

Continuation of Question 14

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:

Teachers will provide information through regular conversations with families regarding their child's performance within the classroom. 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 the County of San Mateo Human Services Agency" and post it in their classroom. We will organize a "Provider Fair" with various community agencies for families to access additional resources. As the program considers changes in the Parent Involvement Project (PIP) program due to shifting funding, the program will look into restructuring the PIP classrooms and possibly adding more full day CSPP classes.

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) significant variation in the scores of children on the DRDP between classrooms in spite of information suggesting that the population of children enrolled are similar and 2) additional support with critical thinking skills and 3) support for dual language learners with their acquisition of English language.

In 2020-21, as per our Program Self-Review, all teachers and para educators will participate in professional development and coaching opportunities provided by the program in conjunction with the San Mateo County Office of Education in order to increase consistency and accuracy, increase knowledge, understanding and skills on how to collect, document and score observations of the children for the DRDP. Each classroom will identify 1-2 domains of the DRDP upon which they will focus with the support of the ECE Consultant. Teachers will include in their lesson plans questions that they can ask to encourage critical thinking skills related to the identified study topic. Teachers will also utilize evidence-based practices to support dual language learners in their acquisition of English language. Teachers will include GLAD curriculum on a weekly basis and support language development through a variety of activities such as music and chants, reading books daily on topics of particular interest to the children and ask questions about the book as well as help the children gain understanding of letters and sounds in English.

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 language reasoning/critical thinking skills and 2) more open-ended questions that support children's language reasoning/critical thinking skills and 3) science related activities that support children's language reasoning/critical thinking skills.

In 2020-21, as per our Program Self-Review, all teachers will participate in professional development and on-going coaching in the area of child assessment and 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 include at least 1 science related activity that has been intentionally selected to meet the needs of the children. These activities will be listed on their lesson plans.

Continuation of Question 15

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.

ECERS/SACERS

The strengths of the program are within the Interactions and Program Schedule sections. While preparing for our Federal Program Monitoring (FPM) review and our QRIS Monitoring Review, we provided professional development, coaching, and reminders in regards to student teacher interactions and supervision. We also reviewed and updated each classes daily schedule and routines. We will continue to utilize our QRIS Coach to provide professional development and individual coaching to staff to help them grow professionally. We created a new position, Coordinator Child Development to help support the preschool and school-age classes and the Principal Child Development. On April 14, 2020 she will begin with building relationships with staff, students and families. She will be available to support the preschool teachers and assistants with the student staff interactions. Each classroom will review their daily schedule and routine annually and make adjustments if necessary.