**Environment Rating Scale Summary of Findings**

<table>
<thead>
<tr>
<th>Contractor/Center: Los Angeles Mission College</th>
<th>Classroom/Family/Child Care Home: Yellow Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Type: CCTR</td>
<td>Planning Date: 5/6/09</td>
</tr>
<tr>
<td>Planner’s Name and Position: Monica Moreno, Director</td>
<td>Follow-up Date: Throughout 2009/2010 year.</td>
</tr>
<tr>
<td>Planner’s Name and Position:</td>
<td>Planners Name and Position:</td>
</tr>
</tbody>
</table>

Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).

<table>
<thead>
<tr>
<th>Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)</th>
<th>Key Findings from Environment Rating Scale</th>
<th>Action Steps (Include materials, training needs, any changes to schedules, space, and supervision.)</th>
<th>Expected Completion Date and Persons Responsible</th>
<th>Follow-Up (Changes made, date completed, and time extended.)</th>
</tr>
</thead>
<tbody>
<tr>
<td># 10 and 11 Health and Safety Practices: Score: 4</td>
<td>Not maintaining good health and safety practices</td>
<td>Train staff the importance of maintaining good health and safety practices in accordance to the iters review.</td>
<td>Throughout new school year 2009/2010. Director, Teacher and staff</td>
<td></td>
</tr>
<tr>
<td># 13 Helping children use language: Score: 6</td>
<td>Staff is talking to children but not giving enough time to respond and have meaningful conversations.</td>
<td>Train staff to facilitate children’s responses, ask open-ended questions during play or art project times to facilitate response do flannel board stories and involve children; do puppet shows and involve children with the puppets.</td>
<td>Throughout new school year 2009/2010. Director, teacher and staff</td>
<td></td>
</tr>
<tr>
<td># 28 Discipline: Score 6</td>
<td>Staff is able to identify issues but having trouble addressing it.</td>
<td>Train staff to use positive methods of discipline: demonstrate how to be gentle; talk about feelings understand the effects of hurting others by pointing out the other child’s crying face and body marks; acknowledge child’s positive behavior.</td>
<td>Throughout new school year 2009/2010. Director, teacher and staff</td>
<td></td>
</tr>
<tr>
<td>#36 Staff interaction and cooperation: Score: 5</td>
<td>Would like to see more staff interaction.</td>
<td>Plan staff meetings at least once a month to reflect on the month, discuss any questions and concerns, and come up with a plan. Involve the staff in lesson plans. Make a chart of daily chores to share responsibility.</td>
<td>Throughout new school year 2009/2010. Director, teacher and staff</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing the Environment Rating Scale Summary of Findings

At the Classroom/Family Child Care Home Education level

- Complete the Environment Rating Scale (ERS) and the ERS Profile.
- Fill out the information at the top of the page.

Item

- Write the item name, number, and score for all items that received a score below "5." Use as many sheets as necessary to list all items that scored below "5."

Key Findings

- Write a brief description of the reasons why each item received a score below "5."

Note: If your contract ERS Profile has no items that scored below “5,” select two items common to most of your classrooms/homes and develop action steps for improving program quality in these areas.

Action Steps

- Develop and write attainable action steps to improve the score to at least a "5."
- Include materials and training needed schedule, space, and supervision changes.

Expected Completion Date and Person(s) Responsible

- Write the date when you expect to complete the action steps. List the name of the person(s) responsible for completing the steps.

Follow-up

- List any modifications that need to be made as a result of what you found as you monitored the action steps.
- Record any recommended or needed follow-up actions in order to complete.
- List any changes in the expected completion date.
- Attach this ERS Summary of Findings to your ERS Score Sheet and ERS Profile and keep in your classroom.

*At the Agency Level

- Average the ERS sub-scale scores for all of the classrooms/family child care homes. If you have multiple sites, you may wish to first average sub-scale scores by site, and then average those scores by contract. Complete an ERS Profile by contract.
- Complete an agency-level ERS Summary of Findings for each contract. Fill out the information at the top of the page.

*This is the required information for the California Department of Education, Child Development Division.
**Instructions for Completing the Environment Rating Scale Summary of Findings, Page 2**

**Item or Sub-Scale Average**
- List all sub-scale names and scores for averages below "5."

**Key Findings**
- Summarize the descriptions of the reasons why the items received a score below "5," focusing on the most frequent issues.
- Develop and write at least two action steps that can be implemented program wide for each sub-scale average score below "5."

Note: If your contract ERS Profile has no subscale averages below “5,” select two items common to most of your classrooms/homes and develop action steps for improving program quality in these areas.

**Action Steps**
- Develop and write attainable action steps to improve the score to at least a "5."
- Include materials and training needed schedule, space, and supervision changes.

**Expected Completion Date and Follow-up**
- Write the date when you expect to complete the action steps. List the name of the person(s) responsible for completing the steps.

**Submission Requirements**
Submit the completed ERS Summary of Findings (CD 4002) with the Program Action Plan (CD 4003), the Agency Annual Report (CD 4000), Coordinated Compliance Review/Contract Monitoring Review Summary of Findings (CD 4001) form, the Personnel Roster (CD 3701), and the Attestation of Qualified Staff and Ratio Requirements (CD 3701A) by **June 1 of each year** to:

**Program Self-Evaluation**
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Environment Rating Scale Summary of Findings

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<tr>
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<th>Key Findings from Environment Rating Scale</th>
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</table>
| #2 Furniture for care, play, & learning | Sturdiness of loft | Loft was not built properly and needs to be re-assembled. | June 30, 2009
Gateway Science and Engineering |  |
| #4 Room arrangement | Loft location is blocking view to exit door. | When loft is repaired, it will be relocated in a different location to allow full view of the classroom. | June 30, 2009
Gateway, Ife and Rehana. |  |
| #8 Gross motor equipment | Need to add enough equipment to develop a variety of skills. | Will add more materials for gross motor play. Hula hoops, tossing containers, pushing toys, wheel toys. | Throughout next school year 2009/2010.
Teachers and director. |  |
| #22 Blocks | Need to provide more block play accessories. | Will order accessories for block play. | Throughout next school year 2009/2010.
Teachers and director. |  |
| #26 Math/Number | Need a variety of developmental materials to enhance mathematical concepts. | Will order math and number materials. Also will create homemade math and number materials. | Throughout next school year 2009/2010.
Teachers and director. |  |
## Environment Rating Scale Summary of Findings

<table>
<thead>
<tr>
<th>Contractor/Center: Contractor/Center: Los Angeles Mission College</th>
<th>Classroom/Family/Child Care Home: Classroom/Family/Child Care Home: Light Green and Dark Green Room</th>
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</thead>
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<tr>
<td>Contract Type: Contract Type: CFDP, CPRE</td>
<td>Planning Date: Planning Date: 5/6/09</td>
</tr>
<tr>
<td>Planner's Name and Position: Planner's Name and Position: Monica Moreno, Director</td>
<td>Follow-up Date: Follow-up Date: Throughout 2009/2010 year.</td>
</tr>
<tr>
<td>Planner’s Name and Position: Planner’s Name and Position:</td>
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<tr>
<td>#41 Staff interaction and cooperation.</td>
<td>Staff duties are not shared fairly.</td>
<td>Morning program and evening program lead teachers will work on a duty schedule.</td>
<td>July 26, 2009 Teachers and director</td>
<td></td>
</tr>
<tr>
<td>#43 Opportunities for professional growth</td>
<td>There are no required in-service trainings for assistant teachers.</td>
<td>Teacher assistance will be required to attend in-service trainings at least once a semester.</td>
<td>Throughout the next school year 2009/2010. Teacher and directors.</td>
<td></td>
</tr>
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### Environment Rating Scale Summary of Findings

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<tbody>
<tr>
<td>#10 Meals &amp; snacks</td>
<td>Some serving utensils are not child sized.</td>
<td>Need child size serving spoons, tongs, forks, and serving bowls.</td>
<td>June 30, 2009 Eustolia Ayala</td>
<td></td>
</tr>
<tr>
<td>#11 Nap &amp; rest</td>
<td>Room is too bright.</td>
<td>Need shades for the classroom windows.</td>
<td>June 30, 2009 Gateway science engineering.</td>
<td></td>
</tr>
<tr>
<td>#43 Opportunities for professional growth.</td>
<td>Have not done any in-service training.</td>
<td>In service trainings will be required at least once a semester.</td>
<td>Throughout the next school year 2009/2010. Teachers and director.</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing the Environment Rating Scale Summary of Findings

At the Classroom/Family Child Care Home Education level

- Complete the Environment Rating Scale (ERS) and the ERS Profile.
- Fill out the information at the top of the page.

**Item**

- Write the item name, number, and score for all items that received a score below "5." Use as many sheets as necessary to list all items that scored below "5."

**Key Findings**

- Write a brief description of the reasons why each item received a score below "5."

Note: If your contract ERS Profile has no items that scored below “5,” select two items common to most of your classrooms/homes and develop action steps for improving program quality in these areas.

**Action Steps**

- Develop and write attainable action steps to improve the score to at least a "5."
- Include materials and training needed schedule, space, and supervision changes.

**Expected Completion Date and Person(s) Responsible**

- Write the date when you expect to complete the action steps. List the name of the person(s) responsible for completing the steps.

**Follow-up**

- List any modifications that need to be made as a result of what you found as you monitored the action steps.
- Record any recommended or needed follow-up actions in order to complete.
- List any changes in the expected completion date.
- Attach this ERS Summary of Findings to your ERS Score Sheet and ERS Profile and keep in your classroom.

*At the Agency Level*

- Average the ERS sub-scale scores for all of the classrooms/family child care homes. If you have multiple sites, you may wish to first average sub-scale scores by site, and then average those scores by contract. Complete an ERS Profile by contract.
- Complete an agency-level ERS Summary of Findings for each contract. Fill out the information at the top of the page.

*This is the required information for the California Department of Education, Child Development Division.*
Instructions for Completing the Environment Rating Scale Summary of Findings, Page 2

Item or Sub-Scale Average
- List all sub-scale names and scores for averages below "5."

Key Findings
- Summarize the descriptions of the reasons why the items received a score below "5," focusing on the most frequent issues.
- Develop and write at least two action steps that can be implemented program wide for each sub-scale average score below "5."

Note: If your contract ERS Profile has no subscale averages below “5,” select two items common to most of your classrooms/homes and develop action steps for improving program quality in these areas.

Action Steps
- Develop and write attainable action steps to improve the score to at least a "5."
- Include materials and training needed schedule, space, and supervision changes.

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Submission Requirements
Submit the completed ERS Summary of Findings (CD 4002) with the Program Action Plan (CD 4003), the Agency Annual Report (CD 4000), Coordinated Compliance Review/Contract Monitoring Review Summary of Findings (CD 4001) form, the Personnel Roster (CD 3701), and the Attestation of Qualified Staff and Ratio Requirements (CD 3701A) by June 1 of each year to:

Program Self-Evaluation
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
## Desired Results Program Action Plan

<table>
<thead>
<tr>
<th>Agency/Center:</th>
<th>Classroom/Family/Child Care Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Community College District</td>
<td>Los Angeles Mission College-CDC/FCCCHEN</td>
</tr>
<tr>
<td>Contract Type:</td>
<td>Planning Date:</td>
</tr>
<tr>
<td>CPRE, CFDP, CCTR, CFCC</td>
<td>5/1/09</td>
</tr>
<tr>
<td>Planner Name &amp; Position</td>
<td>Follow-up Date</td>
</tr>
<tr>
<td>Monica Moreno, Director</td>
<td>Throughout the year 2009-2010.</td>
</tr>
</tbody>
</table>

### PROGRAM FINDINGS
(WHAT YOU IDENTIFIED AS NEEDING IMPROVEMENT)

WE HAVE FOUND A TREND IN ALL THREE TOOLS, (ERCS, DRDP, PARENT SURVEYS). THERE IS A NEED FOR PARENTING CLASSES.

### PROGRAM GOAL
(WHAT YOU WANT TO ACCOMPLISH)

To offer families a better understanding of children behavior and acquire better parenting skills.

### OBJECTIVES
(HOW YOU WILL ACCOMPLISH THE GOAL)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Expected Completion Date and Persons Responsible</th>
<th>Follow-up (Changes made, Date completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have available books, magazines and hand out articles regarding parenting</td>
<td>September 2009</td>
<td></td>
</tr>
<tr>
<td>Will have provider increase their resource library and include where parenting classes are available in their area.</td>
<td>September 2009</td>
<td></td>
</tr>
</tbody>
</table>
Directions for Completing the Program Action Plan

Desired Results Program Action Plan

The comprehensive Program Action Plan guides a program by examining all components of the program operations, determining program strengths and areas for improvement, and establishing program goals for the coming year.

- Look for trends, patterns, or interrelationships among the findings of your completed Desired Results Developmental Profile Summary of Findings, Desired Results Parent Survey Summary of Findings, and Environment Rating Scale Summary of Findings.
- Define one program goal that addresses important issues raised in one or more of the three summaries.
- Develop a set of objectives for meeting that program goal. Consider including professional development, curriculum, materials required, staff or program schedules, child-staff interactions, program or classroom use of space, parent education, or community outreach. Action plans should also address how parents will be involved in reaching the program goal.
- Use additional pages as needed.
- Identify the expected timeframe, the person who will take leadership, and any follow-up needed to reach your goal.

The Desired Results system requires that a separate Program Action Plan be completed for each contract annually. Submit the completed Program Action Plan with the Agency Annual Report, the Coordinated Compliance Review/Contract Monitoring Review Summary of Compliance Findings, and the Environment Rating Scale Summary of Findings by June 1 each year to:

Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
## Desired Results Parent Survey Summary of Findings

**Agency/Center:** Los Angeles Mission College  
**Planners:** Monica Moreno  
**Classroom/Family (Name and Position):**  
**Child Care Home:**  
**Contract Type:** CCTR and CSPP  
**Planning Date:** 5/14/10  
**Follow-up Date:** 11/2010

<table>
<thead>
<tr>
<th>Key Findings from Parent Survey</th>
<th>Action Steps (Including communication, training, schedule, space, materials and supervision changes)</th>
<th>Expected Completion Date and Persons Responsible</th>
<th>Follow-Up (Changes made, date completed, time extended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are very unsatisfied with the parking situation. We have very little space for drop off and pick up. The line usually goes out to the main street.</td>
<td>We have provided parents a space for stroller parking so that they may park in the student parking structure and walk over to the center. We have also asked the sheriff’s office to please uphold the parking limit. Lastly, we are going to provide parking grace period when parents arrive and depart.</td>
<td>Ongoing throughout the year 2010/2011. Director, staff, parents, sheriff's office.</td>
<td></td>
</tr>
<tr>
<td>Parents are asking for parenting courses and ideas with discipline.</td>
<td>Will look for low cost to free courses to refer parents to as well as look for a trainer to come and do a series of workshops for parents.</td>
<td>Ongoing throughout the year 2010/2011. Director, staff, parents.</td>
<td></td>
</tr>
<tr>
<td>Parents are asking about proper nutrition.</td>
<td>Will provide workshops for parent’s regarding proper nutrition.</td>
<td>Ongoing throughout the year 2010/2011. Director, staff and parents.</td>
<td></td>
</tr>
</tbody>
</table>
Directions for Completing the Desired Results Parent Survey Summary of Findings

**At the Contract Level**
- Fill in the requested information at the top of the page. An agency-level Desired Results Parent Survey Summary of Findings by contract is used to complete the annual Program Action Plan.

**Key Findings from Parent Survey**
- Review the results of the Desired Results Parent Survey Group Data Summary.
- Identify the trends (key findings) based on the summary.
- Write all of the key findings in this column. Use as many sheets as necessary.

**Action Steps**
- For the key findings that were identified as those most needing improvement, write the action steps that will support the program in progressing from “Not Satisfied” to “Satisfied” or “Very Satisfied” and from “No” to “Yes.”
- Include needed modifications in communication, training, materials, schedules, space, and supervision.

**Expected Completion Date and Persons Responsible**
- Enter the date when the action steps will be completed.
- Identify the responsible person(s).

**Follow-Up**
- Record any follow up needed in order to complete the action steps.
- Periodically review the status of all the action steps, completion dates, persons responsible, and follow ups.
- Modify these as needed.

**At the Program Level**
- Compile the Desired Results Parent Survey Summary of Findings for all of the agency’s classroom/family child care homes.
  Look for trends or patterns that identify strengths and weaknesses.
## Desired Results Parent Survey Summary of Findings

**Agency/Center:** Los Angeles Mission College  
**Child Care Home:** Child Development Center  
**Contract Type:** CCTR, CFDP, CPRE  
**Planning Date:** 5/6/2009  
**Follow-up Date:** 9/1/09  
**Planners:** Monica Moreno/Director

### Key Findings from Parent Survey

<table>
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<tr>
<th>Action Steps (Including communication, training, schedule, space, materials and supervision changes)</th>
<th>Expected Completion Date and Persons Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8. Parents are seeking more parent involvement in the classroom and the center itself.</td>
<td>Center director will provide more opportunities for parent involvement by offering workshops and family gatherings.</td>
<td>Through out year 2009/2010 Director, Teachers, Staff and Parents.</td>
</tr>
<tr>
<td>8. Parents are seeking parenting classes.</td>
<td>Center director will seek partnerships with outside resources to provide parenting classes.</td>
<td>Through out year 2009/2010 Director, Teachers, Staff and Parents.</td>
</tr>
<tr>
<td>8. Parents would like to see more options of food and more portions.</td>
<td>Center director will delegate nutrition specialist to provide nutrition workshops for parents.</td>
<td>Through out year 2009/2010 Director, Teachers, Staff and Parents.</td>
</tr>
</tbody>
</table>
Directions for Completing the Desired Results Parent Survey Summary of Findings

At the Classroom/Family Child Care Home Level
• Fill in the requested information at the top of the page.

Key Findings from Parent Survey
• Review the results of the Desired Results Parent Survey Group Data Summary.
• Identify the trends (key findings) based on the summary.
• Write all of the key findings in this column. Use as many sheets as necessary.

Action Steps
• For the key findings that were identified as those most needing improvement, write the action steps that will support the classroom in progressing from “Not Satisfied” to “Satisfied” or “Very Satisfied” and from “No” to “Yes.”
• Include needed modifications in communication, training, materials, schedules, space, and supervision.

Expected Completion Date and Persons Responsible
• Enter the date when the action steps will be completed.
• Identify the responsible person(s).

Follow-Up
• Record any follow up needed in order to complete the action steps.
• Periodically review the status of all the action steps, completion dates, persons responsible, and follow ups.
• Modify these as needed.

At the Program Level
• Compile the Desired Results Parent Survey Summary of Findings for all of the agency’s classroom/family child care homes. Look for trends or patterns that identify strengths and weaknesses. An agency-level Desired Results Parent Survey Summary of Findings by contract is used to complete the annual Program Action Plan.