

California State Preschool Program (CSPP)
Program Self-Evaluation
2022-23

Report to the Board of Trustees

CSPP 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 2022-23 yearly self-evaluation process included the 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

This report outlines the findings from the self-evaluation process conducted at the end of the 2022-23 school year and does not include any analysis of the preschool program in 2023-24. This process aligns with the District's Strategic Plan Goal Area 1: Academic Excellence. Staff uses the self-evaluation process to make adjustments to the preschool program as needed to ensure that learning is maximized for all students.

Program Review Instrument

The Program Review Instrument is comprised of 20 state-funded preschool and childcare program compliance standards. Assessors also use the Program Review Instrument 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.

The state standards for CSPP 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

The preschool program met all 20 standards in 2022-23. Since there were no areas of deficiency, action plans were to maintain all systems used at the classroom and administrative levels to ensure compliance. Our systems include checklists, logs, tracking forms, and calendared reporting dates to allow classroom staff and the director to monitor program requirements continuously throughout the school year. Based on staff feedback, the results of annual Program Self-Evaluations, and Compliance Monitoring Reviews, adjustments and improvements are made to our systems to eliminate redundancy, maximize efficiency, and address gaps in compliance.

Desired Results Parent Survey

The Desired Results Parent Survey assesses parent satisfaction with the preschool program. The CDE developed the survey questions, and a few questions have been added to the survey by the preschool program to clarify some parent responses. Data is collected and reviewed by preschool staff. Each teacher generates a classroom-level Summary of Findings to detail action plans and goals that address challenges and support program strengths. The Director completes a program-level *Desired Results Parent Survey Summary of Findings*.

In 2022-23, paper surveys were given to all enrolled families (118). We received 117 survey responses. Of the 117 surveys received, 100% of parents indicated they were either “satisfied” or “very satisfied” with the preschool program.

The vast majority of parents did not write comments on their surveys. However, those that did include positive comments about the staff and appreciation for what their child was learning while attending the preschool (social skills, language, following routines, independence). A few (4) parents also commented on areas where they wanted to see change, including longer school hours and meals with less sugar.

In addition to educational services, 39 (33%) part-day and 51 (43.5%) full-day parents indicated that our program allowed them to accept and/or keep a job. Several parents did not respond to the following questions: *Do you feel that your child is safe in the program? Do you feel that your child is happy in the program?* While 99% noted that they felt their child was safe, one parent left the question blank. Out of the 117 surveys received, one parent answered “No,” and 12 parents did not answer whether they felt their child was happy in the program.

Our staff will continue improving program data collection and review to maintain a program where parents and students are happy, feel safe, and learn critical foundational skills. The goal is to engage teachers and instructional assistants as we pivot to meet the needs of our changing demographics. With TK expansion and the social-emotional impact of COVID, our student population is getting younger and experiencing more mental health and developmental challenges.

Our action plan was the following in response to parent comments about longer school hours and no responses to some questions.

- **Longer Program Hours:** We are still assessing the sustainability of the preschool program in light of declining enrollment and greater competition for facility space due to TK expansion. We will consider ways to increase program hours as we continue to track preschool and TK enrollment, facilities funding, district long-term growth plans, and legislative changes to CSPP funding. We will also distribute surveys during enrollment appointments, asking parents about their needs for hours of education and care. This will help us better understand the number of parents desiring program hours beyond 3:00 pm. Staff will also be surveyed to determine their preferences for the program. Since any changes to program hours or extending days of service could impact our ability to retain

well-qualified staff, it is essential to find solutions that meet both parent needs and program resources.

- **Parent Survey Responses:** In the past, we distributed Parent Surveys at the end of the school year. We needed more time to make and implement improvement plans impacting survey respondents' experiences. We changed our practice to distribute surveys in December. However, December now coincides with a large influx of new families who may have only been enrolled in the program for a few days or weeks before receiving the survey. This may make them hesitant to respond when they haven't had time to acclimate to the program. We will continue to track this trend, and if it persists into the next school year, we will consider adjustments to the survey distribution time or add clarifying questions.

Early Childhood Environment Rating Scale (ECERS)

ECERS is an assessment of preschool classrooms and outdoor environments. ECERS is used during the annual self-evaluation and is a significant component of the Quality Rating and Improvement System (QRIS). Programs receive a QRIS Tier rating from an independent assessor and are awarded annual grants based on that rating.

An *ECERS Summary of Findings* report details action plans and goals that address challenges and maintain program strengths. Summaries of findings are completed at both the classroom and program levels. ECERS scores are on a scale of 1.0 to 7.0. include subscale scores for each classroom and site and program averages in the following areas:

- Space & Furnishings
- Personal Care
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff

Subscale scores at or below 5.0 require plans of action for improvement. During the 2022-23 school year, all classroom and site average subscales met standards and, in most areas, exceeded the previous year's scores. There were no subscales at 5.0 or below. Program-wide strengths included Language-Reasoning and Interactions, which were 7.0 in all classrooms. Concentrated coaching and support in areas and classrooms with lower scores last year led to an improvement across all subscales. To better serve our preschool students, we planned to change our practice to complete ECERS assessments in all classrooms in the fall (October to December) of each school year instead of the spring. We wanted to identify classroom needs and staff training and support earlier in the school year.

Desired Results Developmental Profile (DRDP)

DRDP is a state-mandated developmental assessment for students in early education programs aligned with the CDE's Preschool Learning Foundations (early education

standards). 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.

2022-23 program data was analyzed with a comparison of the percentage of children scoring at “Exploring” versus the percentage of children rated in the two highest levels of development, “Building Later” and “Integrating Earlier.” “Exploring” encompasses three of the lower developmental areas of the DRDP, *Exploring Earlier, Exploring Middle, and Exploring Later*, and are typical of children three years old. *Building Later and Integrating Earlier* are developmental levels appropriate for children turning five. Though many children do not turn five before they leave preschool, we work to get as many kindergarten-bound students to Building Later/Integrating Earlier as possible.

Between *Exploring* and *Building Later/Integrating Earlier* are *Building Earlier and Building Middle*. Ideally, most of our students who start the school year as three-year-olds are firmly rooted in *Building Earlier/Building Middle* by spring, as these levels of development are appropriate for four-year-olds.

For every student, regardless of age, our goal is to foster the growth of at least one or two developmental levels in each measure of the DRDP. *Responding Earlier and Responding Later* are the lowest ratings on the developmental continuum of the DRDP. Very few students fall into these areas during their time at preschool, and ratings at these levels can indicate a need for referral and/or specialized support. The widely varying developmental needs of the students in our program due to multiple age cohorts require a lot of time and attention from classroom staff on observation, assessment, and differentiated instruction.

Preschool staff examined whole group and age cohort data to conceptualize the varying needs better. Three-year-olds are defined as children who had their third birthday by December 1st of the school year. Three-year-olds who become eligible for preschool on their third birthday after December 1st were not included in the Summary of Findings report data as they generally make up less than 1% of our overall student population, receive less than five months of preschool on their date of entry (January - March), and are significantly less developmentally mature than their classroom peers. Four-year-olds are defined as children who had their fourth birthday by December 1st of the current school year. Three and four-year-old cohort definitions follow those the CDE uses for state preschool-age eligibility.

Fall Assessment Data

There were 128 children enrolled during the Fall assessment period that met the age criteria established above (76 4yrs/52 3yrs).

Whole group data showed the following in *Social and Emotional Development*:

DRDP Measure	Responding	Exploring	Building Earlier/Middle	Building Later/Integrating Earlier
SED2: Social & emotional understanding	2%	13%	74%	11%
SED3: Relationships & social interactions w/familiar adults	1%	30%	59%	10%
SED4: Relationships & social interactions w/peers	1%	15%	66%	18%

These are the only three measures in the Social and Emotional domain of the DRDP Essential View available to all students. Socio-emotional learning is a foundational part of our curriculum, so all measures were included as focus areas.

The Fall 2022 assessment period whole group data indicated the following as three of the lowest areas at Building Later/Integrating Earlier and our areas of focus this year in Language and Literacy Development:

DRDP Measure	Responding	Exploring	Building Earlier/Middle	Building Later/Integrating Earlier
LLD4: Reciprocal communication & conversation	0%	31%	52%	17%
LLD6: Comprehension of age-appropriate text	0% <i>**2% not rated</i>	34%	55%	11%

LLD8: Phonological awareness	0%	18%	79%	3%
---------------------------------	----	-----	-----	----

Children were strongest in the area of Emergent Writing (LLD10). In LLD10, 33% of children were rated at Building Later/Integrating Earlier, 49% at Building Earlier/Middle, and 18% at Exploring.

The Fall 2022 assessment period whole group data indicated the following as the three lowest areas at Building Later/Integrating Earlier and our areas of focus this year in Cognition (Including Math & Science):

DRDP Measure	Responding	Exploring	Building Earlier/Middle	Building Later/Integrating Earlier
COG2: Classification	0%	5%	86%	9%
COG5: Measurement	0%	20%	66%	14%
COG7: Shapes	0%	18%	67%	15%

Children were strongest in Number Sense of Quantity (COG3). In COG3, 25% of children rated at Building Later/Integrating Earlier, 57% at Building Earlier/Middle, and 17% at Exploring.

All nine of the above Social & Emotional, Language & Literacy, and Cognition measures, disaggregated by age-cohort, are:

DRDP Measure	3-Year-Old Cohort Building Later/Integrating Earlier	4-Year-Old Cohort Building Later/Integrating Earlier
SED2: Social & emotional understanding	6%	16%
SED3: Relationships & social interactions w/familiar adults	11%	9%
SED4: Relationships & social interactions w/peers	7%	24%

LLD4: Reciprocal communication & conversation	8%	24%
LLD6: Comprehension of age-appropriate text	6%	13%
LLD8: Phonological awareness	0%	4%
COG2: Classification	8%	12%
COG5: Measurement	6%	20%
COG7: Shapes	12%	16%

Far fewer three-year-olds are expected to be rated at Building Later/Integrating Earlier as these are levels of development typical for children who are five years old or about to enter kindergarten.

For 2021-22, our goals were for a 25 - 35% increase of all students rated at Building Later/Integrating Earlier by the spring assessment period for targeted LLD1, LLD3, LLD4, and LLD6. For COG2, COG3, COG4, COG6, and COG7, we set goals for a 25 - 35% increase of all students rated at Building Later/Integrating Earlier by the spring assessment period. No goals were set for SED measures.

As TK expands through 2025-26, we anticipate enrolling fewer four-year-olds and eventually having classrooms primarily composed of three-year-olds. We want to examine more closely the differences in the data between both cohorts and begin to adjust our curriculum and instruction to better meet our younger students' needs. For 2022-23, we set goals for each age cohort for a more accurate and appropriate representation of our developmental expectations for each age group.

Fall 2022 Goals & Action Plans for SED, LLD & COG

All students will move up at least one or two developmental levels in all SED, LLD, and COG areas by the Spring 2023 DRDP assessment period. Moreover, 50% or more of four-year-olds will reach Building Later/Integrating Earlier in the areas of focus detailed. The total number of four-year-olds in Building Earlier/Middle and Building Later/Integrating combined will be 90%, meaning the vast majority of four-year-olds will be at developmentally appropriate levels of learning, whether they are kindergarten-bound or primed for an additional year of preschool (preschool or TK, depending on their birthdate).

For three-year-olds, 25% or more will reach Building Later/Integrating Earlier. This percentage reflects higher ratings than received by four-year-olds in the fall and would, ideally, bolster the foundational learning of our three-year-olds as they return for a second year of preschool or move to TK the following year. The total number of three-year-olds in Building Earlier/Middle and Building Later/Integrating Earlier will be 80%, indicating that most three-year-olds have moved beyond the Exploring levels of

development, with some moving into mastery of four year old skills, better prepared to master the skills needed before kindergarten entry during the subsequent school year (preschool or TK, depending on their birthdate and parent preference).

Social and Emotional Development

Teachers will use CSEFEL strategies such as the Solution Kit, Classroom Expectations, and Calming Corner to develop self-regulation and conflict-resolution skills. Teachers will provide daily small group activities and opportunities for adult-facilitated turn-taking and sharing. Specific strategies are addressed in classroom-level Summaries of Findings. Teachers will also engage families by sharing individual socio-emotional goals and suggesting ways to support students at home through monthly newsletters, parent-teacher conferences, parenting classes, and Ready Rosie videos.

Classroom staff will receive in-house professional development and coaching on supporting children with behavioral and special needs. New staff will receive CA Teaching Pyramid training.

Language and Literacy Development

Teachers will use the Preschool Learning Foundations and Frameworks, the OWL curriculum, More Than Letters, and online resources to differentiate and incorporate developmentally appropriate and progressively challenging LLD activities in their lesson plans. The Director and teachers will meet several times throughout the school year to discuss program focus goals, analyze new assessment data, determine curriculum changes, and devise interventions for students with greater needs. Specific strategies are addressed in classroom-level Summaries of Findings.

Teachers will also engage parents by sharing classroom literacy learning objectives and ways to support students at home through monthly newsletters, parent-teacher conferences, parenting classes, and ReadyRosie videos. Teachers will also encourage parents to read to their children regularly by sending home Raising a Reader book bags every other week. The preschool program will provide language and literacy workshops for the parents of children struggling to progress during the school year.

Cognition (Including Math & Science)

Teachers will use the Preschool Learning Foundations & Frameworks, the OWL curriculum, More Than Numbers, More Than Magnets, and online resources to differentiate and incorporate developmentally appropriate and progressively challenging COG activities in their lesson plans. Specific strategies are addressed in classroom-level Summaries of Findings.

Teachers will also inform parents of math learning objectives and ways to support students at home through monthly newsletters, parent-teacher conferences, parenting classes, and ReadyRosie videos. The preschool program will provide parent workshops on practical mathematics at home.

Action plans for student growth were implemented through the remainder of the 2022-23 school year to support student growth and kindergarten readiness. Classroom staff was responsible for instruction, monitoring ongoing assessments, and modifying lesson plans. The preschool director provided teaching staff professional development, curriculum, and lesson planning support. Though progress on learning goals was assessed at the end of the Spring 2023 rating period (4/30/2023) for most students, staff continued to facilitate learning in all areas through the end of the school year.

Spring 2023 Update

By the Spring assessment period, there were 141 children (75 4 yrs/66 3 yrs). The goals were:

- 50% or more of four-year-olds will reach Building Later/Integrating Earlier.
- the total number of four-year-olds in Building Earlier/Middle and Building Later/Integrating combined will be 90%

Goals for four-year-olds were exceeded except for LLD. The overall 90% goal for LLD4 and the 50% goals for LLD6 and LLD8 to reach Building Later/Integrating Earlier were not met. The most significant shortfall (11%) was for LLD8 Phonological Awareness.

Four-Year-Old Cohort

DRDP Measure	<u>Fall 2022</u> Total Students in both categories	<u>Spr 2023</u> Building Earlier & Building Middle	<u>Spring 2023</u> Building Later & Integrating Earlier	<u>Spring 2023</u> Total Students in both categories
SED2: Social & emotional understanding	91%	40%	53%	93%
SED3: Relationships & social interactions w/familiar adults	75%	40%	54%	94%
SED4: Relationships & social interactions w/peers	89%	31%	67%	91%
LLD4: Reciprocal communication & conversation	78%	34%	55%	89%
LLD6: Comprehension of age-appropriate text	71%	45%	47%	92%

LLD8: Phonological awareness	80%	60%	39%	99%
COG2: Classification	87%	38%	62%	100%
COG5: Measurement	67%	28%	71%	99%
COG7: Shapes	69%	47%	53%	100%

The goals for three-year-olds were:

- 25% or more will reach Building Later/Integrating Earlier
- the total number of three-year-olds in Building Earlier/Middle and Building Later/Integrating Earlier will be 80%

Goals for three-year-olds were exceeded except for one goal in SSD and one in LLD. The overall 80% goal for SED3 to reach Building Later/Integrating Earlier was not met and fell short by 6%. The most significant shortfall (9%), consistent with the greatest challenge for four-year-olds, was for LLD8 Phonological Awareness.

Three-Year-Old Cohort

DRDP Measure	Fall 2022 Total Students in both categories	Spr 2023 Building Earlier & Building Middle	Spring 2023 Building Later & Integrating Earlier	Spring 2023 Total Students in both categories
SED2: Social & emotional understanding	79%	51%	32%	83%
SED3: Relationships & social interactions w/familiar adults	61%	47%	27%	74%
SED4: Relationships & social interactions w/peers	77%	59%	29%	88%
LLD4:	56%	59%	25%	84%

Reciprocal communication & conversation				
LLD6: Comprehension of age-appropriate text	56%	56%	26%	82%
LLD8: Phonological awareness	77%	74%	16%	90%
COG2: Classification	90%	66%	32%	98%
COG5: Measurement	71%	55%	31%	86%
COG7: Shapes	77%	65%	30%	95%

For 2023-24, teachers and IAs will receive focused in-house coaching on differentiation to support all their students at varying levels of ability. Targeted observation during small group time and feedback will be provided to teachers and IA's to build skills in identifying student strengths, needs, and ways to scaffold during instruction and plan activities to bolster students at the lowest levels. The area of greatest focus will be Language and Literacy Development, particularly in Phonological Awareness.

We will also explore new developmentally appropriate curriculums aligned with the Preschool Learning Foundations to meet the needs of the decreasing age of our preschool population.

Preschool Program Next Steps

The next Program Self-Evaluation for 2023-24 is due June 1st, 2023. QRIS re-rating for Latham Preschool is scheduled for Spring 2024. Theuerkauf was re-rated in Spring 2023 and received the highest rating, Tier 5. Sites rated at Tiers 4 and 5 are re-assessed every five years.

We will continue to explore the feasibility of providing more full-day classes and sessions that extend beyond 3:00 pm.

We will explore and pilot new developmentally appropriate curriculums aligned with the Preschool Learning Foundations to meet the needs of the decreasing age of our preschool population. This work will be done for both preschool and Transitional Kindergarten to ensure that students have a continuous experience that prepares them

for Kindergarten. Staff will also receive in-house professional development and coaching to improve student outcomes in Social-Emotional Learning and Language/Literacy Development.