

**Program Self-Evaluation Process
Fiscal Year 2016–17**

Contractor Legal Name: Davis Joint Unified School district Children’s Center	Vendor Number: 7267
Contract Type(s): CSPP	
Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.	
<p>X Program Review Instrument FY 2016–17 – All Contract Types: http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf</p> <p>X Desired Results Parent Survey – All Contract Types: http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</p> <p>X Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types: http://www.ersi.info/ecers.html</p> <p>X Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types: https://www.desiredresults.us/drdp-forms</p>	
Using a narrative format, summarize the staff and board member participation in the PSE process: This form can be expanded and is not limited to a single page.	
<p>2016-2017 fiscal years began July 1, 2016 and ended June 30, 2017. The program calendar began August 24, 2016 and will end on June 8th, 2017. Data Collecting process consisted of Socorro Campos, Alex Lee-Jobe 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 Quality Rating and Improvement system (QRIS) completed ECERS observations in Red Cubby on November 28th, 2016. The program director completed the Early Childhood Environment Rating Scale-Revised (ECERS-R) score sheets on Blue cubby’s classroom in November 2016. Appropriate modifications were 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 Program self-evaluation (PSE) was preparing and handing out Parent Surveys to parents in the month of January 2017 through the classroom environment. Parents completed surveys and returned them to the Program Director. The program Director compiled a group data summary of the returned Parent Surveys in February 2017. The Program director upon reviewing data compiled from the Parent Surveys identified areas needing growth and support. Having identified areas needing program enhancement action steps will be/have been addressed.</p>	

In April-May 2017, the Program Director compiled the DRDP-SP group data summaries on each classroom. From that data, the Program 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 2015-2016. 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, a classroom teacher, the program secretary and other stakeholders in May 2016. The completed documents/forms will be sent to the DJUSD Board of Education for approval on May 19th, 2017. In June 2017, 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 by the Program director delivering the final signed copy to Sacramento before June 1, 2017 and filing the required items on site available for EESD/CDE 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 or Program Director:	Date:
Name of Executive or Program Director as listed in the Child Development Management Information System (please print):	Phone Number: 530-757-5340

Scan and submit both the EESD 4000A and EESD 4000B TO FY1617PSE@cde.ca.gov.

Mail hard copy **ONLY** if the PSE cannot be sent electronically to:

FY 2016–17 Program Self-Evaluation
 Early Education and Support Division
 California Department of Education
 1430 N Street, Suite 3410
 Sacramento, CA 95814

**Summary of Program Self-Evaluation
Fiscal Year 2016–17**

Contractor Legal Name: Davis Joint Unified School District Children's Center		Vendor Number: 7267
Contract Type(s): CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool	
Program Director Name (as listed in the Child Development Management Information System): Jenna Gonzalez		
Program Director Phone Number: 530-757-5340		Program Director E-mail: 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>DRDP: Our educational goal for 2016-2017 was to increase by 50% the number of children reaching the building and integrating earlier levels in the DRDP-PS domain in Math and Language development.</p> <p>Outcomes</p> <p>Action Steps:</p> <p>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 Mathematics and Language development. Some materials they found that were lacking in both domains were mathematics games, board games, counters, group games, singing, and opportunities for conversation.</p> <p>2. Staff brainstormed ideas for changing how they approach language development and came up with ideas of how to incorporate more language experiences throughout the day. They recognized that they could sing and rhyme more with the children during transition times. They also recognized that there is opportunity to play more verbal games like "I spy" during circle or small group time. Overall, the staff has a solid plan on how to incorporate more opportunities for language development in the upcoming FY 2017-2018.</p> <p>3. Staff also brainstormed how to incorporate more math into the classrooms. After our first session staff found that not only could they increase the amount of small group math activities but they also found that, there are many more opportunities throughout the day to talk about math. One teacher provided a resource that showed how "math talk" could help children learn and understand mathematics concepts more easily. For example, at circle time the teacher can say, "we have 18 children in our class, but Robbie is out sick and Rita is visiting her grandparents. How many children are sitting on the carpet?" these kinds of questions get children thinking and makes it a quick little game.</p> <p>4. Throughout the FY 2017-2018 we will continue to have discussions on Language development and mathematics and how we can better incorporate this into the classroom. Director Gonzalez will provide learning opportunities around these topics at our monthly staff meetings.</p> <p>Parent survey: After reviewing our FY 2016-2017 parent surveys, one question stuck out and that was Question six, parent involvement.</p>		

Action steps:

1. Director Gonzalez will develop a handout for the parents at the beginning of the year to let them know all the upcoming parent involvement opportunities. We currently have about five activities throughout the year that parents can participate. However, Director Gonzalez and staff realize there is still more opportunities to reach our parents.

2. Our plan for FY 2017-2018 is to plan parent education nights every other month, focusing on parent suggested topics that they will find useful and helpful. Staff will help Program director put on these nights for families and it will be a group effort.

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.

Upon review of FY 2015-2016 PSE one of the goals that was not met was increasing by 50% the number of children reaching the building and integrating levels in the DRDP-PS domain in social and emotional development. After reviewing FY 2016-2017 DRDP findings, Director Gonzalez has found that 54% the number of children are reaching the “building later and or integrating earlier” levels in social and emotional development.

After the Environmental rating scale (ERS) was completed in November 2016 on all classrooms, there were a few areas needing improvement. The ERS found that we were missing a step on the proper table washing procedures. The next day Director Gonzalez fixed the missing step, trained staff, and observed that they were properly executing the new table washing procedure.

Also found after the ERS was concluded in all classrooms was a need for stronger math/science and quiet area materials. Children’s center was able to access funds and buy needed materials to strengthen both these learning areas in the classroom. Materials were purchased in January 2017 for state preschool and teachers have already seen an increase in children interested in these areas.

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 ERS to make sure that we are always providing an environment where the children will learn and grow.

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March 2017