

## Program Self-Evaluation

Fiscal Year 2021–22

1. **Contractor Legal Name** (Full Spelling of Legal Name only. 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]):

Victoria Sorensen

4. **Program Director Phone Number:** 408-201-6000

5. **Program Director Email Address:** sorensenv@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 Instrument (PI), age appropriate Environment Rating Scales, Desired Results Parent Survey, and the Desired Results Development Profile for the California State Preschool Program (CSPP) contract, 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.

- The Early Education 21–22 Program Instrument (DOCX), which can be found at <https://www.cde.ca.gov/sp/cd/ci/documents/eed2122.docx>, includes Items 1 through 20 as applicable to your contract type(s).

7. **Signature of Program Director** (As listed in the CDMIS):

  
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8. **Date of Signature:** 4/29/2022

9. **Name and Title of contact person completing the PSE:**

Audrey Wyatt, Manager, Contract Administration

10. **Contact Person Telephone number:** 916-936-7636

**11. Contact Person Email Address:** AWyatt@catalystfamily.org

**12. Email the signed PSE, all four (4) pages, including additional sheets, together to the PSE email inbox at PSEFY2122@cde.ca.gov using the Fiscal Year (FY) and the contractor's legal name in the subject line (e.g., PSE 21-22 XYZ School District).**

**Note:** 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.

## Summary of Program Self-Evaluation

Fiscal Year 2021–22

**13. In accordance with the 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.**

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

Families, teaching staff, site supervisors, program directors, contract managers, district staff, the program development team and the compliance team work in partnership to complete the self-evaluation process. The process runs from July 1, 2021 to June 2022.

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 assesses 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, 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 they write a comprehensive Desired Results Developmental Profile Summary of Findings and Program Action Plan.

**14. In accordance with the 5 CCR, sections 18279(b)(4) and 18279(b)(5), provide a summary of the findings for areas that:**

- a. Did not meet standards, and**
- b. A list of tasks needed to modify the program to address all items in need of improvement**

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

Our program continues to work on enhancing the outdoor environment by bringing instructional materials out; examples would be musical instruments (maracas/drums/bells), dramatic play (dress up clothes/hats/baby dolls), science materials (binoculars/view finders/insect blocks/timers), and art materials (writing utensils/paints/paper/clipboards) that have been added to our outside cart and are available to the children. Materials to promote number and math understanding (measuring cups/turkey basters/containers of different sizes) were added to the water and sand sensory tables. A shelf with books has been added to our outdoor space to promote literacy. Documentation/pictures of children's play have been added to the outdoor fencing for children to see and use as a provocation or conversation starter, allowing children to reflect on past experiences while building on new experiences.

Our program continues to support families with a variety of resources on an as needed basis. Our agency hired a Social Service Resource Coordinator to provide support to families through resources and or referral information on multiple topics in multiple locations as issues/concerns arise with our families and in our programs. This added resource has helped provide the support that staff and families need with their daily lives and challenges.

**15. In accordance with the 5 CCR, section 18279(b)(4) and 18279(b)(6), provide a summary of the findings for areas that:**

- a. Met standards, and**
- b. Describe the procedures for ongoing monitoring to ensure that those areas continue to meet standards.**

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

Spring 2021 DRDPs (CSPP): Social Emotional Development-Interactions with Familiar Adults: Staff worked on authentic interactions with children during zoom meetings, interfacing with each child through one-on-one meetings. Staff worked with parents in a collaborative way, sharing their photos with our program; they used documentation to track each child's development during distance connections. Spring 2021 ECERS (CSPP) (Self-Recertification during pandemic): Health & Safety trainings provided to staff including, but not limited to, a 20-minute module on handwashing, which included proper procedures, guidance on how to teach children to wash their hands, and when hand washing should occur. Materials intended for all children to utilize were disinfected in between use and before returning them to the shelf. Sanitation stations/sanitizing buckets were provided for children to place materials in after each use. Materials that are unable to be sanitized are removed from the environment. Interest areas have been expanded in size to provide space for physical distancing.

Multiple interest areas were created throughout the program to provide access to a limited number of children. Ample opportunities to utilize the areas and materials were scheduled throughout the daily routine. The number of children attending was reduced to ensure physical distancing (as mandated by the county public health department regulations/requirements). All staff and children wore face coverings and sat at seats spaced 6 feet apart. Children were provided individual materials for their small group activities. For large groups, staff planned and implemented activities that adhered to the physical distancing regulations. Outside activities were adapted to support physical distancing. The program also provided enough materials for children to use independently while engaging in a group activity. All staff and children wear face coverings to maintain a safe and healthy environment. Staff used warm physical gestures such as fist bumps, air high fives, and air hugs to encourage prosocial behavior. Staff play with children while maintaining physical distancing protocols. Spring 2021 Parent Surveys (CSPP): while holding distance connections through virtual learning, parents received information on parenting skills via articles in our monthly newsletters. Links to articles were included along with zoom links via email.