

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

Contractor Legal Name: Milpitas Unified School District	Vendor Number: 437338
Contract Type(s): CSPP and CCTR	
Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.	
<input type="checkbox"/> Program Review Instrument FY 2016–17 – All Contract Types: http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf	
<input type="checkbox"/> Desired Results Parent Survey – All Contract Types: http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc	
<input type="checkbox"/> Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types: http://www.ersi.info/ecers.html	
<input type="checkbox"/> Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types: https://www.desiredresults.us/drdp-forms	
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>The PSE process was a collaborative effort involving the program coordinator, site supervisor, assistant superintendent of Learning and Development, parents and teaching staff at the Milpitas Unified School District Child Development Centers. Following the process, all information was shared with the executive cabinet and school board. Two board members were particularly involved in the collection of academic data, in subsequent years of attendance at MUSD, to gauge the benefits of having attended CDC programs during the preschool years, as compared to like-students who did not attend. One of these board members was also instrumental in establishing a collaboration between our CDC centers and a newly established Family Resource Center.</p>	
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:	Date: 5/30/2017
Name of Executive or Program Director as listed in the Child Development Management Information System (please print): Gerry Lopez, Ed.D., Coordinator of Early Childhood Development.	Phone Number: 408-635-2666 ext. 5505

Scan and submit both the EESD 4000A and EESD 4000B TO 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**

Contractor Legal Name: Milpitas Unified School District		Vendor Number: 437338
Contract Type(s): CSPP and CCTR	Age Group (Infant/Toddler, Preschool, School-Age) Preschool and School-Age	
Program Director Name (as listed in the Child Development Management Information System): Gerry Lopez, Ed.D., Coordinator of Early Childhood Development.		
Program Director Phone Number: 408-635-2666 ext. 5505	Program Director E-mail: glopez@musd.org	
This form can be expanded and is not limited to a single page.		
<ol style="list-style-type: none"> 1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas. 		
<p>The 2016-2017 self-study addresses the extent to which the agency is meeting individual student needs as defined by the DRDP 2015 & SA, California Preschool Learning Foundations and California Common Core Standards, ECERS, SACERS, and the Milpitas Unified School District's Strategic Plan. In 2015-2016, The Milpitas Child Development Centers additionally joined the quality rating and improvement system (QRIS), which aided in the self-evaluation process and reflecting on program compliance and quality as well as developing a Quality Improvement Plan (QIP).</p> <p>Based on the above processes and reflections, the areas below were identified as not having meet standards and will be addressed for improvement in the 17-18 school year:</p> <p>Desired Results Parent Survey Area for Growth: Based on the results of the 16-17 survey, the following percentages were reported by parents as not having had received information from the center; 1) How to find the services in the community - 30% of parents, 2) Where to report health concerns and complains – 22%, and 3) 17% in both Experience and training of program staff & How children develop at different ages. All sections, A through K, received a positive response of 70% to 95%, as parents replied that they had received information on these topics. The comments written by parents also reflected these areas of needed growth. One of them also identified "I would like to know how to be more involved," in their response.</p> <p>Action Steps for Improvement: Print and share resources on developmental milestones, health, coordinated complaint process, and the other topics identified by the survey, throughout the 2017 school year. Create bios of program staff, focusing on their training and experience, to distribute to parents. Invite parents to attend the district Project Cornerstone parent development workshops. And work closely with the Randall Family Community Center to make sure that CDC parents are aware of its resources and employ them.</p> <p>ECERS Area for Growth: Based on the results of the 16-17 ECERS, item 12 "Toileting/Diapering," item 13 "Health Practices," and item 14 "Safety Practices" all received a score of 1.0 rating in classes in either one or both of the centers.</p>		

Action Steps for Improvement: The Safety Practices findings were easy equipment fixes and have been carried out. As for the other two items, both were due to poor handwashing by 25% of the staff and students, so proper hand washing techniques will be explicitly taught and practiced by winter of 2017.

DRDP Tech Area for Growth: The DRDP was administered in the Fall and Spring of 2016-2017. Overall, the program scores showed progress in all areas but the following areas recorded the least amount of growth. LIT - Literacy Development and HLTH-Health. Both areas progressed, on average for all students, from Building Earlier to near reaching the Building Later standard. As stated above, these two areas reflected growth from their Fall 2016 to the Spring 2017 administration, however, they are clearly the highest area of need.

Action Steps for Improvement: Teachers and para-professionals will be offered opportunities to attend literacy development trainings and workshops, by participating in the Sobrato Early Academic Language, literacy development program. Three CDC teachers will formally undertake the training and they will then provide modeling to the rest of the teaching and para staff regarding the best practices identified to develop language at the CDC centers. Health practices will also be covered at regular teacher meetings and professional development sessions.

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.

The 2016-2017 self-study addresses the extent to which the agency is meeting individual student needs as defined by the DRDP 2015 & SA, California Preschool Learning Foundations and California Common Core Standards, ECERS, SACERS, and the Milpitas Unified School District's Strategic Plan. In 2015-2016, The Milpitas Child Development Centers additionally joined the quality rating and improvement system (QRIS), which aided in the self-evaluation process and reflecting on program compliance and quality as well as developing a Quality Improvement Plan (QIP).

Based on these reflections, the areas below met standards and will be monitored to ensure that the standards continue to be met:

Desired Results Parent Survey Area of Excellence: Based on the results of the 16-17 survey, parents reported that 100% of their children were happy in their enrolled program and felt safe in our centers. Of these respondents, 74% reflected that they were Very Satisfied with the program and the remaining 24%, stated that they were Satisfied. No parents (0%) reported that they were Not Satisfied.

Action Steps for Continuation: Teachers will continue to create joyful learning environments and experiences that are developmentally appropriate. As stated above trainings in Sobrato Early Academic Language, language development will improve the quality of our language instruction, which we hope will be well received by our parents. Additionally, we will participate with our Special Education department in an Inclusion program, which will benefit all teachers and their children. These programs have been known, to not just increase the meeting of goals for SpEd students, especially Social goals, but also contribute to the early detection and intervention in cases of CDC preschool students with special learning needs.

ECERS Area for Growth: Action Steps of Excellence: All sites received a rating of 7.0 in the promotion of diversity. We also scored a 5 or above in the general areas of Program Structure, Interaction, Language Reasoning and Parent and Staff. On average, the sites approximated an overall global score of 5.

Action Steps for Continuation: With such a diverse student populations, here in Milpitas, teachers will continue to embrace and celebrate all cultures with more family involvement in the 2016-2017 school year. Families will be invited to share celebrations at site, district, local and community levels.

DRDPTech Area of Excellence: All 10 DRDP assessed areas saw growth from their Fall 2016 to their Spring 2017 administration. The most definitive area of growth in the scale, reflecting the last two highest levels of Building Later and Integrating Early were: Visual and Performing Arts – 38%, Health – 36%, Physical Development – 35%, and Language Development, Literacy Development and Mathematics all showing that 33% of CDC students achieved at the highest levels.

Action Steps for Continuation: The above areas depicted will be monitored, to assure that our students in their testing note a strong display of learning. The areas that saw growth, but showed less than a third of their students meeting the highest levels of achievement will be stressed upon and addressed through training and workshop opportunities by the CDC staff.

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March 2017