



Program Self-Evaluation Fiscal Year 2018–19

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):

Morgan Hill Unified School District

2. **Four-Digit Vendor Number:** 6958

3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):

Dr. Ramon Zavala

4. **Program Director Phone Number:**

(408)201-6073

5. **Program Director Email:**

zavalar@mhusd.org

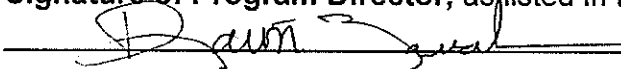
6. **Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile 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.

Program Review Instrument (<https://www.cde.ca.gov/ta/cr/proginst201819.asp>) includes:

- ☒ Desired Results Developmental Profile (PRI Item 8)
- ☒ Desired Results Parent Survey (Center-based Contracts, PRI Item 9)
- ☒ Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)
- ☒ Age Appropriate Environment Rating Scales (PRI Item 18)

7. **Signature of Program Director**, as listed in the CDMIS (Wet signature):



8. **Date of Signature:** 5/22/19

9. **Name and Title of contact person completing the PSE:** Jodi Delfino, Sr. Program Director

10. **Contact Person Telephone number:** (408)966-6152

11. **Contact Person Email Address:** JDelfino@cdicdc.org

12. **NOTE:** See instructions for submission of the PSE.

Summary of Program Self-Evaluation Fiscal Year 2018–19

13. In accordance with Title 5 *California Code of Regulations* (5 CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

A) Staff and

B) Board member participation, in the PSE process.

Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

Families, teaching staff, site supervisors, program directors, contract managers and the program development team work in partnership to complete the self-evaluation process. The process runs from July 2018 to June 2019.

The families give their feedback about the program by completing the parent surveys; this data transfers to the parent survey summary of findings.

The teaching staff accesses the children's developmental skills and needs by completing the developmental profiles. They share their findings, using the Child's Developmental progress form, during parent conferences. Both the results from the assessments and the information gleaned from the families combine to complete the developmental profiles summary of findings.

Site supervisors, teaching staff, program directors and the program development team work in partnership to complete and summarize the information from the environmental rating scale for each program. Next they list the items scoring a five or below on the environmental rating summary of findings. If no items score below a five, then they list two or more items scoring below a seven on the summary.

Site supervisors, program directors, senior contracts managers and the program development team compile all summaries from the program, noting the common thread throughout the programs.

Next, they develop program goals; then write a comprehensive Desired Results Developmental Profile Summary of Findings and Program Action Plan.

14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:

A) Did not meet standards and

B) A list of tasks needed to improve those areas.

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

The educational goals for the program will be as follows:

- 1) SED 2: Social and Emotional Understanding - Increase children's understanding of people's behaviors, feelings, thoughts and individual characteristics.
- 2) LLD 6: Comprehension of Age-appropriate text– Increase children's capacity to understand details and ideas from age appropriate text presented by adults.
- 3) COG 7: Shapes – Increase children's knowledge on shapes and their characteristics.

Tasks needed to improve identified areas:

The center will purchase additional materials to support enhanced curriculum that supports identification of shapes, comprehension of age-appropriate text and recognition/expression of feelings in both familiar and unfamiliar environments. The teachers will also adapt curriculum to include more opportunities for identifying and expressing feelings including feelings, and behaviors. Curriculum resources will also include strategies to promote problem solving skills in addition to enhanced activities that will include shape recognition.

Additionally, we will continue to provide ongoing staff development opportunities that will further develop the teacher's skills in making curriculum connections to Preschool Foundation & Frameworks as well as increasing math concept strategies through Numbers Plus curriculum.

* Please refer to attached page for additional information

15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:

A) Met standards and

B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

We will maintain current standards through ongoing monitoring of curriculum standards, ECERS assessments, and provide ongoing staff development opportunities for our teachers and continued assessment to meet children's developmental needs.

Continued program observations from company staff can provide resources and perspective in the development of reflective intentionality in program environments.