

Instructions for Program Self-Evaluation Cover Page

Contract Types

- CSPP:** California State Preschool Program
- CCTR:** California Center-Based Child Care
- CHAN:** California Severely Handicapped
- CFCC:** California Family Child Care Homes
- CMIG:** California General Migrant Child Care
- CMAF:** California Migrant Alternative Payment
- CRRP:** California Resource and Referral Program
- CAPP:** California Alternative Payment Program
- C2AP:** CalWORKs Stage 2
- C3AP:** CalWORKs Stage 3

Submission Requirements

Submit **one** Program Self-Evaluation (PSE) Cover Page (EESD 4000).

NOTE: CAPP, CMAF, C2AP, C3AP, and CRRP contractors **are required** to complete and submit the PSE for FY 2014–15.

Contractor Information

- Insert the Contractor's legal name
- Insert the four-digit Vendor Number
- Check all applicable contract types
- For CSPP, CCTR, CFCC, CMIG, and CHAN contracts, insert the number of classrooms and/or number of family child care homes for each of the applicable contract types.

Program Self-Evaluation Process

Summarize the process developed and implemented to meet requirements of 5 CCR Section 18279.

- Insert the date(s) the PSE will be or has been presented to the governing board.
- Sign and date the Statement of Completion certification. Include name and title, phone number of signator, and name and number for the contact person if different than person signing the EESD 4000.

Program Self-Evaluation Cover Page

Contractor's Legal Name Davis Joint Unified School District Children's Center				Vendor Number 7267		
Contract Type(s)	# of classrooms by age group and setting					
	Infant Toddler		Preschool		School Age	
	Center	FCCHEN	Center	FCCHEN	Center	FCCHEN
<input checked="" type="checkbox"/> CSPP			3			
<input type="checkbox"/> CCTR						
<input type="checkbox"/> CFCC						
<input type="checkbox"/> CHAN						
<input type="checkbox"/> CRRP						
<input type="checkbox"/> CMIG						
<input type="checkbox"/> CMAP						
<input type="checkbox"/> CAPP						
<input type="checkbox"/> C2AP						
<input type="checkbox"/> C3AP						

(Note: This area expands as necessary.)

Describe your program self-evaluation process

Our Agency Annual Self Review Process was compiled by the following means: The year 2014-2015 fiscal year began August 22, 2014 and ended May 13, 2015. The process of data collection, analysis, and program improvement started with a team meeting held on August 22, 2014 headed by director, Maria Furtado-Yuen. The process was set into place after identifying program and educational goals for the forthcoming school year, and drafting a timeline for identifying all components of the Desired Results System.

The data collecting process starts with classroom teachers, (Socorro Campos, Maureen Driscoll, Stacy Oler), observing accessing and implementing the Desired Results Developmental Profiles (DRDP-PS) for students enrolled in the program. After completing the DRDP-PS process on the students (60 days in October 2014 and 6 months in March 2015), director and classroom teachers review collected DRDP-PS group data summaries developing appropriate strategies for supporting areas identifying as key findings for the group, as well as individualized student educational plans. Following the DRDP-PS process teachers schedule conferences to discuss the Individual Child Progress Reports sharing student portfolio contents. Goals are implemented for continued support of growing skills by both parents and staff. Supporting materials are offered by teachers and other site personnel targeting identified student age appropriate educational/developmental goals. Handouts containing applicable strategies for student success teamed with a list of community based parent trainings/classes, along with onsite Parent Lending Library materials have flourished since the 2013-2014 school year. Parent conferences were scheduled and completed February 2015 and offered May 2015.

The program director and classroom staff completed the Early Childhood Environment Rating Scale-Revised (ECERS-R) score sheets on the program's classrooms on August 22, 2014 and the process was re-evaluated throughout the 2014-15 school year and on April 1, 2015 personnel from the City of Davis Child Care Resource&Referral RTT and CSP2 programs also completed ECERS observations in

our classrooms. Appropriate modifications were made in reflecting the second findings to ensure identified needs have been adequately addressed, materials purchased, trainings planned, and all sub-scale scores were found to be at appropriate levels.

The next step taken to complete our program PSE was preparing and handing out Parent Surveys to parents in the month of January 2015 through the classroom environment. Parents completed surveys and returned them to the office staff. The program secretary compiled a group data summary of the returned Parent Surveys in March 2015. 100% percent of parent satisfaction was reported in the areas of overall quality of the program, safety and happiness of the students in our program. The director and teachers upon reviewing data compiled from the Parent Surveys identified areas of strength and areas needing growth and support. Having identified areas needing program enhancement action steps for items listed on the Parent Surveys rating 50% or less in February 2014 will be addressed and included in the year-end program goals.

In April-May 2015, the program secretary compiled the DRDP-SP group data summaries on each classroom. From that data, the director and a classroom teacher completed the DRDP-SP summary of findings creating action steps for all items with substandard percentages. The end products from the DRDP Summary of Findings, the Parent Survey of Findings and the Early Childhood Environment Rating Scale-Revised (ECERS-R) Summaries of Findings, became the key vehicles for completing the comprehensive Desired Results Developmental Profile Summary of Findings – Classroom and Family Child Care Home and Desired Results Developmental Profile Summary of Findings and Program Action Plan Educational Goal-Reflection on Action Steps (prior and current year). As part of the new process of reflection on the prior year Self-Evaluation Report staff analyzed the Program Action Plan submitted in the FY 2013-2014. Staff recapped on items successfully accomplished and their significance as relating to educational student and program quality. All areas needing modification and revision were addressed in staff brainstorming sessions then addressed/recorded and appropriate changes made.

The Program Self-Evaluation Report was completed by the program director, classroom teachers, the program secretary and other stake holders in May 2015. The completed documents/forms will be sent to the DJUSD Board of Education for approval on June 18, 2015. An un-approved copy of the report is slated to be presented by the director to the staff on May 27, 2015. On June 11-12, 2015 a BOE unapproved copy of the Annual Agency Report and supporting documents will be available for parents to review. At this time the director will be present to answer questions or address concerns. The process will be completed with the director driving the final signed report to CDE/EESD in Sacramento on June 18, 2015 and filing the required items and back-up documents on site available for EESD/CDC review.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.

Date

June 25, 2015

Statement of Completion: I certify that the information included in this report is accurate and factual to the best of my knowledge.

Signature

P. B. K. L.

Date

6/22/15

CPB

Name and Title Winfed Roberson, Superintendent	Phone Number (530) 757-5300
Contact Name and Number if different from above Maria Furtado-Yuen, Director	Phone Number (530) 757-5340

EESD 4001

**Instructions for
Early Education and Support Division (EESD) Program Review Instrument
Summary of Findings and Action Plans**

Submission Requirements

All contractors operating, CSPP, CCTR, CFCC, CMIG, CHAN, **CAPP**, **CMAF**, **C2AP**, **C3AP**, and **CRRP contract(s)** must complete one (1) EESD 4001 for each contract **type** operated by the contractor.

Contractor Information

Complete the requested information at the top of form EESD 4001, including Contractor's Legal Name, Contract Type, Age Group(s) being served, Planning Date, and Lead Planner's Name and Title.

Summary of Findings and Action Plans

Using the EESD Program Instrument 2014–15 at <http://www.cde.ca.gov/ta/cr/documents/ees201415a.pdf> for all applicable domains and items (EES 01-19), verify the summary of findings determined in the program self-evaluation process as follows:

- For each item applicable to the contract type, left click on the box. An "x" mark will appear in the box. This "x" verifies the item the contractor was required to review.
- For any item **not** fully meeting requirements enter a description of the finding(s) and include a plan to resolve the finding. This plan must include Actions (What

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will be done, not already being done?), Persons Responsible (Who will do what?) and a timeline (By when?). These boxes will allow for as much writing space as needed.

**Early Education and Support Division Program Review Instrument
 Fiscal Year 2014-15**

Contractor's Legal Name Davis Joint School District Children's Center	Vendor Number 7267
Contract Type CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date May 13, 2015	Lead Planner's Name and Title Maria Furtado-Yuen, Director

Summary of Findings and Action Plans

Complete the Summary of Findings and Actions Plans as directed in the instructions.

INVOLVEMENT

EES-01: Plan for Parent Involvement
 (CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

GOVERNANCE AND ADMINISTRATION

EES-02: Family Eligibility Requirements
 (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

EES-03: Child Need Requirement Verification
 (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

EES-04: Recording and Reporting Attendance
 (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

- EES-05: Correct Fee Assessed
(CCTR, CSPP, CMIG, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan: N/A Part-day/Part-year

- EES-06: Inventory Records
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP)

Corrective Action Plan:

- EES-07: Alternative Payment (AP) Policies
(CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- EES-08: Desired Results Profile and Data
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

- EES-09: Annual Evaluation Plan
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

- EES-10: Site Licensure
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

STAFFING AND PROFESSIONAL DEVELOPMENT

- EES-11: Staff Development Program
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, C2AP, C3AP, CRRP)

Corrective Action Plan:

- EES-12: Qualified Staff and Director
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

- EES-13: Staff-Child Ratios
(CCTR, CSPP, CMIG, CHAN)

Corrective Action Plan:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

- EES-14: Family Selection
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP)

Corrective Action Plan:

- EES-15: Compliance with Due Process
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

- EES-16: Refrain from Religious Instruction
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

- EES-17: Services Responsive to Family Needs
(CRRP)

Corrective Action Plan:

TEACHING AND LEARNING

- EES-18: Environment Rating Scale
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

EES-19: Nutritional Needs
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

Desired Results Program Action Plan – Reflection on Action Plan from FY 2013–14 Plan

Contractor's Legal Name	Davis Joint Unified School District Children's Center	Vendor Number	7267
Contract Type	CSPP	Age Group (Infant/Toddler, Preschool, School-Age)	Preschool
Planning Date	May 13, 2015	Lead Planner's Name and Title	Maria Furtado-Yuen, Director

Reflection of Program Action Plan from FY 2013-14 PSE

Review each Program Action Plan submitted in the FY 2013-14 Program Self-Evaluation Report. Provide a separate reflection and narrative for each contract and age group, including the outcome of each action step. Record how each action step was successfully accomplished. If there were modifications or revisions to the action steps, reflect on and record the outcome of those changes.

This form can be expanded and is not limited to a single page

The outcome of successful implementations of the action steps mentioned includes the DRDP-PS domain in Healthy Lifestyle. As we reflect on last years accomplishments in our stated educational goal for 2013-14 we have identified the following areas :

1. Classrooms identified, purchased and integrated appropriate materials into lesson plans which will assist in supporting to a lifelong, health conscious individuals.
2. Completed staff trainings including self directed California Department of Education-Nutrition Services Division and Fresno City College Cal-Pro-Net-Center. Also, Maria Furtado Yuen, Director and Angie DeLeon, site secretary attended an off site three day training on CACFP Management of Child Care Centers focusing on new nutritional guidelines for preschoolers. Successfully completed brainstorming sessions with DJUSD Student Nutrition Director, Dominic Machi and introduced healthier food items into our daily snack.
3. Worked with nursing staff to enhance individualized health needs of specific students. Also completed trainings on supporting students with specific medical needs, ie. Epi-Pen training and diabetes management.
4. Compiled an international cookbook with favorite recipes from families and staff.

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Contractor's Legal Name	Vendor Number
<p>Davis Joint Unified School District Children's Center</p> <p>5. Program provided families with resources on how to acquire low cost or free food, scholarships from th City of Davis and Davis Adult School exercise classes for both children and adults. Also worked with district homeless coordinator to provide assistance to our neediest families.</p> <p>6. Program staff procured a professional dance instructor to volunteer time weekly to enhance our movement curriculum.</p> <p>7. New garden boxes/ areas have been established to introduce urban families to container gardening. Fresh produce has been sent home to encourage expanding family meals to encompass fresh vegetables, and to engage students in learning to prepare new foods, supporting the outcome of their work in the gardens.</p> <p>8. In addition to gardening, students are building on the concept of healthy lifestyles by engaging in the daily activity of caring for chickens ; which includes feeding, watering, observing animal behavior, and gathering eggs. A process is in place that enables each child to collect and take eggs home to consume with their families. This activity reinforces healthy lifestyles by educating children and families about the origins of their food.</p> <p>Program has identified the following areas that still need improvement and/or completion:</p> <ol style="list-style-type: none"> 1. Working with Matt Best, Associate Superintendent and Dominic Machi, Director of Student Nutrition Services to provide our morning preschool session with a full breakfast and our afternoon session with a hot lunch omitting snacks. Staff has identified and linked behavior problems closely related to the lack of nutritiously balanced morning and afternoon meals. 2. Program will schedule parent educational opportunities focusing on age appropriate nutritional needs of preschool children. In addition, program staff will connect with the Davis Farmers Market to acquire resources on preparing fresh fruits and vegetables. Staff will seek out community donations of cookbooks or websites to support family dietary changes. 	<p>7267</p>

**Instructions for
Desired Results Developmental Profile Summary of
Findings Program Action Plan (EESD 4003)**

Submission Requirements

For CSPP, CCTR, CFCC, CMIG, and CHAN contract types only, complete a program-level (not a classroom level) Summary of Findings and Program Action Plan (EESD 4003), one for each contract type by age group as applicable.

Contractor Information

Complete the requested information at the top of form EESD 4003, including Contractor's Legal Name, Contract Type, Age Group, Planning Date, and Lead Planner's Name and Title.

Summary of Findings and Program Action Plan

Contractors serving children in a Family Child Care Home Education Network (FCCHEN) must complete a Desired Results Developmental Profile (DRDP) Summary of Findings for the **infant/toddler age group** unless no services to infants/toddlers are provided. In this case, complete and submit a summary of findings and program action plans for the age group with the highest number of children enrolled.

Key Findings – Ask: Where is the program now?

- To determine key findings, compile the information from **all** of the individual classroom or family child care home DRDPs. The Classroom/Family Child Care Home DRDP Summary of Findings form and Instructions are available on the Desired Results Web site at http://www.desiredresults.us/form_ps.htm.
- If the center-based contractor has multiple sites, first compile the information by site, and then at the program level.
- FCCHENs may collect information from each family child care home and first compile the information by each designated teacher case load

assignment (similar to a center-based “site”) and then compile the information at the program level.

- Look for trends or patterns in the DRDP data to identify overall strengths and areas needing improvement at the domain level. Use this information to identify and write at least one (1) key finding in the row labeled, “Key Findings from Developmental Profiles.”

Educational Goal – Ask: Where does the program want to go?

- Define at least one goal at the domain level to address important issues regarding the educational needs of children identified in the key findings.
- Write the Educational Program Goal in the row labeled, “Educational Program Goal(s).”

Action Steps – Ask: How does the program get there?

- Develop and write attainable action steps to achieve the program’s goal(s). The action steps should identify a variety of strategies to achieve the goal such as:
 - Activity planning
 - Curriculum modifications
 - Materials required
 - Staff or program schedules
 - Child-staff interactions
 - Classroom use of space
 - Professional development
 - Parent education
- Write the Action Steps in the spaces provided.
- CDE publications and resources are available to assist in the development of Action Steps and are located on the Publications Web site at <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>.

Expected Completion Date, and/or Ongoing Implementation and Persons Responsible – Ask: By when? Enter responses in the corresponding response box.

- Enter the date when the Action Steps will be completed.
- Enter “Ongoing” when the Action Step implementation will continue

throughout the year.

- Identify the key person(s) who will be responsible for each Action Step.

**Desired Results Developmental Profile Summary of Findings and Program Action Plan
 Educational Goal**

Contractor's Legal Name 3. Davia Joint Unified School District Children's Center	Vendor Number 7267
Contract Type CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date May 13, 2015	Lead Planner's Name and Title Maria Furtado-Yuen, Director
<p>Review the Desired Results Developmental Profile Summary of Findings at the Program or Network level and plan on the areas that your agency will focus on for the FY 2015–16. Each contract type should have a program level plan and action steps. Include this information in the response boxes below.</p> <p style="text-align: center;"><i>Each response box below will expand as needed</i></p>	
Key Findings by Domain from Developmental Profiles Ask: Where is the program now?	Upon reviewing collected DRDP-PS Group Tally Sheets staff identified that 36% of the program is at developing level or lower in the Self and Social Development domain.

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<p>Educational Program Goal(s)</p> <p>Ask: Where does the program want to go?</p>	<p>Upon reviewing collected DRPDR-PS Group Tally Sheets staff identified the need to increase by 50% the number of children reaching the building and integrating levels after the second assessment period FY 2014-2015 in the Developmental Domain: SSD-Self and Social Development. Although staff finds that the majority of students made modest age-appropriate progress in this domain, we as educators strongly feel that in order to build/scaffold student success in TK/ Kindergarten readiness skills a sound education support plan needs to be in place for the coming school year.</p>
<p>Action Steps (i.e. address activity planning, curriculum modifications, materials required, staff or program schedules, child-staff interactions, classroom use of space, professional development, parent education, and/or community outreach)</p> <p>Ask: How does the program get there?</p>	<ol style="list-style-type: none"> 1. Teaching staff will inventory current classroom items that are available to meet these goals and then identify needed student materials that will assist in supporting children's development in displaying age appropriate feelings/interactions. As needed, classroom material such as: story books, board games and CDs are selected by the teaching staff. The site director will review material order, modify and/or approve. Then the director will locate funds from 2015-16 resource funds and site secretary will place material orders from selected ECE catalog. 2. Existing and new classroom material will be used to create lesson plans to enhance/focus on these two primary facets of the instructional day: First, teacher-directed use of books and board games in small group interactions to support students in labeling emotions/feelings and building on socially appropriate responses. Second, large group time with teacher lead use of dolls and/or puppets in which scenarios will be acted out. Student response will be solicited invoking student thought-process and problem-solving skills identifying socially acceptable responses to natural human feelings, keying in on impulse and self-control in one-on-one and group settings. To reinforce current lesson plan goals supporting handouts will be sent home to families. 3. Staff will use ECERS-R instrument to ensure that physical classroom environment provides students with areas/space conducive to encouraging small groups of student-shared activity without interruption. Also, to support diverse student learning styles, materials will be interspersed throughout educational centers of the room, ensuring that children with varying interests are exposed to a rich self-expressive experience throughout the room. 4. A planning session will take place in mid August of the 2015-2016 school year compiling a list of training opportunities that will be available to staff on individual and group basis through DJUSD CNI focusing on identifying/defusing challenging student behaviors in the classroom environment. To support this goal, staff will continue to build relationships with the early childhood behaviorist on campus. 5. Program staff will build on educational/student self-help and social skills by providing monthly handouts to families

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<p>(This form can be expanded and is not limited to a single page.)</p>	<p>with age-appropriate ideas, plus materials in the lending libraries to reinforce concepts in the home environment.</p> <p>6. Program staff will work with in-district and community agencies to provide enrolled families with resources on: parenting classes, family counseling and basic daily needs (in order for students to succeed in an educational setting, basic physical and emotional necessities must be met).</p>
<p>Expected Completion Date and/or Ongoing Implementation and Persons Responsible</p> <p>Ask: By when?</p>	<p>On-going FY 2015-1016 as funds become available.</p> <p>Planning sessions scheduled for August 21, 2015 and October 30, 2015</p> <p>April 2016 To be arranged</p> <p>Matt Best, Associate Superintendent</p> <p>Patrick McGrew, Directo of Special Education</p> <p>New Director, To be hired TBA</p> <p>Socorro Campos, Site Supervisor/Teacher</p> <p>Maureen Driscoll, Site Supervisor/Teacher</p> <p>Stacy Oler, Site Supervisor/Teacher</p> <p>Angie DeLeon, Site Secretary</p>

**Instructions for
Desired Results Program Action Plan – Reflection on Action Steps**

Submission Requirements

Contractors with CSPP, CCTR, CFCC, CMIG, and CHAN contracts are required to complete and submit a Reflection on Action Steps and goals with the FY 2014–15 PSE.

Complete an EESD 4002, **one for each contract type** as applicable. As the FY 2013–14 Action Steps would be different or unique to the contract type and age group, a separate reflection and narrative for each is required.

Contractor Information

Complete the requested information at the top of the EESD 4002, including Contractor's Legal Name, Contract Type, Age Group(s), Planning Date, and Lead Planner's Name and Title.

Provide a Reflection Narrative

The Fiscal Year (FY) 2014–15 Program Self-Evaluation (PSE) includes the critical Reflection on Action Steps in the self-evaluation process; the Desired Results Program Action Plan – Reflection on Action Steps (CD 4002) form. Contractors shall provide a brief narrative reflecting on the action steps identified in FY 2013–14 PSE.

Review the Desired Results Developmental Profile Summary of Findings and Program Action Plan (CD 4001A) and record the reflections on the EESD 4002. This reflective process will help contractors identify accomplishments and lessons learned to use in future planning for program quality.

Reflect upon each set of action steps submitted in the FY 2013–14 PSE for each age group (infants/toddlers,

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preschoolers, and school-age, as applicable). Use the EESD 4002 to describe the successful implementation of each Program Action Plan (CD 4001A). Provide a narrative summarizing the outcome of each Action Step.