

**Program Self-Evaluation  
ELCD 4000M**

**Fiscal Year 2020–21**

**Completion Date:** 5/14/2021

**Contractor Legal Name:** Mountain View Whisman School District

**Four-Digit Vendor Number:** 6959

**Headquarter County:** Santa Clara

**Contract Type(s) held:**

- California State Preschool Program (CSPP)

**Executive or Program Director Name:** Terri Kemper

**Executive or Program Director Phone Number:** 650-526-3533

**Executive or Program Director Email:** tkemper@mvwsd.org

**Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), and the Desired Results Parent Survey or Alternative Payment and/or Resource and Referral Parent Survey, as applicable, and the Desired Results Development Profile and age-appropriate Environment Rating Scales for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279.

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

- The Program Instrument (<https://www.cde.ca.gov/ta/cr/documents/elc1920>) including Items 1 through 20 as applicable to the contract type(s) was used to complete the PSE; and
- Staff and board members were involved in the PSE process

**Reminder:** All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and **shall not be included** with the submission of the PSE.

**Terri Kemper**

# Program Self-Evaluation

## Fiscal Year 2020–21

For Fiscal Year 2020–21 (FY 20–21) contractors will complete a multiple-choice question survey to satisfy the submission requirements for the PSE. The survey will identify how programs successfully responded to the pandemic and identify any challenges in meeting requirements. Along with multiple choice options for each question, contractors will have an opportunity to add their own unique experiences by selecting **other** and adding additional information, if applicable. If you are unable to check any boxes under each question please indicate in **other**, any challenges you had in meeting the requirements.

**1. How have staff and board members been involved in the program self-evaluation process (Choose all that apply)?**

- Contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (Examples include newly issued Management Bulletins, COVID-19 webinars, and email communications)
- Other
- DRDP assessment data is analyzed throughout the school year to inform instruction, individual student support, and any curriculum changes. Since most PSE data is compiled and analyzed for the PSE at the end of the school year and our program closes on (part-day/part-year program) June 3rd, the Director identifies and develops an action plan for the PSE in May. In the fall, the PSE process and findings will be presented to the board. The board will be able to use the information as they offer input on preschool services throughout the school year. The PSE will also be presented to the teaching staff during August staff development/orientation meetings. Teaching staff will collaborate on steps to move forward with the action plan (with special attention to Parent Surveys and assessment results) and suggest modifications if needed. Any modifications will be documented.

**2. How has the program provided staff/providers with training and tools to support distance learning, as applicable (Choose all that apply)?**

- Teachers/providers were provided training and best practices for distance learning with preschool children
- Contractor purchased the necessary learning materials to carry out distance learning services (learning packets, curriculum resources, open ended materials, etc.)
- Staff were provided with the necessary training on the technology and software to carry out distance learning services
- Program purchased laptops, tablets, digital applications, or internet services for staff and teachers to carry out distance learning services

- Program provided staff development, or access to professional development through distance learning opportunities for priority topics including, but not limited to, health and safety, child development, supporting resilience and trauma-informed care, implicit bias, effective interactions, and serving children with disabilities.
- Program utilized professional development resources to provide a variety of staff training opportunities (i.e., California Early Childhood Online [CECO], West Ed, National Association for the Education of Young Children [NAEYC], etc.)
- Program purchased and provided training on applications to complete Desired Results Developmental Profiles (DRDPs), parent involvement and education, health and social services, etc.
- Program provided information to staff/providers on the availability and process to access testing and/or vaccines

**3. How have the program support staff responded to modifications in program requirements and provided additional resources to support the changes? (Choose all that apply) Note: Support staff could include: enrollment coordinators, coaches, trainers, health advocates, nutrition staff, etc.**

- Support staff were trained on COVID-19 guidance released through management bulletins, email communications, and webinars for Fiscal Year 20–21
- Support staff working from home were provided with technology and software to support program staff, providers, and families
- Program purchased and distributed learning materials and resources to program staff and providers
- Other
- Our program served students through distance learning from August through mid-March in alignment with the rest of our school district. Program staff participated in reopening planning and received additional training in health, safety, and logistics prior to reopening on March 18th.

**4. How have environment/classroom modifications and/or home schedule adaptations been made to meet the 5 CCR requirements for the Environment Rating Scale while maintaining social distancing (Choose all that apply)?**

- Program/Provider ensured that adequate handwashing and sanitary procedures are carried out adequately and in accordance with public health guidance
- Program/Provider purchased additional materials to ensure Personal Care Routines indicators are met during pandemic conditions

- Program/Provider made modifications to the interest areas to ensure social distancing guidelines are met
- Program/Provider continued to be responsive to and involved with the children while maintaining physical (social) distancing guidelines
- Program/Provider continued to offer opportunities for children to engage in small group and large group activities while maintaining physical (social) distancing guidelines

**5. How has the program partnered with families to support their child's learning and development through use of the Desired Results Developmental Profile (DRDP) (Choose all that apply)?**

- Teachers/Providers gathered observations in consultation with families participating in hybrid or distance learning services to complete the DRDP
- Teachers/Providers utilized parent observations as a part of the information used to complete the child's DRDP
- Results of the DRDP were used to develop individual activities for each child participating in distance learning, hybrid, or in person services.
- Teachers/Providers met with parents virtually to share DRDP results and developed goals
- Program/Provider ensured families have access to information about their children, through parent engagement and parent-teacher conferences
- Program utilized DRDP Modified Essential View for Fiscal Year 20–21
- Children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) were assessed using a combination of the measures from the DRDP Access Interim and Modified Essential Views.

**6. How has the program ensured that all enrolled families that are not receiving in-person services have access to learning materials, as applicable. (Choose all that apply)?**

- Program provided learning materials were provided in the family's preferred language
- Program supplied children participating in distancing learning with a device and access to internet services, as applicable to support full participation in the early learning program in a hybrid or distance learning setting
- Program supplied families with hands on materials for use at home to support full participation in the early learning program in a hybrid or distance learning setting

- Parent orientations, individual conferences, parent meetings, and Parent Advisory Committee meetings were held virtually

**7. How has the program ensured that all enrolled families have access to health and social services, community resources, etc. (Choose all that apply)?**

- Program contacted each family participating in distance learning a minimum of once (1) per week to keep updated on the child and family.
- Program provided virtual parent meetings to provide resources to families participating in distance learning
- Program identified additional resources within the community to support families through the COVID-19 pandemic and shared information with families
- Program referred child/family to appropriate agencies in the community based on their health and social service needs.
- Program conducted follow-up procedures via phone, email, text, or virtual meeting to ensure health and social service needs were met
- Program provided information to families on the availability of and process to access testing and/or vaccines
- The most common resources sought by families were housing/rental assistance, mental health services, and food support/services.

**8. How has the program collected and utilized feedback from families through the Desired Results Parent Survey or parent survey (Choose all that apply)?**

- Program delivered and collected surveys in a format that is easily accessible and convenient to families (email, software application, etc.)
- Parent surveys were provided in the family's preferred language
- Program reviewed completed surveys and developed an action plan to respond to feedback provided as a part of the self-evaluation process
- Program provided information to families on the availability and process to access testing and/or vaccines
- Other
- Our program conducted a Needs Assessment in April (a district initiative) to create a learning recovery plan for 2020-21 to inform district-wide, future funding priorities, program modifications, and goals. Parent Surveys were an integral part of the preschool's Needs Assessment process. We had a 90% return rate on our Parent Surveys. In those surveys, 100% of parents indicated that they were "very satisfied" or "satisfied" with the preschool program overall. The vast majority of free-

response comments on the survey were positive reviews of the quality of the teachers and instructional assistants, curriculum, and format of instruction during distance learning. While parent comments reflect their experiences in distance learning, moving forward, we will use the information to inform in-person instructional practices. There were many technical tools and resources as well as creative ways to engage students and families that were used during distance learning that we will incorporate

**9. Is there anything else that you would like to share about your program this year (Open ended response)?**

- This was such a challenging school year! Our office and classroom staff worked really hard to learn new technologies and systems in order to create stability for our students and families. They really went above and beyond to demonstrate their caring, commitment, and professionalism. They worked really hard to create high-quality distance learning and it paid off. We had unprecedented parent engagement, extremely positive reviews, and substantial gains in student learning. In transitioning back to in-person, there was a lot of fear and hesitation but our staff rose to the occasion (once again). We made COVID-safe, child-centered modifications to our classrooms and instructional routines, cleaning and sanitization procedures, drop-off and pick-up processes, and office support systems. We made the most of a difficult situation and learned a lot along the way



