



City of La Habra Child Development

PARENT HANDBOOK

California State Preschool (CSPP) &
General Child Care (CCTR) Programs

2025 - 2026

BOARD APPROVED: 8/13/25



This handbook was designed to help our families understand the requirements for participating in the La Habra Child Development State Preschool & General Child Care Center Based Programs.

We look forward to serving you!



***We are a non-profit organization funded by federal, state & local governments.**



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We Care

We Love

We Teach

Mission: The Purpose of the City of La Habra Child Development Programs is to provide a positive and nurturing experience in a safe, supportive, and active learning environment. The needs of the children are met about their level of development, their individuality, and the cultural diversity among them. Children are encouraged to make choices. They learn to solve problems and to be responsible.

PROGRAM DESIGN

**City of La Habra
Child Development
Programs** Office Open Monday-Friday 7:30 to 5:00
(562) 383-4270
215 N. Euclid
La Habra , CA 90631

Children Served: Infant, Toddler, Preschool & School Age

Days: Monday – Friday

Hours: 6:15 am- 6:00 pm & 9:00 am – 12:00 pm **Operational hours may vary by site*

Center Locations & Contact Information:

Main Office

(562) 383-4270
215 N. Euclid
La Habra , CA 90631

Claire Brown Center

(562) 383-4250
305 S. Euclid
La Habra , CA 90631

Child Development center (CDC)

(562) 383-4262
401 S. Euclid
La Habra , CA 90631

G.A.B

(562) 383-4270
500 N. Granada
La Habra , CA 90631

Whittier Preschool

(562) 697-1471
1440 W. Whittier
La Habra , CA 90631

Family Child Care Providers

(562) 383-4270
215 N. Euclid
La Habra , CA 90631

PROGRAM DESIGN

Open Door Policy: You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program.

Group Sizes: Adult-to-child ratios are planned for in advance and followed for each age group based on the Title 5 regulations.

Refrain from Religious Instruction: Our programs refrain from religious instruction & worship.

Equal Access/Non-Discrimination Statement: No person will be subjected to discrimination or illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Confidentiality: The use or disclosure of any information maintained in the primary data file concerning children and their families is limited to purposes directly connected with the program's administration.

* **NOTE:** No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request by the enrolling parents/guardians.



Preschool

1 adult for every 8 preschoolers

1 Teacher for every 24 preschoolers

School Age

1 adult for every 14 child

1 Teacher for every 24 children

Enrolling Parent (s)/Guardian (s): The Enrolling Parent is responsible for the child's day-to-day communications with childcare, including but not limited to consent forms, notification of absences, required signatures regarding attendance, emergency cards, and participation in program events.

Point of contact: The enrolling parent will be the first person to call regarding any communication from the program. Sensitive information will only be provided to the enrolling parent(s).

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Philosophy:

The City of La Habra understands the vital role of play in the learning process of young children. We also recognize that parents are their children's primary caregivers and educators.

Our goal is to empower children, promote their individuality, and foster strong partnerships with families. We aim to create an environment that supports young children in achieving physical, cognitive, social, language, and emotional development and prepares them for school.

Each family brings a history of life experience and cultural heritage that is respected and valued within our Centers. Partnerships between families and the Center are essential to the growth and development of each child.

Our goals and objectives are reflected within each of the quality program components.

Parent Involvement & Education:

Our goal is to create a welcoming environment for families and encourage them to engage as equal partners in their child's education.

Opportunities for participation include, but are not limited to:

1. Parent-teacher conferences are held twice a year. They allow parents to collaborate with teachers and establish goals for their children.
2. Two monthly Family Nights offer opportunities to learn about child development and discuss topics identified in the parent survey, along with parenting strategies. These meetings are a great time to network with program staff and other parents.
3. Quarterly Parent Advisory Committee meetings allow parents to provide input on the nature and operation of the program. Parent Education, participation, or assistance at family festivals and events.

Health & Social Services:

Our goal is for families to know where to access community health and social services to meet their unique family needs.

A Dual Language Learners Survey, Family Social Service Need Request & Referral form is completed at the time of enrollment and annually thereafter. This form helps to identify the needs of both the child and family so that the child may be successful in care and school.

*** Note: Parents volunteering in the center must have a recent tuberculosis clearance, immunization & background clearance on file.**

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Community Involvement:

Our goal is to encourage coordination between the community and our program through:

- Soliciting support from the community, including the solicitation of donated goods and services.
- Providing information to the community regarding available services.
- Facilitating relationships and collaborations with other community agencies.
- The program also invites guests from the community to present to our parents, learners, and staff.

Health & Social Services:

Our goal is for families to know where to access community health and social services to meet their unique family needs.

Program Assessments :

CSPP participates in the Orange County Department of Education's Quality Rating Improvement System (QRIS). A Referral, and ASQ Questionnaire form is completed during enrollment and annually after that. This form helps to identify the needs of both the child & family so that the child may be successful in care and school.

Based on the results, staff provide parents with referrals to other agencies in the community. In addition, staff follow up with parents to ensure their needs have been met. ASQs are completed through parent-teacher conferences, where intervention strategies are reviewed and shared with families.



PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Desired Results for Children and Families

Brought to you by California Department of Education, Child Development Division

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Teachers

Welcome

Research show that children who attend high quality programs are more successful in school; have lower drop out rates, and they are better readers. The California Department of Education (CDE), Child Development Division (CDD) has established the Desired Results System to improve program quality in early care and education programs across the state.

Administrators

Education Program:

Our objective is to ensure all children progress in physical, cognitive, language, and social-emotional development domains.

We aim to provide a program approach that addresses equity, developmentally, linguistically, and culturally appropriate diversity. A program that is inclusive of children with special needs.

We use a tool called the Desired Results Developmental Profile (DRDP) to assess the development of children

- Assessed within 60 days of enrollment & every 6 months
- Parent's input is a necessary component of this assessment
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children

Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials, and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Help children develop emotional security and facility in social relationships

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play, and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement, and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Staff Qualifications & Development:

Our goal is to implement a staff development program that equips each staff member with the information, necessary tools & strategies to carry out his or her assigned duties.

Our program supports the professional development of individuals working with children and families. All teachers hold the appropriate child development permit and attend ongoing training related to child development.

Continuous Improvement:

Our goal is to implement an effective annual program self-evaluation process to support continuous improvement.

The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey.
- Assessment of the program by staff and the Administrative Team using the Program Monitoring Instrument, Desired Results, Developmental Profile, and, CLASS Rating Scale tools (Preschool).

Based on the results, program staff develop and implement goals and action steps.



Environment:

Our goal is for each of our classrooms to provide a safe, healthy, and welcoming environment that supports the broad development needs of children.

An assessor completes the Classroom Assessment Scoring System® (CLASS) annually for Preschool and use the Family Child Care Environment Rating Scale® (FCCERS) for the school age program & The Thelma Harms Environment Rating Scale is completed on each Family Childcare Home (FCCH) annually by an assessor. The coach and provider collaboratively develop and take action steps for continuous quality improvement. Teachers then collaboratively develop and take action steps for continuous quality improvement.

Lesson Plans & Curriculum:

In addition, our environments are set up using our supplemental curriculum. Our programs utilize a supplemental curriculum with designated lesson plans and a Curriculum Roadmap to enhance the unique learning needs of each classroom environment.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Nutrition Services:

Our goal is to ensure that children have nutritious meals and snacks during their time in the program. Meals and snacks are free of charge, culturally and developmentally appropriate, and meet the nutritional requirements of the Federal Child and Adult Care Food Program.

Mealtime is a learning experience for our children. It's a time for talking about color, taste, texture, and the names of foods. It is an opportunity to practice manners by watching adults and socializing with other children.



If your child has any food allergies or can not eat certain foods for religious or personal reasons, please notify the Site Director & Teacher **IMMEDIATELY**. You will be provided with the documents required to obtain a food substitution. If a food substitution is deemed necessary, it will be provided free of charge by The City of La Habra Child Development.

Balanced nutritious meals include breakfast, lunch, and an afternoon snack. Monthly menus are posted on the bulletin board.

***Outside food items are only allowed in the classroom for allergy accommodations.**

GENERAL POLICIES

Code of Ethical Conduct:

All families must commit to demonstrating the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect for others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect



**SAFE SCHOOL
NOTICE**



**ALCOHOL, DRUG AND
WEAPON FREE ZONE.**



Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior that threatens the safety, welfare, or morals of others
- Under the influence of and/or possession of alcohol, marijuana, or drugs
- The possession of any weapon, look-alike weapon (toy), or any object which ejects, whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others.)
- Use of obscene and profane language.

GENERAL POLICIES

Suspected Child Abuse:

Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's Teacher or Enrollment Specialist.

There are resources available to help you, at no charge!

Photographs & Video Taping:

The program periodically takes photos and/or videos during special events, and to document a child's developmental progress. If for any reason, you have a concern regarding your child's picture/video being taken, please talk with your child's Teacher immediately.

Daily Schedule:

Classroom daily schedules may vary from classroom to classroom. The daily schedule is posted in each classroom.

Field Trips:

We offer field trips free of charge. Field trips have an educational purpose that are incorporated into the classroom activity plans prior to going on the trip as well as after the field trip occurs. Children are only allowed to participate in field trips with parent's written consent.

Emergencies:

Each center's emergency plan is posted in the classroom, and emergency drills are conducted monthly. In the event of a significant disaster or unusual emergency, the automated phone calling system will notify you of the most up-to-date information regarding the emergency situation.



GENERAL POLICIES

Clothing & Items from Home:

Your child will be very active during classroom activities and should wear comfortable and washable clothes. Closed-toed tennis shoes must be worn at all times. No Crocs are allowed.

Please send a change of clothes for your child in case of a spill or accident.

Please discuss your ideas for sharing home materials with your child's teacher beforehand. Toy guns and knives are not allowed in the center. Personal toys or belongings must be left at home and may not be brought to the program. On specific days, the teachers will provide guidelines for sharing.

The center is not responsible for any lost or damaged personal items.

Discipline & Guidance:

Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction is used with a big focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Staff work to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each other is key.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.

Child Behavior:

As a program, we have established the following expectations and guidelines in order to ensure the safety and protection of your child and others, as well as our staff.

1. Children are encouraged to participate in safe activities that protect their well-being.
2. It is the responsibility of each child, with the guidance of the teacher, to remain with the group. This includes staying in assigned areas and within the boundaries of the center.
3. Children are encouraged to express their feelings appropriately, which is neither harmful nor threatening to self or others.
4. **Biting** is very common among groups of preschool-age children for various reasons. Understanding why young children bite is the first step in preventing and teaching them alternatives to biting.

GENERAL POLICIES

Child Supervision:

Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Suspension or Expulsion:

Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors, the program will issue a Notice of Action that is effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

Parents must:

- Ensure the gate and door are closed and secured when entering and exiting.
- No Cell Phone policy when dropping off/picking up your child. This can be distracting. We ask that you give your child your undivided attention.
- Ensure your child is signed in and out daily with your full legal signature and exact time.
- Hold your child's hand in the road, sidewalk, and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately
- **DO NOT leave children unattended in a vehicle.**



NOTE: If a child is suspended or expelled, the parent has the right to file an appeal directly to the State Department no later than 14 calendar days after receipt of the Notice of Action. (For more information, see Grievance/ Complaint Procedures/Program Decision Complaints)

Process and Procedure: Supporting Children with Persistent/Serious Challenging Behavior

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. Beyond interfering with children's learning, these behaviors can be stressful for those working with the child.

This procedure was developed for the purpose of providing individualized, more intensive interventions to children who are exhibiting persistent and/or serious challenging behaviors.

PROCEDURE TO DOCUMENT | SUPPORT CHILDREN WITH PERSISTENT AND SERIOUS CHALLENGING BEHAVIORS

STEP 1: Gather Data, Establish Child Success Team & Engage with Parent/Guardian

- Complete Persistent | Serious Behavior Report
- Offer family an opportunity to observe the child in the child care setting.
- Complete screening using Ages & Stages Questionnaire-Social Emotional AND access Learn the Signs. Act Early. Materials/resources
- Establish Child Success Team (Example: Parent/Guardian, Teacher, Site Supervisor, Mental Health Consultant and/or IFSP/IEP Agency Representative)

STEP 2: Develop Behavior Plan

- In partnership with the parent/guardian, the Child Success Team will develop a plan of action or intervention to better support the child who is exhibiting persistent and/or serious challenging behaviors, and ensure the safe participation of all children in the program.
- Determine if there are appropriate community resources available. If applicable, contact/refer.
- Provide copy of Behavior Plan AND this Process | Procedure to parent/guardian

STEP 3: Behavior Plan Check-in

- Evaluate behavior plan to assess progress and if applicable identify new needs of the child who is exhibiting persistent and/or serious challenging behaviors.



NOTE: If removing child from a specific situation to calm down for a brief time is a strategy used by the program to return the child to full participation in program activities, then it must be documented in the child's behavior plan and teacher to child ratio requirements must be followed at all times

Process and Procedure: STEP 1



City of La Habra Child Development

Child Behavior Observation – Running Record

Date: _____ Head Count: _____ Classroom _____ Name of child _____ Observer _____

Date & Time: Routine /Activity	Observed Behavior: (Describe behavior)	What Happened Before (Antecedent): (What triggered the behavior?)	Possible Function (Why?)	Adult Response/Strategy (How did you respond?)	Child's Response	Follow-up Comments: (What are your next steps?)	Check-in Comments:
2/22/22 @ 2:30 Snack Time	Threw crackers and yelled	Asked to stop playing with others	Escape from peer interaction	Redirected to a calm space; modeled "help me" words	Child calmed	Pre-teach snack time expectation	

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

This report helps the Child Success Team better understand what action or intervention is needed to support a child who is exhibiting persistent and/or serious challenging behaviors.

Process and Procedure: STEP 2



City of La Habra Child Development
Behavior Action Plan

Child's Name: _____ Date: _____ Teacher: _____

Student Strengths	Student Challenges	Replacement Behaviors (In Program)	Replacement Behaviors (At Home)	Strategies/ Resources provided

Plan of Action:

TIME FRAME= Daily drop-off/pick-up updates, Weekly Conference (DRDP) Monthly Conference (DRDP) Other: _____

Comments: _____

Signatures:

Parent/Guardian: _____
(Print Name & Signature)

Teacher: _____
(Print Name & Signature)

Site Director: _____
(Print Name & Signature)

Other: _____
Title: (Print Name & Signature)

In partnership with the parent/guardian, the Child Success Team will develop a plan of action or intervention to better support the child who is exhibiting persistent and/or serious challenging behaviors. In addition, determine if there are appropriate community resources available AND if child has an IFSP or IEP, with written parental consent, contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.

Process and Procedure: STEP 3

In partnership with the parent/guardian, the Child Success Team will evaluate the current behavior plan to access progress and if applicable identify new needs of the child who is exhibiting persistent and/or serious challenging behaviors.



La Habra Child Development
Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

Analysis : This form describes your child's developmental progress in achieving four broad desired results for all children:

- ❖ Children are personally and socially competent
- ❖ Children are effective learners
- ❖ Children show physical and motor competence
- ❖ Children are safe and healthy

Your child's strengths include...

Areas your child is currently working on include...

Action/Support Plan: We (teachers, caregivers, families) can update strategies to help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

Process/Procedure: Child Suspension

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior. Note that moving a child to an isolated or separate room is considered "removing the child from the program."

NOTE: *State Preschool Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment; however, the child must return to the classroom as soon as they have calmed down and may not be removed for longer than 30 minutes.*

Except in extraordinary circumstances, a contractor shall NOT suspend a child due to a child's behavior OR encourage, persuade, or require a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.

Suspension must only be used as a last resort in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated without removal of the child. To the greatest extent possible, a program must endeavor to ensure the full participation of enrolled children in all program activities.

PROCEDURE TO DOCUMENT | SUPPORT SUSPENDED CHILD

STEP 1: Complete the Supporting Children with Persistent | Serious Challenging Behaviors Procedure that includes:

- Gather Data, Establish Child Success Team & Engage with Parent/Guardian
- Develop Behavior Plan
- Behavior Plan Check-in

STEP 2: If determined that suspension is deemed necessary:

- Issue Notice of Action that describes the change in service level.
 - Effective date may be no less than 24 hours after service of the notice. Since action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.
 - Notice must inform parent(s) of their right to file an appeal directly to the State Department
- Child Success Team will develop a Suspension Action | Support Plan to help child return to full participation as quickly as possible while ensuring child safety.
- Determine if appropriate community resources are available. If applicable, contact/refer.
- Provide copy of Suspension Action | Support Plan AND this Process | Procedure to parent/guardian

STEP 3: Suspension Action | Support Plan Check-in

- Evaluate suspension plan to assess progress and if applicable identify new needs. Determine if child is able to return to full participation in all program activities.

Suspension Action | Support Plan

The goal of this Suspension Action | Support Plan is to help the child return to full participation in all program activities as quickly as possible while ensuring child safety. If child has an IFSP or IEP, with written parental consent, contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.



La Habra Child Development
**Child Suspension
Support Plan**

Child's Name: _____

Date of Conference Plan : _____

Agency/Site: _____

Support Plan : This form describes your child's developmental progress in achieving four broad desired results for all children:

- ❖ Children are personally and socially competent
- ❖ Children are effective learners
- ❖ Children show physical and motor competence
- ❖ Children are safe and healthy

Suspension Date(s): _____ Check-in Meeting Date: _____

ACTION/SUPPORT PLAN: Strategies to help child return to full participation in the program, and if appropriate, community resources that are available to help.

RESOURCES: _____

COMMENTS: _____

Person Conducting the Conference Plan

Name: _____

Parent/Guardian

Title: _____

Name: _____

Signature: _____

Signature: _____

Process/Procedure: Child Expulsion

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.

Except in extraordinary circumstances, a contractor shall NOT expel or unenroll a child because of a child's behavior OR persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

If contractor has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines that the **child's continued enrollment would present a serious safety threat to the child or other enrolled children**, the program may expel the child and must refer the parents/guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. This determination to expel the child must be made in consultation with the child's parents/ guardians, teacher, and, if applicable, local agency responsible for implementing the IFSP or IEP.

The contractor has up to 180 days to complete the expulsion process, as described above.

PROCEDURE FOR EXPELLING CHILD

STEP 1: Complete the Supporting Children with Persistent | Serious Challenging Behaviors AND Child Suspension Procedures that includes:

- Gather Data Screening, Establish Child Success Team & Engage with Parent/Guardian
- Develop Behavior Plan
- Suspension Action | Support Plan

STEP 2: If determined that expulsion is deemed necessary:

- Provide copy of all Behavior Plans, Suspension Action | Support Plans AND the programs Process | Procedures followed to parent/guardian
- Issue Notice of Action to disenroll child.
 - Effective date may be no less than 24 hours after service of the notice
 - Since action to expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.
 - Notice must inform parent(s) of their right to file an appeal directly to the State Department
- Refer the parent(s)/guardian(s) to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, AND to the greatest extent possible, support direct transition to a more appropriate placement.

GENERAL POLICIES

Daily Health Screening & Exclusion:

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Children will be excluded from the center if:

1. **Gastro-intestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. **Throat and neck** redness, spots, sore throat, infected tonsils, swollen glands
3. **Eyes** discharge and/or redness
4. **Skin** rashes, spots, eruptions, etc.
5. **Hair lice/nits**, infected areas on scalp
6. **Nose and ears** discharge with symptoms such as fever, coughing or other symptoms
7. **Temperature** fever over 100 degrees F within the last 24 hours



Child Injury | Sick:

Staff are trained to administer CPR and First Aid. If your child is hurt during the day, staff will administer first aid and provide an injury/incident report.

If your child incurs an injury requiring immediate medical attention you will be contacted and your child will be transported via ambulance to the closest hospital. A staff member will accompany them.

In the event that a child becomes ill or injured while in care:

- Parent will be notified immediately if their child becomes ill or sustains an injury more serious than a minor cut or scratch.
- For less serious injuries, including, but not limited to, minor cuts and scratches requiring assessment and/or first aid by staff, the program will document the injury in the child's record and notify the child's parent of the nature of the injury when the child is picked up from the center.
- If the child becomes ill enough to require isolation, the child's parent will be asked to have the child removed from the center as soon as possible.

GENERAL POLICIES

Isolation for Illness

The parent or guardian will be notified when it is determined that the child must be sent home for either illness or injury. Until the child is picked up from the facility, the child will remain isolated and supervised by a staff member. If the child is being sent home due to a contagious illness, the child will be isolated in the office, and the parent will be notified. All families will receive a written notice to inform them of exposure. Prior to returning from illness, the parent must supply the program with a doctor's release indicating the child may return with no restrictions.

For Preschool Children:

Before enrollment, each child must have a complete physical. Examination may be conducted after the child is enrolled.

Accidents / Injury

When an injury has occurred, a staff member will complete an accident report. The Accident Report will be signed by the staff member, parent, and Site Director. The parent will receive a copy of this report. If the staff believes a child needs immediate medical attention, emergency responders will be called. The parent will be notified.

Medication:

In the event that your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the teacher and do not leave it in your child's bag.



GENERAL POLICIES

Napping: CSPP Preschool, CCTR Infants & Toddlers

Children under the age of 5 each have the opportunity to nap or rest without distraction or disturbance from other activities by providing an individual napping space and a cot or mat.

Any child who chooses not to sleep will be given the opportunity to do a quiet activity of their choosing.

Infants have their own individualized nap schedule. All infants must have a sleep environment that prevents injury and decreases the risk of Sudden infant death syndrome (SIDS) that includes:

- Sleeping in safety approved crib
- Firm mattress with tight-fitted sheet
- Nothing is covering the infant's head
- Sleep on back
- No blanket, pillows, toys or loose objects
- Pacifiers cannot have anything attached
- Dressed in sleep clothing, such as a one-piece sleeper
- Never swaddled
- Never forced to sleep

What Safe Sleep Looks Like



*Preschool Nap time:

Each child has a cot, sheet, and blanket for nap time. Program staff wash the sheets and blankets weekly.

Diapers | Toileting:

For non-potty-trained children, the program provides diapers while children are in care.

If your child is not independently toileting, when developmentally appropriate, our staff will work with you to set bathroom goals, expectations and routines. In partnership with you we work toward getting your child to be independent in the bathroom. If an accident occurs, we will support them to change into clean clothing. Please make sure that you bring a fresh change of clothing the day after an accident occurs in class.

Toileting Policy:

Parents and staff must actively ensure that children are supported through toileting. Please contact the Site Director for further support regarding our toileting practices.

* Policies & procedures

GENERAL POLICIES

Lead Poisoning Prevention:

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures.

Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth

It is important for parents to understand preventative measures by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereon after up to the age of six years old.

If a BLL count is $\geq 5 \mu\text{g}/\text{dL}$, treatment should be followed upon physician's instructions in order to eliminate lead toxicity. Local public health officials may also assist in finding any lead exposure in surrounding areas of the child's residence for any hazards.



Children under the age of six years old are more vulnerable to being exposed to lead.

La Habra Child Development: SELECTION & ENROLLMENT PROCESS

Application Process

Wait List:

The first step to access center-based program services is to be placed on our waiting list.

Families are screened & selected for potential enrollment from the waiting list and will be asked to complete the orientation process and submit documentation to verify eligibility for services. The steps are as follows:

Step 1: Learn How to Apply

APPLY ONLINE :

Main Office
215 N. Euclid
La Habra Ca 90631

Enroll your child here!



Step 2: Complete Documentation & Orientation

Complete forms and gather documents listed on the checklist & orientation.

Step 3: Verify Eligibility

Attend an in-person appointment at the Main Office at 215 N. Euclid La Habra, CA.

Please note that your application will be placed on hold for one week if your packet/information still needs to be completed at your appointment.

Once your documentation is complete, schedule an appointment with an Office Assistant by calling

(562) 383-4270.

Note: If we are unable to contact you within one (1) week of being screened from the waiting list, you will be placed back on the roster, and the next family will be chosen from the list.



SELECTION & ENROLLMENT PROCESS

Waiting List:

The program has limited openings for eligible families. The first step to access center-based program services is to be placed on our waiting list. Children with disabilities are encouraged to apply.

Three Ways to Apply **Call: (562) 383-4270**
In-person: 215 N. Euclid,
La Habra CA 90631

Enroll your child here!



CSPP Child Admission Priorities:

5% of preschool enrollment is set-aside for children with disabilities.

NOTES: A family must also meet the need criteria. Only the child in the family who has a disability may be enrolled within this enrollment category.

For **95% of preschool enrollment** when an opening is available, we access the waiting list and contact families based on the following program Admission priorities:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the set-aside is filled, children with disabilities from income eligible family AND family meets a need criteria. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten AND family meets a need criteria. Prioritize children with the lowest income ranking first.

If 2 or more children are within the same income ranking prioritize dual language learner, then based on child who has been on the waiting list for the longest time



Fourth: Family income is not more than 15% above income threshold AND family meets a need criteria (limited to 10% of funded enrollment, excluding children with disabilities). Prioritize as follows:

- 1) Children with disabilities in income ranking order
- 2) Children in income ranking order

Note: If 2 or more children are within the same ranking, admit the child who has been on the waiting list for the longest time

Fifth: Family meets eligibility criteria, but does not meet a need criteria. Prioritize children with the lowest income ranking first.

Sixth: Family resides in approved Neighborhood School Boundary. Prioritize based on income ranking order.

After all applicable families have been prioritized, a non-prioritized family may be enrolled that includes children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set-aside, AND family meets a need criteria.

SELECTION & ENROLLMENT PROCESS

CCTR Admission Priorities:

When an opening is available, we access the waiting list and contact families based on the following program Admission priorities:

General Child Care (CCTR)

- **First:** Child protective services, or at-risk of abuse, neglect or exploitation
- **Second:** Admission priority based on total countable monthly income & family size.

When multiple families are within the same ranking:

1. Child with exceptional needs within the same ranking is admitted first
2. Dual language learner is admitted second
3. Entry with the earliest wait list date is admitted third

Rank	Family Size											
	1 - 2	3	4	5	6	7	8	9	10	11	12	
1	\$ 81	\$ 92	\$ 106	\$ 123	\$ 140	\$ 143	\$ 146	\$ 150	\$ 153	\$ 156	\$ 159	
2	\$ 161	\$ 183	\$ 212	\$ 246	\$ 280	\$ 287	\$ 293	\$ 299	\$ 306	\$ 312	\$ 318	
3	\$ 242	\$ 275	\$ 318	\$ 369	\$ 420	\$ 430	\$ 439	\$ 449	\$ 458	\$ 468	\$ 478	
4	\$ 323	\$ 366	\$ 424	\$ 492	\$ 560	\$ 573	\$ 586	\$ 598	\$ 611	\$ 624	\$ 637	
5	\$ 404	\$ 458	\$ 531	\$ 615	\$ 700	\$ 716	\$ 732	\$ 748	\$ 764	\$ 780	\$ 796	
6	\$ 484	\$ 550	\$ 637	\$ 739	\$ 840	\$ 860	\$ 879	\$ 898	\$ 917	\$ 936	\$ 955	
7	\$ 565	\$ 641	\$ 743	\$ 862	\$ 981	\$ 1,003	\$ 1,025	\$ 1,047	\$ 1,070	\$ 1,092	\$ 1,114	
8	\$ 646	\$ 733	\$ 849	\$ 985	\$ 1,121	\$ 1,146	\$ 1,172	\$ 1,197	\$ 1,222	\$ 1,248	\$ 1,273	
9	\$ 726	\$ 824	\$ 955	\$ 1,088	\$ 1,261	\$ 1,289	\$ 1,318	\$ 1,347	\$ 1,375	\$ 1,404	\$ 1,433	
10	\$ 807	\$ 916	\$ 1,061	\$ 1,231	\$ 1,401	\$ 1,433	\$ 1,464	\$ 1,496	\$ 1,528	\$ 1,560	\$ 1,592	
11	\$ 888	\$ 1,007	\$ 1,167	\$ 1,354	\$ 1,541	\$ 1,576	\$ 1,611	\$ 1,646	\$ 1,681	\$ 1,716	\$ 1,751	
12	\$ 969	\$ 1,099	\$ 1,273	\$ 1,477	\$ 1,681	\$ 1,719	\$ 1,757	\$ 1,795	\$ 1,834	\$ 1,872	\$ 1,910	
13	\$ 1,049	\$ 1,191	\$ 1,379	\$ 1,600	\$ 1,821	\$ 1,862	\$ 1,904	\$ 1,945	\$ 1,986	\$ 2,028	\$ 2,069	
14	\$ 1,130	\$ 1,282	\$ 1,486	\$ 1,723	\$ 1,961	\$ 2,006	\$ 2,050	\$ 2,095	\$ 2,139	\$ 2,184	\$ 2,228	

SAMPLE (Partial Chart)



Migrant Child Care (CMIG)

- **First: Current Move** (moved within 12 months preceding)
- **Second: Former Move** (qualified under 1st priority in past 5 years & is currently dependent on agricultural work)
- **Third: No Move** (family resides in rural agricultural area)



PARTICIPANT QUALIFICATIONS & CONDITIONS

CSPP Certification of Eligibility:

Enrollment into the preschool program is determined by specific family eligibility criteria. In addition, a child's parent must live in California. Families complete a certification process at initial enrollment and remain eligible to receive services for not less than 24 months.

If the eligibility period ends before the end of a program year, services will be extended until the start of kindergarten, as long as the child is age-eligible.

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents' eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility shall be **without regard** to the immigration status of the child or the child's parent(s), unless under a final order of deportation from the United States Department of Homeland Security.

- Must live in California
- Families experiencing homelessness shall submit declaration that they reside in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension

If enrolled as residing in an approved neighborhood school boundary, Proof of Residency is required:

- Verified residency within approved neighborhood school boundary
- Rental or lease agreement with Landlord's info
- Utility bill
- Employment pay stub
- Property tax bill
- Documentation that a contractor reasonably relies upon to prove a family's residency
- Voter registration
- Government agency letter

Family Language Survey

Identification of your child as a dual language learner in CSPP means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

Child with Disability

If your child has a disability, the file must contain the following documentation in order for us to best serve your child:

- Individualized Education Program (IEP)
- Individual Family Service Plan (IFSP)

PARTICIPANT QUALIFICATIONS & CONDITIONS

CCTR Certification/Recertification of Eligibility:

Enrollment into a program is determined by specific family eligibility and need criteria. In addition, a child's parent must live in California. Families complete a certification process at initial enrollment and must recertify their eligibility every 24 months thereafter, **with the exception of:**

- Families who are certified as income eligible & during their certification period, their income exceeds the maximum income threshold, which is 85% of the state median income
- Families who do not follow agency policy

NOTE: Children who are 12 years old when certified will receive services for not less than 12 months.

24-month eligibility starts on the date the program representative signs/approves the application for services. Families will be notified 30 days in advance of what is required to recertify and will be required to bring in documentation after the 24-month eligibility period has expired.

Program staff will make every effort to make the certification/recertification process convenient for families. A family will be disenrolled if the recertification process is not completed within the designated 50-day recertification period.

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents' eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility shall be **without regard** to the immigration status of the child or the child's parent(s), unless under a final order of deportation from the United States Department of Homeland Security.

- Must live in California
- Families experiencing homelessness may submit declaration of intent to reside in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension

Family Language Survey

Identification of your child as a dual language learner means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in our programs, and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

PARTICIPANT QUALIFICATIONS & CONDITIONS

Exceptional Needs Child:

If the provider caring for your exceptional needs child is requesting a rate adjustment the file must contain the following documentation:

- 1) Individual Family Service Plan (IFSP) **OR** Individualized Education Program (IEP)

Health & Emergency Information

Participants must provide child health & current emergency information, along with current immunization records for enrolled children

Court Order

If there is a court order that impacts child care services, include in the family data file

Proof of Family Size:

Biological/Adoptive Parent: "Family" shall be considered the parents & the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: "Family" shall be considered the child & related siblings.

Participants must provide the names of the adults & the names, gender & birthdates of the children identified in the family.

At least one document for **ALL** children counted in the family size must be on file, indicating the child's relationship to the parent.

- Birth Certificate or other live birth records
- Child Custody Court order
- Adoption documents
- Foster Care placement records
- School or Medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

Health & Emergency Information:

California's Child Care Licensing Program provides oversight and enforcement for licensed Child Care Centers. **As part of the enrollment process**, Parents must submit the following licensing documentation/forms:

- Identification and Emergency Information
- Up-to-date Immunization Record
- Physician's Report (LIC 701) (Medical examination within last 12 months)
- Proof of Tuberculosis Clearance (Results, date given, and date read)
- Notification of Parents' Rights form (LIC 995)
- Personal Rights Form (LIC 613A)
- Consent for Emergency Medical Treatment form (LIC 627)
- Child's Preadmission Health History-Parent's Report (LIC 702)
- Caregiver Background Check Process (LIC 995E)

PARTICIPANT QUALIFICATIONS & CONDITIONS

Eligibility Criteria:

Participants must provide documentation of eligibility in 1 or more of these eligibility categories:

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- Self-Certification of Income **AND**
- Referral Letter

Child with Disability

- Self-Certification of Income **AND**
- Individual Family Services Plan (IFSP) **OR**
- Individualized Education Program (IEP)

Family Experiencing Homelessness

- Self-Certification of Income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness



CSPP only: Approved Neighborhood School Boundary

- Self-Certification of Income **AND**
- Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

Receiving Benefits from Governmental Program

CalWORKs, Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND** copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application

Income Eligibility

Guardian or Foster Parent(s):

- Documentation of Monthly Income (For child and their related siblings)

Biological or Adopted Parent(s):

- Authorization to Release Employment Information (if applicable) **AND**
- Parent Notification: Requirement to Report Income Over Threshold
- Documentation of Monthly Income (ALL sources for ALL parents in family)

Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding certification

Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding certification

Participants whose eligibility is based on income must notify our agency **within 30 days** if their total countable monthly income, at any time during their certification period, exceeds the maximum income threshold for ongoing eligibility.

California State Preschool Program (CSPP): SCHEDULE OF INCOME CEILINGS

State Fiscal Year 2025–26 Schedule of Income Ceilings

Family Size	Family Yearly Income Ceiling (100 percent of State Median Income [SMI])	Family Monthly Income Ceiling (100 percent of SMI)	Maximum Monthly Income for 15 percent above Income Eligibility Threshold
1-2	\$96,854	\$8,071	\$9,282
3	\$109,904	\$9,159	\$10,532
4	\$127,338	\$10,612	\$12,203
5	\$147,712	\$12,309	\$14,156
6	\$168,086	\$14,007	\$16,108
7	\$171,906	\$14,326	\$16,474
8	\$175,726	\$14,644	\$16,840
9	\$179,547	\$14,962	\$17,207
10	\$183,367	\$15,281	\$17,573
11	\$187,187	\$15,599	\$17,939
12+	\$191,007	\$15,917	\$18,305

CSPP PARTICIPANT QUALIFICATIONS & CONDITIONS

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET (CSPP Program)

<p>Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>	<p>Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>
<ol style="list-style-type: none"> 1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants 19. Basic Allowance for Military Housing (BAH) when part of compensation. (Note: Contractor must obtain written approval from the Department prior to waiving)

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

General Child Care

(CCTR): SCHEDULE OF INCOME CEILINGS

Family Monthly Fee Schedule California Department of Social Services – Effective: July 1, 2025

State enrollment cutoff = 85% of 2025 State Median Income (SMI) from CA DOF (2023 ACS)

Monthly Part-time									
Monthly Part-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more		
\$30.25	6,053	6,869	7,959	9,232	10,505	10,744	10,983		
\$30.65	6,134	6,961	8,065	9,355	10,645	10,887	11,129		
\$31.05	6,215	7,052	8,171	9,478	10,786	11,031	11,276		
\$31.45	6,296	7,144	8,277	9,601	10,926	11,174	11,422		
\$31.85	6,376	7,235	8,383	9,724	11,066	11,317	11,569		
\$32.25	6,457	7,327	8,489	9,847	11,206	11,460	11,715		
\$32.65	6,538	7,419	8,595	9,971	11,346	11,604	11,862		
\$33.05	6,618	7,510	8,701	10,094	11,486	11,747	12,008		
\$33.45	6,699	7,602	8,808	10,217	11,626	11,890	12,154		
\$33.85	6,780	7,693	8,914	10,340	11,766	12,033	12,301		
\$34.30	6,860	7,785	9,020	10,463	11,906	12,177	12,447		
Monthly Full-time									
Monthly Full-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more		
\$60.50	6,053	6,869	7,959	9,232	10,505	10,744	10,983		
\$61.30	6,134	6,961	8,065	9,355	10,645	10,887	11,129		
\$62.10	6,215	7,052	8,171	9,478	10,786	11,031	11,276		
\$62.90	6,296	7,144	8,277	9,601	10,926	11,174	11,422		
\$63.70	6,376	7,235	8,383	9,724	11,066	11,317	11,569		
\$64.50	6,457	7,327	8,489	9,847	11,206	11,460	11,715		
\$65.30	6,538	7,419	8,595	9,971	11,346	11,604	11,862		
\$66.10	6,618	7,510	8,701	10,094	11,486	11,747	12,008		
\$66.90	6,699	7,602	8,808	10,217	11,626	11,890	12,154		
\$67.70	6,780	7,693	8,914	10,340	11,766	12,033	12,301		
\$68.60	6,860	7,785	9,020	10,463	11,906	12,177	12,447		

Based on 2022 American Community Survey (2023ACS)

Information provided by California Department of Finance, March 2025

California Department of Social Services

Jul-25

CCTR PARTICIPANT QUALIFICATIONS & CONDITIONS

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET (CDSS Programs)

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
<ol style="list-style-type: none"> 1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

La Habra Child Development: PARTICIPANT QUALIFICATIONS & CONDITIONS

Need for Services:

In addition to meeting the eligibility criteria

Parent's must meet at least 1 need criteria

Need Exception:

State Preschool CSPP) child enrolled within an admission priority that does not require a parent to have an established need for services.

Need Criteria:

Based on the following need criteria, **see the applicable Need Form for further guidance** on what documentation is required:

- Child Protective Services Referral Letter
- At-Risk Referral Letter
- Employment Verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (Max 5 days per week, for less than 10 hours per day)
- Training Verification (Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes **or** until participant reaches 24 units after the attainment of a bachelor's degree)
- Educational Program Verification (English Language Learner, High School Diploma or High School Equivalency Certificate. In addition, services are limited for up to 6 years from the date participant starts classes)
- Request & Plan to Seek Permanent Housing (Max 5 days per week, for less than 10 hours per day)
- Homelessness Referral Letter (Max 5 days per week, for less than 10 hours per day)
- Statement of Parental Incapacity (Max of 50 hours per week)
- **CSPP Only** No Established Need: Parent Request form (For a child enrolled within an admission priority that does not require a parent to have an established need for services. 10 hour per day limit)

Need Forms: Pick up at our office located at 215 N. Euclid or contact your enrollment specialist.



La Habra Child Development

PARTICIPANT QUALIFICATIONS & CONDITIONS



Determining a Child's Schedule:

Services are available when:

- Parent meets a need criteria that precludes the provision of care & supervision of their child for any part of the day
- No parent in the family available & capable of providing care during the time care is requested
- 2-parent family – Care is approved when neither parent is available to care for the child
- Supervision of the child is not otherwise being provided during the scheduled time at:
 - School-age public educational program
 - Private school
 - Early learning & care services

Services will be approved based on verified need documentation and the program limitations, whichever is less.

- **Consistent Schedule:** The certified schedule will be based on the verified number of days & hours or the total number of hours the parent consistently or expects to work each week
- **Variable Schedule:** The certified schedule will be based on the highest number of hours worked in any given week within the two-month window preceding certification, OR if there is no work history, the highest number of total hours per week the employer expects the parent to work

Travel time only applies to parents who are working or in school. For parents enrolled in school, childcare for study time is determined upon enrollment. Parents may request Additional Study Time. Our agency requires a written request for any travel time beyond 30 minutes before and after. To determine the maximum authorized drive time, divide the work or school hours a day by 2. Travel time can be up to 4 hours/day (2 hours each way). And not more than the time from the child's care site to work, school, and back.

Sleep time is available for parents who work between 10 PM and 6 AM. The allowed sleep time can equal the authorized work and travel time between 10 PM and 6 AM. Please note that sleep time is not automatic and must be requested in writing.

La Habra Child Development

PARTICIPANT QUALIFICATIONS & CONDITIONS

Right to Voluntarily Report Changes:

Once eligibility & need have been established a participant may keep their current service level, no matter if there are changes in their family. The only exception is if a participant's eligibility is based on income & the family's income exceeds the maximum income threshold for ongoing eligibility (See Eligibility section for maximum)

If a participant needs to change their service level during their certification period, the following must be submitted:

- Request to Change Services Form and
- Documentation to support the request

After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action within 10 business days indicating the outcome of your request.

No changes will be made to your service agreement other than the requested change(s).

Please notify your assigned Office Assistant if your address or telephone number changes at any time to ensure we are able to contact you.



REQUEST TO CHANGE SERVICES: CENTER-BASED

This form is used for the purpose of voluntarily reporting changes during a family's certification period.

Note: After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action indicating the outcome of your request. No other changes will be made to your service agreement, other than the requested change(s).

REQUEST TO CHANGE SERVICES

I am voluntarily reporting changes in order to:

- Reduce my family fees
- Disenroll from the program due to no longer needing services
- Change my service schedule (days and/or hours of service) as follows:

Effective Date:	Child(ren):
Days & Hours Requested	
Consistent or Variable Child Schedule:	
Child Non-School Days & Hours:	
Child School Days & Hours:	

REASON FOR REQUEST & SUPPORTING DOCUMENTATION

Change in Income Income documentation (all sources): <input type="checkbox"/> Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding <input type="checkbox"/> Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding <input type="checkbox"/> Employment Income Verification Release	Change in Family Size <input type="checkbox"/> Increase in family size: Documentation connecting the parent to the new child, such as a birth certificate <input type="checkbox"/> Decrease in family size: In writing, indicate the individuals first & last name, along with reason
Change in Need <input type="checkbox"/> Employment Verification <input type="checkbox"/> Training Verification, including Class Schedule <input type="checkbox"/> Educational Program Verification, including class schedule <input type="checkbox"/> Request to Actively Seek Employment <input type="checkbox"/> Statement of Incapacity <input type="checkbox"/> Request to Seek Permanent Housing	Child Started/Changed School In writing, indicate the child(ren) name, school name & school hours
Disenrollment of Services In writing, indicate the reason for disenrollment, name(s) of child(ren) that no longer need services & the last day services are needed	

My signature below, acknowledges my right to voluntarily report the change(s) listed above & that I understand I have the right to continue bringing my child to care based on the original certified service level. If I am requesting a decrease to my certified schedule, I understand the new schedule would replace my current schedule, and if I choose to increase my certified schedule at a later time, I will be required to provide additional documentation. I swear under penalty of perjury, to the best of my knowledge, that the above information is true & correct.

Parent/Guardian Printed Name _____ Signature _____ Date _____

Request to Change Services Form:

It can be picked up at our central office or any of our centers.

La Habra Child Development

PARTICIPANT QUALIFICATIONS & CONDITIONS

Family Fees:

Some families enrolled in the program may have a family fee based on their total countable income, family size, and certified hours of care. Fees are determined using the family fee schedule approved by the California Department of Finance.

Family fees are assessed according to the child who uses the most monthly hours of care, regardless of the number of children enrolled in the program.

Assessment:

Family fees are only assessed at:

- Initial Certification
- Recertification
- Voluntarily request to have fees re-assessed
 - **Decrease:** Effective on the first day of the month that follows the NOA issue date
 - **Increase:** No increase during certification

Exemptions:

The following are exemptions:

- A family, whose income level is less than the first entry on the family fee schedule
- Children receiving child care & development services from Part-Day State Preschool (CSPP) or Severely Handicapped (CHAN)
- Families eligible based on “experiencing homelessness” in counties with approved policy flexibilities (San Francisco and San Mateo)
- Families receiving CalWORKs cash aid
- Families with children that have been identified as being at-risk or who are receiving Child Protective Services may be exempt from paying fees for up to 12 months if the referral determines the fee waiver to be necessary



Full-time monthly fee when services are approved for 130 hours or more per month

Part-time monthly fee when services are approved for less than 130 hours per month

Fees CANNOT, under any circumstances, be recalculated based on a child's actual attendance.

NOTE: When a family's child is assigned a School & Vacation schedule, families will be assessed both a monthly part & full-time fee.

La Habra Child Development

FAMILY FEES



Payment:

Payments are **due by the 1st of the month** in advance of services. Family fees may be paid by bringing a check or money order to the La Habra City Hall office located at:

La Habra City Hall

110 E La Habra Blvd,
La Habra, CA 90631
(562)383-4000

Hours: Monday - Thursday 7:30 to 6:00 pm

Note: Cash is not accepted

A receipt will be provided upon payment.

Credit for Fees Paid to Other Service Provider:

When the program cannot meet all of a family's needs for child care, families may receive a credit for payment made for child care services to another service provider. To receive credit, submit within 30 days of making payment:

- Payment record (receipt or canceled check) that includes:
 - provider's name
 - child name
 - total paid
 - payment date
 - rate of payment, &
 - dates of services provided

NOTE: Fee credit is applied to the following fee billing period. If payment to the other service provider exceeds the fee amount, the remaining amount will NOT carry to the next billing period.

Delinquent Fees:

Family fees are considered **delinquent after seven calendar days** from the due date.

Families with a delinquent fee plan from past due fees must continue making payments according to their Plan for Payment of Delinquent Fees and current costs.

We can accept a **REASONABLE REPAYMENT PLAN** from the participant to pay delinquent fees.

We will continue to provide services to the child, provided the participant pays current fees when due & complies with the provisions of the repayment plan.

ATTENDANCE

Importance of Attendance:

ATTEND today, achieve tomorrow

Your child's regular attendance matters...



Infant /Toddler

It is time to develop stable, nurturing relationships. A Healthy attachment base is the cornerstone for lifelong learning



Preschooler

Time for building the social-emotional, cognitive & language skills necessary for school readiness



School -Age

It is time to develop new learning skills and create healthy habits for long-term success.

Attendance Expectations/Policy:

Children are **expected to attend child care based on their certified schedule** determined at certification, recertification & when a participant voluntarily requests to change their service level.

A family may be disenrolled from the program for abandonment of care.

Participants may voluntarily request to change their child's service level (See Right to Voluntarily Report Changes).

Regular and consistence attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

Sign In & Out Procedures:

Parents or authorized adults must sign their child in and out every day in the digital **HUBBE software program**, using their full legal signature. Arrival and departure times are also required daily.

Staff will only release children to adults listed on the Emergency Card unless the parent has notified the Site Supervisor or teaching staff in advance and **in writing** that another adult is authorized to pick the child up. If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from the center, a court order will be required. Otherwise, all parents who can provide proper identification will be allowed to pick their child up from the center.

ATTENDANCE

Reporting Absences & Late Arrivals:

When a child is absent from regularly scheduled care at any time during the month, the participant or staff member must record the date(s) of absence, description of absence, and sign sheet with full legal signature on the attendance record. Must be done in writing and include the child's name, date of request, date(s) of absence, and reason for absence

Absence Policy:

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment due to illness of child or parent/guardian, which includes doctor, dentist, mental health
- Absences related to a child's disability, including services outlined in the child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
- Absences due to child suspension or expulsion
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)

Best Interest Days (maximum of 10 days per program year between July 1-June 30, except for children enrolled due to protective services or at risk)

The parent determines that another activity is better for the child to attend, such as:

- Visiting a relative or close friend
- Vacation time with family
- Child attending a party
- Family Moving
- Religious observance, holiday, or ceremony
- Personal or family business

Planned Absence:

In the event that a child has a planned absence or late arrival advance notice is required to be given to the Teacher.

Unplanned Absence:

In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the center.

Family Emergency:

A family emergency is defined as an unplanned situation of a temporary nature that may prevent a child from attending the program. Acceptable circumstances include, but are not limited to:

- Court appearance
- Death, accident or hospitalization of a family member
- Illness or quarantine of sibling
- No transportation
- Utility emergencies impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly affecting the household, including fire, flood, or shelter-in-place orders
- Extreme family crises, including but not limited to: Loss of housing, domestic violence, being a victim or witness to a crime, or community concerns that make it unsafe for the child to participate in the program

Late Pick-Up

Children must be picked up according to their contracted hours established at enrollment. A \$1.00 late fee will be charged for every minute you pick up your child after the center has been closed for the day.

CCTR – Family Child Care Homes: PROVIDER PARTICIPATION

Parental Choice:

It is the parent's right and responsibility to choose the child care provider most appropriate for their needs from the contracted FCCHEN providers. This program will provide reimbursement for child care that is provided by only a FCCHEN provider. The process is as follows:

STEP 1: Family is Certified. At certification, parent is provided with a list of FCCHEN providers

STEP 2: Select FCCHEN Provider. Parent selects a FCCHEN provider and submits FCCHEN Provider Selected by Parent form

STEP 3: Certificate Issued. Certificate for Child Care Services is issued to both the parent and provider

NOTE: Provider Notice of Communication is issued when there is a change to the family's certified care

Providers are Independent Contractors:

Provider shall be considered an **independent contractor**. Provider understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the City of La Habra, and are not entitled to benefits of any kind or nature normally provided employees of the City of La Habra and/or to which City employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

Provider assumes full responsibility of the acts and/or omissions of his/her employees or agents as they relate to the services provided. Provider assumes full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to the Provider's employees.



Changing Providers:

Parent may change child care providers by transferring from one FCCHEN provider to another. In the event that you need to change your provider:

1. Submit a FCCHEN Provider Selected by Parent form
2. New provider will be approved 2 weeks from date all paperwork is received in our program office

CCTR – Family Child Care Homes: PROVIDER PARTICIPATION



Snapshot of Provider Participation Guidelines:

Here is a snapshot of the provider participation guidelines.

ENVIRONMENT

Provider must provide a nurturing environment that fosters healthy developmental growth for each child: physically, cognitively, socially and emotionally.

Provider must achieve and maintain an overall rating of “5” on each subscale of the Family Child Care Home Environment Rating Scale (FCCERS-R)

Per state regulations, provider can NOT incorporate religious instruction or worship in their child care program

Have an Open Door Policy that allows parental access to observe their child during operational hours and encourages parent participation.

EDUCATION PROGRAM

Provider must work closely with a Program Coach to conduct a Desired Results Developmental Profile (DRDP) for each FCCHEN child. The DRDP is conducted at the Provider’s home at the time of enrollment and then at intervals of 6 months.

Provider must be willing to participate in parent conferences in collaboration with Program Coach and Parent for the purpose of developing individual child goals.

Provider must be willing to work with Program Coach to complete and implement education and activity planning.

NUTRITIONAL NEEDS

Provider must serve meals and snacks that are culturally and developmentally appropriate for the children being served and must meet the nutritional requirements specified by the federal Child and Adult Care Food Program

Provider Participation Process:

Process of applying for the Family Child Care Home Education Network is as follows:

STEP 1: Apply. Submit a Provider Interest Form to our program office

STEP 2: Selection. As openings occur, providers are contacted based on Location and Interest Form Date. A Program Coach will send or deliver a Provider Participation Packet for the provider to review, complete & submit

STEP 3: Review. Program Coach will conduct a provider home visit and review provider packet

STEP 4: Notification. Notification is issued within 30 days to either approve or deny provider's request to participate in the Family Child Care Home Education Network

CCTR – Family Child Care Homes: REIMBURSEMENT

Reimbursement Guidelines:

Reimbursement is based on the family's certified need for services.

Providers approved reimbursement rate(s) are located on each child's Certificate for Child Care Services.

FCCHEN will reimburse providers to a maximum of the Program's Contracted Rates.

In the event that an overpayment or underpayment is identified, the provider will receive written notification of the discrepancy that includes the identified amount. A payment adjustment will be made to the following month's reimbursement.

Charges NOT Reimbursed:

FCCHEN does NOT reimburse when the provider is unavailable to provide services such as when the provider is on vacation, ill, closed for holidays, or any day the provider elects not to provide services.

Parents are responsible for any days/hours outside of the FCCHEN certified schedule, such as for:

- Late pick-up
- Parent makes a change, but does not provide FCCHEN 2 weeks notice prior to the change

Co-Payments:

Providers CANNOT charge a co-payment to a FCCHEN family. Provider cannot require or solicit, in cash or in kind, additional payments from any families enrolled in the General Child Care FCCHEN program, except for the costs of field trips, and days/hours outside of the child's certified schedule.

Providers must inform families of any additional fees for field trips prior to enrolling the child. The maximum total of field trip charges per child cannot exceed \$25.00 per year.

FCCHEN Provider Contracted Rates:

INFANT DAILY RATE 0 to 18 Months
Full-Time 25 hours + per week
\$41.00
TODDLER DAILY RATE 18 to 36 Months
Full-Time 25 hours + per week
\$37.00
THREE + DAILY RATE 3 Years and Older
Full-Time 25 hours + per week
\$37.00

CCTR – Family Child Care Homes: REIMBURSEMENT

Attendance Sheet | Records:

Attendance reporting is very important, as this is the method of verifying FCCHEN services rendered. We issue an attendance sheet for each child for each month. If a mistake is made on the attendance sheet like writing on the wrong date, cross out the error and initial it, and fill in the correct information. **Do not use white out.** All information on the attendance sheet must be submitted in ink. Pencil will not be accepted.

LA HABRA CHILD DEVELOPMENT DAILY SIGN IN SHEET						Provider:
Month/Year						
DAYTIME EMERGENCY TELEPHONE NUMBER						
	IN	SIGNATURE	OUT	SIGNATURE	OFFICE ONLY	
1st						
2nd						
3rd						
4th		NO SCHOOL				
5th		NO SCHOOL				
6th						
7th						
8th						
9th						
10th						
11th		NO SCHOOL				
12th		NO SCHOOL				
13th						
14th						
15th						
16th						
17th						
18th		NO SCHOOL				
19th		NO SCHOOL				
20th						
21st						
22nd						
23rd						
24th						
25th		NO SCHOOL				
26th		NO SCHOOL				
27th						
28th						
29th						
30th						
31st						
Parent's Signature: _____					Attendance: _____	
This is to verify that the information above is true and correct.					Total Days: _____	

Participant or their authorized representative that is 18 years or older is required to **sign** and record **exact time in & out** for each day

Must be signed at the end of the month using a legal signature & dated by the enrolled participant, along with the provider verifying that everything on the attendance sheet is true and accurate

Reimbursement Schedule:

Attendance sheets received in FCCHEN office by the 5th working day of the month will be processed and the reimbursement will be mailed out within 21 calendar days from receipt of a complete attendance sheet.

Attendance sheets received after the 5th working day will be considered late.

DISENROLLMENT

Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance.

Agency Disenrollment Policy:

Families will be issued a notice at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll** a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Failure to provide current and correct information at the time of certification or recertification
- Parent changes residency outside of California as reported by the parent
- At the conclusion of family's certification period, failure to complete the recertification process
- Family income exceeds the maximum income threshold
- Non-compliance of agency policies
- Abandoned child care for 30 consecutive calendar days without notice
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy. Our office and centers are alcohol, drug and weapon free zones
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of Enrollment priority.



GRIEVANCE / COMPLAINT PROCEDURES

Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process so that concerns can be addressed and resolved in the correct manner.

Level 1:	The complaint is brought to the attention of the Lead Teacher
Level 2:	If the Teacher does not resolve the complaint, it is brought to the attention of the Site Supervisor
Level 3:	If the complaint is not resolved by Site Supervisor, it is brought to the attention of the Program Specialist.

Uniform Complaint Procedure:

Complaints of unlawful discrimination and alleged violations of federal or state laws or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. Procedures are mailed annually to parents or are available anytime by contacting our office.

Food & Nutrition Program Non-Discrimination Statement & Complaint Procedure:

By Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr and any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: 1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 | 2) Fax: (202) 690-7442 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

GRIEVANCE / COMPLAINT PROCEDURES

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed, with the exception of children who have been suspended or expelled. In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the child may NOT attend the program during the appeal process. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request for Appeal Hearing

Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, phone number, full address, explanation why parent disagrees with the agency's action and date the request is signed.

Request for hearing may be submitted by mail, in person, phone or e-mail to:

City of La Habra Child Development

Attention: Kelly Fujio
101 West La Habra Boulevard
La Habra , CA 90631
Telephone (562) 383-4200
Kfujio@lahabraca.gov

In the event that the action taken is due to **child suspension or expulsion**, a request for an appeal hearing is sent directly to the State Department (Skip to Step 5)

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date 1 time.

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of documentation. The hearing will be recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.

GRIEVANCE / COMPLAINT PROCEDURES

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the agency in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately.

Step 4: Agency Hearing Decision

Hearing officer will send notification in writing, of decision within 10 calendar days after hearing.

Step 5: Request for Appeal Hearing with STATE DEPARTMENT

If parent disagrees with the agency's hearing decision OR if the action taken is due to child suspension or expulsion, the parent has 14 days from date of the written decision/action to file an appeal with the appropriate Department. The appeal(s) must include a written statement specifying the reasons parent disagrees with the agency's action, a copy of the decision letter and a copy of both sides of the NOA.

Request for State Department hearing must be submitted to:

Child Care and Development Programs: (CCTR)

California Department of Social Services (CDSS)
Child Care and Development Division
Attn: Appeals Coordinator

Mail: 744 P Street, MS 9-8-351
Sacramento | CA | 95814

Email: CCDDAppeals@dss.ca.gov

Telephone: 833-559-2420

Fax: 916-654-1048

California State Preschool Programs (CCTR):

California Department of Education (CDE)
Early Education Division
Attn: Appeals Coordinator

Mail: 1430 N Street, Suite 3410
Sacramento | CA | 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

NOTE: If the parent has children enrolled in both a State Preschool and Child Care & Development programs, our agency will issue two NOAs: one for the child(ren) enrolled in a State Preschool and a separate NOA for the child(ren) enrolled in the other program(s)

Step 6: EED/CCDD Hearing Decision

Within 30 calendar days after the receipt of the appeal, EED and CCDD will issue a written decision to the parent and the agency. Once EED and CCDD have rendered a decision, the decision is final.

In the event that the action taken is due to **child suspension or expulsion**, a request for an appeal hearing is sent directly to the State Department (Skip to Step 5)



City of La Habra Child Development

Program Handbook

Acknowledgment of Receipt of Written Policies

My signature below acknowledges that I have received a copy of or have chosen to access the program handbook online. I acknowledge that I have read, understand, and agree to abide by these guidelines. I may be dis-enrolled if I do not follow the program policies.

Child(ren) Name: _____

Parent/Guardian Printed Name: _____

Legal Signature: _____ Date: _____