



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

1

Dear Preschool Parents:

My name is Kimberly Butcher, and I am the Palermo Union Elementary School District Preschool Director for all preschool sites. Having spent many years working in the field of Early Childhood Development, I have had the opportunity to assist and teach preschool, facilitate afterschool and summer programs, and direct programs for children infant through high school. I am skilled in grant writing and I am continually seeking funding opportunities for the programs I lead. I work closely with our highly qualified staff, ensuring that they receive the support and training they need to be on the cutting edge of early education and development. I welcome opportunities such as back to school night, where I am able to meet our community of families, yours included.

If you are currently an active participant in your child's education, I commend you and encourage you to take your participation one-step further. Parent participation can be the strongest link to ensuring our children's success. If you are not sure how to get involved and need ideas of how you can be an asset in the classroom and/or the district, please speak with your child's classroom teacher. Your involvement will not only benefit your child, but other children as well. I am proud to be part of a team that understands the value of early childhood as the foundation to quality education. Together, with parents, we make a difference for children that spans a lifetime. The Palermo Union Elementary School District Preschool Programs are committed to supporting families. Should there be a need for additional support services in the community, please do not hesitate to reach out to me. These family resources may include, but are not limited to, employment and training opportunities, parenting classes, and health care.

Enclosed, please find a family resource guide and a listing of low cost/no cost people services for Butte County. Additionally, we have included information about how children develop during the preschool years, and how parents can foster this development.

We are happy to assist families with further information regarding any of these topics, including community resources and/or child development. We have access to a wealth of information, including child development, 0 to 18 years.

Please call our office for additional support or resources. I can be reached at (530) 533-4842 Ext. 8.

Sincerely,
Mrs. Kimberly Butcher
Palermo Union Elementary School District
Preschool Director



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Preschool Basics: How Children Develop During the Preschool Years

Amy Halliburton, Former MU Graduate Student

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The preschool years (ages 2-1/2 to 5) are an exciting time for young children. When they were infants, they developed a trust of their parents/caregivers. As toddlers, they began to establish some independence. Now as preschoolers, they use this trust and independence to actively explore new forms of play (e.g., pretend play) and new environments (e.g., school).

Preschoolers need to learn how to make choices for themselves and how to feel good about the choices they make. It is their job to "learn to take initiative in socially acceptable ways" (Erikson, 1963). Preschool-aged children's style of thinking and learning can best be described as "what you see is what you get," or reasoning based on the way things look. Preschoolers rely heavily on the literal appearance of things as a means of understanding the world around them. For example, if a child breaks her graham cracker into four pieces while her brother breaks his in half, she has more graham cracker than her brother does because she has four pieces and he only has two pieces. Similarly, a child may begin a friendship with another child because of something appealing that the other child has, such as a pretty dress or a new toy.

Adults play an important role in helping children take initiative and explore their environments. Adults' behaviors, attitudes and styles of thinking contribute to preschoolers' development. Talking with children and including them in conversations helps to develop their language skills. It is important to give children opportunities for make-believe play. This helps them to understand themselves and others, and encourages their imaginations. This also gives parents and teacher permission to play.



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

3

This guide presents the developmental milestones of the preschool years - accompanied by suggestions for how adults can foster children's positive development. There is special emphasis on issues relevant to preschoolers, including pretend play, the transition to school, and early literacy.

Development between 30 and 60 months

Each child grows and develops at his or her own rate, displaying developmental landmarks at different times. For each type of development (such as physical, communication, etc.), younger children's characteristics are at the beginning of each list, older children's characteristics are end of each list.

Physical Characteristics

- Gaining strength and coordination
- Increasing control of hands and use of fingers
- Laces shoes Buttons and zips clothes
- Uses toilet independently
- Kicks/bounces/catches a ball
- Paints and draws and cuts with scissors
- Threads beads Jumps/hops/skips

What can adults do?

- Provide children with appropriate materials for encouraging small muscle development such as crayons, paintbrushes, scissors, puzzles, blocks, and play dough.
- Provide children with appropriate materials for large muscle development such as balls, tricycles and balance beams.
- Limit television time, help children learn to enjoy being active.
- Create an environment inside/outside the home that encourages physical activity.
- Plan family trips to local parks.

Thinking and Learning Characteristics

- Curiosity-Cause and Effect Experimentation
- Recognizing letters and numbers
- Develops an awareness of alike/different
- Develops an awareness of time
- Recognizes colors, shapes and textures
- Develops preference for right or left hand
- Memory skills increase



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

4

- Hands-on learning

What can adults do?

- Ask children open-ended questions, "How did you put that puzzle together?"
- Provide opportunities for children to experiment (e.g., mix blue, red, and yellow water, play "sink or float" with cork, rocks, feathers and other objects).
- Display a traditional clock in children's bedrooms; chart children's daily time schedule and post it on the refrigerator.
- Using old scraps of fabric create a quilt with different textures, colors and shapes.
- Make a memory game with cardboard and animal stickers or old pieces of wrapping paper.
- Encourage children to talk about the past, "Tell me about your day, today. What did you do? Whom did you play with?"

Expressing Feelings Characteristics

- Affectionate
- Developing a sense of humor
- Easily encouraged/discouraged
- Demonstrates intense feelings of fear, joy, anger, love
- May show off and demand attention

What can adults do?

- Help children identify and label their emotions verbally (e.g., "You look like you are feeling sad today; did something happen at school?").
- Encourage children to talk about their feelings, recognizing that it is an opportunity to promote closeness with children.
- Carefully observe, listen and respond to children's emotions. Provide baby dolls, puppets, and stuffed animals that children can use in emotional pretend play (e.g., comforting a crying baby doll; pretend argument between stuffed animals).

Awareness of self and others Characteristics

- Displays independence
- Engages in pretend play
- Displays self-control, shares and takes turns, develops friendships
- Shows respect for others belongings
- Learning first and last name, address, phone number, age, sex



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

5

What can adults do?

- Provide opportunities for children to work independently and in small groups (e.g., encourage siblings to do a puzzle together; establish individual quiet time with books).
- Create environments that support pretend play.
- Assign children simple chores such as watering plants, checking the mail, dusting bookshelves and cleaning up their toys.

Communication Characteristics

- Asks why/what/who how come
- Possesses a rapidly expanding vocabulary and engages in more complicated conversations
- Enjoys making up/telling stories
- Matches letters with those in own name
- Seeks to write name
- Improves listening skills
- Uses sentences with correct grammar
- Able to verbally resolve conflicts with other children

What can adults do?

- Encourage children to ask questions.
- Engage in conversations with children such as during dinnertime and at bedtime.
- Provide children opportunities to practice copying their name.
- Provide children access to musical instruments such as homemade shakers, drums and bells.

Pretend play and MORE PRETEND PLAY

Preschool children love to play, especially when their play activities involve make-believe with the adults they trust and love. This special type of play, known as pretend play, is particularly important for young children's development. As children's thinking skills improve during the preschool years, they can remember and tell stories that follow a sequence of events and make sense to others. Pretend play is a great way for children to learn and develop skills such as:

- -Planning, including organizing the type of pretend play, such as the beach, roles (lifeguard, scuba divers, fisherman), and items/objects needed for the activity (whistle, goggles, flippers, fishing pole, beach towels)
- -How to solve problems and compromise. For example, "This time I'll be the lifeguard who rescues you and next time you can rescue me."



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

6

- How to communicate through words and actions
- How to express emotions. For example, fear in the face of a child pretending to be a scary animal; delight or jealousy when a new baby comes home from the hospital.
- Creativity and imagination pretend experiences get more complicated and fantastic as children get older. For example, instead of simply being fishermen, they become deep sea explorers, searching for lost treasures on a sunken ship.
- Memory skills, as favorite experiences are acted out repeatedly, such as getting a new pet, eating at a restaurant, taking a trip to the zoo, etc.

You can promote children's development by creating an environment that supports pretend play.

- Establish an area for children's pretend play and provide a variety of items, including purses, hats, shoes, clothing, telephones, kitchen materials, office supplies, junk mail, etc.
- Be sure to offer a storage area for pretend play items. For example, children can hang their "dress up" clothes on an old coat rack and store their other pretend play items in a laundry basket.
- Encourage children to talk about their pretend play. Ask them to describe their pretend play to you: Who were they pretending to be? Why did they want to pretend they were that person? What did they get to do? However, do not interrupt children with questions about their play when they are deep into a pretend play experience. Their fantasy experience can easily be disrupted if they have to shift gears and talk to someone outside of their make-believe experience.
- Engage in pretend play with children. You can enhance children's pretend play by offering suggestions for activities and introducing new words into children's vocabulary. Be sure to follow the child's lead. Let the child direct the fantasy play experience. Research shows that children are more agreeable and can express their developing independence when adults follow the child's plan for the play. Examples of adult-child pretend play activities include having tea parties, bathing baby dolls, setting up a restaurant or beauty parlor, and being a librarian or mail carrier.
- Attend to the theme of children's pretend play. Research shows that, compared to children who engage in little or no violent fantasy play, children who engage in noticeably more violent fantasy play tend to be angrier and less cooperative. Examples of violent pretend play activities include aggressive monsters who hurt people or cops and robbers who kill each other.



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Transition to Kindergarten

As the preschool years end, families are faced with the challenge of preparing their children to start school. Preparing for this transition can make the child's experience (and the family's experience) more comfortable. Transitions from preschool to school involves a shift in adult-child relationships and ratios and peer relationships — some relationships end while new ones begin. Children often have mixed emotions about this shift, including a sense of sadness about leaving their preschool or childcare program and a sense of excitement and anticipation about beginning school. The ability to deal with these emotions and adapt to these changes is important for a successful transition, which sets a positive tone for children's adventures in school.

Here are some suggestions that can help you prepare your children for these transitions.

- Arrange a visit to the child's new school. Make sure the child meets his or her new teacher and has the opportunity to explore the new classroom.
- Ask your child's new teacher about the routines that your child can expect in the new classroom. For example, snacks (How many snack times are there during the day?), and lunch (Do children eat in the cafeteria? Will they have to carry a tray?).
- Incorporate aspects of your child's new routine into his or her current routine. For instance, if children eat lunch in the cafeteria, play a game at home where your child can learn how to balance a tray. If children do not take naps at your child's new school, gradually phase out naptime during your child's daily routine at home.
- If your child attends preschool or a childcare program, ask your child's teacher to help phase out naps.
- Talk with children about what will change and what will stay the same. For example, children may have friends that will be in their new class at school, but they will also get to make new friends. Research suggests that children may adjust better to a change of school when they have the support of a friend. Find out if any of your child's friends will be in the same class. If not, ask your child's teacher to put you in contact with another family whose child will be attending the same school and lives nearby.
- Encourage children to talk about their feelings about starting school.
- When possible, volunteer at your child's school. You can attend field trips, read stories to your child's class, and help with special events. If your job prohibits you from volunteering during the day, you may want to use some personal time to volunteer for a special event at your child's school. Parents who cannot volunteer during the day can help by saving materials for art activities or contributing to the school newsletter.



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Promoting young children's early literacy

To promote young children's delight in talking, listening, reading and writing, adults need to provide a variety of interesting language experiences. Children who have reading difficulties in the primary grades often had limited early literacy learning experiences. Children with reading difficulties have less letter knowledge, less sensitivity to the notion that sounds of speech are distinct from their meaning, less familiarity with the basic purpose and mechanisms of reading, and poorer general language ability. Children who are skilled readers understand the alphabet and letters. They use background knowledge and strategies to obtain meaning from print, and can easily identify words and read fluently.

Activities that prepare young children for learning to read emphasize:

- Counting Number concepts.
- Letter names, shapes, and sounds.
- Phonological and phonemic awareness. When a child understands that when you change a word in a sentence, you change the meaning, and when you change a letter at the beginning of a word you change the word, hear and say rhyming words, divide words into sounds and/or syllables and put them back together again, and recognize that groups of words have the same sound at the start (fish, frog, fruit), or the same sound at the end (dice, mice, ice).
- When adults show interest in reading.
- Sing songs, make up silly rhymes, read books, and play with words and sounds every day.
- Discuss printed text, words, and sounds as "objects" that can be thought about, manipulated, altered and explored.
- Help children build and use their ever-growing vocabulary. Provide pens, pencils, markers, paper, envelopes, a stapler, paperclips, stamps, a dictionary, an atlas, magazines, catalogues, newspapers, junk mail
- engage in daily literacy activities with your children. Write thank you notes, mail birthday cards, look up phone numbers, find exotic destinations in an atlas, write lists, visit the library.

How Do Speech and Language Develop?

The first 3 years of life, when the brain is developing and maturing, is the most intensive period for acquiring speech and language skills. Language develops best in a world that is rich with sounds, sights, and consistent exposure to adults speaking.

Children vary in their development of speech and language skills. However, they follow a natural progression or timetable for mastering the skills of language. A checklist of milestones for the normal development of speech and language skills in children from birth to 5 years of age is included on the following pages. These milestones help doctors and other health professionals determine if a child is on



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

track or if he or she may need extra help. Sometimes a delay may be caused by hearing loss, while other times it may be due to a speech or language disorder.

What is the difference between a speech disorder and a language disorder?

Children who have trouble understanding what others say (receptive language) or difficulty sharing their thoughts (expressive language) may have a language disorder. Specific language impairment (SLI) is a language disorder that delays the mastery of language skills. Some children with SLI may not begin to talk until their third or fourth year. Children who have trouble producing speech sounds correctly or who hesitate or stutters when talking may have a speech disorder. Apraxia of speech is a speech disorder that makes it difficult to put sounds and syllables together in the correct order to form words.

Voice, speech, and language are the tools we use to communicate with each other.

Learn more and get information on downloading the app on the CDC Milestone Tracker Mobile App Web Site at:

<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

Your Child's Speech/Language Checklist

Birth to 3 Months

Reacts to loud sounds	YES	NO
Calms down or smiles when spoken to	YES	NO
Recognizes your voice and calms down if crying	YES	NO
When feeding, starts or stops sucking in response to sound	YES	NO
Coos and makes pleasure sounds	YES	NO
Has a special way of crying for different needs	YES	NO
Smiles when he or she sees you	YES	NO

4 months to 6 months

Months Follows sounds with his or her eyes	YES	NO
Responds to changes in the tone of your voice	YES	NO
Notices toys that make sounds	YES	NO
Pays attention to music	YES	NO
Babbles in a speech-like way and uses many different sounds, including sounds that begin with p, b, and m	YES	NO



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Laughs	YES	NO
Babbles when excited or unhappy	YES	NO
Makes gurgling sounds when alone or playing with you	YES	NO

7 months to 12 months

Enjoys playing peek-a-boo and pat-a-cake	YES	NO
Turns and looks in the direction of sounds	YES	NO
Listens when spoken to	YES	NO
Understands words for common items such as "cup," "shoe".	YES	NO
Babbles using long and short groups of sounds	YES	NO
Communicates using gestures such as waving or holding up arms	YES	NO
Imitates different speech sounds	YES	NO
Has 1-2 words (Hi, dog, Dada, Mama) by first birthday	YES	NO

1 to 2 Years

Knows a few parts of the body and points to them	YES	NO
Follows simple commands	YES	NO
Enjoys simple stories, songs, and rhymes	YES	NO
Points to pictures, when named, in books	YES	NO
Acquires new words on a regular basis	YES	NO
Uses some one- or two-word questions ("Go bye-bye?")	YES	NO
Puts two words together ("More cookie" or "No juice")	YES	NO
Uses different consonant sounds at the beginning of words	YES	NO

2 to 3 Years

Has a word for almost everything	YES	NO
Uses two- or three-word phrases to talk or ask for things	YES	NO
Uses k, g, f, t, d, and n sounds	YES	NO
Is understood by family members and friends	YES	NO
Names objects to ask for them or to direct attention to them	YES	NO

3 to 4 Years

Hears you when you call from another room	YES	NO
Hears the tv or radio at the same sound level as others	YES	NO
Answers simple Who, What, Where, and Why questions	YES	NO



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Talks about activities at daycare, preschool, or friends' homes	YES	NO
Uses sentences with four or more words	YES	NO
Speaks easily without having to repeat syllables or words	YES	NO

This checklist is based upon “How Does Your Child Hear and Talk?”, courtesy of the American Speech Language-Hearing Association. While you may not be able to mark yes for all areas according to your child’s age, if you marked no to most areas, please take your child to their doctor for further evaluation, and/or if enrolled in a child development program, speak with your child’s teacher.

Classroom teacher refer children who may require additional language support to a speech-language pathologist, who is a health/education professional trained to evaluate and treat people with speech or language disorders. The speech-language pathologist will talk to you about your child's communication and general development. He or she will also use special, spoken tests to evaluate your child. A hearing test may also be necessary, as hearing problem can affect speech and language development. Depending on the result of the evaluation, the speech-language pathologist may suggest activities you can do at home to stimulate your child's development. They might also recommend group or individual therapy or suggest further evaluation by an audiologist (a healthcare professional trained to identify and measure hearing loss), or a developmental psychologist (a health care professional with special expertise in the psychological development of children).

RESOURCE GUIDE

Find the resource contact information below at <http://helpcentral.org/>. Help Central 2-1-1 Butte County has a wealth of resource providers for families. The information below is only a small portion of what is available to families in Butte County. Please visit the website for more information and the ability to search by topic. The Palermo Union Elementary School District Preschool Staff is here to assist you should you need help navigating the website or should you need access to a computer.



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Resources for Basic Needs; Food & Shelter

HOPE CENTER

1950 Kitrick Avenue Bldg A
Oroville, CA 95966
(530) 538-8398 Main Site
(530) 712-2600 Main CAA
<http://northstatefoodbank.com/>

JORDAN CROSSING MINISTRIES

2250 5th Avenue
Oroville, CA 95965
(530) 712-9315 Main
<https://www.jordancrossingministries.us/>

NEW LIFE CHRISTIAN CENTER CHURCH

965 Grand Avenue
Oroville, CA 95966
(530) 534-6816 Administrative

SALVATION ARMY

1640 Washington Avenue
Oroville, CA 95966
(530) 534-9558 Service/Intake Social Services
<http://tsachico.org>

THE FATHER'S HOUSE CHURCH

2833 Fort Wayne Street
Oroville, CA 95966
(530) 534-4140 Service/Intake
<http://www.tfhc-oroville.org>
[view map](#)

FREecycle NETWORK

Internet Service Yahoo Groups
<https://groups.freecycle.org/group/ChicoCA/>

FIRST UNITED METHODIST CHURCH

45 Acacia Avenue
Oroville, CA 95966
(530) 534-9455 Administrative
<http://www.1stunitedmethodist.org/OFUMC/HOME.html>
[view map](#)

NEW HOPE MISSIONARY BAPTIST

5640 Lincoln Boulevard
Oroville, CA 95966
(530) 533-7692 Main
[view map](#)

OROVILLE RESCUE MISSION

4250 Lincoln Boulevard
Oroville, CA 95966
(530) 533-0351 Women's Shelter
(530) 534-9541 Men's Shelter
(530) 533-9120 Administrative
<http://www.orovillerescuemission.org>

BUTTE GLENN COMMUNITY COLLEGE

3536 Butte Campus Drive
CC 141
Oroville, CA 95965
(530) 893-7550 Student Food Pantry
https://www.butte.edu/services/early_Alert/foodpantry.html

PALERMO FAMILY BIBLE CHURCH

2570 N. Villa
Palermo, CA 95968
(530) 712-2600 Main CAA
<http://northstatefoodbank.com/>

**BUTTE COUNTY OFFICE OF EDUCATION
HOMELESS STUDENT SUPPORT**

1859 Bird Street
Oroville, CA 95965
PH (530) 532-5650
<https://www.bcoe.org/>



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Resources Health & Wellness

OROVILLE COMMUNITY COUNSELING CENTER

88 Table Mountain Boulevard
Oroville, CA 95965
(530) 538-2158 Intake/Administration
<http://www.buttecounty.net/behavioralhealth/Home.aspx>

OROVILLE HOSPITAL

2767 Olive Hwy
Oroville, CA 95966
(530) 532-8265 Main

AMPLA HEALTH OROVILLE MEDICAL

2800 Lincoln Street
Oroville, CA 95966
(530) 534-7500 Service/Intake
(530) 534-0210 Fax
<http://www.AmplaHealth.org>

BUTTE COLLEGE STUDENT HEALTH CENTER

3536 Butte Campus Drive Parking Lot #3C
Oroville, CA 95965
(530) 895-2846 Fax
(530) 895-2441 Service/Intake
<http://www.butte.edu/shc/>

BUTTE COUNTY DEPARTMENT OF CHILD SUPPORT SERVICES

78 Table Mountain Boulevard
Oroville, CA 95965
(866) 901-3212 Service/Intake Statewide service
(530) 538-6500 Fax
<http://www.buttecounty.net/childsupportservices/Home.aspx>
x

SIERRA FOREVER FAMILIES

520 Cohasset Road, Suite 140
Chico, CA 95926
(530) 879-3861 Service/Intake
(530) 895-6148 Fax

HEALTH INSURANCE - COVERED CALIFORNIA

(800) 300-1506 Toll free Service Center
<http://www.CoveredCA.com>

WIC & NURSING PROGRAMS - OROVILLE

82 Table Mountain Boulevard
Oroville, CA 95966
(530) 538-7455 Service/Intake

BUTTE COUNTY PUBLIC HEALTH DEPARTMENT

202 Mira Loma Drive
Oroville, CA 95965
(530) 538-7553 Service/Intake Butte County Public Health
(800) 433-2611 Intake/Administration AIM Information
and Assistance
<http://www.aim.ca.gov/english/AIMHome.asp>

VALLEY OAK CHILDREN'S SERVICES

3120 Cohasset Road Suite 6
Chico, CA 95973
(530) 895-3572 Intake/Administration
(800) 345-8627 Toll free
(530) 895-8524 Fax
<http://www.valleyoakchildren.org>

CARING FOR WOMEN PREGNANCY RESOURCE CENTER

2362 Lincoln Street
Oroville, CA 95965
(530) 533-8388 Intake/Administration
(530) 532-9362 Hotline 24-hour line and for appointments
<http://www.caring4women.org>

CATALYST DOMESTIC VIOLENCE SERVICES, OROVILLE

1931 Arlin Rhine Memorial Drive
Oroville, CA 95965
(530) 532-6427 Service/Intake
<http://www.catalystdvservices.org>



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Educational Resources

BUTTE COUNTY LIBRARY

1820 Mitchell Avenue
Oroville, CA 95966
(530) 538-7642 Service/Intake
(530) 538-7641 Service/Intake
<http://www.buttecounty.net/bclibrary/>

BUTTE COUNTY OFFICE OF EDUCATION

3935 Morrow Lane
Chico, CA 95926
(530) 532-5747 Fax
(530) 879-2328 Service/Intake
(866) 280-9424 Toll free
<http://www.bcoe.org>

PALERMO UNION SCHOOL DISTRICT**PALERMO Preschools**

7390 Bulldog Way
Palermo, CA 95968
(530) 533-4842 Intake/Administration
<http://bulldog.bcoe.butte.k12.ca.us/Palermo.html>



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

Dental Resources

PHAM, AMY H, A PROF DENTAL CORP

Dental Office Name: **PRODENTAL**
2630 OLIVE HWY STE A
OROVILLE, CA 95966-6138
(530) 534-6666

Accepting new patients

Specialty: GENERAL PRACTITIONER

Notes

- Distance: ~ 22.82 Miles from Chico
- MEDI-CAL DENTAL PROGRAM
- Languages Spoken: English, Spanish, Vietnamese

WESTERN DENTAL SERVICES INC

2471 COHASSET RD STE 170
CHICO, CA 95926-1336
(530) 894-9040

Accepting new patients

Specialty: GENERAL PRACTITIONER,
CERTIFIED ORTHODONTIST

_RAO, CHERUKUPALLI SRINIVAS, DDS

Dental Office Name: **ACE DENTAL CARE
CHICO DENTAL OFFICE OF D**
1074 EAST AVE STE R CHICO, CA 95926-1052
(530)- 45-4780

Accepting new patients

Specialty: GENERAL PRACTITIONER

WESTERN DENTAL SERVICES INC

1010 MANGROVE AVE, STE A-B
CHICO, CA 95926-3551
(530) 342-7500

Accepting new patients

Specialty: GENERAL PRACTITIONER

TATLA, NAVTEJ S, DDS INC

1046 MANGROVE AVE STE D
CHICO, CA 95926-3548
(530) 891-1674

Accepting new patients

Specialty: GENERAL PRACTITIONER



Palermo Union School District

Preschool Programs FAMILY RESOURCE Guide Including, *How Children Grow & Develop*

16

Helpful Links & Information

Disaster Resources

<https://www.cdss.ca.gov/inforesources/Child-Care-Licensing/Public-Information-and-Resources/>

Help Central 211 Butte County

<http://helpcentral.org/directories/>

Behavior Health Service Guide (includes employment and housing information)

<https://www.buttecounty.net/Portals/5/PatientsRights/ServiceGuide83016.pdf>

Lead Poisoning Resources

CDPH Childhood Lead Poisoning Branch

(510) 620-5600

www.cdph.ca.gov/Programs/CLPPB

California Child Care Health Program

<https://cchp.ucsf.edu>

Resource and Referral Consumer Education Line

(800) 543-7793

Link to the one-hour Lead Poisoning Prevention Curriculum

<https://cchp.ucsf.edu/content/child-care-lead-poisoning-prevention-curriculum>

Center for Disease Control (CDC)

5 Things for Lead Poisoning

<https://www.cdc.gov/nceh/lead/tools/5things.pdf>

Environmental Protection Agency (EPA) Brochure:

Protect Your Family from Lead in your Home

https://www.epa.gov/sites/production/files/2017-06/documents/pyf_color_landscape_format_2017_508.pdf

EPA Toolkit: Reducing Lead in Drinking Water

<https://ground-water-and-drinking-water/3ts-reducing-lead-drinking-water-toolkit>

Food and Drug Administration (FDA): Lead in Food and Dishware

<https://www.fda.gov/food/metals/lead-food-foodwares-and-dietary-supplements>

California Department of Public Health (CDPH):

Childhood Lead Poisoning Prevention Branch

https://www.cdph.ca.gov/Programs/CCDPPH/DEODC/CLPPB/Pages/prov_services.aspx

An index of Lead Certified professionals in California is available on the CDPH website:

<https://cdph.ca.gov/Programs/CCDPPH/DEODC/CLPPB/Pages/LRCcertlist.aspx>

Smile California

<https://smilecalifornia.org/>



Medi-Cal Dental Program (Denti-Cal) Resource List

February 2021

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**Most surgeons require a referral*

CHICO				
Michael Jones, DDS 2411 Norte Dame Blvd.	Fax: 345-0159	Check website: drjones.info or email: michael@drjones.info Text for appointment (201) 824-2437	English	MCal 1- 20 yrs
AMPLA-Chico Dental 236 W. East Ave., Suite H	342-6065 X 2 Fax: 343-7769	Monday - Friday 7:15am - 4:15pm Walk-ins from 7:15-10:30am, 12:30-3:15pm	Language line	MCal Gum checks, 1st tooth & older
Northern Valley Indian Health 845 W. East Avenue	896-9400 X 4 Fax: 899-5162	Monday - Friday 8am - 5pm	Language line	Mcal, no new non-tribal patients 1st tooth & older
Northern Valley Indian Health 500 Cohasset Road, Suite 15	433-2500 X 4 Fax: 924-2696	Monday - Friday 7:30am - 5pm	Language line	MCal 1st tooth- 2 1/2 years
Navtej Tatla, DDS 1046 Mangrove, Suite D	891-1674 Fax: 343-5757	Monday - Thursday 8:30am - 5pm Friday 8am - 1pm	Spanish Punjabi	Mcal 6 & older be able to sit in chair possibly younger on case by case basis
Western Dental Services 2471 Cohasset Road, Suite 170	894-9041 Fax: 894-9046	Tuesday - Saturday 8am - 5pm	Spanish and Phillipino	MCal 12 & older
Cherukupalli Srinivas Rao, DDS 1074 East Ave. Suite R	345-4780 Fax: 345-4781	Monday, Wednesday and every Friday 8am-5pm Saturday - by appointment (rarely)	Spanish Hindi	Mcal 14 & older
Children's Choice Pediatric Dental Clinic 1910 E 20th Street	936-5437 Fax: (844) 534-8464	Tuesday - Friday 9am - 6pm	Spanish	Mcal 1st tooth & older
GRIDLEY				
Gregory Carlin, DDS 800 Spruce Street	846-2426 Fax: 846-5019	Tuesday - Friday 1pm - 6pm	English	MCal 5 & older
OROVILLE				
AMPLA-Oroville Dental 2800 Lincoln Blvd.	533-6484 X 2 Fax: 533-2708	Monday - Friday 7:15am - 4:15pm Walk-ins 7:30am - 2pm	Language line	MCal 1st tooth & older
Feather River Tribal Health 2145 Fifth Avenue	534-5394 Fax: 533-1323	Monday - Friday 7am - 6pm	Language line	MCal 1st tooth & older
Pro Dental Group 2630 Olive Hwy., Suite A	534-6666 Fax: 534-1040	Monday - Thursday 8am - 5pm	English, Vietnamese Laos, Hmong, Spanish	MCal 1st tooth & older
Oroville Hospital Dentistry Kham Vang, DDS 3579 Oro Dam Blvd., Suite B	538-5713 Fax: 538-5715	Monday - Friday 8am - 5pm	Hmong, Interpreter available	Mcal only 1st tooth & older
PARADISE				
Adventist Health Paradise Dental Clinic 5125 Skyway	876-2545 Fax: 876-2542	Monday - Thursday 8am - 5pm Friday 8am - 12pm	Language line	MCal 1st tooth & older
COLUSA COUNTY and SUTTER COUNTY				
AMPLA-Colusa Family Dentistry 555 Fremont Street, Colusa	458-5165 X 2 Fax: 458-7830	Monday - Friday 8am - 5pm Walk-ins	Language line	MCal 1st tooth & older
Bruce Pope, DDS and Dr. Tanabe, DDS 9900 Larkin Road, Live Oak	695-1884 Fax: 695-1994	Monday - Thursday 8:30am - 4:30pm	Language line	MCal 1st tooth- 20
Children's Choice Pediatric Dental Clinic 871 Gray Avenue, Ste. B, Yuba City	763-3222 Fax: 844-534-8464	M, W, F 8-5, Tu 10-7, Th 9-6 Sat 8-5	Spanish Punjabi	MCal 1st tooth- 21
James Genobaga, DDS 866 Plumas St., Ste H, Yuba City	763-4231 Fax: 763-4316	Monday - Thursday 8am - 5pm Closed for lunch 1pm - 2pm	Spanish	Mcal 1 year & older
Kids Smile Dental and Orthodontics 853 Plumas Street, Yuba City	763-5595 Fax: 763-5628	Monday - Friday 9am - 6pm Saturday 9am - 3pm	Spanish Punjabi	MCal 1st Tooth - 18 yrs
Kids Smile Dental and Orthodontics 415 Alturas St., Ste 2, Yuba City	755-7422 Fax: 763-4928	Monday - Friday 9am - 6pm Saturday 9am - 3pm	Spanish	MCal all ages
Nihad Jebrini, DDS 1467 Live Oak Blvd., Yuba City	821-0324 Fax: 821-0328	M 9am-6pm; Tu, Wed, Th 8am-5pm F 8am-12pm	English Spanish	MCal 2 & older
Paramjit Everest, DDS 1047 Live Oak Blvd. #B, Yuba City	673-6565 Fax: 673-7317	M 8-2pm, Tues 8-3pm, Selective apt only W-Sat	Spanish	MCal 3 & older



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Peach Tree Pediatric Dental 1275 Tharp Road, Yuba City	749-3241 Fax: 749-3248	Monday - Friday 8:30am - 5pm Walk-ins possible (emergency only)	<i>Spanish</i> <i>Punjabi, Hindi</i>	MCal 1st tooth - 19 yrs
Western Dental Services 727 Colusa Avenue, Yuba City	751-0115 Fax: 751-0331	Monday - Friday 9am - 6pm Saturday 8am - 4pm	<i>Spanish</i> <i>Punjabi</i>	MCal 1st tooth & older
All Dental & Orthodontics 1222 Colusa Ave., Yuba City	673-3684 Fax: 443-9594	Monday - Thursday 9am- 6pm Friday 9am - 4pm	<i>Spanish</i>	MCal 12 & older, unless referral
GLENN COUNTY				
AMPLA-Orland Family Dentistry 1211 Cortina Drive, Orland	865-5561 X 2 Fax: 865-4730	Monday - Friday 7:15am - 4:15pm Walk-ins 7:30am - 1pm	<i>Language</i> <i>line</i>	MCal 1 year & older
Northern Valley Indian Health 207 North Butte Street, Willows	934-4641 X 4 Fax: 934-4916	Monday - Friday 8am - 5pm	<i>Language line</i>	MCal 1st tooth & older
Hani Radaideh, DDS 1248 W. Sycamore Street, Willows	934-5071 Fax: 934-9480	Monday - Thursday 8am - 5pm Friday 8am - 12pm	<i>English</i> <i>Arabic</i>	MCal 1st tooth & up
TEHAMA COUNTY				
Adventist Health Corning Dental Clinic 155 Solano Street, Corning	876-2545 Fax: 876-2542	Monday-Thursday 8am-5pm Friday 8am - 2pm	<i>Language</i> <i>line</i>	Mcal only 1st tooth & older
Northern Valley Indian Health 2500 N. Main Street, Red Bluff	529-2567 x 4 Fax: 529-2552	Monday - Friday 7:30am- 5pm	<i>Language</i> <i>line</i>	Mcal, not accepting new patients 1st tooth & older
Greenville Rancheria 343 Oak Street, Red Bluff	528-3488 Fax: 690-2684	Monday - Thursday 7:45am - 5pm, Friday 7:45am - 12pm Saturday 8am - 4:30pm	<i>Spanish</i>	MCal all ages
Rolling Hills Dental Clinic 740 Solano Street, Corning	690-2827 Fax: 838-9026	Monday - Friday 7:30am- 6pm	<i>Language</i> <i>line</i>	Mcal, waiting list for new patients 1st tooth & older
Rolling Hills Dental Clinic 2540 Sister Mary Columba Dr., Red Bluff	690-2778 Fax: 690-2229	Monday - Friday 7:30am- 6pm	<i>Language</i> <i>line</i>	MCal 1st tooth & older
SERVING BUTTE and GLENN COUNTIES				
Northern Valley Indian Health Mobile Dental Clinic	520-6913 Fax: 924-2695	Tuesday - Friday 9am-3pm (out of town) 8am -3pm (in Chico)	<i>English</i> <i>Language line</i>	MCal 0-12 years Pregnant women
DENTAL SURGEONS IN NORTHERN AND CENTRAL CALIFORNIA ACCEPTING MEDI-CAL				
Dentist	Telephone	Surgical Hospital	Ages	Languages
Rodney J. Bughao, DDS 1035 Suncast Ln, Ste. 110, El Dorado Hills	(916) 941-0323 Fax: (916) 941-0325	*Special needs children & medically fragile- case by case basis Sutter Medical Cntr; Greater Sacramento Surgery Cntr; Kaiser Roseville, Vacaville and Antioch, and Vacaville Valley Surgery Center	No age requirement	Translator Service or bring family member
James R. Musser, DDS 10425 Fair Oaks Blvd. #101, Fair Oaks	(916) 965-3077 Fax: (916) 965-0935	Greater Sac Surgery Center; Roseville Surgery Center Sutter-Roseville; Kaiser-Roseville	10 and under	English/Spanish Language line/family
Children's Dental Surgery Center Delta Surgical 1523 E. March Lane, Ste. A, Stockton	(209) 952-9000 Fax: (209) 373-1190	Surgery done at Center	18 mnths-8 yrs	English/Spanish Language line/family
PDI Surgery Center 1380 19th Hole Dr., Windsor Fax: (707) 838-8464	(877) 934-7372 (707) 838-6560	Surgery done at Center *Will treat special needs children on case by case basis	1-6 & older on case by case basis	English/Spanish
Bruce Pope, DDS 9900 Larkin Rd., Live Oak	(530) 695 1884 Fax: (530) 695-1994	Surgery done at Adventist Health Rideout Hospital in Marysville; must est. care w/ pediatrician	20 & under 6 and under for sedation	English/Spanish language line
Yellowstone Family Dentistry 110 Yellowstone Dr., Ste. 100, Chico	(530) 895-3449 Fax: (530) 895-9168	Enloe Surgery Center & Skyway Surgery Center	12 & under	English/Spanish or bring family member
Mark Hagele, DDS 101 Providence Mine Road, Nevada City	(530) 265-6656 Fax: (530) 265-6625	Rideout Hospital in Marysville Grass Valley Surgery Center	6 & under	English
Smile Time Dental, Sabrina Jang, DDS 731 Sterling Pkwy, Ste. 100, Lincoln	(916) 265-0270 Fax: (916) 984-4248	Sedation dentistry offered in office. Mercy Sacramento; Kaiser Roseville; Sutter Medical Cntr.	1st tooth - 17 yrs	English/Spanish