

**Program Self-Evaluation Process
Fiscal Year 2015–16**

Contractor Legal Name Davis Joint Unified School District Children's Center	Vendor Number 7267
Contract Type(s) CSPP	
<p>This form can be expanded and is not limited to a single page.</p>	
<p>Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.</p>	
<p><input checked="" type="checkbox"/> Program Review Instrument FY 2015–16 – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/eesosonsitemar2016.pdf</p>	
<p><input checked="" type="checkbox"/> Desired Results Parent Survey – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</p>	
<p><input checked="" type="checkbox"/> Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types http://www.ersi.info/ecers.html</p>	
<p><input checked="" type="checkbox"/> Desired Results Developmental Profile and DRDPtech Reports – Center-based/CFCC Contracts Types https://www.desiredresults.us/drdp-forms</p>	
<p>Provide a summary of staff and board member participation in the PSE process:</p>	
<p>2015-2016 fiscal years began July 1, 2015 and ended June 30, 2016. The program calendar began August 26, 2015 and will end on June 9, 2016. Data Collecting process consisted of Socorro Campos and Tereadel Sosa-Borges completing Desired Results Developmental Profiles for students in the program at 60 days and 6 months of enrollment. Data was inputted into DRDP-Tech and through data analysis, teachers developed appropriate strategies for supporting areas identified as key findings for groups, as well as individualized plans for students with the collaboration of families through parent/teacher conferences.</p>	
<p>Personnel from the Yolo County Office of Education Race To the Top (RTT) and Child Signature Program #2 (CSP2) programs completed ECERS observations in one of our classrooms on March 9, 2016. The interim program director completed the Early Childhood Environment Rating Scale-Revised (ECERS-R) score sheets on the program's classrooms in May 2016. Appropriate modifications will be made to ensure identified needs are adequately addressed, materials purchased, trainings planned, and all sub-scale scores will be brought up to appropriate levels.</p>	
<p>The next step taken to complete our PSE was preparing and handing out Parent Surveys to parents in the month of January 2016 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 2016. The interim director upon reviewing data compiled from the Parent Surveys</p>	

identified areas needing growth and support. Having identified areas needing program enhancement action steps will be/have been addressed.

In April-May 2016, the interim director compiled the DRDP-SP group data summaries on each classroom. From that data, the interim 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 2014-2015. 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 interim program director, a classroom teacher, the program secretary and other stake holders in May 2016. The completed documents/forms will be sent to the DJUSD Board of Education for approval on June 02, 2016. On June 13-14, 2016 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 before June 1, 2016 and filing the required items and back-up documents on site available for EESD/CDC review.

Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.

Signature of Executive Director



Date

5/24/16

Name and Title

Jenna Gonzalez, Program Director

Phone Number

530-759-2127 ex104

Contact Name if different from above (please print)

Phone Number

**Summary of Program Self-Evaluation
Fiscal Year 2015–16**

Contractor Legal Name Davis Joint Unified School District		Vendor Number 7267
Contract Type(s) CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool	
Program Director Name Jenna Gonzalez	Phone Number and E-mail Address 530-759-2127 ex104 jgonzalez@DJUSD.net	
This form can be expanded and is not limited to a single page.		
<p>1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.</p>		
<p>Our stated educational goal for 2015-16 was to increase by 50% the number of children reaching the building and integrating levels in the DRDP-PS domain in Self and Social Development.</p> <p>Outcomes</p> <p>Upon reviewing the DRDP-S for 2015-16 we have found that only 31% were above "building middle, building later and integrating earlier" in the domain of Self and Social development.</p> <p>Reflections</p> <p>Due to unforeseen circumstances (original director retiring and two directors moving on to other positions within the school year), several of the action plans did not occur.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Teaching staff inventoried current classroom items that were available to meet these goals and then identified needed student materials that were to assist in supporting children's development in displaying age appropriate feelings/interactions. However, funds were unavailable to make purchases until February of 2016. 2. Staff was supposed to use the 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. However, due to changes in administrative staffing the ECER-S was not done on classrooms until March and April of 2016. 3. A planning session was supposed to have taken place in mid-August of the 2015-2016 school year where a list of training opportunities was to be compiled that would be available to staff on individual and group basis through DJUSD CNI focusing on identifying/defusing challenging student behaviors in the classroom environment. This did not happen due to changes in administrative staffing. 4. Monthly handouts were to be given to families with age-appropriate ideas, plus materials in the lending libraries to reinforce concepts in the home environment. This also did not happen due to changes in administrative staffing. 		

New Director will be addressing these areas to see how we as a team can come up with a timely solution that best fits within the program.

2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.

Staff was able to attend to some of the action plans steps in the 2015-2016 school year regarding the domain of Self and Social development. Although the staff was without a program director for some of the school year they were able to pull together as a team and have a positive environment for the children to learn.

Program staff did 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)

Existing classroom materials were used to create lesson plans to enhance/focus on 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, during large group time teacher used dolls and/or puppets in which scenarios were acted out. This helped students with problem solving skills and identified socially acceptable responses.

Program director and staff will work together to continue community outreach and connect with other community members to provide much needed services to our families. Teachers need continuous trainings on the methods of teaching children how to work through their emotions and proper steps for problem solving with young children. Program director and staff will continuously refer back to the ECRS to make sure that we are always providing an environment where the children will learn and grow.