



## Program Self-Evaluation Fiscal Year 2018–19

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):  
San Mateo-Foster City School District
2. **Four-Digit Vendor Number:**  
6903
3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):  
Sarah Drinkwater
4. **Program Director Phone Number:**  
650-312-7341
5. **Program Director Email:**  
sdrinkwater@smfcsd.net
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):

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8. **Date of Signature:**  
05/07/19
9. **Name and Title of contact person completing the PSE:**  
Karrie Haselton, Principal Child Development
10. **Contact Person Telephone number:**  
650-312-7229
11. **Contact Person Email Address:**  
khaselton@smfcsd.net
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.**

- The program participated in the Quality Rating Improvement System (QRIS) through San Mateo County Office of Education.
- All 9 classrooms participated in an internal ECERS or SACERS. All these assessments were completed between November 2018 and December 2018.
- Parent Surveys were distributed, collected and analyzed by February 2019.
- All children were assessed using either the Preschool or School Aged DRDP using DRDP Online within 60 days of enrollment and then again 6 months thereafter.
- As ECER/SACERS, Parent Surveys and DRDP data became available, principal, teachers and our ECE Coach worked together to review results and reflect on key findings. A Summary of Findings with corrective action plans for the DRDP, ECERS/SACERS and Parent Survey were completed for each classroom by April 26 2019.
- Fall parent-teacher conferences were held in September/October of 2018. Spring Conferences will be completed by May 31, 2019.
- Staff provided input on the Program Self-Evaluation (PSE) on April 26, 2019 and approved the PSE goals for 2019-2020 on April 29, 2019.
- The Program Review Instrument was completed by April 29, 2019.
- Parent Advisory Committee provided input and approval of the PSE during multiple site meetings between April 22, 2019 through April 23, 2019.
- The San Mateo-Foster City School District's Board of Trustees received information about our Child Development Program Self-Evaluation (PSE) and approved the PSE on May 16, 2019.
- The San Mateo-Foster City School District's Board of Trustees and Superintendent will visit Turnbull Child Development Center on June 6, 2019 to learn more about our preschool and school-age programs and walk through the preschool classes located on the campus. They will visit again in the Fall of 2019 (tentative date: October 29, 2019)

**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.**

#### **Desired Results Parent Survey**

Based on the results of the Desired Results Parent Survey and our Program Self-Evaluation, input from our Parent Advisory Council, families' needs include: 1) more information about topic related to their child's care, development and parenting skills and 2) more information regarding how to find community services and 3) concerned about the experience and training of teaching team.

For the families who are participating in our Parent Involvement Project (PIP) Preschool program, we provide monthly parent education workshops on various child development topics presented by community experts, monthly home visits and twice yearly family/teacher conferences during which families receive extensive information on their child's development. For our non-PIP families, the teachers meet with the families a minimum of twice yearly for parent teacher conferences as well as providing information during Back to School Night and informally as needed or requested. In 2019-2020, as per our Program Self-Review, all non-PIP families will be encouraged to attend the PIP parent education workshops to learn more about the development of their young child. Additional conferences will be provided mid-year to all requesting families. Teachers will provide information through daily conversations with families regarding their child's performance within the classroom. The program will provide families with simple written information regarding typical development and red flags for concern regarding development. Upon enrollment all parents are given a list of resources available in the community. At back to school night teachers will show and discuss with families the "Community Information Handbook from County of San Mateo Human Services Agency" and post it in their classroom.  
(see attached sheet for additional information)

**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.**

Desired Results Parent Survey Continued:

We will organize a "Provider Fair" with various community agencies for families to access additional resources. In addition, teachers will participate in 1 full day and 1 half day professional development session in addition to monthly 1 hour professional development and/or professional learning community (PLC) sessions with ECE Coach and Preschool Principal. Teachers will participate in ongoing reflective practice coaching throughout the academic year with the ECE Coach. The program will provide written information in the form of a flyer to families describing the professional development that will be provided on days that the program is closed for teacher training so families are aware of specific teacher training.

Desired Results Developmental Profile (DRDP)

Based on the results of the DRDP and our Program Self-Evaluation and input from the staff needs include: 1) additional support with English Language Acquisition and 2) additional support with phonological awareness, comprehension of age appropriate text and 3) additional support with cognitive skills.

In 2019-20, as per our Program Self-Review, all teachers will participate in professional development and on-going coaching in the areas of phonological awareness and dialogic reading along with math and science that encourage activities that encourage critical thinking skills. Teachers will utilize research-based strategies to support English language acquisition including the use of objects, music, and hands-on activities. We will share these strategies with families at parent teacher conferences and/or home visits. Teachers will encourage families to read to their children at home using books from the Raising a Reader program. Teachers will dedicate their first theme of the year to focusing on developing listening and speaking skills. Teachers will continue to implement GLAD curriculum. Teachers, Principal, and Coach will identify classroom materials that support critical thinking skills to purchase for each classroom.

Environment Rating Scales (ECERS/SACER)

Based on the results of the ECERS/SACER and our Program Self-Evaluation and input from the staff needs include: 1) more opportunities to support children's communication and language reasoning/critical thinking skills and 2) teachers are monitoring children, but could be more involved and engaged with the children across settings and 3) materials in science area could be more interactive.

In 2019-20, as per our Program Self-Review, all teachers will participate in professional development and on-going coaching in the area of math and science that boost activities that encourage critical thinking skills. Teachers will include in their lessons plans questions that they can ask to encourage critical thinking skills related to the identified study topic. Teachers will review CLASS assessment tool with ECE Coach to expand teacher skills regarding teacher-child interactions in the areas of instructional support and teacher-child interactions in the areas of Positive Climate and Classroom Management. Teachers will re-introduce and support children in using the CSEFEL Solution Kit to help children practice their social emotional problem-solving skills. Teachers will work with the Coach to create a consistently more positive climate within the classroom. Teachers will work with Principal and ECE Coach to identify additional materials for the science areas to purchase for each classroom.

**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.**

#### **ECER/SACERS**

The strengths of the program are within the Parents and Staff section. For the Provisions for Personal Needs of Staff we have created a comfortable area for staff to take their breaks. We have also hired additional Roving Teachers to help provide breaks and support to the classes. We are fully staffed and hired highly qualified employees in all of our classes, including our Roving Teachers. For the Staff Interaction and Cooperation section each class has a strong working team that not only works with each other, but also works with other classroom teams to learn and grow professionally. In the area of Opportunities for Professional Growth, staff are provided professional development throughout the school year, coaching, and information about outside professional development opportunities are shared. Trainings and coaching support were provided by an ECE Consultant through the QRIS Grant. Trainings occurred during a full day on August 31, 2018 a half day Saturday training on September 22, 2018 and during our monthly regular staff meetings. In addition, all teachers received monthly individual coaching sessions and additional support as needed by our ECE Consultant. Lakeshore provided a 1/2 day professional development CLASS training on Saturday, October 27, 2018. In the 2019-20 school year, we will continue QRIS along with the ECE Coach. Our ECE Coach will also provide a full-day training on September 20, 2019 for all staff and a 1/2 day training on November 27, 2019 or January 7, 2020.

(see attached sheet for additional information)

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

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

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#### Desired Results Developmental Profiles (DRDP)

The strengths of the program are Social and Emotional Development and Approaches to Learning-Self Regulation. Over the past few years, the ECE Coach has provided professional development and training in these areas. The program focused on CSEFEL work on positive relationships and interactions. The ECE Coach supported teachers with strategies to help students with school readiness and self-regulation. Teachers continue to gather DRDP observations and enter the information into DRDP Online. The teachers continue to reflect on the summary data, use the data to design curriculum and lessons, and set individual student goals. In 2019-2020, we will continue QRIS and CSEFEL work on social development, quality interactions, concept development and instructional support using the CLASS and ERS data with coaching and support provided monthly by our ECE Consultant through the QRIS grant. Our ECE Coach will also provide a full-day training on September 20, 2019 for all staff and a 1/2 day training on November 27, 2019 or January 7, 2020. In addition, in 2019-2020, all teachers will set personal classroom goals around our PSE goals.

#### Desired Results Parent Survey

Overall, the families are extremely happy with the program, their child(ren) are happy, and there are only a few families that would like to have additional information and resources. Because where to find resources in the community continues to be a need in spite all that we do, we will organize a "Provider Fair" with various community agencies for families to access additional resources. We will continue to provide opportunities for families to be involved. We encourage families to participate in the classroom as well as attend events. We provide opportunities for families to provide input on how to improve our program besides just completing the parent survey, such as our Parent Advisory Council (PAC) meetings and individual meetings with principal about concerns. We use the input and feedback to make necessary changes to our program.