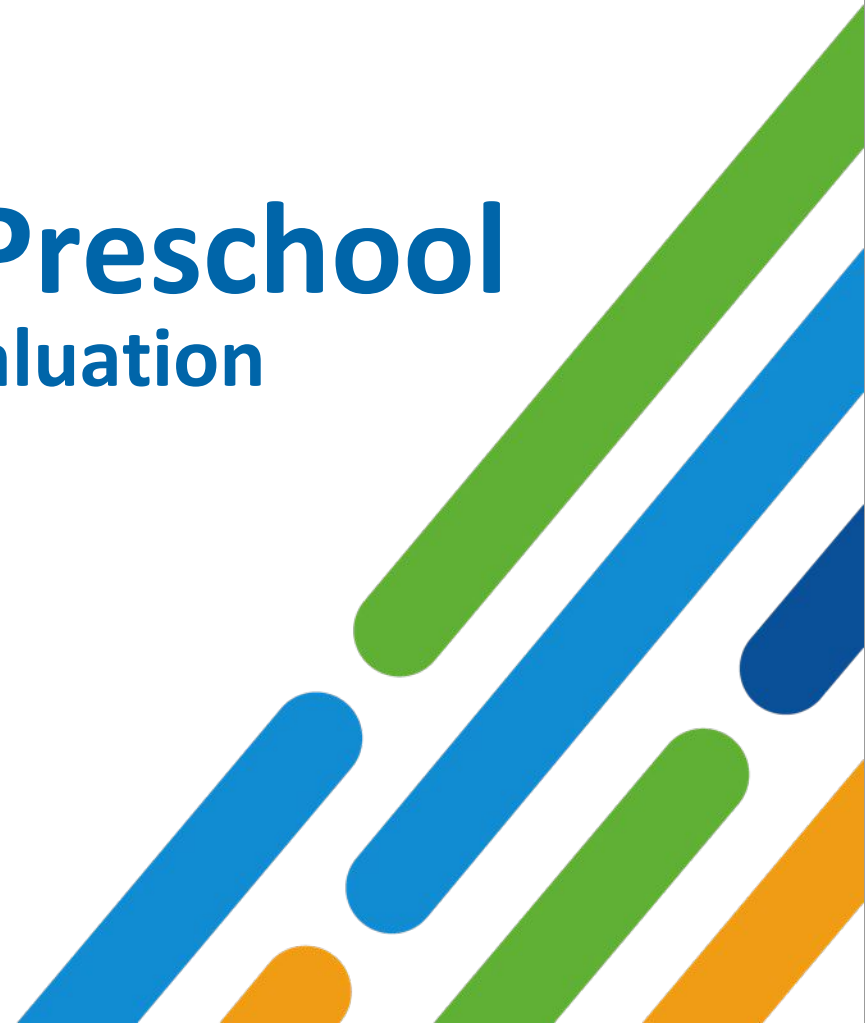




Mountain View
Whisman
School District

MVWSD State Preschool 2018-19 Annual Self-Evaluation

December 2019



Alignment to Strategic Plan 2021

Goal 1

Every student will be prepared for high school and 21st century citizenship

Desired Outcome

All qualifying future MVWSD students will have access to high quality early education programs

Action

Collaborate with multiple stakeholders in Mountain View to develop a comprehensive plan to provide access availability of early childhood/pre-K services for all children



Mountain View
Whisman
School District

State Preschool Evaluation Process

State Preschool Self-Evaluation Process

- The California Department of Education requires an annual self-evaluation.
- The 2018-19 self-evaluation process included collection, analysis and integration of data from the following:
 - Program Review Instrument
 - Desired Results Parent Survey
 - Age Appropriate Environment Rating Scales (ERS)
 - Desired Results Developmental Profile and DRDP Online/Data Reports

Program Review Instrument

- Comprised of 20 compliance standards for state funded preschool and child care programs
- Standards include:
 - Parent involvement
 - Family eligibility and enrollment
 - Attendance records
 - Curriculum
 - State licensing and staff education qualifications

Program Review Instrument



**Early Education and Support On-site (EES)
2018–19 Program Instrument**
California Department of Education
July 2018

I. Involvement

EES 01: Plan for Parent Education and Involvement

- 1.0 General Child Care and Development Program (CCTR), California State Preschool Program (CSPP), California State Migrant Child Care and Development Program (CMIG), California Programs for Special Needs Children (CHAN), Family Child Care Home Education Networks (CFCC) — There is a plan for parent involvement and education, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. (California *Education Code* [EC] sections [§§] 8202, 8203, 8240[c], 8245[b][3] and [b][9]; Title 5, *California Code of Regulations* [5 CCR] §§ 18275, 18277, and 18280)

Evidence Requests

Completed Parent/Teacher Conferences (Hard copy only)

Abbreviation: PrntTchCnf

Description: Parent/teacher conference forms will be reviewed on-site (hard copy only).

Item Instructions:

Related Items: EES 01

Open Door Policy Statement

Desired Results Parent Survey

- Assessment of parent satisfaction with the program
- Data is collected and reviewed with preschool staff
- A summary of findings is developed and used to address challenges

Desired Results Parent Survey

California Department of Education
Early Education and Support Division

MVWSD PRESCHOOL PROGRAM

TH23FD

December 6-12, 2019

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.

1. How satisfied are you with the overall quality of this program?

- Very Satisfied
Satisfied
Not Satisfied

2. Do you feel that

- | | Yes | No |
|---|--------------------------|--------------------------|
| A. Your child is safe in this program? | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Your child is happy in this program? | <input type="checkbox"/> | <input type="checkbox"/> |

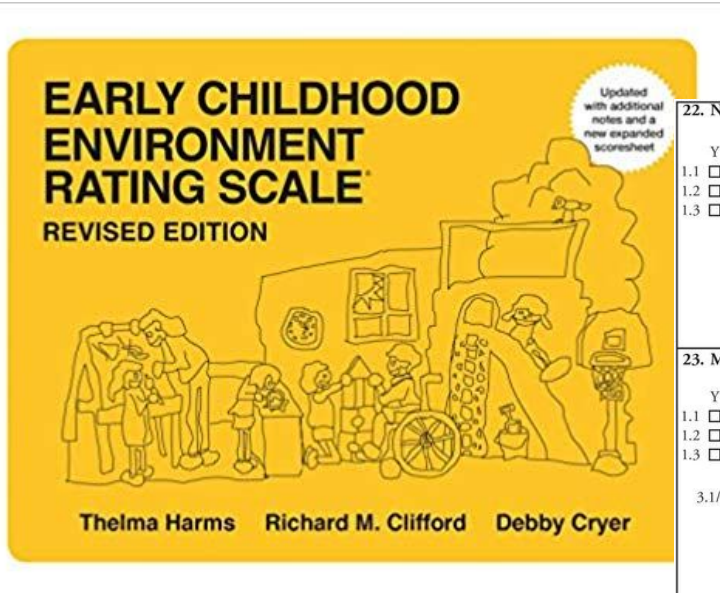
3. Have you received information from the program about the following?

- | | Yes | No |
|--|--------------------------|--------------------------|
| A. How children develop at different ages (e.g., walk, talk, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| B. How your child is growing and developing | <input type="checkbox"/> | <input type="checkbox"/> |
| C. How your child is doing in the program | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Schedule of daily activities | <input type="checkbox"/> | <input type="checkbox"/> |
| E. What you can do to help your child learn and develop | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Parenting skills | <input type="checkbox"/> | <input type="checkbox"/> |
| G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care) | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Where to report health or safety concerns and complaints | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Experience and training of program staff | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Discipline procedures | <input type="checkbox"/> | <input type="checkbox"/> |
| K. How you can get involved with your child's program | <input type="checkbox"/> | <input type="checkbox"/> |

Early Childhood Environment Rating Scale (ECERS)

- Assessment of classroom and outdoor environments
- Examines materials, routines, and some adult/child interactions
- Used as part of self evaluation and also a major component of QRIS Rating System

Early Childhood Environment Rating Scale (ECERS)



<p>22. Nature/science</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">1</th> <th colspan="2">2</th> <th colspan="2">3</th> <th colspan="2">4</th> <th colspan="2">5</th> <th colspan="2">6</th> <th colspan="2">7</th> </tr> <tr> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> <th>Y</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>1.1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.3</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.3</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			1		2		3		4		5		6		7		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>					1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>					1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>								<p>3.1/5.1. Types of nature/science materials (5 from 2 types required for 3.1; 15 from 5 types required for 5.1):</p> <p>Living things: _____ Tools: _____</p> <p>Natural objects: _____ Sand/water: _____</p> <p>Factual books, picture games (5 books required): _____</p> <p>3.2. Talk about nature/science in any way (1 example): _____</p> <p>5.2. Talk about nature/science as children use materials (1 example): _____</p> <p>5.3. Model care/respect for environment (1 example): _____</p> <p>7.2. Help care for and talk about pet/plant (1 example): _____</p>																
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Scoresheet page 8

Desired Results Developmental Profile (DRDP)

- State mandated, developmental assessment for students
- administered 2 times per year
- Students are rated in 6 domains across 43 measures using a portfolio that includes observational notes, photos, work samples and parent input

Desired Results Developmental Profile (DRDP)

Developmental Domain: LLD — Language and Literacy Development

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen
<p>Possible Examples</p> <ul style="list-style-type: none"> Turns head toward, or looks in the direction of, the voice of an adult. Makes eye contact with a familiar adult. Quiets or orients in the direction of a sound, touch, or gesture. Smiles or gurgles in response to a familiar adult's voice or simple gestures. Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. Averts eyes to disengage from a social interaction with an adult. Waves, "Bye-bye," after an adult communicates, "Good-bye." Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" Orients toward a familiar person or thing when it is named. Indicates a bell in a storybook when adult asks about a bell. Looks to the wagon after an adult refers to the wagon Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together. Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." Moves to the sink after an adult communicates, "Time to wash hands." Passes the milk at lunch time after an adult communicates, "Please pass the milk." Offers to help after an adult communicates, "Would you like to help me feed the turtle?" Collects different types of art supplies after an adult explains an art project and where to find the supplies. Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?" Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. Points to the picture of an eagle and its nest while sharing a book about animals building their homes. Communi princess a castle," w dress-up. Pretends character after a rez the story. Draws a p cocoon of a book ab cycle of a 								

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

LLD 1 Understanding of Language (Receptive)

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Preschool View — August 1, 2015 © 2013-2015 California Department of Education — All rights reserved

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number		
Approaches to Learning -Self-Regulation	ATL-BEG	1	Attention Maintenance	1		
		2	Self-Comforting	2		
		3	Initiation	3		
		4	Curiosity and Initiative in Learning	4		
		5	Self-Control of Feelings and Behavior	5		
		6	Engagement and Persistence	6		
		7	Shared Use of Space and Materials	7		
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	8		
		2	Social and Emotional Understanding	9		
		3	Relationships and Social Interactions with Familiar Adults	10		
		4	Relationships and Social Interactions with Peers	11		
		5	Symbolic and Sociodramatic Play	12		
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	13		
		2	Responsiveness to Language	14		
		3	Communication and Use of Language (Expressive)	15		
		4	Reciprocal Communication and Conversation	16		
		5	Interest in Literacy	17		
		6	Comprehension of Age-Appropriate Text	18		
		7	Concepts About Print	19		
		8	Phonological Awareness	20		
		9	Letter and Word Knowledge	21		
		10	Emergent Writing	22		
English Language Development	ELD	1	Comprehension of English (Receptive English)	23		
		2	Self-Expression in English (Expressive English)	24		
		3	Understanding and Response to English Literacy Activities	25		
		4	Symbol, Letter, and Print Knowledge in English	26		
		Cognition, Including Math and Science	COG	1	Spatial Relationships	27
				2	Classification	28
				3	Number Sense of Quantity	29
		Physical Development -Health	PD-HLTH	4	Number Sense of Math Operations	30
				5	Measurement	31
				6	Patterning	32
7	Shapes			33		
Physical Development -Health	PD-HLTH	1	Perceptual Motor Skills and Movement Concepts	34		
		2	Gross Locomotor Movement Skills	35		
		3	Gross Motor Manipulative Skills	36		
		4	Fine Motor Manipulative Skills	37		
		5	Safety	38		
		6	Personal Care Routines: Hygiene	39		
		7	Personal Care Routines: Feeding	40		
		8	Personal Care Routines: Dressing	41		
		9	Active Physical Play	42		
		10	Nutrition	43		

State Preschool Self-Evaluation Process

- Self-evaluation occurs throughout the school year.
- Data from all resources outlined above are compiled into a narrative.
- Strengths and areas not meeting standards are identified.
- Action plan to either meet or maintain standards.



Mountain View
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School District

Evaluation Results

Identified Strengths

- All standards met for 2018-19
- Opening the World of Learning (OWL) articulation with Preschool Learning Foundations
- Family Engagement
- Staff training and coaching
- Quality Rating and Improvement System (QRIS) Tier 5
- Inclusion Team of the Year & Inclusion Teacher of the Year
- 2018 Golden Bell for Early Childhood Education

Maintaining Standards & Program Goals

- Environmental Rating Scale – Personal Care Routines (6- step hand-washing process)
 - Standard met - need to continue to maintain practice through training and coaching
- Build on Instructional Support with 3rd year of OWL implementation
 - Going beyond the standards
- STEM – Lego Coding Express
 - Tying in the district goal to increase use of science & technology



Mountain View
Whisman
School District

Next Steps

Next Steps

- Self-Evaluation for 2019-20 due June 1st
- Current QRIS Rating
- Preschool Program plan for 2020-21