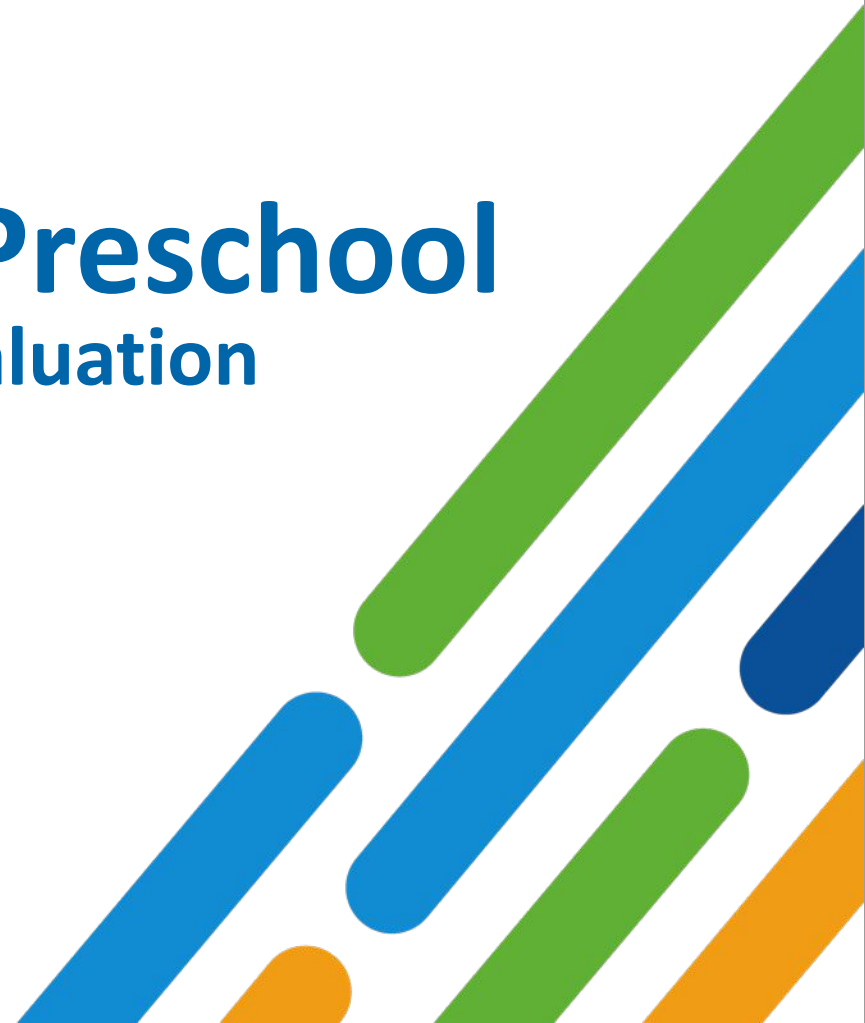




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MVWSD State Preschool 2021-22 Annual Self-Evaluation

March 2023



Alignment to Strategic Plan 2027

Priority Student Outcomes

- Increase achievement for all students while closing gaps among student groups
- Ensure at least one year of academic growth each student
- Strengthen student engagement and well-being
- Ensure all students are prepared for high school



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State Preschool Evaluation Process

State Preschool Self-Evaluation Process

- The California Department of Education (CDE) requires an annual self-evaluation, due on June 1st at the end of each school year.
- The 2021-22 annual self-evaluation process included collection, analysis, and integration of data from the following:
 - Program Review Instrument & Program Narrative
 - Desired Results Parent Survey
 - Age Appropriate Environment Rating Scales (ERS)
 - Desired Results Developmental Profile and DRDP Online/Data Reports
- In addition to self-evaluation, periodic evaluations conducted by the CDE to ensure compliance with program requirements.
 - In 2021-22, MVWSD Preschool Program underwent a state compliance review.

Program Review Instrument

- Comprised of 20 compliance standards for state funded preschool and child care programs.
- Used by assessors during State or Federal Program Monitoring.
- A Program Review Instrument Summary of Findings report is used to identify and detail action plans in areas of non-compliance.
- The tool includes the provider's plans of action for areas of non-compliance.
- Standards include:
 - Parent involvement, family eligibility, and enrollment
 - Attendance recording and reporting
 - Student assessment
 - State licensure, staff education, and staff-child ratios
 - Indoor and outdoor environments
 - Nutrition, health and social services

Desired Results Parent Survey

- The survey is an assessment of parent satisfaction with the preschool program.
- Survey questions are developed by the CDE.
- Data is collected and reviewed by preschool staff.
- A ***Parent Survey Summary of Findings*** report is used to detail action plans and goals that address challenges and maintain program strengths.

Early Childhood Environment Rating Scale (ECERS)

- ECERS is an assessment of preschool classroom and outdoor environments.
- ECERS is used during the annual self-evaluation and is also a major component of the Quality Rating and Improvement System (QRIS).
 - Programs receive a rating from an independent assessor on quality standards
 - Annual grant awards based on site rating
- An ***ECERS Summary of Findings*** report is used to detail action plans and goals that address challenges and maintain program strengths.

Desired Results Developmental Profile (DRDP)

- DRDP is a state mandated, developmental assessment for students in early education programs.
- It is administered two times per year (fall and spring).
- With the ***DRDP Essential View***, students are rated in 6 domains across 29 measures using a portfolio that includes observational notes, photos, work samples, and parent input.
- A **DRDP Summary of Findings** report is used to develop action plans and goals that analyze data and establish student learning goals.

State Preschool Self-Evaluation Process

- Self-evaluation occurs throughout the school year, each year.
- Information from the Summaries of Findings from all of the data sources previously outlined are compiled into a narrative.
- Self-evaluations include program plans to maintain areas in compliance and plans to improve areas not in compliance.



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Self- Evaluation Strengths & Action Plan

Summary: Identified Strengths

- Program Self-Evaluation
 - All twenty standards were met during 2021-22
- Parent Surveys
 - High response rate (81% of all enrolled families)
 - 100% of respondents were “satisfied” or “very satisfied” with preschool programming
 - Free-response comments centered on positive staff communication with parents, resources provided for parents, and staff relationships with students
- ECERS
 - Must score a 5.0 or higher on each subscale (on a scale of 0 - 7). Averages across all rooms:
 - Space & Furnishings (5.69)
 - Language Reasoning (6.42)
 - Activities (6.35)
 - Interaction (6.82)
 - Program Structure (6.79)
 - Parents & Staff (6.30)
- DRDP
 - By the Spring 2022 assessment period, we exceeded all DRDP Summary of Findings goals established in Fall 2021.

DRDP - Student Growth

DRDP Measure	Fall 2021 % of Students at Building Later & Integrating Earlier	Spring 2022 Goal for % of Students at Building Later & Integrating Earlier	Spring 2022 % of Students at Building Later & Integrating Earlier
LLD1 (Receptive language)	26%	35%	45%
LLD3 (Expressive language)	25%	35%	41%
LLD4 (Reciprocal communication & conversation)	18%	25%	35%
LLD6 (Comprehension of age-appropriate text)	13%	25%	32%
COG2 (Classification)	21%	35%	37%
COG3 (Number sense of quantity)	23%	35%	55%
COG4 (Number sense of math operations)	13%	25%	54%
COG6 (Patterning)	11%	25%	58%
COG7 (Shapes)	15%	25%	44%

Action Plans

Our Program Action Plan from 2020-21 Self-Evaluation included one corrective action (one standard not met) :

- Parent Involvement - Preschool Parent Advisory Committee (PPAC) inactive during 2020-21
 - PPAC meetings were overlooked amidst multiple programmatic changes and CDE modifications due to COVID.
- This was corrected during 2021-22.
 - PPAC representatives identified in September
 - Three meeting were held during the school year, as planned.
 - Parents provided input and feedback on program services.
- No new areas of deficiency were identified in 2021-22.

Action Plans

- Though all standards were met in 2021-22, these areas were targeted in long-term plans for improvement
- Parent Surveys
 - **Some parents indicated a desire for longer program hours:** Continue to explore the financial feasibility of providing more full-day classes and “after-school” care from 3:00 - 5:00 pm for working families.
 - **Nutrition:** Continue to work with the district’s Nutrition Services Dept. to provide parents with more information regarding the nutrition of the meals provided.
 - **Celebration of culture:** Develop a more intentional approach to celebrating cultural diversity in the classroom and ways to share our efforts with families through newsletters, etc.
 - **Traffic/Parking safety:** Parent concerns regarding traffic/parking safety will be included as we address short and long-term facility plans for the preschool program.

Action Plans

- ECERS (Early Childhood Environment Rating Scale)
 - ***Personal Care Routines*** (4.28) subscale had an average below 5.0.
 - Items with the greatest impact on the score in each classroom were:
 - Greeting and departure (Parents not allowed to bring children into the classroom)
 - Health practices (TB tests for staff at least every two years)
 - Both items have been addressed.
 - With most COVID precautions lifted, parents are dropping children off in the classroom as was the previous practice.
 - TB tests are requested every two years now instead of every four years.



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Next Steps

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- Next Self-Evaluation for 2022-23 due June 1st, 2023
- QRIS Rating for Theuerkauf and Graham Preschools (Spring 2023)
 - New site rating for Graham (opened Fall 2019)
 - Re-rating for Theuerkauf (Tier 5)
- QRIS Rating for Latham Preschool (2023-24)
 - First rating cycle conducted after COVID
 - Tier 4 and 5 programs rated every 5 years
- Continue to explore the financial feasibility of providing more full-day classes