Fiscal Year 2011–12 Program Self-Evaluation
Forms

All Forms Due:
Friday, June 1, 2012, 5 p.m.

Child Development Division
California Department of Education
# Program Self-Evaluation Annual Report

## Contractor’s Legal Name

<table>
<thead>
<tr>
<th>Vendor Number</th>
<th>Cal-SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CDS Code</td>
</tr>
</tbody>
</table>

## Contract and Age

<table>
<thead>
<tr>
<th>Contract and Age</th>
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</thead>
<tbody>
<tr>
<td>CSPP</td>
</tr>
<tr>
<td>CCTR – (Infant/Toddler)</td>
</tr>
<tr>
<td>CCTR – (School Age)</td>
</tr>
<tr>
<td>Education Network (Infant/Toddler)</td>
</tr>
<tr>
<td>Education Network (Preschool)</td>
</tr>
<tr>
<td>CHAN</td>
</tr>
<tr>
<td>CMIG - (Infant/Toddler)</td>
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<tr>
<td>CMIG - (Preschool)</td>
</tr>
</tbody>
</table>

## Date Program Self-Evaluation Completed

<table>
<thead>
<tr>
<th>Number of Classrooms</th>
<th>Number of Family Child Care Homes</th>
</tr>
</thead>
</table>

## Describe the Program Self-Evaluation Process (Note: This area expands as necessary.)

## A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

## A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

## A copy of the Program Self-Evaluation will be/has been presented to parents.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
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</table>

## Statement of Completion

<table>
<thead>
<tr>
<th>I certify that a Program Self-Evaluation was completed.</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name, Title, and Phone Number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
</table>
**Contractor Name**  
Los Angeles Mission College

**Contract Type, Education Network, and/or Cal-SAFE CCTR**  
Infant Toddler program

**Planning Date**  
May 2012

**Follow-up Date(s)**  
August 2012

### Key Findings from Developmental Profiles and Educational Goal

<table>
<thead>
<tr>
<th>Key Findings from Developmental Profiles And Educational Goal (What will be accomplished for children?)</th>
<th>Action Steps (Including materials and training needed, schedule, space and supervision changes)</th>
<th>Expected Completion Date and Persons Responsible</th>
<th>Follow-Up and Reflection (Changes made, date completed, time extended)</th>
</tr>
</thead>
<tbody>
<tr>
<td># 8 Impulse Control 13%</td>
<td>Director will provide a workshop and/or send staff to workshops that focuses on responsive care with infants. Director will also provide a workshop to parents that focus on providing responsive care at home.</td>
<td>August, 2012</td>
<td></td>
</tr>
</tbody>
</table>

**Educational Goal**

To provide activities to help children identify and express emotions:

- Provide emotion faces on the sticks. Talk about different emotions and what causes these emotions. Children will use puppets to express how they feel. Teach children act out the emotions (when happy, clap hands; when angry, stomp feet/use words, etc.)
- Read books on emotions: “When Sophie Gets Angry…, If you Angry and you know it.”

Consistently talk about using words instead of hitting when angry. During group time, recite a chant, “I have ten fingers and they all belong to me” and discuss what they can and cannot do with their fingers.
Desired Results Developmental Profile Summary of Findings and Program Action Plan Instructions

Complete a program-level Desired Results Developmental Profile (DRDP) Summary of Findings and Program Action Plan (CD 4001A), one for each contract type by age group as applicable, and/or Cal-SAFE program. Contractors serving children in a family child care home education network should complete a DRDP Summary of Findings for the education network by age group.

Complete the requested information at the top of form CD 4001A, including Contractor Name, Contract Type, Education Network, and/or Cal-SAFE program, Age Group, Planning Date, and Lead Planner’s Name and Position.

Key Findings from Developmental Profiles

- After the six-month follow-up assessment period, compile the information from all of the individual classroom or family child care home DRDPs. The Classroom/Family Child Care Home DRDP Summary of Findings form and Instructions are available on the Desired Results Web site at http://www.wested.org/desiredresults/training/form_drdp.htm (Outside Source).
- If the contractor has multiple sites, first compile the information by site, and then at the program or education network level.
- Look for trends or patterns that identify overall strengths and areas needing improvement. Identify and write the key finding(s) and data in the column labeled Key Findings from Developmental Profiles and Educational Goals.

Educational Program Goal

- Define at least one goal that addresses important issues regarding the educational needs of children identified in the key findings.
- Write the educational goal in the column labeled Key Findings from Developmental Profiles and Educational Goals.

Action Steps

- Develop and write attainable action steps to achieve the program’s educational goal(s). The action steps should identify a variety of strategies to achieve the educational goal.
- Consider including pedagogical approaches, professional development, curriculum, materials required, staff or program schedules, child-staff interactions, program or classroom use of space, parent education, or community outreach.
- Write the action steps in the Action Steps column.
- CDE publications and resources are available to assist in the development of action steps and are located on the Publications Web site at http://www.cde.ca.gov/sp/cd/re/cddpublications.asp.
Expected Completion Date and Persons Responsible

- Enter the date when the action steps will be completed.
- Identify the key person(s) who will be responsible for each action step.

Follow-Up and Reflection

- The Follow-Up and Reflection column will be blank when the Program Self-Evaluation is submitted to the CDE.
- Periodically review the status of all the action steps, completion dates, persons responsible, and follow-up throughout the subsequent FY.
- Record any modifications/changes needed to complete the action steps and expected completion dates.
- Reflect on the results and record progress or changes made to the key finding(s).
- Retain the completed CD 4001A form with Follow-up and Reflections.
### Key Findings from Developmental Profiles and Educational Goal

**Measure #9 - Conflict Negotiation**

**Educational Goal**
To provide the following:
- Add more time during class time for children to socialize with each other.
- Balance time in formal and informal activity.
- Increase child – initiative activities.
- Wait and watch to support children in resolving conflict as they arise.

**Action Steps**
Director will provide workshops and/or send staff to workshops that focuses on finding ways to assist children with Conflict Resolution.

**Expected Completion Date and Persons Responsible**
Sep. 2012
The Staff will be responsible.

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**Measure #4 – Impulse control**

**Educational Goal**
To provide the following:
- Use activities to help children understand other people’s feelings.
- Use story books to work through common conflicts and talk about using words when frustrated.

**Action Steps**
Director will provide a workshop and/or send staff to workshops that focuses on assisting children with instant gratification and impulse control.

**Expected Completion Date and Persons Responsible**
Sep. 2012
The Staff will be responsible.
Instructions For The
Desired Results Developmental Profile Summary of Findings (CD 4001B)
For The Classroom and Family Child Care Home Level

A critical step toward supporting children’s learning and developmental progress is for teachers to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom or home setting, as a guide for ongoing planning.

To help ensure DRDP data is linked to ongoing classroom planning for children, the DRDP Summary of Findings (CD 4001B) form has been developed as a resource. The DRDP Summary of Findings is a recommended form to assist teachers in the planning process. Regardless of whether this resource is used or the program develops their own form, the written process must be completed and include all information detailed below, to ensure activity plans reflect the results of classroom or family child care home DRDP data.

The Desired Results Developmental Profile (DRDP) Summary of Findings (CD 4001B) form includes Key Finding(s), Action Steps, Expected Completion Date and Persons Responsible, and Follow-Up and Reflection. The first three sections of this form are completed after the first 60-day assessment period. The Follow-Up section should be completed periodically, with Reflections recorded after the six-month follow-up assessment period to document progress of the Key Finding(s).

Top Section of Form CD 4001B

- Complete the Contractor Name. Identify the Contract Type, Education Network, and/or Cal-SAFE, and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Migrant (CMIG), or California Severely Handicapped (CHAN).
- Record the Planning Date. This is the date the first three sections of the form are completed. Identify the Lead Planner’s Name and Position. This is the person completing the DRDP Summary of Findings (CD 4001B) form.
- Record the Follow-up Date(s). These dates indicate when the action steps have been reviewed during the following six months. The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

Key Findings from Developmental Profiles

- Summarize and review the results of the DRDPs after the first 60-day assessment period. Sample tally sheet forms can be found at the Desired Results Web page at http://www.wested.org/desiredresults/training/index.htm (Outside Source)
- Identify developmental trends (key findings) based on the individual and group profile information.
Action Steps Implementation

- Develop and write attainable action steps to improve the key finding(s).
- The multiple action steps may include modifications and/or changes to training, instructional materials, schedules, space, supervision, and family involvement.

Expected Completion Date and Persons Responsible

- Enter the date when the action steps will be completed.
- Identify the person(s) who will be responsible for each action step.

Follow-Up and Reflection

- Periodically review the status of all the action steps, completion dates, persons responsible, and follow-up.
- Record modifications or changes needed to complete the action steps, and expected completion dates.
- After the six-month follow-up assessment period, tally and review the results of the DRDPs. Reflect on the results and record progress or changes made to the key finding(s), including data.
### Desired Results Developmental Profile Summary of Findings – Classroom and Family Child Care Home

<table>
<thead>
<tr>
<th>Contractor Name</th>
<th>Los Angeles Mission College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Type, Education Network, and/or Cal-SAFE</td>
<td>CSPP</td>
</tr>
<tr>
<td>Planning Date:</td>
<td>May 2012</td>
</tr>
<tr>
<td>Lead Planner’s Name and Position</td>
<td>Monica Moreno/Director</td>
</tr>
<tr>
<td>Follow-up Date(s)</td>
<td>August 2012</td>
</tr>
</tbody>
</table>

#### Key Findings from Developmental Profiles And Educational Goal (What will be accomplished for children?)

- Impulse Control and Cooperation play with peers: The areas that needed more improvement were in #4 Impulse Control and #8 Cooperation play with peers. There has been some measurable gain in these areas. The class went from 48% of the children scoring below Domain: Building in the Self and Social Development in the fall of 2011, to 30% scoring low in Impulse Control and Cooperation play with peers.

**Educational Goal**

To provide a curriculum which will support pro-social behavioral activities: that will help the children consistently use a variety of socially acceptable strategies to stop self from acting impulsively. Teacher will promote interaction through the arrangement of space and materials. Help aggressive children join their peers as well as use pro-social skills when a problem arises.

**Action Steps**

- Use CSEFFL early literacy program: *Books to Support Social Emotional Development* to promote Cooperation Between Peers. We will focus on three books: Rainbow Fish, Hands Are Not for Hitting, and Sometimes I’m Bombaloo. We will continue to explore these and other books that promote pro-social behavior in small group reading and activity circle.

**Follow-Up and Reflection (Changes made, date completed, time extended)**

- Use CSEFFL early literacy program: *Books to Support Social Emotional Development* to promote Cooperation Between Peers. We will focus on three books: Rainbow Fish, Hands Are Not for Hitting, and Sometimes I’m Bombaloo. We will continue to explore these and other books that promote pro-social behavior in small group reading and activity circle.

- May 1, 2012
- Ife Keller

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This form can be expanded and is not limited to a single page.