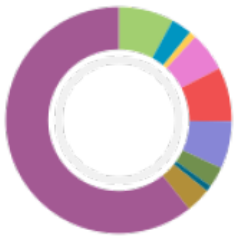
Palmdale School District Early Childhood Education NFM Goal



- Oct. we received \$151,043 in NFM
- We are at 52% of our goal as of Oct. 2021
- We increased by 4% towards our goal in the month of October.

Learning Genie Non-Federal Match Parent Volunteer & Activity Submissions

At-Home Activities (Domain) (Time)



Approaches to Learning: **291.67 hrs**

Cognition: **107.83 hrs**

2.9%

History-social science: **36.75 hrs**

1.0%

Language and Literacy: **205.58 hrs**

5.6%

Motor Skills: **283.75 hrs**

7.7%

Physical Development Health: **250.08 hrs**

6.8%

Safety: **107.75 hrs**

2.9%

Social and Emotional Development: **31.25 hrs**

0.8%

Visual and Performing Arts: **130.92 hrs**

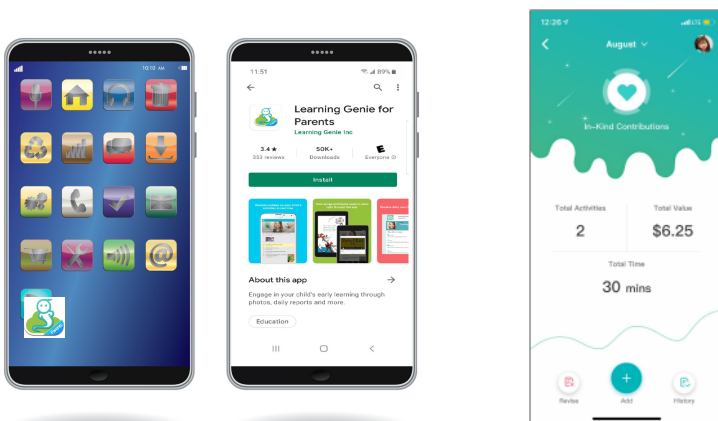
3.6%

Other: **2,232.82 hrs**

60.8%



Parents and Families Can Submit Tutorials for In-Kind right from their phone or iPad with the Learning Genie App.

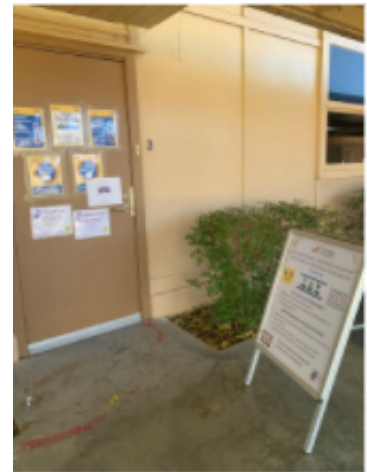


ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

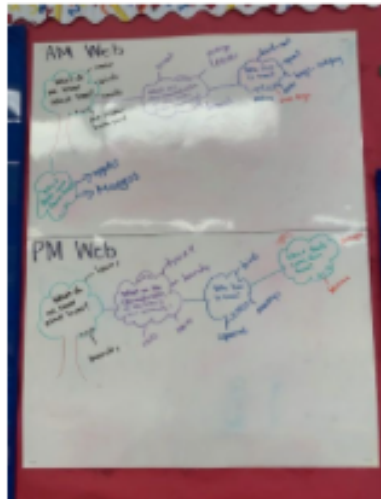
Health and Safety

The month of November we conducted Safety Walks with CCRC Monitors using a Health and Safety Tool. CCRC randomly selected 5 schools. Both indoor and outdoor areas were checked for potential hazards and compliance such as equipment, materials, health and hygiene practices, nutrition procedures, COVID-19 screening, cleaning and sanitizing procedures, and staffing and supervision. (Goal 2)



Fidelity to the Creative Curriculum

Our program is working diligently to build capacity with our Teacher Assistants and Family Service Advocates to implement the Creative Curriculum with fidelity (Goal 1).



ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

Continued Classroom Support

We continue to support the classrooms with coverage, providing supplies, suggestions to improve instructional delivery and classroom routine, and work with all Service Areas to provide support and improve quality services (Goal 1, 2 and 3).



Interviews

Nov. 8, 2021: Assistant Administrators attended Teacher Assistant interviews. Three candidates were recommended for hire for the open positions at MQ and TW.

Nov. 15, 2021: We conducted Teacher interviews. A candidate was recommended for the open teaching position at Tumbleweed.

ADMINISTRATIVE REPORT

CHRIS BURTON AND LISA FOWLER

Training

On 11/12/2021, many of our ECE Teacher Assistants were given the opportunity to attend a CPR/First Aid training, offered by the University of Antelope Valley, as this was a non-student day and non-work day for our ECE Teachers (Goal 2 and 3).

UNIVERSITY OF ANTELOPE VALLEY

PEDIATRIC CPR & FIRST AID COURSE

The Treatment set forth by the University of Antelope Valley is in accordance with the guidelines of the Journal of the American Medical Association, Standards and Guidelines for Basic Life Support. (CPR consists of adult, child, and infant CPR).

NOT VALID AFTER 2 YEARS



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Fall Community Health Advisory

On November 5, 2021, Victoria Ermilio, ECE Health & Safety Specialist, presented the Fall Community Health Advisory meeting to parents and community members. Assistant Administrators spoke on what ECE is doing to keep students and staff safe during the pandemic as well as the other services areas also presented valuable information on their area that pertains to how we are addressing Covid-19 (Goal 2 and 3).



Meetings Attended

Nov. 5, 2021 – Multi Disciplinary Team Meeting (MDTM) meeting

Nov. 16, 2021 – Focus Area 2 Prep (Health & Safety)

Nov. 17, 2021 – CCRC HR File Review

Nov. 29, 2021 – 1st DRDP/SR Outcomes with CCRC

Nov. 29, 2021 – Focus Area (FA) 2 Prep w/CCRC

DIRECTOR'S REPORT

DR. MELANIE CULVER

COVID-19 Vaccination Requirement for Staff and Volunteers

With the recent passing of the "Build Back Better Act," new legislation is now in place which affects our Early Childhood Education program.

As of November 30th, all Head Start staff members and volunteers are now required to be fully vaccinated or seek a medical or religious exemption through Human Resources. This mandate applies to staff working in the classroom as well as office spaces (as defined below). Those seeking an exemption will be required to complete weekly COVID testing. This requirement has now been added to the Head Start Performance Standards, which means we are required to comply to maintain our program funding. All staff must be fully vaccinated or have an exemption approved through HR by January 31st.

We will provide parent volunteers with additional information on our new procedure once classes re-open in January 2022.

REMINDER:

Full Day Class Early Dismissal
2:00 p.m. on FRIDAYS ONLY
begins on January 14, 2022

Upcoming Office of Head Start Focus Area 2 Review

We are currently preparing for our Office of Head Start Focus Area 2 review, which assesses our program operations, performance, and efforts towards continuous quality improvement through data tours and service area explorations. 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)

During the week long review, Office of Head Start reviewers will check files, visit classrooms, conduct data tours, meet with the leadership team to discuss processes, interview staff and parents, and complete a fiscal review. We will demonstrate how we use program data to make decisions and monitor how we are performing as a program.

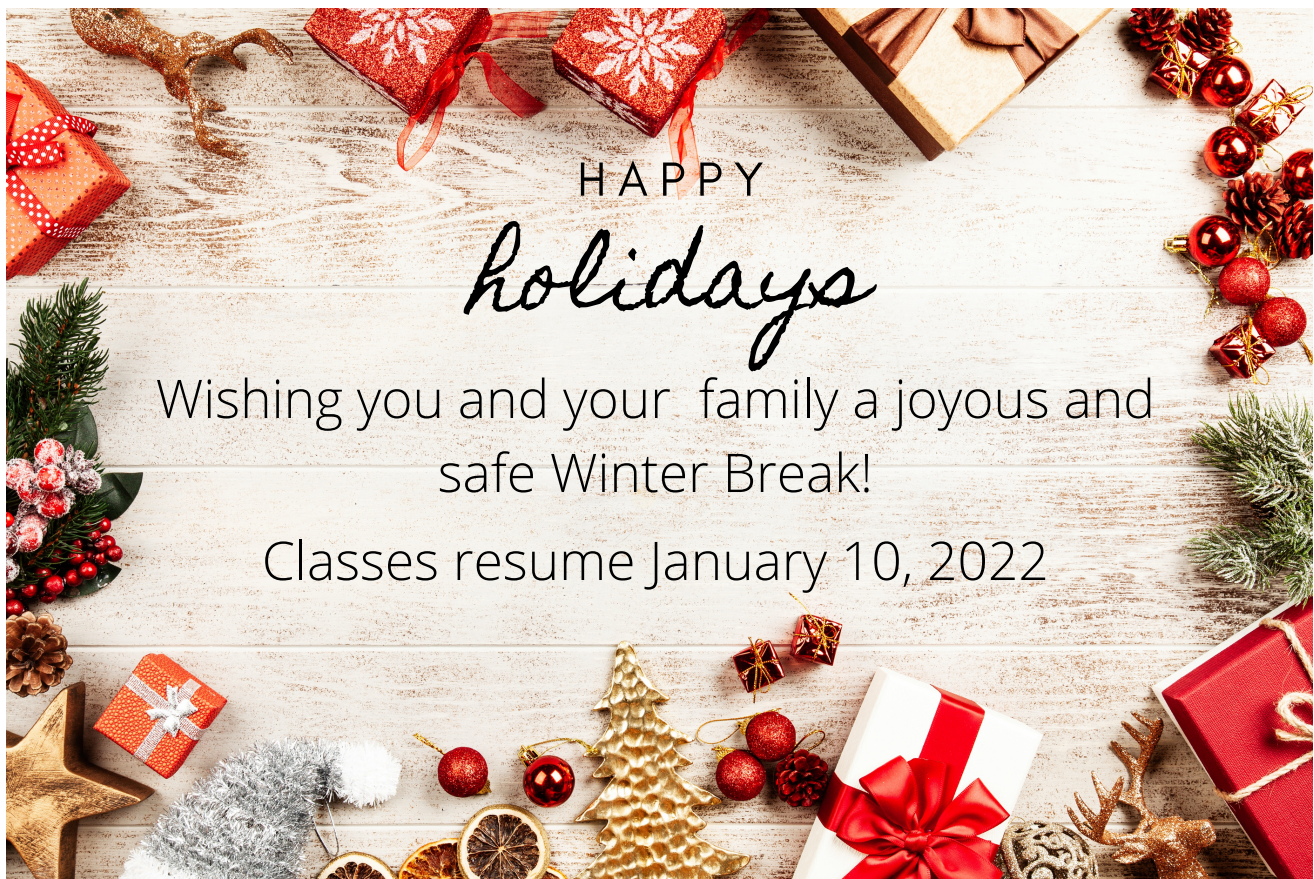
Another main focus of the review will be how we are responding and adapting to the COVID-19 pandemic to continue providing quality services to children and families.

We anticipate the review will take place towards the end of January 2022.

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.





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 [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**