

**Program Self-Evaluation Process  
Fiscal Year 2016–17**

<b>Contractor Legal Name:</b> Coronado Unified School District	<b>Vendor Number:</b> 6803
<b>Contract Type(s):</b> CSPP	
Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.	
<p>X Program Review Instrument FY 2016–17 – All Contract Types: <a href="http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf">http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf</a></p> <p>X Desired Results Parent Survey – All Contract Types: <a href="http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc">http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</a></p> <p>X Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types: <a href="http://www.ersi.info/ecers.html">http://www.ersi.info/ecers.html</a></p> <p>X Desired Results Developmental Profile (and DRDPtech Reports –_not used by CUSD) Center-based/CFCC Contracts Types: <a href="https://www.desiredresults.us/drdp-forms">https://www.desiredresults.us/drdp-forms</a></p>	
Using a narrative format, summarize the staff and board member participation in the PSE process. This form can be expanded and is not limited to a single page.	
<p>Coronado Unified School District's (CUSD) program self-evaluation process includes administering the Desired Results Developmental Profile (DRDP) tool twice during the school year. The DRDP's are first done within the first 60 days of school (October) or within the first 60 days of a new student entering the program. The DRDP's are repeated in the spring (April/May). That information is compiled into a Developmental Profile Summary of Findings and then used to create an Action Plan. Both the Summary of Findings and the Action Plan are reviewed with the teacher, the director, and the staff as well as the Senior Director of Learning for CUSD.</p> <p>Based on the DRDP's, each child has a developmental progress form that describes his/her development for the parents. Binders are kept for each child to contain this information. In addition, the binders contain supporting documentation such as observation notes, classroom work, and pictures. Parent-Teacher conferences were held in December 2016 and May 2017 to review each student's progress. Additional conferences are held when requested by the parents or on an as needed basis.</p> <p>In April of 2017, we conducted the Desired Results Parent Survey and this information is compiled in a Parent Survey Summary of Findings. This Summary of Findings is reviewed by the director, teacher, and staff. A copy of the Parent Survey Summary of Findings is also given to the parents.</p> <p>As this is our second year participating in the San Diego County Office of Education's (SDCOE) Quality Rating and Improvement System (QRIS), we conducted our own Early Childhood Environmental Rating Scale (ECERS) review in May 2017. In November 2016, an outside agency came and reviewed the</p>	

classroom using the Classroom Assessment Scoring System (CLASS) tool. The results will be included in the next section.

Through the County's Quality Preschool Initiative (QPI), each staff member worked with a coach and set individual goals which are called pathways. These pathways were reviewed and updated throughout the year. Regular meetings are held with staff to discuss the requirements of QPI and to inform and instruct staff on best practices in a preschool setting. In addition, all staff members attended the "Deeper Understanding of CLASS" and "Improving Instructional Support" workshops. The lead teacher and two assistants also attended the "Provoking a Sense of Wonder" workshop and the director attended the "Intentional Teaching" workshop. All workshops were conducted by SDCOE.

In June of each year, the self-evaluation report is shared with the Governing Board during a board meeting.

**Statement of Completion:** I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.

**Signature of Executive or Program Director:**

*Kathleen Mathis*

**Date:**

*May 30, 2017*

**Name of Executive or Program Director as listed in the Child Development Management Information System (please print):**

Kathleen Mathis, Director of Preschool and Child Care Services

**Phone Number:**

(619) 522-8940, ext. 6085

**Scan and submit both the EESD 4000A and EESD 4000B TO [FY1617PSE@cde.ca.gov](mailto:FY1617PSE@cde.ca.gov).**

Mail hard copy **ONLY** if the PSE cannot be sent electronically to:

FY 2016--17 Program Self-Evaluation  
Early Education and Support Division  
California Department of Education  
1430 N Street, Suite 3410  
Sacramento, CA 95814

### Summary of Program Self-Evaluation Fiscal Year 2016–17

<b>Contractor Legal Name:</b> Coronado Unified School District		<b>Vendor Number:</b> 6803
<b>Contract Type(s):</b> CSPP	<b>Age Group (Infant/Toddler, Preschool, School-Age)</b> Preschool	
<b>Program Director Name (as listed in the Child Development Management Information System):</b> Kathleen Mathis		
<b>Program Director Phone Number:</b> (619) 522-8940, ext. 6085	<b>Program Director E-mail:</b> kathleen.mathis@coronadousd.net	

**This form can be expanded and is not limited to a single page.**

1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.

Our Parent Survey was sent out in April 2017. A very small percentage of our families expressed concern that they have not received information about how children grow and develop. The program will continue to offer parents the monthly newsletter "The Early Years" which includes information about child development and offers activities to enrich children's daily activities. We will seek information through our association with the Quality Preschool Initiative regarding a possible parent education workshop that addresses this concern. Another small percentage said they have not received information about the experience and training of the staff. A handout introducing each staff member and listing their experience and training will be included in the parent orientation packet and given to new parents when starting in our program.

The district is not currently using DRDPtech. Ramona Loiselle, CUSD's Director of Technology, reviews all digital/technology contracts or agreements for the district to ensure student safety and information security. In December 2015, she was given for analysis the End User User-Subject-to-Qualification Software License Agreement (for access and use of DRDPtech software containing Desired Results Developmental Profile 2015) between the California Department of Education and CUSD. Specifically, her analysis looked at compliance with the requirements of AB1584 (Contract Requirements with Technology Providers), SB1177 (SOPIPA: Student Online Personal Information Protection Act); AB1442 (Student Information and Social Media), COPPA (Children's Online Privacy Protection Act), and FERPA (Family Educational Rights and Privacy Act). Ms. Loiselle found the agreement deficient in eight specific areas. Until a resolution can be reached, CUSD will not be signing the agreement with the California Department of Education. In a letter addressed to Ms. Patitucci dated April 28, 2016, CUSD respectfully requested a waiver from this requirement for its EESD-funded preschool program.

During the CLASS Review in November 2016, it was noted that in the domain of Instructional Support improvement was possible, specifically in the dimensions of Concept Development and in Quality of Feedback. As mentioned earlier, the staff benefited from the SDCOE workshops "Deeper Understanding of CLASS" and "Improving Instructional Support." Staff will work hard at challenging the students to think about the "hows" and "whys" of learning. More opportunities for students to be creative and generate their own ideas will be offered and teachers will strive to relate concepts to the students' actual lives. Analysis and reasoning will be encouraged as well as back-and-forth exchanges of information. An effort will be made more often to connect concepts and activities to one another and to previous learning activities. Scaffolding by the teachers helps the students to succeed and complete certain activities.

Teachers will be specific as to why answers are correct or incorrect. Providing clarification to each student will be emphasized in each learning opportunity. The use of encouragement of students' efforts will help increase their involvement and persistence.

Based on DRDP findings, under the domain of Language and Literacy and the measure Comprehension of Age-Appropriate Text, our fall scores showed that 100% of the students were at the Building Later level and below. By spring, although there was some growth in the levels below Building Later, we only saw a difference of 4% of the children going above this level. We will continue to ask children to retell a story after a book is read and/or answer questions to show their understanding of details of the characters, events, or ideas.

After completing our Early Childhood Environment Rating Scale (ECERS) review and the Summary of Findings, and although our average score under the subscale Space and Furnishings was a 6.35, we noted for item #3, furnishings for relaxation and comfort, that there were not enough soft toys provided. We will need to purchase more soft toys for the classroom in the upcoming year. In addition, we need to display more art at the children's eye level. Our room design makes that difficult, but we will make every effort to do so. Under Language-Reasoning, our average score was 6.0. An area of improvement we recognized is in using language to develop reasoning skills. In the upcoming year, the lead teacher will work with the instructional assistants to encourage children to explain their reasoning, to introduce new concepts appropriately, and to talk about logical relationships. Staff will focus on using real events and experiences to get the children to talk about concepts. In the subscale Activities, our average score was 5.56. In nature/science, a classroom should have at least 3-5 natural items on display. Our classroom only had 1 item so we will provide more natural items and display them accordingly in the room. Our average score in Program Structure was 6.25; however, for our schedule, it was noted that there is a long period of waiting during snack time. Some children were still eating while others were at the carpet reading books waiting for everyone to finish eating. The schedule will be reviewed in an effort to reduce the waiting time or to see if other activities can be done while children at the carpet are waiting. For Parents and Staff, which received an average score of 6.0, it was noted that there is currently no professional library containing current materials on a variety of early childhood subjects on the premises. This requirement falls under item #43, opportunities for professional growth. In the coming year, we will look to purchasing materials and books to provide information on early childhood subjects. These will be kept in the classroom and used when needed.

## **2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.**

We began the year with a new entry gate for the preschool. It enables parents to come directly into the preschool classroom to help with the transition. Staff uses this greeting time to share information with the parents as well as to help the children become involved in classroom activities. The new preschool gate is monitored during arrival and departure times by a preschool assistant to ensure student safety and overall school security. The addition of the entry gate corrects one of the two findings reported in our formal state compliance review conducted in March of 2016 by Sandra Patitucci, our state consultant. (The other finding was the non-use of DRDPtech as mentioned above.)

In the area of curriculum development, Claudia Gallant, Senior Director of Learning for CUSD, worked with all of the CUSD preschool teachers to develop a preschool curriculum map prior to the start of the 2016-2017 school year. This map ensures alignment of CUSD's curricula to the preschool learning foundations and curriculum framework as well as identifies critical skills necessary for the success of each student. It outlines all resources and references the DRDP's measures when applicable. Finally, the new

curriculum map aligns to CA State Kindergarten Standards used by Transitional Kindergarten and Kindergarten.

When CUSD joined the QRIS for state-funded preschools, an independent CLASS was conducted in the spring of 2015, to establish a baseline review. In November 2016, the state preschool was assessed again using the CLASS tool. The top score in any category is a "7." With the average scores of 6.83 for Emotional Support, 6.75 for Classroom Organization, and 4.58 for Instructional Support, Silver Strand Preschool received the top rating possible under the QRIS Matrix and far surpassed the minimum scores required (5.5 for Emotional Support, 5.5 for Classroom Organization, and 3.5 for Instructional Support). Every dimension score improved from our baseline review. The increase is the result of the hard work and outstanding effort by the entire preschool staff. It meant program changes to address the shortcomings from the first assessment. Through preschool staff meetings, the classroom teacher and the program director will continue to remind all staff of the importance of teacher sensitivity, regard for student perspectives, behavior management, productivity, and all the other equally important dimensions in the CLASS tool. Staff will continue to attend professional development workshops to ensure these areas continue to meet the standards and, if needed, we will make the appropriate changes.

Although we only had 70% participation in our Parent Survey, every family indicated it was "very satisfied" with the overall interactions between the staff and children as well as with the program's health and safety policies and procedures and how the program promotes their child's learning and development. All families, with one exception, were very satisfied that the program was meeting the needs of their child. In order to monitor and ensure we continue to meet these standards, the classroom's "open door" policy will remain which helps to immediately address any issues or concerns that parents may have. Also, our program will continue to pass out the Parent Survey every school year.

In the area of Parent Education, we offered to two different workshops this year. The first, Positive Discipline, was a series of three individual workshops given in November 2016. The workshops provided information to our families on child development and gave them strategies for teaching young children to become responsible and respectful member of their communities. The second, presented in May 2017, was Let's Read Together which is an early literacy program that helps parents prepare their children for successful lifelong learning. Parents learn how to interact with their children in ways that promote enjoyment, self-confidence, and a joy of learning.

As the DRDP Summary of Findings shows, an area that Silver Strand State Preschool excelled in is in the domain Approaches to Learning-Self Control. Specifically, in the fall of 2016, 42% of our students were at the level of Building Earlier or below in the measure of Self-Control and Feelings and Behaviors. Our spring scores demonstrate a great improvement. We now have 84% of our students at the Building Middle level or above. We achieved this by providing games and activities that required the children to identify their feelings and emotions, as well as, the feelings and emotions of others. We also helped the children to express their feelings through constructive forms of communication. We provided simple strategies to regulate behaviors (ex: taking turns, compromising, and verbal reminders to self). Under the measure Shared Use of Space, our fall scores indicated that 50% of our students were at the Building Middle level. Again, in the spring, we saw an improvement with 100% of the students at the Building Middle level and above. Activities and materials which required children to share with both adult prompting and individual child communication were provided in the classroom (ex: a limited amount of blocks, markers, dolls, etc.). We will continue to ensure this area meets the standards through the use of our "Circle of Education" social-emotional curriculum.

Under the domain of Cognition, Including Math and Science, our fall scores in the measure of Classification showed that 42% of our students were at the Building Earlier level or below. The spring scores show that now 79% of our students are at the Building Middle level or above. We provided

activities and materials in the classroom that required the children to compare, match, and sort objects. Also, areas of the classroom were labeled and items required children to sort and match when putting things away and cleaning up the room (ex: blocks, marker, fine motor toys, etc.). Under the measure of Number Sense of Math Operations, our fall scores indicated that 42% of our students were at the level of Building Earlier or below. We now have 97% of our students at the Building Earlier level or above. To achieve this increase, math counters relating to themes were put out during free choice. Counting songs and activities which had the children adding and subtracting were done during circle time. Projects that required one to one correspondence, counting, simple addition, and simple subtraction were included in the curriculum.

Under the domain of Physical Development-Health and the measure of Fine Motor Manipulative Skills, we saw an increase from 56% of children at the Building Middle level and below to 83% at the Building Middle level and above. To help our students in this area, we offered more opportunities for students to cut, write, string beads, play with and shape play dough, and use of the sensory table. Through the use of our "Handwriting Without Tears" curriculum, our "Splash into Pre-K!" curriculum, as well as, providing a variety of both fine motor and gross motor activities for the children to use daily, we will continue to ensure our program meets these standards. All areas will be monitored through DRDP's completed twice a year, individual child portfolios, and daily observations made by the staff.

In our ECERS review, we scored a "7" on items #12, #13, and #14 under the subscale Personal Care Routines. Specifically, for toileting and diapering, Item #12, all children are provided a child-sized toilet and sink and are encouraged by staff to independently use the facilities. Children can manage tasks on their own and require little adult supervision. When needed, staff will teach the children the required skills. Staff always reminds the children to flush the toilet, wash their hands, use paper towels to dry their hands, and turn off the faucet. For Item #13, health practices, children are encouraged to do as much as they can to carry out health practices by themselves. When needed, staff will show the students how to complete the actual health practices properly. Staff has spent a considerable amount of time teaching the children the proper way to wash their hands. We remind them to make 'soap bubbles' and we are sure to give them enough time to rub their hands together before washing off the soap. Posters are on display in the hand washing areas to remind the children of the steps for good practices. Tissues are available throughout the room and staff will help the students with nose blowing or wiping when necessary. Children are then asked to wash their hands again. Smocks are used in the areas when children might get messy (ex: water play, art easel). Children are taught how to fasten their own clothing. Books are on display in the room that cover such topics as healthy eating, personal grooming, personal care routines, and visits to a doctor or dentist. For Item #14, safety practices, the play areas have been arranged to avoid safety problems, both indoors and outdoors. In the classroom, the arrangement of our centers takes into account the use of the area by the children and traffic pathways. There are no large, open spaces to encourage roughhousing. The soft, cozy areas provide a quiet area for children when needed. The indoor water table and art easel are placed in an area that does not have carpet to provide for easy cleanup. In our outdoor play area, there are many different types of activities offered. The use of tricycles is kept separate from the other activities. The area for a quiet activity is away from the active area. Blocks and ball play are also in separate areas as to keep children safe when playing. Children do listen to staff when they are reminded about the safety rules of the playground.

In the subscale of Language and Reasoning, high scores were recorded for items #15 and #16. Books and pictures (item #15) are added or exchanged weekly based on the classroom curriculum theme of the week. The frequent rotation keeps the children interested. The children seem excited to explore any new item we display. We always have at least 3 or more of the themed books accessible to the children for a substantial portion of the day. For item #16, encouraging children to communicate, staff has been trained to simulate conversations with the children. We may start the conversation, but we allow the child to drive the conversation with the other children and with the adults as much as possible. We strive each time to find

the balance between listening and talking when working with the children. We have numerous projects where the staff will write down what the children say and read it back to them. This enables us to link the spoken word with the written word.

In order to maintain the success we have experienced through our participation in QPI, we have tentatively scheduled the following professional development workshops through the SDCOE for the 2017-2018 school year: Developing an Intentional Environment Using the ECERS Tool, Desired Results Development Profile 2015 (for new staff members), Intentional Planning and Teaching, Keeping the Lesson Planning Process Alive!, Learning Environments, Strengthening Families, and Instructional Leadership (for administrative staff). Our goal is create and sustain a rich learning environment for all children. Through these workshops, the staff gains hands on experience that utilizes high-quality practices and learns how to implement these into the classroom's daily routine.

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March 2017