

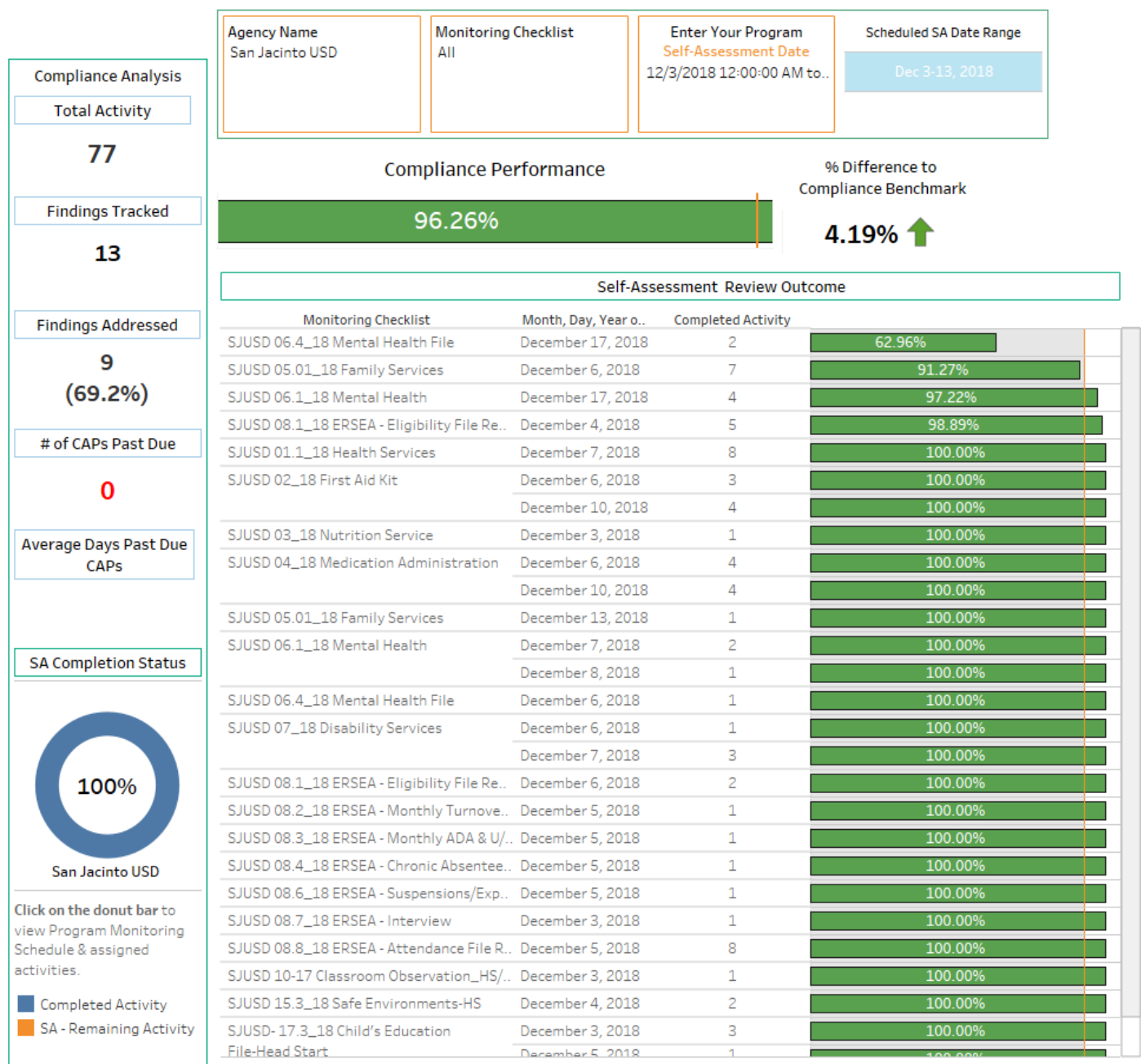
Summary of Self-Assessment

Conducted: 12/3/18-12/18/18

PROGRAM SELF-ASSESSMENT DASHBOARD

1/4/2019 12:37:03 AM

PY 2018-19



Narrative Summary:

1) Describe your agencies self-assessment process and who was involved:

- The Self-Assessment process begins with the planning committee. The event is placed on the program's Road Map by the committee.
- Parents, staff, Governing Body Members, and Grantee staff were invited to be a part of the review team and participated in the process.
Staff: Liz Zaragoza, Susy Anaya, Sharon Bua, Mirna Barreda, Julie Wedel, Sue Mountain, Gio Hernandez, Benita Torres
Parents: Ana Mendoza
Board member: Deborah Rex
- The review team lead by the program director used ChildPlus Internal Monitoring System (IMS). The team developed a plan to review all areas of the program. Eight student files were randomly pulled by the grantee coordinator Icy Tekleselassie and were reviewed.
- The team reviewed each program component. They met at the end of each day to review the day's findings to assess the observation notes and to formulate a picture of the program's strengths and any areas of concern.
- The team then discussed which systems are working and which need to be strengthened.
- Using the IMS model, several findings were corrected by staff right away and were addressed by the due date in order to stay in compliance.
The information from the Self-Assessment is shared with the staff, parents, and Governing Body. The information is used to develop a Corrective Action Plan (CAP)

Once the Self-Assessment (SA) Summary with Correction Action Plan is completed, the Planning Committee will then share the Summary with the Parent Policy Committee and request approval. The SA Summary with Correction Action Plan is shared with the Governing Body for review and approval.

2) What program strengths were found during the self-assessment process?

Comprehensive Services & School Readiness

- Strong collaboration and support with the school district and the community.
- The program has an on-site speech therapist and preschool psychologist to identify and address children's speech concerns and developmental delays in a timely manner.
- One home visit and conference were conducted.
- There are at least 10% of children enrolled in the program with disabilities.

- Classroom instructional staff implements teaching strategies and curriculum with fidelity.
- Julie Wedel, Health Clerk, ensures that the 30, 45, and 90 day requirements for health services are completed on time.
- The program has a contract with Martha Daggett, Mental Health Consultant, to support children's mental health and social & emotional well-being. Martha provides support to the teachers in having effective classroom management and positive learning environments; supports teacher practices; and strategies for supporting children with challenging behaviors or other concerns.
- The program contracted with Riverside County Office of Education Intense Behavior Intervention Program to provide additional behavior/inclusion support services to the classrooms.
- The program receives instructional support through coaches from Quality Start and consultants from California Inclusion and Behavior Consultation (CIBC) Network. These supports assists teaching staff to cultivate the skills and tools needed to be successful as they support the development and early learning of all children.
- Parents, board member and district staff reported that the classrooms were well organized and observed positive teacher-child interactions.
- The program continues to utilize Guided Language Acquisition Design (GLAD) strategies for rich language development and the Learning Genie tool/app for the DRDP assessment.
- Alignment of curriculum to the district curriculum which strengthens children's school readiness skills and transition to kindergarten.

Environmental Health & Safety

- Monthly inspections and emergency drills ensure the prevention of possible hazards and are kept on file.
- Instructional staff obtains training on health and safety through Hour Zero and Keenan Trainings.
- Instructional staff conducts fire drills, earth quake drills and lock-down drills with the children.
- Medication is kept in a secured back pack that the teacher carries with her at all times.
- Care plans are implemented to those with asthma, food allergies, etc. prior to entering the program.
- Children brush their teeth once a day after breakfast or lunch.
- All of the student's physical and dental examinations were up to date.
- All of the student's vision and hearing screenings were up to date.
- Several of our classrooms are NAP SACC certified. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program assisted the instructional staff to identify strengths and needs for improvement re: healthy eating practices and regular physical activity, and set nutrition and physical activity goals.

Content Areas/Personnel

- Attained full enrollment within 30-days of the program start date.
- Enrollment of the SJUSD Head Start program includes at least 10% children with identified disabilities.
- Office team has an excellent system in collecting and reviewing applications for eligibility of the program.

<ul style="list-style-type: none"> Each office staff member done an excellent job during a personal interview. They each know their content area and is able to articulate what they do daily, weekly, monthly and yearly.
3) What findings, if any, were found during the program's self-assessment using the ChildPlus IMS indicators? See Table below
4) What action steps does your agency plan to take to correct any findings from your self-assessment (include person's responsible and timeframe for correction)? See Table below

Finding (Item # or Non-Compliance)	Corrective Action Plan	Person(s) Responsible	Timeframe for Correction
Area: Mental Health File Indicator #: 2b Completed Activity: <u>2</u> % of Non-Compliant: <u>33</u>	On the Protected Health Information (PHI) document, information was missing. The Director filled in the information.	Elizabeth Zaragoza	CAP created on <u>1/7/19</u> Address by <u>Elizabeth Zaragoza</u> Date Verified: <u>1/10/19</u>
Area: Mental Health Indicator #: 6 Completed Activity: <u>2</u> % of Non-Compliant: <u>33</u>	No follow-up was entered into ChildPlus to show student receiving mental health services. Director received reports from mental health consultant showing services to the student. Director entered date of services into ChildPlus.	Elizabeth Zaragoza	CAP created on <u>1/14/19</u> Address by <u>Elizabeth Zaragoza</u> Date Verified: <u>1/14/19</u>
Area: Family Services Indicator #: 2, 5, 6, 7, 8 Completed Activity: <u>7</u> % of Non-Compliant: <u>12.5</u>	Parent Partnership Agreement and Volunteer Survey was missing parent signature. Also, Parent survey was not completed. Parent Involvement Coordinator retrieved signature from parents and had parent complete the survey.	Gio Hernandez	CAP created on <u>1/2/19</u> Address by <u>Gio Hernandez</u> Date Verified: <u>1/4/19</u>
Area: Family Services Indicator #: 13 Completed Activity: <u>7</u> % of Non-Compliant: <u>12.5</u>	No Evidence showing home activities or strategies were offered to parents pertaining to family goal. Parent Involvement Coordinator updated ChildPlus to show ongoing communication with parents.	Gio Hernandez	CAP created on <u>1/2/19</u> Address by <u>Gio Hernandez</u> Date Verified: <u>1/4/19</u>
Area: Family Services Indicator #: 16 Completed Activity: <u>7</u> % of Non-Compliant: <u>25</u>	Family Partnership Agreement (FPA) was not entered into ChildPlus. Parent Involvement Coordinator updated information of the FPA onto ChildPlus.	Gio Hernandez	CAP created on <u>1/2/19</u> Address by <u>Gio Hernandez</u> Date Verified: <u>1/10/19</u>

