

## Program Self-Evaluation

Fiscal Year 2021–22

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

Karrie Haselton

4. **Program Director Phone Number:** (650) 312-7229

5. **Program Director Email Address:** khaselton@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 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):

Karrie Haselton

Digitally signed by Karrie Haselton  
DN: cn=Karrie Haselton, o=San Mateo-Foster City School District, ou=Principal  
+ email=Khaselton@smfcsd.net, c=US  
Date: 2022.05.18 11:22:21 -07'00'

8. **Date of Signature:** May 18, 2022

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

Carmen Lo, Preschool Coordinator

10. **Contact Person Telephone number:** (650) 312-7803

**11. Contact Person Email Address:** clo@smfcsd.net

**12. Email the signed PSE, all four (4) pages, including additional sheets, together to the PSE email inbox at [PSEFY2122@cde.ca.gov](mailto: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.**

During our annual program self evaluation process, different stakeholders support and take part in the process. This include direct line staff, program coach, administrators, and the Board of Trustees.

-All children were assessed using the DRDP within 60 days of enrollment and then again 6 months thereafter. Coordinator and program coach follow up with classroom teams to brainstorm, review and complete 3900 DRDP summary of findings together.

-Parent survey were distributed, collected and analyzed.

-Fall and Spring parent teacher conferences were held for each child.

-Each classroom was rated on ERS. Staff review individual classroom ERS scores with internal assessor and program coach to identify a plan of action and next steps.

-Classroom teams share and identify supplies and materials necessary to enhance program quality per DRDP and ERS reviews.

-PSE was shared at Board Meeting for approval.

**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.**

Per our program's 2021-22 PSE as reflected in the various assessments including but not limited to, ERS, DRDP, and Parent survey, the following items have areas of growth and needs improvement.

-DRDP Approaches to self-reg reflected 16% of students at or below building earlier of the DRDP continuum. Continuing to rebuild and persevere through the hinders of COVID, program will begin the implementation of ASQ. Through the ASQ questionnaire, teaching teams will gain insight to developmental and social emotional information as it relates to individual children and providing the necessary support for prevention and intervention. Furthermore, program will purchase new equipment and supplies related to social emotional support specific to self comforting, self regulation, and feelings. The purchases will be utilized in classrooms in addition to creating three sensory rooms in the program.

-DRDP Language and literacy reflected 22% of students at or below building earlier of the DRDP continuum. The program will utilize the district's reading subscription program, Footsteps2Brilliance in the classroom through learning centers with available ipads and related curricula. Additionally, program will conduct a parent workshop as it relates to Footsteps2Brilliance and the importance of language development. Furthermore program coach will continue to support teaching teams to enhance adult-child interaction quality through parallel talk and open ended questions that support language development.

-DRDP Parent Survey indicated parents would like to have more support in parenting skills and discipline related problems. Program will partner with Starvista to provide resources and parent workshops in the upcoming school year. Program will identify San Mateo County's parent cafe dates and schedule for next school year to share applicable workshops with families. (Continued on additional sheet)

**PSE question 14. Continued**

Additionally, program will forward and share with parents related educational and parenting articles per the Early Education field.

Further results from the parent survey indicated additional interest in more interactions with other parents. Continuing to move forward from the COVID pandemic, program will increase the frequency of parent education and the return of in person events.

-Based on the program's annual ERS(ECERS) results, program will address the subscales of 1. Activities and 2. Space and furnishing. Resulting from COVID restrictions, the mentioned subscales were heavily impacted. Program coach and coordinator will continue to work with classroom teams to reorganize and return previously existing items into the classroom space. This includes all sensory items, dramatic play, soft toys, and more. Furthermore, classrooms will develop new processes to rotate classroom materials accordingly to include previously used materials, current, and new supplies/equipment.

**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.**

In the 21-22 school year, our program had many successes despite COVID related limitations. Our resilient teachers completed the second year of the inclusion IEEEP series, conducted by San Mateo County Office of Education. With the guidance and scaffolding of our inclusion coach, the trained teaching teams continued to implement learned strategies and classroom kits to support student's individual needs.

Throughout the school year, our district and the preschool program were able to provide families with COVID testing during school breaks. The program also created a weekly opt in home testing program for all families per county and community donations.

Furthermore, Starvista mental health consultation continued this year school despite COVID and successfully returned in person for the second part of the school year. Families had to option to meet the consultant in person rather than virtual or by phone. The consultant was also scheduled to meet with each teaching teams on a rotation basis, observe student caseloads, and collaborate with program administrators and coach to further partnerships with families.

Lastly, in the Winter/Spring of this school year, our program fortunately secured partnerships with local community based organizations to provide students with free dental screening and in person bug presentations. The dental screenings included visual screening, fluoride varnish, goodie bags and dental education prior to screening visits. Our program currently have a five year contract with the organizations. With regards to bug presentations from the County's Public health department, our classes were provided with a bug aquarium along with additional classroom supplies for a two week duration after the initial presentation. Both students and teachers were very engaged and positive feedback was provided in continuing the program in the new school year. (Continued on additional sheet)

**PSE question 15. Continued**

As our community, program, families, staff, and team continue to persevere through the impacts of COVID, we will continue to work with existing partnerships to provide the necessary ongoing instructional support and community resources for families. The partnerships include and are not limited to, StarVista, County of Ed, CDE, inclusion coach, program coach, County Health and Help Me Grow. We have found the return of in person instructional support and services for staff and families are more effective than virtual and would like to continue the return of this process.