

MINUTES

COMMUNITY SERVICES COMMISSION OF THE CITY OF LA HABRA

Wednesday, June 8, 2016

FINAL: These Minutes were approved at the July 13, 2016 Commission meeting.

The Community Services Commission of the City of La Habra met at La Habra City Hall at 201 E. La Habra Boulevard, La Habra on Wednesday, June 8, 2016 at 6:30 PM.

COMMISSIONERS PRESENT: Brown (arrived at 6:40pm), Casanas, Felix, Hughes, Praster and Surich.

COMMISSIONERS ABSENT: Faith

OTHER OFFICIALS PRESENT: Director of Community Services Sal Failla, Administrative Analyst Kimberly Albarian.

PLEDGE OF ALLEGIANCE: Commissioner Praster

PUBLIC COMMENTS There were no public comments.

CONSENT CALENDAR

MOVED by Commissioner Felix, seconded by Commissioner Hughes, and CARRIED 5-0, TO APPROVE THE COMMUNITY SERVICES COMMISSION MINUTES OF MAY 11, 2016.

CONSIDERATION ITEMS

A. HEAD START

The Commission reviewed the Child Development Manager's Monthly Status Report, the Head Start Cost Reimbursement Report, the Monthly Program Report, and the CACFP Report.

The Commission then took the following action;

MOVED by Commissioner Felix, seconded by Commissioner Surich, and CARRIED 5 – 0, TO APPROVE THE JUNE 2016 MONTHLY REPORT.

MOVED by Commissioner Casanas, seconded by Commissioner Hughes, and CARRIED 5–0, TO APPROVE THE CACFP REVIEW REPORT.

MOVED by Commissioner Casanas, seconded by Commissioner Hughes, and CARRIED 5-0, TO APPROVE THE DRDP AND CHILD OUTCOMES REPORT FOR 2015-16, 2ND ASSESSMENT PERIOD.

MOVED by Commissioner Felix, seconded by Commissioner Surich, and CARRIED 5-0, TO APPROVE THE 2016-17 PROGRAM PLANNING CALENDAR.

MOVED by Commissioner Praster, seconded by Commissioner Hughes, and CARRIED 5-0, TO APPROVE THE 2016-17 STATE PROGRAM SELF EVALUATION FOR 2015-16.

B. YOUTH COMMITTEE

The Youth Committee had their last meeting of the year on June 7, 2016. They reviewed the past year and highlighted their participation in several major community events and activities including Quarter Mania, Love La Habra, Veterans Day, Tamale Festival, Operation Santa, Egg Hunt, and Gem & Mineral Show. The committee elected new officers and is looking for new presentation ideas as part of the youth development component.

C. COMMISSION SUBCOMMITTEES

The Commission discussed their subcommittee membership and made new appointments. A copy of the 2016-17 subcommittees and their membership is attached to these minutes.

ADMINISTRATIVE MATTERS – Director Sal Failla

- Invited the Commission to attend the Volunteer Recognition Reception on Thursday, June 23
- The Summer Concerts in the Park start Thursday, June 23rd.
- The Movies in the Park start June 10th.
- Invited the Commission and their families to attend the 4th of July Spectacular at La Habra High School.

DISCUSSION ANY COMMISSIONER MAY WISH TO PRESENT

On a motion by Commissioner Brown, seconded by Commissioner Praster, the Commission unanimously adjourned the meeting at 7:49 P.M. to Wednesday, July 13, 2016 at 6:30 PM.

The Commission meeting will be held at La Habra City Hall, 201 E. La Habra Blvd., La Habra, California.

Respectfully submitted,

Sal Failla, Secretary

APPROVAL: This is to certify that these Minutes were approved by the La Habra City Council on November 7, 2016.

Tamara D. Mason, MMC, City Clerk

**CITY OF LA HABRA
HEAD START AND EARLY HEAD START PROGRAM
MONTHLY REPORT
2015-16 FISCAL SCHOOL YEAR**

For Consideration for meeting dated June 8, 2016

MONTH REPORTING: MAY 2016

Program Information Summary (PIS) Report:

Early Head Start: (Attachment 1)

Section A: Agency Profile

Item	Current Month Report	Previous Month Report
Funded Enrollment	30	30
Number Enrolled (Cumulative)		
Number of Children	36	36
Number of Pregnant Moms	0	0
Number in the Waiting list	1	1
Enrollment by Eligibility		
Below 100% Poverty Line	30	30
Categorically Eligible	4	4
Over-Income	2	2

Section B: Staff and Qualifications

Item	Supervisor	Home Base Educator
Total Number of Child Development Staff by Position	1	3
With a BA Degree	1	1
With an AA Degree		1
Without a Degree, enrolled with a Waiver		1

Section C: Child and Family Services

Item	Current Month Report	Previous Month Report
Number of Children/ Pregnant Women with Health Insurance	35	35
Medical Home	32	32
Number of children up-to-date with well-baby checks	32	32
Number of children who are up-to-date with Immunizations	16	16

Number of children with continuous accessible dental care	32	32
Number of children who are up-to-date with oral health care	15	13
Number of children with an IFSP	2	2

Family Partnership Agreements

Item	Current Month Report	Previous Month Report
Total Number of FPA's introduced	36	36
Total Number of FPA's completed	30	29
Total Number of FPA's with an established goal	24	24

Head Start: (Attachment 2)

Section A: Agency Profile

Item	Current Month Report	Previous Month Report
Funded Enrollment	214	214
Number Enrolled for the Month		
2 years old	2	2
3 years Old	99	99
4 Years Old	138	138
Number in the Waiting list	2	2
Enrollment by Eligibility		
Below 100%	190	190
Categorically Eligible: Public Assistance	21	21
Foster Child	6	6
Homeless	2	2
Over-Income	20	20
Average Daily Attendance	90.14%	89.11%

Section B: Staff and Qualifications

Item	Supervisors	Teachers	Teacher Assistants
Total Number of Child Development Staff by Position	2	9	8
With a BA Degree	2	6	0
With an AA Degree		3	2
With a CDA Credential	n/a		6

- 2 Teacher and 1 TA vacancy

Section C: Child and Family Services

Item	Current Month Report	Previous Month Report
Number of Children with Health Insurance	237	237
Medical Home	234	234
Number of children up-to-date with physical exam	233	233
Number of children who are up-to-date with Immunizations	233	233
Number of children with continuous accessible dental care	232	232
Number of children who are up-to-date with oral health care	227	225
Number of children with an IEP	26	26

Family Partnership Agreements

Item	Current Month Report	Previous Month Report
Total Number of FPA's introduced	237	237
Total Number of FPA's completed	204	201
Total Number of FPA's with an established goal	203	201

Monitoring:

- Attached is the internal monitoring for the month of April 2016. **(Attachment 3)**

Financial Reports:

- Attached is the Cost Report for April 2016 and the amount requested is **\$155,938.45 (Attachment 4)**
 - Total In-kind to-date is **\$372,653.26 (of \$402,496.00)**
- Attached is the Credit Card Reports for April 2016. **(Attachment 5)**

CACFP Reports:

- The total reimbursement for the month of April 2016 is **\$26,300.10 (Attachment 6)**
 - Attached is the Food Revenue and Expenditures analysis thru April 2016. **(Attachment 7)**

Information Sharing:

- Head Start Acronyms **(Attachment 8)**

Action Items, For Approval:

- CACFP Review Report **(Attachment 9)**
- DRDP and Child Outcomes Report for 2015-16, 2nd Assessment Period **(Attachment 10)**
- Program Planning Calendar for 2016-17 **(Attachment 11)**
- State Program Self-Evaluation Report 2015-16 **(Attachment 12)**

Delegate Agency Data Collection Worksheet												
2016												
2015												
LA HABRA (EHS) / Section C												
Reports due by the 5th of each month / Received:												
Reports	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	8/3/15	9/3/15	10/5/15	11/4/15	12/3/15	1/5/16	2/3/16	3/4/16	4/4/16	5/3/16		
	PIR											
9700	30	30	30	30	31	31	31	34	35	35	35	35
9700												
9700	30	30	30	30	30	30	30	31	32	32	32	32
3035	13	16	16	26	28	30	30	32	32	32	32	32
3035			6	6	9	8	14	11	11	13	16	16
9700												
9700												
9700	10	13	11	14	15	15	15	15	16	16	16	16
9700	14	12	10	10	11	11	11	12	12	11	11	11
9700												
9700	30	30	30	30	30	30	30	31	32	32	32	32
9700	13	16	2	2	3	6	7	8	13	13	15	15
9700												
3501	3	5	4	3	4	4	4	3	2	2	2	2
3001	13	30										
3001	13	30	1	2	3	5	5	6	7	7	7	7
9700			13	16	17	17	18	19	19	19	19	19
9700												
9700	28	28	28	31	32	32	33	34	34	34	34	34
9700	1	1	1	3	4	4	8	8	8	9	9	9
9700												
9700												
Agy Pref	28	28	30	33	34	34	35	36	36	36	36	36
Agy Pref			2	12	17	17	29	29	29	29	29	30
Agy Pref			2	11	16	17	23	23	24	24	24	24

Delegate Agency Data Collection Worksheet										2016										
LA HABRA (HS) / Section A										2015										
Reports due by the 5th of each month / Received:										SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
AGENCY PROFILE										PIR										
Grant	Funded Head Start or Early Head Start Enrollment										A.2									
Grant	ACF Funded Head Start or Early Head Start Enrollment										A.2.a									
Grant	Center-based program - 5 days per week										A.3									
Grant	Full-day enrollment (6 hours or more per day)										A.3.a									
Grant	Of these, full-working-day enrollment: (not less than 10 hrs/day)										A.3.a.1									
Grant	Of these, the number available for the full-calendar-year:										A.3.a.1.a									
Grant	Part-day enrollment (less than 6 hours per day)										A.3.b									
Grant	Of those children reported in 3 b, those in double sessions										A.3.b.1									
Grant	Center-based program - 4 days per week										A.4									
Grant	Full-day enrollment (6 hours or more per day)										A.4.a									
Grant	Part-day enrollment (less than 6 hours per day)										A.4.b									
Grant	Of those children reported in 4 b, those in double sessions										A.4.b.1									
Grant	Home-based option										A.5									
Grant	Total number of classes operated										A.12									
Grant	Of these, the number of double session classes										A.12.a									
Reports	CUMULATIVE ENROLLMENT (by age)										PIR									
9700	2 years old										A.13.c									
9700	3 years old										A.13.d									
9700	4 years old										A.13.e									
9700	5 years and older										A.13.f									
Reports	CUMULATIVE ENROLLMENT (by eligibility criteria)										PIR									
9700	Income below 100%										A.16.a									
9700	Public assistance such as TANF, SSI										A.16.b									
9700	Status as a foster child										A.16.c									
9700	Status as homeless										A.16.d									
9700	Over income										A.16.e									
9700	Incomes between 100% and 130%										A.16.f									
9700	Enrolled 2nd Year										A.18.a									
9700	Enrolled 3 or more years										A.18.b									
9700	Dropped and did not re-enroll										A.19									
9700	In class less than 45 days										A.19.a									
Reports	MONTHLY ENROLLMENT SNAPSHOT										PIR									
2001	Waitlisted										A.20									
2001	Total Enrolled										A.21									
2301	Average Daily Attendance (ADA)										A.22									

ATTACHMENT 2

Delegate Agency Data Collection Worksheet

LA HABRA (HS) / Section B

Reports due by the 5th of each month / Received:

CHILD DEVELOPMENT STAFF QUALIFICATIONS

(1)=Teachers / (2)=Asst. Teachers / (3)=Supervisors

PIR B.5

MASTER DEGREE

B.S.a.1 Early childhood education

B.S.a.2 Any field and coursework equivalent

BACCALAUREATE DEGREE

B.S.b.1 Early childhood education

B.S.b.2 Any field and coursework equivalent

B.S.b.3 Any field and admitted into Teach for America program

ASSOCIATE DEGREE

B.S.c.1 Early childhood education

B.S.c.2 Any field and coursework equivalent

Of those in B.5.c.1 and B.5.c.2, those enrolled in a BA or MA

CDA CREDENTIAL

B.5.d Child Development Associate (CDA) credential

Of those with CDA, those enrolled in a AA, BA or MA

NO QUALIFICATIONS

Who do not have qualifications as listed above

of those in B.5.e, those enrolled in

B.5.e.1 a BA in ECE or any field and coursework equivalent

B.5.e.2 an AA in ECE or related field and coursework equivalent

B.5.e.3 any type of Child Development Associate (CDA) credential

WITH WAIVER

B.6 Number of center-based option classes

B.7 (If those in B.6, those in which one teacher has the following)

Reports	2015					2016				
	SEP 10/5/15	OCT 11/4/15	NOV 12/3/15	DEC 1/5/16	JAN 2/3/16	FEB 3/4/16	MAR 4/4/16	APR 5/3/16	MAY	JUN
Agy Pref	(1) (2) (3) 10 9 2	(1) (2) (3) 10 5 2	(1) (2) (3) 10 9 2	(1) (2) (3) 10 9 2	(1) (2) (3) 11 9 2	(1) (2) (3) 10 3 2	(1) (2) (3) 10 8 2	(1) (2) (3) 9 6 2	(1) (2) (3) 9 3 2	(1) (2) (3) 9 3 2
Agy Pref										
Agy Pref										
Agy Pref	3	1 3	1 3	1 3	1 3	1 4	1 3	1 3	1 3	1
Agy Pref	1	4 1	4 1	4 1	5 1	1 3	1 3	1 3	1 3	1
Agy Pref										
Agy Pref	5	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	
Agy Pref	1	1	1	1	1	1	1	1	1	
Agy Pref										
Agy Pref	6	6	6	6	6	6	6	6	6	
Agy Pref	5	5	5	5	5	5	5	5	5	
Agy Pref										
Agy Pref										
Agy Pref										
Agy Pref	11	11	11	11	11	11	11	11	11	11
Agy Pref	10	10	10	10	11	10	10	9	9	9

* a MA or BA in ECE or any field and coursework equivalent
 ** a BA and has been admitted into Teach for America program
 *** an AA in ECE or related field and coursework equivalent

INTERNAL MONITORING REPORT

REPORTING MONTH: APRIL, 2016

Planning

- ✓ Progress in being made in CLASS scores, especially in the area of emotional support, which increased. The domain of Instructional Support continues to be a concern. Program Specialist and Lead Teacher continue to work with the teaching staff in providing feedback on ways to increase scores.
 - Training was provided on April 29 to the teaching staff.
 - Two teachers were assigned to attend the CLASS training to become reliable raters for the CLASS.
- ✓ Staff has completed the 2nd DRDP Assessment.
 - 2nd assessment information was collated to complete the report.
- ✓ The 2nd home-visit for the teachers in the head start program began in the month of April.
- ✓ The Family Service Advocates completing the 2nd assessment of the FPA (Family Partnership Agreement).
 - Social Worker II continues to provide feedback to the FSA regarding the indicators/ rating the families where further clarification was needed and continues to monitor staff progress.

Communication

Meetings Scheduled/Attended:

- ✓ Parent meetings were conducted in the month of April. The focus of the meeting was transition to Kinder, end-of the year activities, 2nd home-visits by the teaching staff, bicycle safety, and Mental Health Month.
- ✓ Parent workshop on Distracted Driving and Bullying was provided to parents.
- ✓ *Help Me Grow* provided training to parents and staff in the month of April.
- ✓ Socialization activities for EHS occurred on 4/8 and 4/22, as planned. Topics during Socialization included pedestrian safety and sibling rivalry.
- ✓ CPR and First-Aid training was available for the staff in the month of April, there were 30 staff who attended the training.
- ✓ FSA meeting was occurred in the month of April, they continue to discuss recruitment strategies and completion of the FPA.

Record-Keeping and Reporting:

- ✓ Ran *Child Plus* reports to complete the Program Information Summary and was submitted to OCHS.
 - Concerns that were identified were low waitlist. The need for recruitment was identified, FSA's to recruit.
 - Physicals that are expired or will be expiring. A List of children whose physicals are expired or expiring was given to the FSAs to follow-up with parents.
 - EHS, below the 10% for disabilities enrollment

City of La Habra

Child Development Division

- ✓ Lesson plans were reviewed to ensure activities were implemented and are connected to the Individual Development Plan of each child.
 - Observations of children need to be recorded immediately (documentation for assessments).
 - Lead Teacher met with individual staff where concerns were identified.
- ✓ Follow-up on mental health referrals (20 were generated) were completed; referrals were closed.
- ✓ Rate of completion record was completed for the EHS home-educators and submitted to OCHS.

Ongoing Monitoring:

- ✓ EHS Supervisor reviewed files and identified some inconsistencies with Child Plus and file.
 - EHS DRDP Assessments were reviewed for completion.
- ✓ HS lead teacher reviewed education files, lesson plans and individualization plan. Identified some observations and individualizations did not have dates. Some lesson plans missing measures. These were discussed with the teaching staff to correct. Follow-up was conducted to ensure items were corrected and completed.
- ✓ Classroom observation was conducted which focused on CLASS and Education observations.
 - Items that was identified as a concern was discussed with the teachers.
 - Lead Teacher and Program Specialist continue to work with the teachers to increase CLASS scores.
 - Emotional Support rating at CLASS scores were higher than last school year.
- ✓ Meal Observation was conducted in the month of April. Outcome of the observation was discussed with the teaching staff and cook.
- ✓ Tracking sheets were utilized to ensure all requirements are completed within the timelines.
- ✓ Program Specialist met with the consultants to ensure reports are consistent and the process for completing what is needed is accounted for. Consultants complete the reports and forward all information to the Program Specialist.
- ✓ Social Worker II reviewed the completion of the Family Partnership Agreement, 2nd assessment, follow-up for health and nutrition.
 - There were four new cases of parent mental health referrals that were submitted to the MH Consultant.
- ✓ Monitoring was conducted by OCHS; items that were identified as a concern were corrected and provided.

Enrollment:

- ✓ Both programs are fully enrolled but recruitment is needed.
 - Recruitment for the 2016-17 school year began in the month of April.
- ✓ FSA, Social Worker II and Program Specialist began recruiting for the program to ensure there is an active waitlist.

City of La Habra Child Development Division

Facilities, Materials, and Supplies:

- ✓ At the Euclid CDC site the playground surface is soft in some are and the staff restroom tiles are broken.
- ✓ Work Orders were generated and sent to Maintenance for concerns identified at each of the sites after the Self-Assessment was conducted.
 - ✓ Staff was busy working on corrections identified during Self-Assessment.
 - ✓ Soft Surface concern was identified at CDC; this was reported to the Maintenance Manager for correction.

Identified Strengths:

- ✓ Parents bringing updated physicals and dentals that were expiring/expired when requested by the FSAs.
- ✓ Teachers are assisting in covering for the classroom wherein there in no staff or when staff is absent. These teachers still manage to complete required work.
- ✓ Week of the Young Child, April 11-15. Most of the Children and Staff participated in the planned daily activities. Children enjoyed dressing-up in favorite storybook characters and sports jersey, and, they also had a cowboy day.

Identified Concern:

- ✓ Staff vacancies wherein there are no applications received.
- ✓ Concern with staff absences for a long period of time.

Monthly Cost Report

ATTACHMENT 4

April 2016

Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	889,895.00	108,379.94	770,106.76	119,788.24
FRINGE BENEFITS	309,599.00	35,255.39	243,934.91	65,664.09
TRAVEL	2,426.00	0.00	0.00	2,426.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	27,257.00	306.73	10,087.03	17,169.97
CONTRACTUAL	51,113.00	6,321.36	62,426.46	-11,313.46
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	56,939.00	5,675.03	61,001.99	-4,062.99
INDIRECT COSTS	0.00			0.00
TOTAL	\$1,337,229.00	\$155,938.45	\$1,147,557.15	\$189,671.85

Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL				
FRINGE BENEFITS				
TRAVEL	7,987.00	0.00	1,974.02	6,012.98
EQUIPMENT *				
SUPPLIES	900.00	0.00	0.00	900.00
CONTRACTUAL				
CONSTRUCTION				
OTHER COSTS	2,650.00	0.00	710.00	1,940.00
INDIRECT COSTS				
Total	\$11,537.00	\$0.00	\$2,684.02	\$8,852.98

Early Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	168,965.00	20,669.41	15,144.25	153,820.75
FRINGE BENEFITS	60,120.00	7,104.65	50,446.07	9,673.93
TRAVEL	3,400.00	0.00	0.00	3,400.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	8,586.00	88.87	1,822.54	6,763.46
CONTRACTUAL	9,100.00	316.67	5,083.01	4,016.99
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	4,800.00	517.47	4,516.83	283.17
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$254,971.00	\$28,697.07	\$77,012.70	\$177,958.30

Early Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL				
FRINGE BENEFITS				
TRAVEL	5,497.00	0.00	0.00	5,497.00
EQUIPMENT *				
SUPPLIES				
CONTRACTUAL				
CONSTRUCTION				
OTHER COSTS	750.00	0.00	0.00	750.00
INDIRECT COSTS				
Total	\$6,247.00	\$0.00	\$0.00	\$6,247.00

Non-Federal Share (In-Kind)

	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
Head Start Basic	334,307.00	34,620.00	298,654.45	35,652.55
Head Start T&TA	2,884.25	0.00	2,884.25	0.00
EHS Basic	63,743.00	12,083.55	69,552.81	-5,809.81
EHS T&TA	1,561.75	0.00	1,561.75	0.00
Total	\$402,496.00	\$46,703.55	\$372,653.26	\$29,842.74
Reimbursement Request Total		\$184,635.52		

**City of La Habra
Child Development Division**

ATTACHMENT 5

Credit Card Expenses

Month Reporting: April 2016

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)	4/11/2016	HS - Food Experience	\$91.72
	4/11/2016	HS/EHS - PC Meeting	\$31.27
	4/21/2016	CCTR - Cleaning Supplies	\$24.69
	4/28/2016	HS - Staff Training & Food Exp.	\$16.05
	4/28/2016	HS - Food Experience	\$139.75
	4/29/2016	CSPP - Ice	\$4.32
Smart & Final (Food Program Items)	4/4/2016	Milk Substitute	\$33.50
	4/11/2016	Potatoes	\$53.51
	4/21/2016	Milk Substitute	\$33.72
	4/28/2016	Milk Substitute	\$14.56
		Total:	\$443.09

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)	4/7/2016	Target: Specialty Milk	\$17.09
	4/14/2016	Target: HS Supplies	\$2.99
Bank of the West Credit Card (A. Morales)	4/12/2016	Target: HS Classroom Supplies	\$6.18
	4/27/2016	Target: Kitchen Supplies	\$11.91
Bank of the West Credit Card (D. Linn)	3/28/2016	Target: DCH Supplies	\$98.09
	4/20/2016	USPS (Stamps)	\$56.40
Bank of the West Credit Card (D. Mejico)	3/28/2016	Stater Brothers - Speciality Milk	\$14.46
	3/29/2016	State Brothers - Pancake Mix	\$3.99
	4/8/2016	Stater Brothers - Speciality Milk	\$16.56
	4/16/2016	CLASS Certification	\$275.00
	4/20/2016	Stater Brothers - Speciality Milk	\$15.06
		Total:	\$517.73

ATTACHMENT 6

**Child & Adult Care Food Program
Claim For Reimbursement Summary for April 2016**

04320-CACFP-30-GM-CS
CITY OF LA HABRA-CHILD DEV DIVISION
201 E LA HABRA BLVD
LA HABRA, CA 90631-5437
Vendor #: 218300
payment id: 325

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
Apr 2016	0	05/16/2016	05/16/2016	05/19/2016	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	119	42	25	186
Eligibility Percentages	63.98%	22.58%	13.44%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,137	1.6600	1,887.42
Reduced	401	1.3600	545.36
Base	239	0.2900	69.31
Total	1,777		2,502.09
AM Snack			
Free	774	0.8400	650.16
Reduced	273	0.4200	114.66
Base	162	0.0700	11.34
Total	1,209		776.16
Lunch			
Free	1,234	3.0700	3,788.38
Reduced	436	2.6700	1,164.12
Base	259	0.2900	75.11
CIL	1,929	0.2375	458.14
Total	1,929		5,485.75
PM Snack			
Free	1,440	0.8400	1,209.60
Reduced	508	0.4200	213.36
Base	302	0.0700	21.14
Total	2,250		1,444.10

School Age

	Free	Reduced	Base	Total
Enrollment Totals	85	34	2	121
Eligibility Percentages	70.25%	28.1%	1.65%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,016	1.6600	1,686.56
Reduced	406	1.3600	552.16
Base	24	0.2900	6.96
Total	1,446		2,245.68
Lunch			
Free	51	3.0700	156.57
Reduced	21	2.6700	56.07
Base	1	0.2900	0.29
CIL	73	0.2375	17.34
Total	73		230.27
PM Snack			
Free	1,141	0.8400	958.44
Reduced	456	0.4200	191.52
Base	27	0.0700	1.89
Total	1,624		1,151.85

Head Start

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,997	1.6600	3,315.02
Reduced	0	1.3600	0.00
Base	0	0.2900	0.00
Total	1,997		3,315.02
AM Snack			
Free	1,621	0.8400	1,361.64
Reduced	0	0.4200	0.00
Base	0	0.0700	0.00

	Total	1,621		1,361.64
Lunch				
Free		1,954	3.0700	5,998.78
Reduced		0	2.6700	0.00
Base		0	0.2900	0.00
CIL		1,954	0.2375	464.08
	Total	1,954		6,462.86
PM Snack				
Free		1,577	0.8400	1,324.68
Reduced		0	0.4200	0.00
Base		0	0.0700	0.00
	Total	1,577		1,324.68
Claim Reimbursement Total				26,300.10

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	4,957	\$0.0000	\$0.00
Total Lunches	3,696	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	25,360.54	939.56	0.00	26,300.10
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	25,360.54	939.56	0.00	26,300.10

Created By: cynthiah on: 5/16/2016 4:03:46 PM Modified By: cynthiah on: 5/16/2016 4:11:07 PM

CITY OF LA HABRA
CCFP-CENTERS FOOD ALLOCATION
FOR THE FISCAL YEAR 2015-16

ATTACHMENT 7

FOOD REVENUE vs FOOD EXPENDITURES ANALYSIS

Month	School Age CTTR (138151)			State-Preschool CSPP (138254)			Head Start (138411)			Total			Revenue Over/ (Under) Expenditure Net Amount
	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	
Jul-15	\$ 4,769.83	\$ 4,996.92	\$ (227.09)	\$ 10,285.44	\$ 10,775.13	\$ (489.69)	\$ -	\$ -	\$ -	\$ 15,055.27	\$ 15,772.05	\$ (716.78)	\$
Aug-15	\$ 6,242.50	\$ 3,998.95	\$ 2,243.55	\$ 9,414.05	\$ 6,030.66	\$ 3,383.39	\$ -	\$ -	\$ -	\$ 15,656.55	\$ 10,029.61	\$ 5,626.94	\$
Sep-15	\$ 4,000.53	\$ 3,030.79	\$ 969.74	\$ 10,182.02	\$ 7,713.89	\$ 2,468.13	\$ 11,490.07	\$ 8,704.88	\$ 2,785.19	\$ 25,672.62	\$ 19,448.56	\$ 6,223.06	\$
Oct-15	\$ 4,159.16	\$ 2,671.24	\$ 1,487.92	\$ 11,006.45	\$ 7,068.95	\$ 3,937.50	\$ 13,404.36	\$ 8,609.01	\$ 4,795.35	\$ 28,569.97	\$ 18,349.20	\$ 10,220.77	\$
Nov-15	\$ 4,254.42	\$ 3,873.87	\$ 380.55	\$ 8,597.60	\$ 7,828.57	\$ 769.03	\$ 9,870.63	\$ 8,987.70	\$ 882.93	\$ 22,722.65	\$ 20,690.14	\$ 2,032.51	\$
Dec-15	\$ 4,939.03	\$ 2,330.73	\$ 2,608.30	\$ 7,427.30	\$ 3,504.93	\$ 3,922.37	\$ 8,825.84	\$ 4,164.91	\$ 4,660.93	\$ 21,192.17	\$ 10,000.57	\$ 11,191.60	\$
Jan-16	\$ 3,656.44	\$ 2,872.83	\$ 783.61	\$ 8,980.30	\$ 7,055.71	\$ 1,924.59	\$ 9,640.10	\$ 7,574.10	\$ 2,066.00	\$ 22,276.84	\$ 17,502.64	\$ 4,774.20	\$
Feb-16	\$ 3,671.75	\$ 2,754.53	\$ 917.22	\$ 9,240.87	\$ 6,932.46	\$ 2,308.41	\$ 12,439.93	\$ 9,332.41	\$ 3,107.52	\$ 25,352.55	\$ 19,019.40	\$ 6,333.15	\$
Mar-16	\$ 5,604.93	\$ 3,743.86	\$ 1,861.07	\$ 10,672.86	\$ 7,129.03	\$ 3,543.83	\$ 12,097.00	\$ 8,080.29	\$ 4,016.71	\$ 28,374.79	\$ 18,953.18	\$ 9,421.61	\$
Apr-16	\$ 3,627.80	\$ 2,139.28	\$ 1,488.52	\$ 10,208.10	\$ 6,039.96	\$ 4,168.14	\$ 12,464.20	\$ 7,380.53	\$ 5,083.67	\$ 26,300.10	\$ 15,559.77	\$ 10,740.33	\$
May-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Jun-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Total	\$ 44,926.39	\$ 32,413.00	\$ 12,513.39	\$ 96,014.99	\$ 70,079.29	\$ 25,935.70	\$ 90,232.13	\$ 62,833.83	\$ 27,398.30	\$ 231,173.51	\$ 165,326.12	\$ 65,847.39	\$
YTD Cook	\$ -	\$ 17,936.52	\$ (17,936.52)	\$ -	\$ 34,040.38	\$ (34,040.38)	\$ -	\$ 54,496.93	\$ (54,496.93)	\$ -	\$ 106,473.83	\$ (106,473.83)	\$
Adjusted Total	\$ 44,926.39	\$ 50,349.52	\$ (5,423.13)	\$ 96,014.99	\$ 104,119.67	\$ (8,104.68)	\$ 90,232.13	\$ 117,330.76	\$ (27,098.63)	\$ 231,173.51	\$ 271,799.95	\$ (40,626.44)	\$

72%

73%

70%

72%

% of Food expense

HEAD START ACRONYMS

ACF	Administration for Children and Families
ACYF	Administration on Children, Youth and Families
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
AIAN	American Indian Alaska Native
ASQ-3	Ages and Stages Questionnaire
ASQ: SE	Ages and Stages Questionnaire: Social-Emotional
BMI	Body Mass Index
CA	Community Assessment
CACFP	Child and Adult Care Food Program
CAHSA	California Head Start Association
CCDBG	Child Care Development Block Grant
CDA	Child Development Associate
CDC	Centers for Disease Control and Prevention
CEU	Continuing Education Units
CFR	Code of Federal Regulations
CLASS	Classroom Assessment Scoring System
CSRS	Child Safety Restraint Systems
DAP	Developmentally Appropriate Practices
DRDP	Desired Results Developmental Profile
DUNS	Data Universal Number System
EHS	Early Head Start
ECLKC	Early Childhood Learning and Knowledge Center
EPSDT	Early and Periodic Screening Diagnosis and Treatment
ERSEA	Enrollment, Recruitment, Selection, Eligibility & Attendance
ESL	English as a Second Language
FAA	Financial Assistance Award
FCP	Family & Community Partnerships
FPA	Family Partnership Agreement
FTE	Full-Time Equivalent

HEAD START ACRONYMS

FYSB	Family and Youth Services Bureau
FY	Fiscal Year
GABI	Grant Application Budget Instrument
GAO	General Accountability Office
GED	General Equivalency Diploma
HHS	U.S. Department of Health and Human Services
HSAC	Health Services Advisory Committee
HSCO	Head Start Collaboration Office
HSB	Head Start Bureau
HSFIS	Head Start Family Information System
HSKI-C	Head Start Key Indicators - Compliant
HSRC	Head Start Resource Center
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IM	Information Memorandum
KM	Knowledge Management
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MIS	Management Information System
MOU	Memorandum of Understanding
NCLB	No Child Left Behind
NHSA	National Head Start Association
NPRM	Notice of Proposed Rule Making
OCHS	Orange County Head Start, Inc.
OFA	Office of Family Assistance
OHSMS	Office of Head Start Monitoring System
OHS	Office of Head Start
OMB	Office of Management & Budget

HEAD START ACRONYMS

OPRE	Office of Planning, Research & Evaluation
PC	Policy Council (grantee agency)
PC	Policy Committee (delegate agency)
PI	Program Instruction
PIR	Program Information Report
P.L.	Public Law
PMS	Payment Management System
PROMIS	Program Resources & Outcomes Management Information System
PSA	Public Service Announcement
PS	Performance Standards
QIP	Quality Improvement Plan
RAM	Risk Assessment Meeting
RFP	Request for Proposal
SEA	State Education Agency
SF-269	Standard Form 269 Financial Report
SF-272	Standard Form 272 Financial Report
SSBG	Social Services Block Grant
SSA	Social Security Administration
SSI	Supplemental Security Income
T/TA	Training and Technical Assistance
TANF	Temporary Assistance to Needy Families
USDA	United States Department of Agriculture
WIC	Women, Infants and Children

**CACFP Centers
Summation Report**

ATTACHMENT 9

Agency Name: CITY OF LA HABRA	Vendor Number: 2183-00	CNIPS ID: 04320-CACFP-30-GM-CS	Review ID: 15094
Address: 215 N. EUCLID STREET	City: LA HABRA	Zip: 90631-5437	County: ORANGE
Contact Person: CATHERINE VILLANUEVA	Title: DIRECTOR	Telephone: 1-562-383-4270	
Program Types: <input type="checkbox"/> Adult Care <input type="checkbox"/> At-risk <input checked="" type="checkbox"/> Child Care <input type="checkbox"/> Emergency Shelters <input checked="" type="checkbox"/> Head Start <input checked="" type="checkbox"/> School Age			
Type of Review: <input checked="" type="checkbox"/> First <input type="checkbox"/> First Follow-up <input type="checkbox"/> Second Follow-up <input type="checkbox"/> Ninety-day <input type="checkbox"/> Program Assistance			

Areas Reviewed for Compliance

- | | |
|---|--|
| <p>Performance Standard 1: Financial Viability</p> <p><u>100 Financial Management</u></p> <p>Performance Standard 2: Administrative Capability</p> <p>200 Procurement Procedures</p> <p>220 Program Resources</p> <p>240 Policies and Procedures</p> <p>280 Pricing Program</p> | <p>Performance Standard 3: Program Accountability</p> <p>300 Enrollment</p> <p><u>500 Eligibility</u></p> <p>600 Meal Counts</p> <p>700 Licensing Requirements</p> <p>800 Meal Requirements</p> <p>900 Fiscal Accountability</p> <p>1000 Training</p> <p>1100 Facility Review</p> <p>1200 Safety and Sanitation</p> <p>1300 Civil Rights</p> |
|---|--|
- Place an (R) at the end of all repeat findings.**

Summary of Review Findings

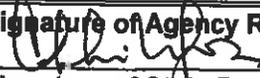
Review Month: FEBRUARY 2016 Review Dates: MAY 16-18, 2016

- All areas found to be in compliance. No action is required. This review is closed. Congratulations on an excellent Administrative Review.
- One or more Performance Standards (PS) were not in compliance. The non-compliant areas are underlined.
- A **follow-up review** may be conducted because of non-compliance in PS 1, PS 2, or PS 3.
- Serious deficiencies were found during your administrative review. If permanent, acceptable corrective action documentation (CAD) is not implemented, the California Department of Education (CDE) will propose to terminate your Child and Adult Care Food Program (CACFP) agreement. If the CACFP agreement is terminated, your organization and responsible parties will be placed on the National Disqualified List (NDL) and will remain on the NDL until such time as the CDE, in consultation with the U. S. Department of Agriculture Food and Nutrition Service (FNS) determines that the serious deficiencies have been corrected, or until seven years after their disqualification. However, if any debt relating to the serious deficiencies has not been repaid, your organization and responsible parties will remain on the NDL until the debt has been repaid. These actions are being taken pursuant to Title 7, Code of Federal Regulations (7 CFR), sections 226.6(c)(3) and (7).

Agency is required to submit CAD by: **JUNE 10, 2016**

Submit CAD to: **TANDRIS@CDE.CA.GOV**

The findings of this review are the results of an assessment of a sample of your program records for the current year. All program records must be retained for a period of three years plus the current year.

Signature of Agency Representative: 	Date: 5/18/16
Signature of State Representative:	Date:

(Agency signature does not designate agreement with reviewer comments)

Summation Report

Agency Name: CITY OF LA HABRA	Vendor Number: 2183-00	CNIPS ID: 04320	Review ID: 15094
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Comments:

The Agency has not establish a separate account within its general ledger to account for CACFP expenses and income. Although the Agency's fiscal records indicate they only charge food, supplies, and food service workers labor costs to the CACFP, these costs could not be traced to the Agency's nonprofit food service account (CACFP). Currently, these costs are charged and recorded to each of the Agency's contract grants.

Federal Instruction 796-2, rev 4, Section VI, requires agencies to establish a separate nonprofit food service account to record CACFP expenses and income.

Section VI C 2, requires agencies to maintain accounting records documenting proper cost allocation between the program and non-program components of its food service operation to ensure that all CACFP reimbursements are used solely for conducting non-profit food service operations. All income to the program must be retained and used in the nonprofit food service account by identifying the excess of all nonprofit revenues over nonprofit food service expenses.

Note:

Although the Agency has not established a separate NPFS account within its general ledger, review of the Agency's fiscal records indicate the agency's food expenses exceed program income.

In closing, auditor thanks the Agency for its assistance during the administrative review.

Signature of Agency Representative: 	Date: 5/8/16
Approval Signature of State Representative:	Date:

Summation Report

Agency Name: CITY OF LA HABRA	Vendor Number: 2183-00	CNIPS ID: 04320	Review ID: 15094
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Performance Standard 1 – Financial Viability
Compliance Area 100: Financial Management

Institutions must have adequate financial resources to operate the CACFP on a daily basis and be able to withstand temporary interruptions in program payments and/or fiscal claims against the institution per 7 CFR, sections 226.6 (b)(1)(xviii)(A) and (2)(vii)(A). Program funds must be expended and accounted for in accordance with the requirements of FNS Instruction 796-2, Revision 4 "Financial Management - Child and Adult Care Food Program", 7 CFR, parts 3015 & 3016 and 2 CFR, Section 200.501.

Findings:

The agency has not setup a separate account within its general ledger to account for CACFP expenses and income. Currently, the agency records CACFP food expenses to each of its contract grants. Please see comments page for regulation criteria.

Comments:

Action Required: Complete the following CAD by: JUNE 10, 2016

1. Establish a separate account within general ledger to account for CACFP program.
2. Provide auditor with chart of accounts or general ledger showing implementation of CACFP nonprofit food service account with revenue and expense subaccount categories.

CAD implemented by (name) _____ **on (date)** _____
 Complete your response in this box or use separate sheets as needed. Sign and date at the bottom of this page. Return this report with documents to support your response to the reviewer by the date above.

Signature of Agency Representative:



Date:

5/18/16

Approval Signature of State Representative:

Date:

Summation Report

Agency Name: CITY OF LA HABRA	Vendor Number: 2183-00	CNIPS ID: 04320	Review ID: 15094
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**Performance Standard 3 – Program Accountability
Compliance Area 500: Eligibility**

Institutions must maintain Meal Benefit Forms and/or alternative documents to support enrollment and eligibility data reported on the Claim for Reimbursement. Centers, except At-risk and emergency shelters, may only claim meals served to participants who are enrolled for care. Emergency shelters may only claim meals served to participants who are residential and eligible for the CACFP. References include but are not limited to:

- Child care center provisions: 7 CFR, sections 226.17(b)(4) and (8), 226.17(c), and 226.23(e)
- Adult care center provisions: 7 CFR, sections 226.19a (a), (b)(6) and (10), and (c); and 226.23(e)
- At-risk Afterschool Snack Program provisions: 7 CFR, sections 226.17a(a), (b), (c), and (i)
- Emergency shelters provisions: 7 CFR, sections 226.2, and 226.6(d)(2).

(Applications on file October 31 plus additional applications to support monthly changes in eligibility numbers on reimbursement claims)

Month	Reported Eligible				Verified Correct at Time of Review			
	Free	Reduced	Base	Total Enrolled	Free	Reduced	Base	Total Enrolled
OCT 2015 CC	119	42	25	186	120	41	26	187
OCT 2015 SA	85	34	2	121	85	34	2	121
OCT 2015 HS	213	0	0	213	213	0	0	213

Findings:

The agency incorrectly certified one MBF as "reduced-price" that should have been "base" based on household income. The agency incorrectly tallied the State Preschool roster (wrap-around) and left off one "Free" participant in the count.

Comments:

Results of this review will be forwarded to the Program Integrity Unit for correction of over or under claims.

Action Required: Complete the following CAD by: JUNE 10, 2016

1. Develop and implement written policies and procedures to ensure the eligibility and roster errors are permanently corrected. Include all steps required to permanently correct the eligibility/roster errors and the staff title responsible for each step. Also include a second staff title indicating who will be responsible for performing a review for accuracy.
2. Provide reviewer with a copy of the policies and procedures developed.
3. Train all responsible staff on certifying MBF's and verifying rosters for accuracy.
4. Report revised enrollment/eligibility totals for claim month March 2016.

CAD implemented by (name) _____ on (date) _____
Complete your response in this box or use separate sheets as needed. Sign and date at the bottom of this page. Return this report with documents to support your response to the reviewer by the date above.

Signature of Agency Representative:



Date:

5/18/16

Approval Signature of State Representative:

Date:



**CITY OF LA HABRA
CHILD DEVELOPMENT PROGRAMS
HEAD START AND EARLY HEAD START**



**DRDP (2010) 2ND ASSESSMENT
CHILD OUTCOMES REPORT
PROGRAM YEAR 2015 - 16**



May, 2016

COMMISSION APPROVED DATE: _____

PC APPROVED DATE: _____

OVERVIEW:

The Desired Results Developmental Profile (DRDP) 2010 assessment instrument was developed by the California Department of Education (CDE), Child Development Division (CDD) to improve the quality of programs and services provided to all children, birth through 12 years of age. The DRDP assessment instrument was designed for teachers to observe, document, and reflect on the learning, development, and progress of all children. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and for program administrators to guide continuous program improvement and School Readiness Goals.

The DRDP (2010) is an observation-based assessment instrument used to assess children's developmental progress in the areas encompassed in the Desired Results for children:

- (1) Personal and social competence;
- (2) Effective learning;
- (3) Physical and motor competence; and
- (4) Safety and health.

The Head Start Child Development and Early Learning Framework provide Head Start with a description of the developmental building blocks that are most important for a child's school and long term success. Head Start children, 3-5 years old, are expected to progress in all the areas of child development and early learning outlined by the Framework. The program developed and implements activities geared towards the progress made in the framework and this is supported by the completion of the DRDP (2010) for each child enrolled in the program.

Parent and Family engagement in Head Start and Early Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement Framework (PFCE) is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE is a research-based approach to program change that shows how an agency can work together as a whole – across systems and service areas – to promote parents and family engagement and children's learning and development.

METHODS:

The first assessment occurred within the first 60 days of the child's entry into the program. The first assessment (fall) is considered the baseline assessment of what the children know entering into the program. Completion of the assessment tool is based on teacher observations, children's work, and parent input. These were compiled to create a portfolio for each child. Teachers then review the portfolio to complete the DRDP (2010)

tool. The second **assessment** report is the mid-year report. This determines what the children have learned while in the program. The third assessment report is the year-end report which determines what level the children are in as they end the program year.

ABOUT THIS REPORT:

This report represents a snap-shot of the developmental levels of students. The outcomes of this report should be used as one of many tools to guide the curriculum planning process. The DRDP (2010) tool and this report were not designed to "grade" the students, teachers, or the school and should not be used for those purposes.

ABOUT THE DESIRED RESULTS DEVELOPMENTAL PROFILE (2010)

Desired Results for Children and Families is a system educators use to document the progress made by children and families in achieving desired results. The system uses a child assessment called the Desired Results Developmental Profile (DRDP) 2010. This report focuses on the child assessment results for Preschool aged students.

✚ A **desired result** is defined as a condition of well-being for children and families (e.g., children are personally and socially competent). Desired results for children encompass the four developmental domains (i.e., cognitive, social-emotional, language, and physical development), which are reflected and integrated throughout the indicators and measures.

✚ An **indicator** defines a desired result more specifically so that it can be measured. For example, an indicator of the desired result "children are personally and socially competent" is that "children show self-awareness and a positive self-concept." Desired results are generally better measured by using multiple indicators; no one indicator gives full information on all aspects of achievement. Within indicators, there are more specific measures.

✚ For every **measure** teachers record a child's developmental level based on work samples, observation, and teacher interactions with the child. The Desired Results Developmental Profile (DRDP) 2010 is an observation based assessment tool, not a test based assessment tool. This means that the results reflect the observations

Key Points:

1) Desired Results is an observation based assessment system developed by the California Department of Education.

2) These results represent the baseline developmental levels of children at the beginning of the school year compared to their updated assessments at the end of the school year.

3) Children are assessed using one of four assessment tools:

- Infant/Toddler Tool for ages 0 to 36 Months
- Preschool Tool for ages 3 to kindergarten
- School Age for kindergarten to age 12
- DRDP Access is for Preschool children with special needs. *Results from those assessments are not included in this report.*

and evidence gathered by a teacher over a period of weeks, rather than a test given in one sitting. The Desired Results Developmental (DRDP) 2010 process is conducted for each child in the program.

DRDP INFANT/TODDLER (DRDP-IT)

The DRDP-IT (2010) focuses on five developmental domains which represent crucial areas of learning and development for younger children. The five domains in the DRDP-IT (2010) are:

- ❖ Self and Social Development (SSD)
- ❖ Language and Literacy Development (LLD)
- ❖ Cognitive Development (COG)
- ❖ Motor and Perceptual Development (MPD)
- ❖ Health (HLTH)

In each of the measures, the developmental levels represent the stages in the developmental continuum that specifies a point along each level. In the DRDP-IT (2010), most measures have five developmental levels. Some measures in the LLD domain and all in the MPD domain have six developmental levels. The developmental levels in the DRDP-IT (2010) are defined as follows:

<p>Responding with Reflexes (In the MPD domain, this level is called Moving with Reflexes)</p>	<p>Children at this level respond with basic responses such as the Moro Reflex, turning the head, looking in their immediate visual field, and cooing.</p>
<p>Expanding Responses (In the MPD domain, this level is called Combining Simple Movements)</p>	<p>Over time, as infants interact with infant care teachers and object in the immediate physical environment and gain some rudimentary motor control, they move to the next level on the continuum. They add new responses to their basic responses. For example, they start to make new sounds, gain control over head movements, reach for objects, and smile in response to a pleasurable experience.</p>
<p>Acting with Purpose (In the MPD domain, this level is called Coordinating Simple Movements)</p>	<p>Infants at this level begin to organize responses to accomplish goals, solve problems, strengthen their sense of emotional security, communicate, explore the environment, coordinate simple actions with others' actions, grasp objects, coordinate arms and legs to move on the stomach or all fours, and attend to the routine actions of others.</p>
<p>Discovering Ideas (In the MPD domain, this level is called Exploring Complex Movements)</p>	<p>Children at this level explore and express simple concepts about self, others, and things; maintain attention for increasingly extended periods of time; begin to stand; pick up and move objects; begin both to engage in cooperative interaction, such as playing a simple game, and to follow guidance from others.</p>
<p>Developing Ideas (In the MPD domain, this level is called Making</p>	<p>Children at this level anticipate situations by preparing self and taking action in advance; use increasingly complex language to describe self, others, routines, and events; engage in simple play around a common</p>

Complex Movements)	idea; initiate and follow through actions; respond to increasingly complex requests; rely on past adult guidance; engage in interactions to share thoughts, feelings, and experiences to solve problems and to make plans; balance on two feet; and begin to use hands to manipulate objects.
Connecting Ideas (In the MPD domain, this level is called Expanding Complex Movements)	Children at this level combine words, phrases, or actions to express themselves, play, and solve problems; follow increasingly complex sequences of actions such as the meaning of simple stories; communicate about future events; move easily on two feet; and coordinate manipulation of objects with one hand.

KEY FINDINGS IN EACH DEVELOPMENTAL AREA:

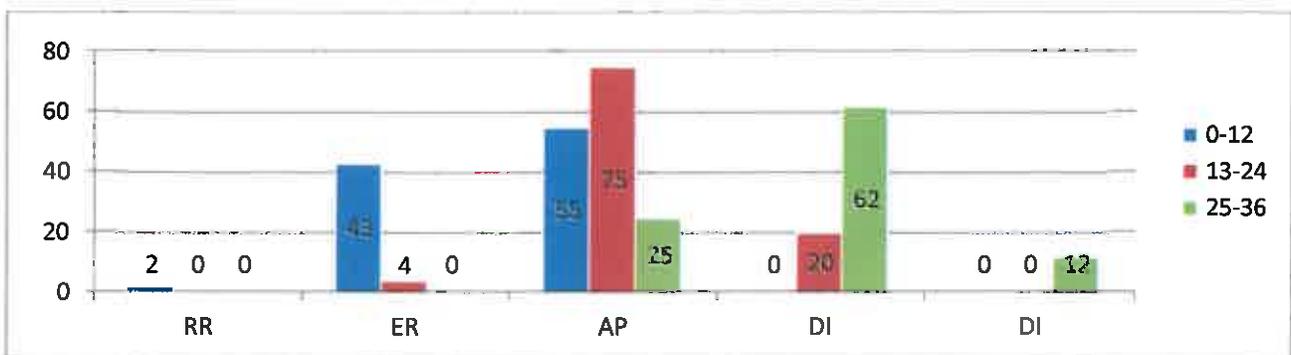
DRDP – INFANT/TODDLER (DRDP-I/T):

There are 30 children enrolled in the Early Head Start Program for the 2nd assessment period. The age of the children were grouped into age ranges as follows:

- 0-12 Months 4 children
- 13-24 Months 14 children
- 25-36 Months 12 children

Domain: Self and Social Development (SSD)

	0-12 Months	13-24 Months	25-36 Months
Responding with Reflexes	2%	0%	0%
Expanding Responses	43%	4%	0%
Acting with Purpose	55%	75%	25%
Discovering Ideas	0%	20%	62%
Developing Ideas	0%	0%	12%
Connecting Ideas	n/a	n/a	n/a

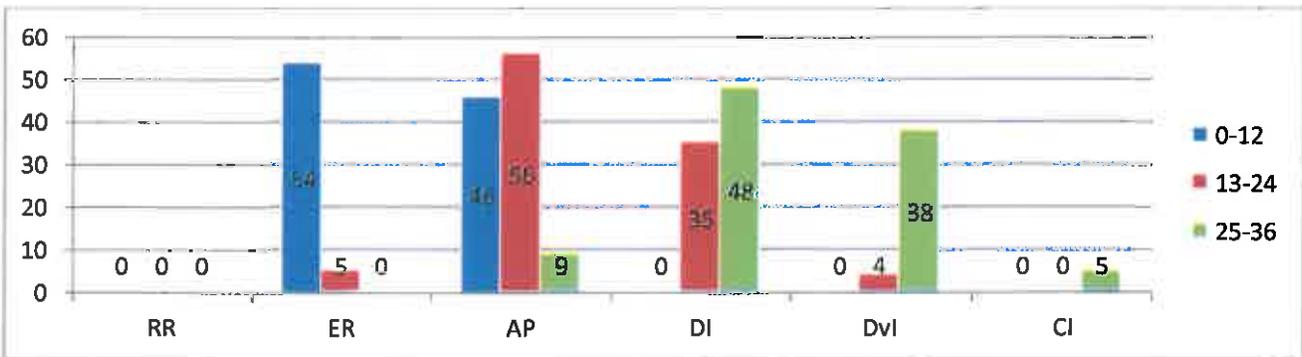


In the 1st assessment period, the children in the age range of 0-12 months, majority of the measures in self and social development, the children are in *expanding responses* level. While the children who are 13-24 months and 25-36 months, most of their measures were rated in the *acting with a purpose* level.

For the 2nd assessment period, the children in the age range of 0-12 months and 13-24 months, majority of the measures in self and social development, the children are in *acting with a purpose* level. The children who are 25-36 months, most of their measures were rated in the *discovering ideas* level.

Domain: Language and Literacy Development (LLD)

	0-12 Months	13-24 Months	25-36 Months
Responding with Reflexes	0%	0%	0%
Expanding Responses	54%	5%	0%
Acting with Purpose	46%	56%	9%
Discovering Ideas	0%	35%	48%
Developing Ideas	0%	4%	38%
Connecting Ideas	0%	0%	5%



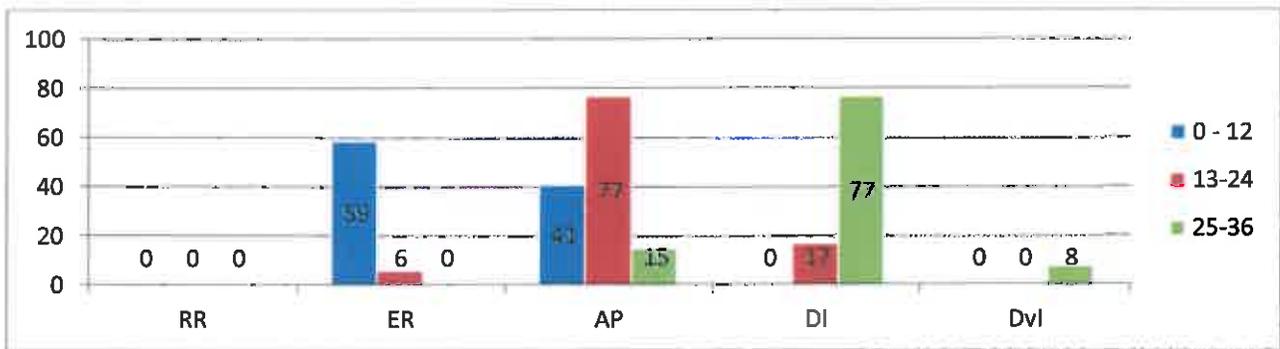
In the 1st assessment period, children in the age range of 0-12 months, majority of the measures in Language and Literacy development, the children are in *expanding responses* level. While most of the measures for children who are 13-24 months in age were rated in the *acting with a purpose* level. The children in the age range of 25-36 months most of their measures are rated in the *discovering ideas* level.

For the 2nd assessment period, children in the age range of 0-12 months, majority of the measures in Language and Literacy development, the children are in *expanding responses* level. While most of the measures for children who are 13-24 months in age

were rated in the *acting with a purpose* level. The children in the age range of 25-36 months most of their measures are rated in the *discovering ideas* level. Although majority of the children are in the same level as the 1st assessment period, it should be noted that more children are at a higher level in the 2nd assessment period.

Domain: Cognitive Development (COG)

	0-12 Months	13-24 Months	25-36 Months
Responding with Reflexes	0%	0%	0%
Expanding Responses	59%	6%	0%
Acting with Purpose	41%	77%	15%
Discovering Ideas	0%	17%	77%
Developing Ideas	0%	0%	8%
Connecting Ideas	n/a	n/a	n/a

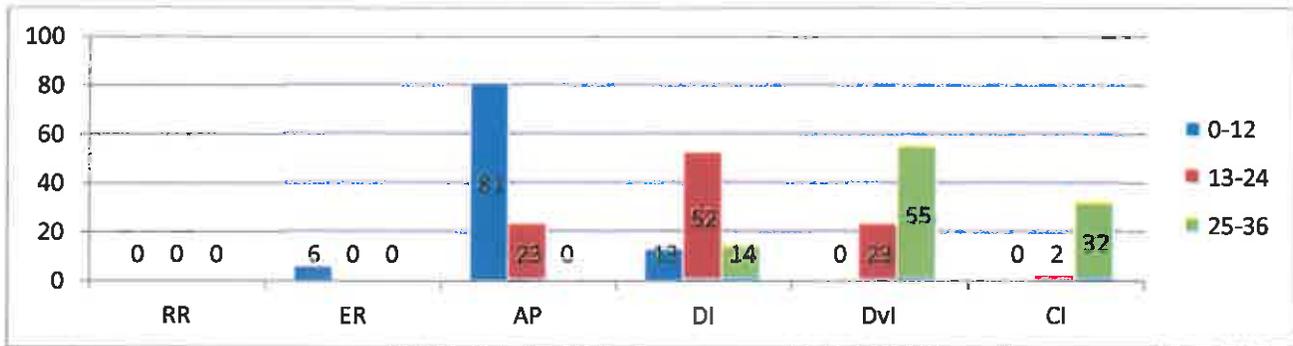


In the 1st assessment period, the children in the age range of 0-12 months, majority of the measures in cognitive development, the children are in *expanding responses* level. Children who are 13-24 and 25-36 months age-group, most of their measures were rated in the *acting with a purpose* level.

For the 2nd assessment period, the children in the age range of 0-12 months, majority of the measures in cognitive development, the children are in *expanding responses* level. Children who are 13-24 months age-group, most of their measures were rated in the *acting with a purpose* level. Children who are 25-36 months, most of their measures were rated in the *discovering ideas* level.

Domain: Motor and Perceptual Development (MPD)

	0-12 Months	13-24 Months	25-36 Months
Responding with Reflexes	0%	0%	0%
Expanding Responses	6%	0%	0%
Acting with Purpose	81%	23%	0%
Discovering Ideas	13%	52%	14%
Developing Ideas	0%	23%	55%
Connecting Ideas	0%	2%	32%



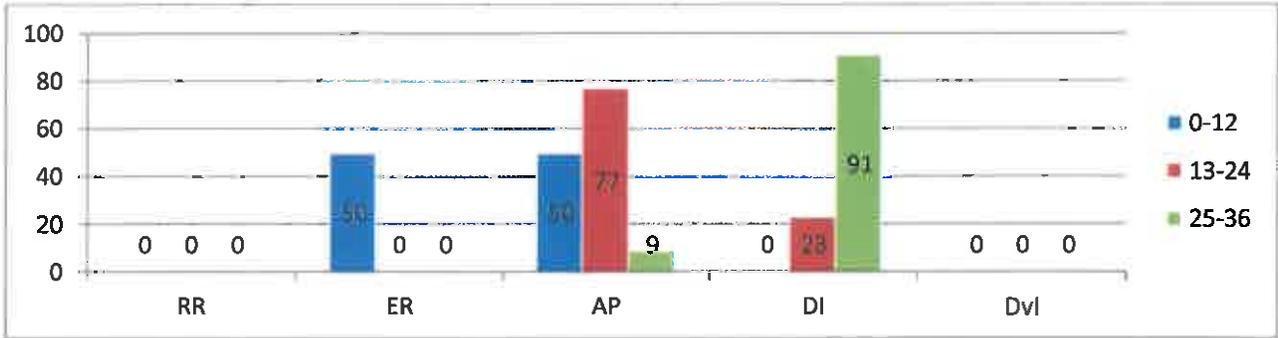
In the 1st assessment period, the children in the age range of 0-12 months, majority of the measures in motor and perceptual development, the children are in *expanding responses* level. While the children who are 13-24 months, most of the children are in the *acting with purpose* level. Children who are 25-36 months, most of their measures were rated in the *discovering ideas* level.

For the 2nd assessment period, the children in the age range of 0-12 months, majority of the measures in motor and perceptual development, the children are in *acting with a purpose* level. While the children who are 13-24 months, most of the children are in the *discovering ideas* level. Children who are 25-36 months, most of their measures were rated in the *developing ideas* level.

Domain: Safe and Healthy (HLTH)

	0-12 Months	13-24 Months	25-36 Months
Responding with Reflexes	0%	0%	0%
Expanding Responses	50%	0%	0%
Acting with Purpose	50%	77%	9%
Discovering Ideas	0%	23%	91%

Developing Ideas	0%	0%	0%
Connecting Ideas	n/a	n/a	n/a



In the 1st assessment period, the children in the age range of 0-12 months, majority of the measures in safe and healthy development, the children are in *expanding responses* level. While the children who are 13-24 and 25-36 months, most of the children are in the *acting with purpose* level.

For the 2nd assessment period, the children in the age range of 0-12 months, majority of the measures in safe and healthy development, the children were rated in the *expanding responses and acting with the purpose* level. While children who are 13-24 months, most of the children are in the *acting with purpose* level. And, children who are 25-36 months, majority are rated in the *discovering ideas* level.

EHS School Readiness Goals

Domain/Goal	Action Plan Child/Classroom	Action Plan Family Engagement
<p>Overall Goal – Children transitioning to Head Start from Early Head Start will be able to demonstrate abilities and knowledge as stated in the expectations described in the California Department of Education Infant/Toddler Learning and Development Foundations at 36 months. These are aligned with the Head Start Child Development Early Learning Framework and the Infant/Toddler High Scope Key Development Indicators and the Infant/Toddler DRDP. Below are specific goals for program improvement for school readiness in the areas described: Social and Emotional Development, Language Development, Cognitive Development, and Perceptual Development.</p>		
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> ➤ By 36 months, children will engage in simple cooperative play with peers. Child interacts effectively with a peer or small groups of peers. Engages with another child or children in play involving a common idea. (DRDP-IT Measure 11, Level 5) 	<ul style="list-style-type: none"> ➤ Home Educators will implement basic strategies with parents for building a foundation for healthy relationships and an emotionally supportive environment for infants and toddlers. 	<ul style="list-style-type: none"> ➤ Home Educators will work with parents to understand their child’s social emotional development during weekly home visits, parent conferences and socializations. ➤ Families will have opportunities to discuss the child’s social emotional development with Home Educators once a week and will have the opportunity to discuss, if needed with Mental Health Consultant.

<p>Cognition and General Knowledge</p> <ul style="list-style-type: none"> ➤ At 36 months, children will engage in make-believe play involving several sequenced steps, assigned roles and an overall plan and sometimes pretend by imagining an object without needing the concrete object present. Organizes pretend play around an idea using several different items to represent other items. (DRDP- IT Measure 24, Level 5) 	<ul style="list-style-type: none"> ➤ Home Educators will be expected to implement activities from the High Scope Key Developmental Indicators which will include creative representation, exploring objects, space, and time to foster cognitive development during home visit on a weekly basis and socializations. 	<ul style="list-style-type: none"> ➤ Home Educators will engage parents in developing goals to support school readiness in at least the five areas according to the child's most current DRDP assessment. ➤ Families will provide home activities according to the Individual School Readiness Goals and will be documented in the home base weekly lesson plan. ➤ Home Educators will offer parents with information on how children learn and the parent's role in their child's education. ➤ Parents will be offered at least one workshop on how children learn and the parent's role in their child's education.
<p>Language and Literacy</p> <ul style="list-style-type: none"> ➤ By 36 months, children will communicate in a way that is understandable to most adults who speak the same language they do. Child engages in back-and-forth communication or conversation. Engages in simple conversations with teacher that involve several ideas. (DRDP-IT Measure 17, Level 6) 	<ul style="list-style-type: none"> ➤ Early Head Start Home Educators will be expected to implement with parents input activities from the High Scope Key Developmental Indicators to foster language and literacy during weekly home visits and socializations. 	<ul style="list-style-type: none"> ➤ Families will be provided with opportunities to engage in family literacy activities during Socializations and activities will be left for parents to do with child during the week. Parents will have the opportunity to attend community literacy fair.
<ul style="list-style-type: none"> ➤ Child shows awareness that symbols and pictures represent people, objects, and actions and shows understanding that a series of pictures represents a story and recognizes simple symbols. (DRDP-IT Measure 19, Level 5) 	<ul style="list-style-type: none"> ➤ Early Head Start Home Educators will be expected to implement with parents input activities from the High Scope Key Developmental Indicators to foster language and literacy during weekly home visits and socializations. 	<ul style="list-style-type: none"> ➤ Families will be provided with opportunities to engage in family literacy activities during Socializations and activities will be left for parents to do with child during the week. Parents will have the opportunity to attend community literacy fair.

<p>Physical Development and Health</p> <ul style="list-style-type: none"> ➤ By 36 months, children will move with ease, coordinating movements and performing a variety of movements. ➤ By 36 months, children will coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Coordinates highly complex movements with confidence and ease. (DRDP-IT Measure 31 and 33) ➤ By Transition to Head Start/Preschool infants/toddlers will have an identified medical home and all immunizations and well-baby check-ups will be up to date as possible. (Child Plus data report) ➤ By Transition to Head Start/Preschool, children will be up to date on Dental exams. (Child Plus data report) 	<ul style="list-style-type: none"> ➤ EHS Home Educators will be expected to implement activities from the High Scope Key Developmental Indicators which will include movement, music and space to foster physical development on a weekly basis during home visits and Socialization. Teachers will receive training on encouraging healthy approaches to learning in the area of persistence. 	<ul style="list-style-type: none"> ➤ Family Service Advocate will work in coordination with Health Consultant and parents to identify Dental services to ensure each child receives their well-baby checkups and immunizations.
<p>Approaches to Learning</p> <ul style="list-style-type: none"> ➤ At 36 months, children will accomplish some or all parts of a complex self-help task, such as hand washing, using the toilet or potty, or dressing. (DRDP-IT Measure 27, Level 5) 	<ul style="list-style-type: none"> ➤ Home Educators will be expected to implement activities from the High Scope Key Developmental Indicators to foster approaches to learning during weekly home visits and socializations. 	<ul style="list-style-type: none"> ➤ Home Educators will engage parents in developing goals to support school readiness in at least the five areas according to the child's most current DRDP assessment. ➤ Families will provide home activities according to the Individual School Readiness Goals and will be documented in the home base weekly lesson plan. ➤ Home Educators will offer parents with information on how children learn and the parent's role in their child's education. ➤ Parents will be offered at least one workshop on how children learn and the parent's role in their child's education.

OUTCOME SUMMARY AND PLANS:

Results 2015- 2016	Child Strengths (2nd assessment Period)	<ul style="list-style-type: none"> 2nd assessment period, 62% of infants between 25 - 35 months are at Discovering Ideas in Self and Social Development. 77% 25 – 36 months are at Discovering Ideas in Cognitive Development.
	Child Challenges (2nd assessment Period)	<ul style="list-style-type: none"> 2nd assessment period, 48% of infants between 25 – 36 months are at Discovering Ideas in Language and Literacy Development.
School Readiness Goals Strengths		<ul style="list-style-type: none"> Based on the School Readiness Goal for Self and Social Development children were provided with more social-emotional activities which included opportunities for interactions with their peers during Socializations. Based on the School Readiness Goal for Cognitive Development children were provided with more activities which included creative representation, exploring objects, space and time to foster cognitive development.
School Readiness Goals Challenges		<ul style="list-style-type: none"> School Readiness Goals for Language and Literacy children will be provided more opportunities for back-and forth exchanges, identifying objects during Socializations and home visits and providing more literacy and language activities.
In 2015-16 how will the agency enhance the areas of strengths and overcome the challenges identified		<ul style="list-style-type: none"> Home educators and parents form a partnership to enhance the child's educational and emotional development. In overcoming challenges, during home visits and socializations we will be promoting activities to enhance skills in Literacy and Language Development. During Socialization; infants and toddlers will have the opportunity to participate and interact in activities provided. Encourage parents to explore socialization classroom with child. During home visits parents will engage their child in age appropriate activities to enhance skills in Literacy and Language Development. Overall Home Educators provide social-emotional, cognitive, language development, fine motor, and gross motor activities, articles and tips to promote development and growth. Home Educators will include lesson plans that promote mental health, health and safety and nutrition. Activities will be incorporated during home visits and socializations.

Name of T & TA plan developed to strengthen this area.	<ul style="list-style-type: none"> ✦ Staff training will be conducted that incorporates all domains for infant/toddler to strengthen home educator's skills. EHS Coordinator provides trainings using the ECKLC website, videos, and other resources.
Family Engagement Activities	<ul style="list-style-type: none"> ✦ Family Service Advocate and Home Educator's will encourage parents to attend Socializations. Children will be able to enhance skills in Self and Social Development by interacting with the other children in our program. ✦ During home visits and socializations parents are encouraged to participate and interact with their infant/toddler in which will give the opportunity to improve Self and Social Development. Parents are encouraged to be a model to their infant/toddler. Parents are encouraged to plan for next social and home visits. ✦ Parents are invited to attend workshops and other classes to promote education and overall child well-being. As an agency we have collaborated with United Way, La Habra City School District, Regional Center and other agencies in the community.

DRDP – PRESCHOOL (DRDP-PS):

All DRDP-PS (2010) Preschool measures have four Developmental levels: (1) Exploring; (2) Developing; (3) Building; and (4) Integrating. Exploring and Developing are the lowest developmental levels. Building and Integrating are the highest developing levels. The DRDP-PS (2010) measures specific Indicators of progress toward the four Desired Results for children. The Indicators correspond to areas or domains of development. Each Indicator is reflected in a set of Measures, which are the observational items on the DRDP-PS (2010).

The DRDP-PS (2010) is comprised of seven developmental domains that align with the Head Start Child Development and Early Learning Framework:

DRDP-PS (2010) Domains	Head Start Child Development and Early Learning Framework
<ol style="list-style-type: none"> 1. Self and Social Development (SSD) 2. Language and Literacy Development (LLD) 3. English Language Development (ELD) 4. Cognitive Development (CD) 5. Mathematical Development (MATH) 6. Physical Development (PD) 7. Health (SAFE) 	<ol style="list-style-type: none"> 1. Physical Development and Health 2. Social and Emotional Development 3. Approaches to Learning 4. Logic and Reasoning 5. Language Development (including English Language Development) 6. Literacy Knowledge and Skills 7. Mathematics Knowledge and Skills 8. Science Knowledge and Skills 9. Creative Arts Expression 10. Social Studies Knowledge and Skills

The domains are comprised of 39 indicators or items that are rated by teachers who assess children as either 1) not yet, 2) exploring, 3) developing, 4) building, or 5) integrating. *According to the West Ed DRDP trainers, the majority of 3 year-old children are expected to be in the "exploring" and "developing" levels, the majority of 4 year-old children are expected to be in the "developing" and "building" levels, and the majority of 5 year-old children are expected to be at the "building" and "integrating" levels by the end of the school year.*

DEFINITION OF TERMS:

Not Yet	Child is beginning to demonstrate interest in the concept.
Exploring Level	Child starts to become familiar with a new knowledge area and, in a basic way, try out skills that he/she is starting to learn. Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person.
Developing Level	Child begins to demonstrate basic mastery in a knowledge and skill area. Continues self-selected activities on own even in a distracting environment
Building Level	Child refines and expands their knowledge and skills in an area of learning to various settings. Usually works through difficulties encountered in activities
Integrating Level	Child connects the knowledge and skills they have mastered in one area with new knowledge and skills in other areas. Returns to challenging or multi-step activities

KEY FINDINGS IN EACH DEVELOPMENTAL AREA:

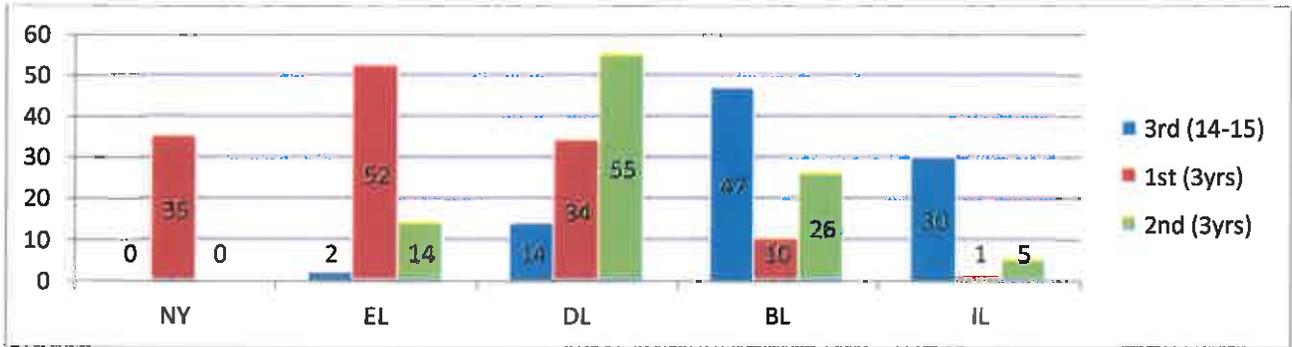
There were a total of 188 children assessed during the 2ND assessment period. There were 56 3-yr old children who were assessed, of which 21 were assessed in the English Language Development; and there were 133 4-year old children who were assessed, of which 72 were assessed in the English Language Development domain.

There were also 20 children, who were assessed utilizing the DRDP 2015 tool and these children were enrolled in the wrap program.

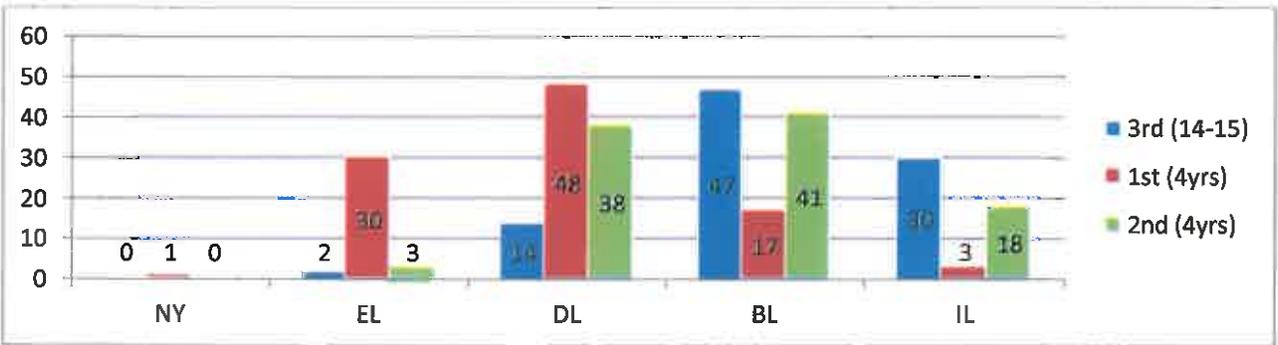
The cumulative report is based on the individual assessments completed in each developmental level are as follows:

Self and Social Development (SSD)

	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (3 years-old)	2nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	35%	0%
Exploring Level	2%	52%	14%
Developing Level	14%	34%	55%
Building Level	47%	10%	26%
Integrating Level	30%	1%	5%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	1%	0%
Exploring Level	2%	30%	3%
Developing Level	14%	48%	38%
Building Level	47%	17%	41%
Integrating Level	30%	3%	18%

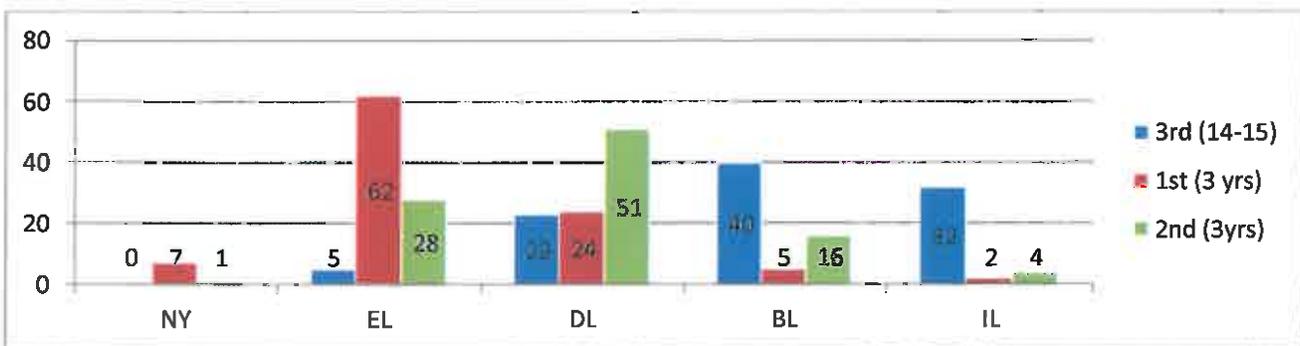


The SSD Domain focused on the child's ability to identify himself/herself, recognition of skills and accomplishments, relationship with adults and peers, social skills, and shared use of space with others to name a few.

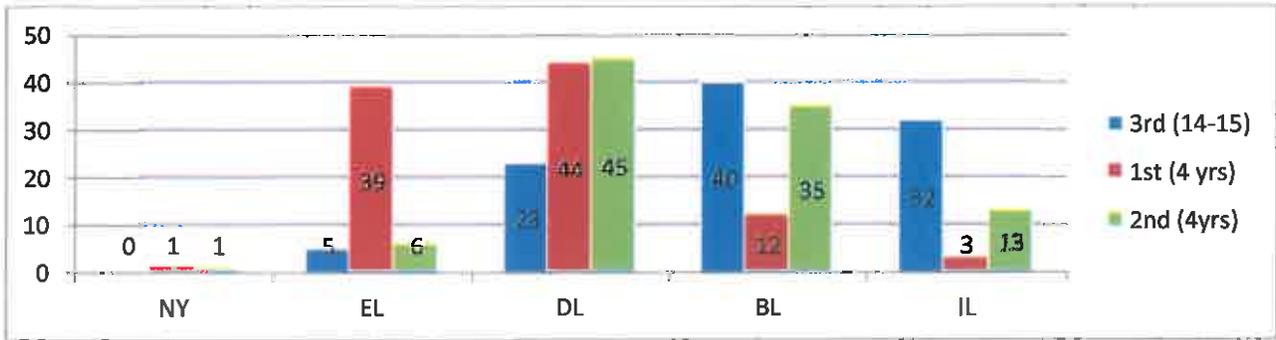
In the Self and Social Development (SSD) Domain, the measures with the highest percentage of children were at the *building level* during the 3rd assessment for the 2014-15 school year. In the 1st assessment period for the 2015-16 school year, most of the 3 year old children are at the *exploring level* and most of the 4 year old children are in the *developing level*. For the 2nd assessment period, most of the 3 year old are in the *developing level* and most of the 4 year old children are in the *building level*. There has been a growth in learning in the area of self and social development.

Language and Literacy Development (LLD)

	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (3 years-old)	2nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	7%	1%
Exploring Level	5%	62%	28%
Developing Level	23%	24%	51%
Building Level	40%	5%	16%
Integrating Level	32%	2%	4%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	1%	1%
Exploring Level	5%	39%	6%
Developing Level	23%	44%	45%
Building Level	40%	12%	35%
Integrating Level	32%	3%	13%

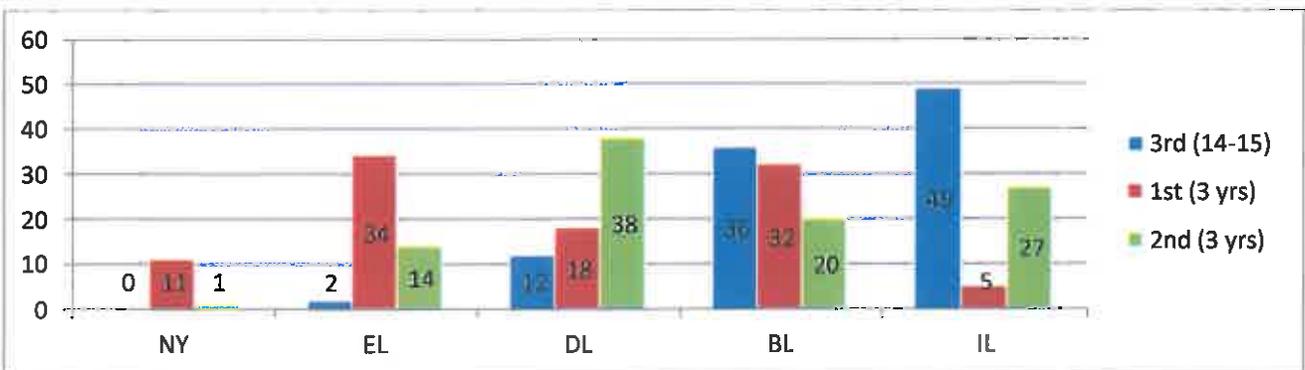


The Language and Literacy Development focuses on the child’s ability to comprehend meaning, expression of self, concept of print, letter knowledge, and writing skills.

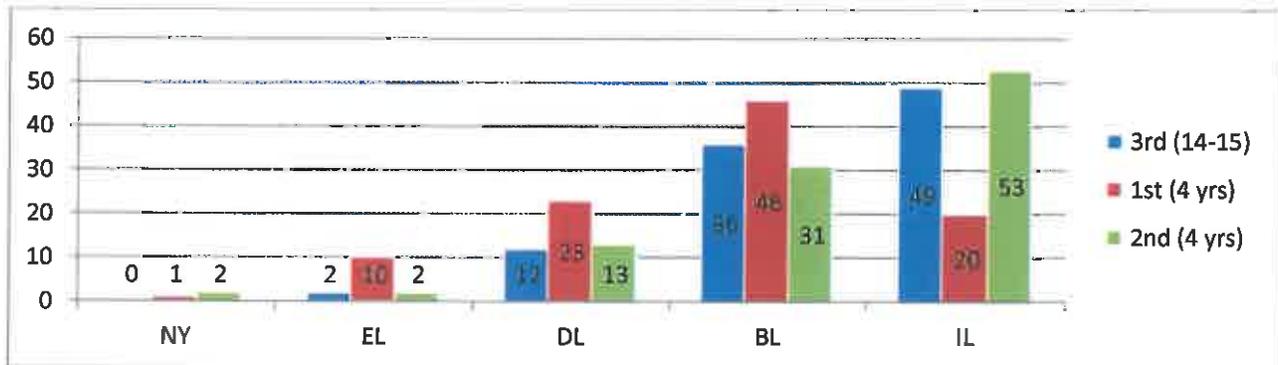
In the Language and Literacy Development (LLD) Domain, at the end of the 2014-15 school year, majority of the children were at the *building level*. For the 1st assessment of the 2015-16 school year, most of the 3 years old are at the *exploring level* and most of the 4 year old are at the *developing level*. In the 2nd assessment period, most of the 3 and 4 year olds are at the developing level. For the 4 year old children, there are also more children in the top 2 developmental levels.

English Language Development (ELD)

	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (3 years-old)	2nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	11%	1%
Exploring Level	2%	34%	14%
Developing Level	12%	18%	38%
Building Level	36%	32%	20%
Integrating Level	49%	5%	27%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	1%	1%
Exploring Level	2%	10%	2%
Developing Level	12%	23%	13%
Building Level	36%	46%	31%
Integrating Level	49%	20%	53%



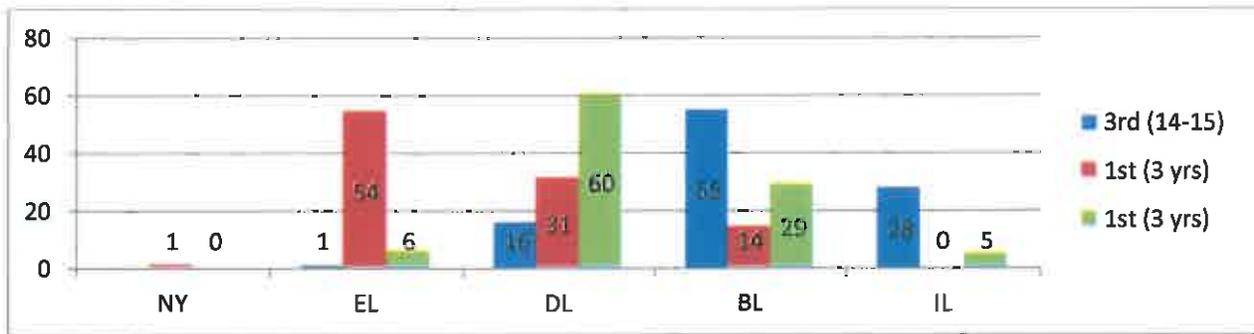
In the English Language Development (ELD) Domain, at the end of the 2014-15 school year, majority of the children were at the *integrating level*. For the 1st assessment period of the 2015-16 school year, most of the 3 year old children are at the *exploring level* and the measures with the highest percentage for the 4 year old children are at the *building level*. For the 2nd assessment period, most of the 3 year old children are at the *developing level* and the measures with the highest percentage for the 4 year old children are at the *integrating level*. For the 4 year old children, majority are in the top 2 developmental levels.

Children who are assessed in this area are children whose language spoken in the home is not English. Children whose primary language spoken in the home is English are not rated in this area. English Language Development focuses on the child's ability of comprehend, express, understand and respond to English and the ability to recognize symbols and print in English.

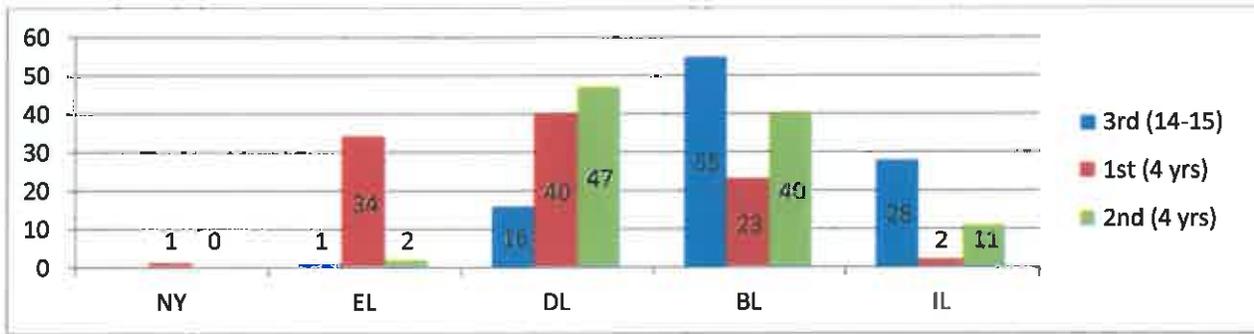
Cognitive Development (COG)

	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (3 years-old)	2nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	1%	0%
Exploring Level	1%	54%	6%

Developing Level	16%	31%	60%
Building Level	55%	14%	29%
Integrating Level	28%	0%	5%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	1%	0%
Exploring Level	1%	34%	2%
Developing Level	16%	40%	47%
Building Level	55%	23%	40%
Integrating Level	28%	2%	11%

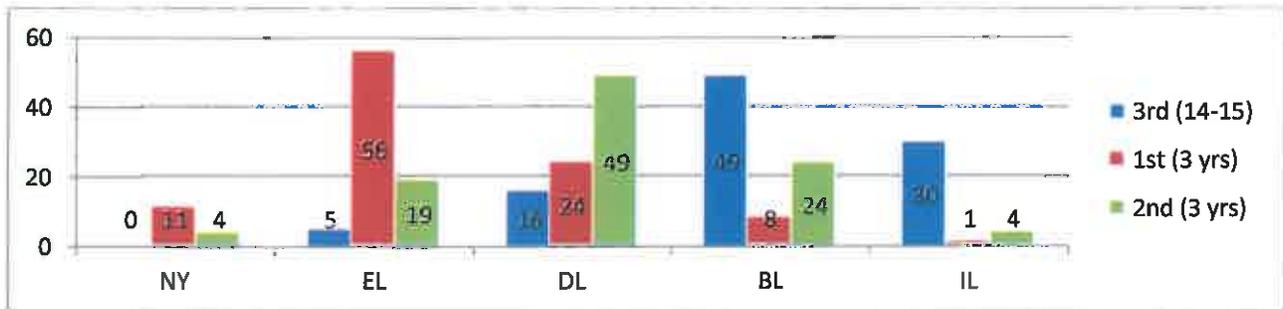


In the Cognitive Development (COG) Domain, the highest percentage of children were assessed in the *building level* at the end of the 2014-15 school year and the measures with the highest percentage of 3 year old children are at the *exploring level* and at the *developing level* for the 4 year old children for the 1st assessment period. For the 2nd assessment period, majority of the 3 and 4 year olds are *developing level*.

The Cognitive Development focuses on cause and effect, problem solving, memory and knowledge, curiosity and initiative, and engagement and persistence.

Mathematical Development (MATH)

	3 rd Assessment 2014-15 SY	1 st Assessment 2015-16 SY (3 years-old)	2 nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	11%	4%
Exploring Level	5%	56%	19%
Developing Level	16%	24%	49%
Building Level	49%	8%	24%
Integrating Level	30%	1%	4%



	3 rd Assessment 2014-15 SY	1 st Assessment 2015-16 SY (4 years-old)	2 nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	4%	1%
Exploring Level	5%	43%	7%
Developing Level	16%	35%	37%
Building Level	49%	15%	44%
Integrating Level	30%	3%	11%



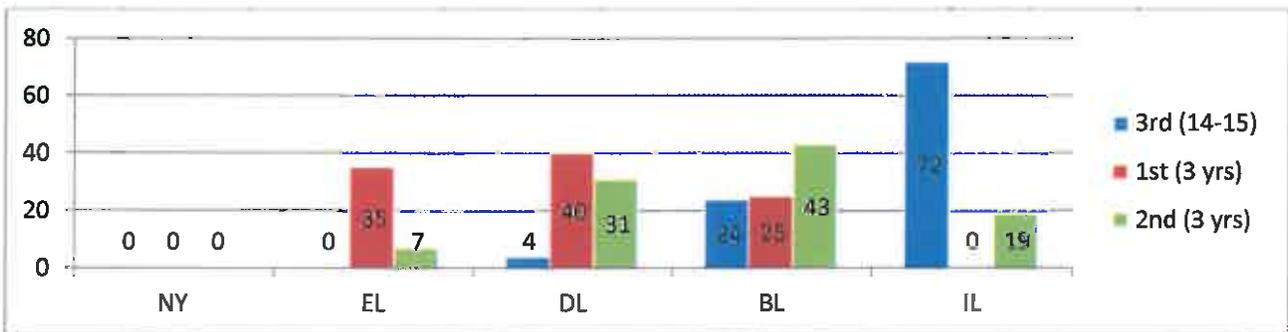
In the Mathematical Development (MATH) Domain, the highest percentages of children were assessed in the *building level* at the end of the 2014-15 school year. For the 2015-16 school year, the measures with the highest percentage of children who are 3 and 4 years old are at the *exploring level* for the 1st assessment period. In the 2nd assessment

period, majority of the 3 year olds are at the developing level while majority of the 4 year olds are at the *building level*.

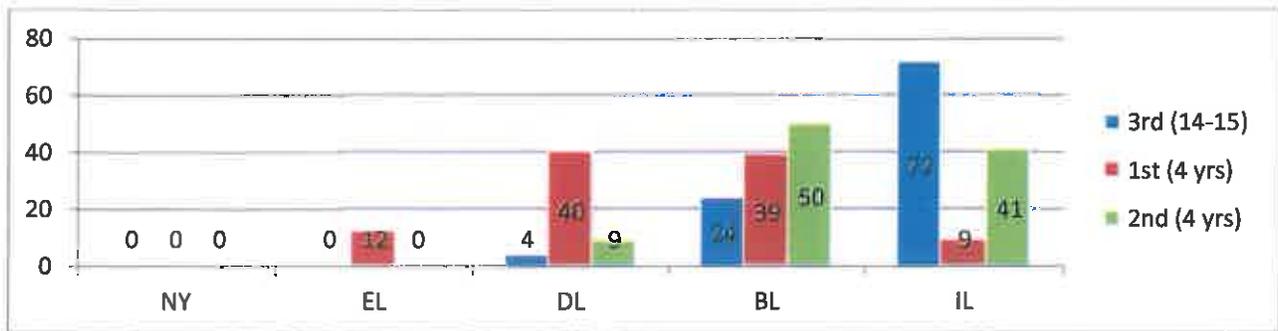
Mathematical Development focuses on quantity and counting of numbers, math operations, classification, measurement, shapes and patterns to name a few.

Motor and Physical Development (MPD)

	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (3 years-old)	2nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	0%	0%
Exploring Level	0%	35%	7%
Developing Level	4%	40%	31%
Building Level	24%	25%	43%
Integrating Level	72%	0%	19%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	0%	0%
Exploring Level	0%	12%	0%
Developing Level	4%	40%	9%
Building Level	24%	39%	50%
Integrating Level	72%	9%	41%

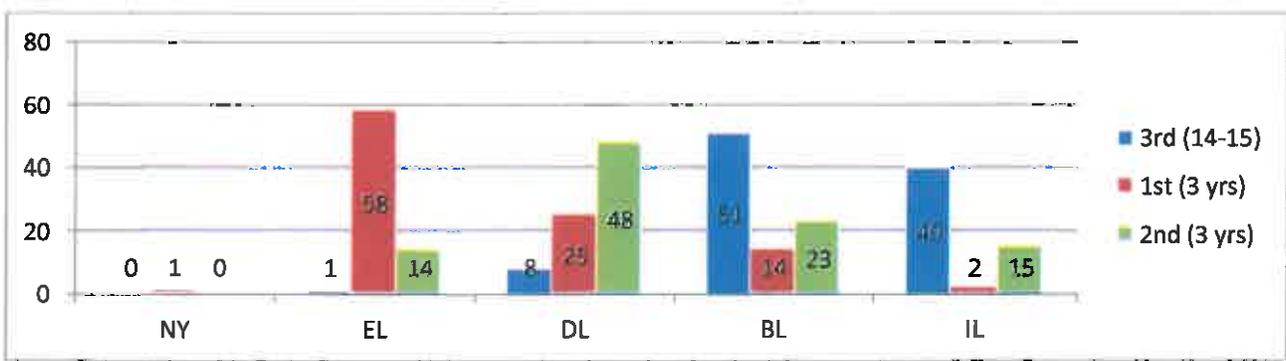


In the Physical Development (PD) Domain, the highest percentages of children were assessed in the *integrating level* at the end of the 2014-15 school year. For the 2015-16 school year, the measures with the highest percentage of children, for both age groups, are at the *developing level* for the 1st assessment period. In the 2nd assessment period, majority of the 3 and 4 year old children are in the *building level*.

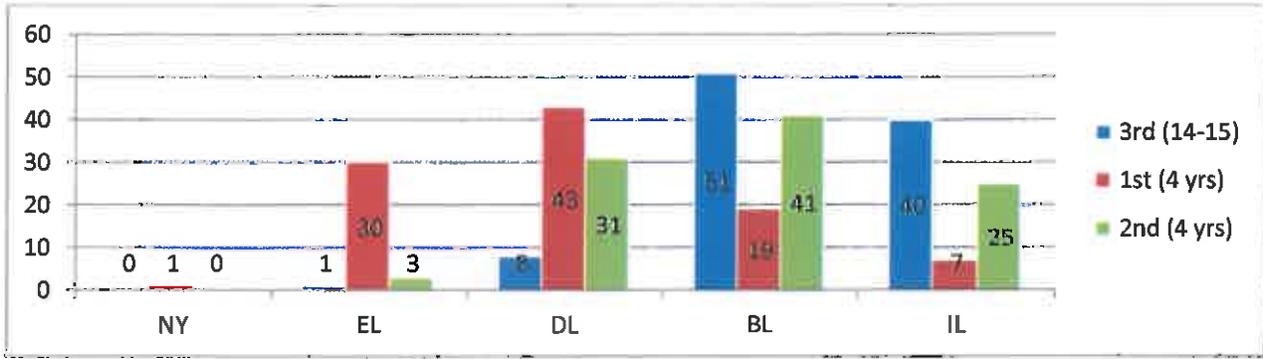
Physical Development focuses on gross motor movement, balance, and fine motor skills.

Health (SAFE)

	3 rd Assessment 2014-15 SY	1 st Assessment 2015-16 SY (3 years-old)	2 nd Assessment 2015-16 SY (3 years-old)
Not Yet	0%	1%	0%
Exploring Level	1%	58%	14%
Developing Level	8%	25%	48%
Building Level	51%	14%	23%
Integrating Level	40%	2%	15%



	3rd Assessment 2014-15 SY	1st Assessment 2015-16 SY (4 years-old)	2nd Assessment 2015-16 SY (4 years-old)
Not Yet	0%	1%	0%
Exploring Level	1%	30%	3%
Developing Level	8%	43%	31%
Building Level	51%	19%	41%
Integrating Level	40%	7%	25%



In the Health (HLTH) Domain, at the end of the 2014-15 school year, majority of the children were at the *building level* and the measures with the highest percentage of 3 year old children are at the *exploring level* and the 4 year old children are at the *developing level* in the 1st assessment period. For the 2nd assessment period, majority of the 3 year old are in the *developing level* while majority of the 4 year old are at the *building level*.

Health focuses on personal care routines, healthy lifestyle, and personal safety.

School Readiness Goals

Domain/Goal	Action Plan (Classroom)	Action Plan (family Engagement)
<p>Overall Goal: Children transitioning to kindergarten from the Orange County Head Start programs will be able to demonstrate abilities and knowledge as stated in the expectations described in the California Department of Education Preschool Foundations at 60 months. These are aligned with the Head Start Child Development Early Learning Framework. Below are specific goals for program improvement for school readiness in the areas described: Social Emotional Development, Cognition and General Knowledge, Language and Literacy, Physical Development and Health, and Approaches to Learning.</p>		
<p>Language and Literacy</p> <p>➤ Child shows awareness of the sounds that make up language, including the segmentation of</p>	<ul style="list-style-type: none"> ▪ Training will be provided to teaching staff regarding Literacy. ▪ Teachers will provide activities in the classroom regarding Phonological Awareness. 	<p>Family service advocates:</p> <ul style="list-style-type: none"> ✓ Will invite and encourage parents to attend program workshops that will focus on using home resources to promote pre-math skills, early literacy and High

<p>sounds in words, and recognition of word rhyming and alliteration. Blends and segments parts of words (i.e., onsets, rimes, and phonemes), with support of pictures or objects. (DRDP-PS Measure 20, Level 4.)</p> <p>➤ Children will be able to begin to recognize that letters have corresponding sounds. Knows most of the letters by sight and by name; recognizes some familiar whole written words; and understands that letters make up words and have corresponding sounds. (DRDP-PS Measure 21, Level 4) (California Preschool Learning Foundations. Vol. 1. Alpha and Work/Print Recognition. 3.3)</p>	<ul style="list-style-type: none"> ▪ Classroom environment will be enhanced with materials to promote Phonological Awareness. ✓ Training will be provided to teaching staff regarding Literacy. ✓ Teachers will provide activities in the classroom regarding Letter and Word Knowledge. ✓ Classroom environment will be enhanced with materials in Letter and Word Knowledge. 	<p>Scope curriculum.</p> <ul style="list-style-type: none"> ✓ Provide parent fieldtrip to Library, encourage parents to obtain a library card and encourage attending literacy activities provide by Library. ✓ Invite parents to Literacy Fair. ✓ Invite parents to participate in Read to Your child Day at Head Start <p>Family service advocates:</p> <ul style="list-style-type: none"> ✓ Will invite and encourage parents to attend program workshops that will focus on using home resources to promote pre-math skills, early literacy and High Scope curriculum. ✓ Provide parent fieldtrip to Library, encourage parents to obtain a library card and encourage attending literacy activities provide by Library. ✓ Invite parents to Literacy Fair. ✓ Invite parents to participate in Read to Your child Day at Head Start
<p>Cognition and General Knowledge</p> <p>➤ Child shows increasing ability to add and subtract small quantities of objects and is able to solve simple addition and subtraction problems with a small number of objects. (DRDP-PS Measure 33, Level 4)</p> <p>➤ Children will be able to recognize and duplicate simple and repeating patterns. (California Preschool</p>	<ul style="list-style-type: none"> ▪ Classroom environment will be enhanced with materials for adding and subtracting ▪ Teachers will be trained regarding simple pre-math skills for pre-school children and will implement the <i>Numbers Plus</i> curriculum ▪ Teachers will provide math activities to the children based on <i>Numbers Plus</i>. ▪ Math activities will be reflected on the lesson plans. ▪ Classroom environment will be enhanced with materials for adding and subtracting ▪ Teachers will be trained 	<ul style="list-style-type: none"> ✓ Family service advocates will invite and encourage parents to attend program workshops that will focus on using home resources to promote pre-math skills and training on High Scope curriculum. ✓ Provide monthly trainings/workshops for parents ✓ Encourage parents to volunteer and apply what they have learned in the trainings/workshops in the classrooms. ✓ Family service advocates will invite and encourage parents to attend program workshops that will focus on using home

<p>Learning Foundations. Vol. 1. Mathematics 2.1)</p> <p>➤ Child shows increasing understanding of measurable properties such as length, weight, and capacity, and begins to quantify those properties by measuring using tools (standard or nonstandard). (DRDP-PS Measure 35, Level 4)</p>	<p>regarding simple pre-math skills for pre-school children and will implement the <i>Numbers Plus</i> curriculum</p> <ul style="list-style-type: none"> ▪ Teachers will provide math activities to the children based on <i>Numbers Plus</i>. ▪ Math activities will be reflected on the lesson plans. <p>▪ Classroom environment will be enhanced with materials for adding and subtracting</p> <ul style="list-style-type: none"> ▪ Teachers will be trained regarding simple pre-math skills for pre-school children and will implement the <i>Numbers Plus</i> curriculum ▪ Teachers will provide math activities to the children based on <i>Numbers Plus</i>. ▪ Math activities will be reflected on the lesson plans. 	<p>resources to promote pre-math skills and training on High Scope curriculum.</p> <ul style="list-style-type: none"> ✓ Provide monthly trainings/workshops for parents ✓ Encourage parents to volunteer and apply what they have learned in the trainings/workshops in the classrooms. <p>✓ Provide monthly trainings/workshops for parents.</p> <ul style="list-style-type: none"> ✓ Family service advocates will invite and encourage parents to attend program workshops that will focus on using home resources to promote pre-math skills and training on High Scope curriculum. ✓ Encourage parents to volunteer and apply what they have learned in the trainings/workshops in the classrooms.
<p>Approaches to Learning</p> <p>➤ Children will be able to persist in mastering and understanding a self-selected activity even if challenging or difficult.</p>	<ul style="list-style-type: none"> ✓ Teachers will receive training on encouraging healthy approaches to learning in the area of persistence. ✓ Materials placed in the classrooms will be developmentally appropriate for the children. ✓ Teachers will encourage the children as they complete activities, especially activities that may be challenging and difficult. Teachers will acknowledge children's accomplishments when activities are completed. 	<ul style="list-style-type: none"> ✓ Family service advocates will support families in their learning efforts and encourage parents to provide input on their child's learning. ✓ Family service advocates will continue collaborations with community partners to offer resources to families.
<p>Physical Development and Health</p> <p>➤ Children will receive a dental exam prior to entry into kindergarten.</p>	<ul style="list-style-type: none"> ▪ Head Start Program Specialist and/or Child Development Manager will work in coordination with parents to identify Dental Services to ensure each child receives a dental exam. As an City of La Habra Head Start and Early Head Start programs we will provide hands on training for math and cognitive development, identify a teacher 	<p>Family Service advocate and Parent Involvement Aid:</p> <ul style="list-style-type: none"> ✓ Will invite parents to attend Dental Education classes held on site provided by Healthy Smiles. ✓ Invite parents to Community Health Fair and Spring Family Eggstravaganza that promote Health in Children.

	<p>that can mentor other teachers on an individual basis to help them enhance their math activities, and provide teachers with information on trainings, workshops and resources to enhance their language and literacy, cognitive and math development exam.</p> <ul style="list-style-type: none"> ▪ FSA will ensure dental exams are completed for each child entering Kindergarten. ▪ Teachers will introduce the importance of Dental Exams to children by providing activities in the classroom. 	
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> ➤ Children will be able to negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. (California Preschool Learning Foundations – 2.0 Interactions with Peers – 2.3 at 60 months) 	<ul style="list-style-type: none"> • Teaching staff will be trained and mentored regarding conflict resolution techniques and strategies. • Teachers will encourage children to dialogue, using their words, to express themselves. • Teachers will support the children through conflict resolutions 	<ul style="list-style-type: none"> ✓ Family Service Advocates will invite parents to participate in Parent Classes offered through the community Partner, Family Resource Center and to workshops provided by mental health consultant. ✓ Family Service Advocates will provide informational pamphlets on conflict resolution.

SCHOOL READINESS GOALS:

- Measure 11: Conflict Negotiation
- Measure 20: Phonological Awareness
- Measure 21: Letter & Word Knowledge
- Measure 31: Engagement & Persistence
- Measure 33: Number Sense of Math Operations
- Measure 35: Measurement
- Measure 37: Patterning

OUTCOME SUMMARY AND PLANS:

Results 2015 - 2016	2nd assessment Domain Strengths	2 nd assessment DRDP Domain Strengths are <ul style="list-style-type: none"> 📌 Math 📌 ELD (English Language Development)
	2nd assessment Domain Challenges	2 nd assessment DRDP Domain Challenges are <ul style="list-style-type: none"> 📌 LLD (Language and Literacy Development) 📌 Cog (Cognitive Development)
School Readiness Goals Strengths	School Readiness goal strengths are <ul style="list-style-type: none"> 📌 Number Sense of Math Operations 📌 Measurement 📌 Patterning 	
School Readiness Goals Challenges	School Readiness goal challenges are <ul style="list-style-type: none"> 📌 Phonological awareness 📌 Letter and word knowledge 	
In 2015-16 school year how will the agency enhance the areas of strengths and overcome the challenges identified	<p>Strengths: Math and ELD</p> <ul style="list-style-type: none"> 📌 We will continue incorporating Number Plus Curriculum in the lesson plans and providing activities in classification, measurement, shapes, patterning and math operations. 📌 Teachers will continue providing translation from home language to English. Teachers will be using single word nouns and verbs in English to describe objects and actions. <p>Challenges: LLD and Cog</p> <ul style="list-style-type: none"> 📌 Continue to provide activities using Growing Readers curriculum. Providing activities that focus on phonological awareness, letter and word knowledge. 📌 Teachers will provide activities in the classroom that will focus on cause and effect, problem solving, memory and knowledge, curiosity and initiative, and engagement and persistence. 	
Name of T & TA plan developed to strengthen this area.	<ul style="list-style-type: none"> 📌 Provide teaching staff with a math and science/language and literacy workshop 📌 Training teachers on implementation of Number Plus and Growing Readers activities in their classrooms. 	
Family Engagement Activities	<ul style="list-style-type: none"> 📌 Encourage parents to obtain library cards and visit the library on a consistent basis 📌 Provide a literacy and math workshop to the parents that will provide parents with hands on activities. 📌 Encourage parents to check out the lending library books and educational backpacks on a weekly basis. 📌 Encourage parents to volunteer in the classroom. 	

La Habra Head Start, Early Head Start, and State Preschool Programs
 Program Planning Calendar
 2016 - 2017

Attachment II

July 2016	August 2016	September 2016	October 2016
<ul style="list-style-type: none"> ➤ Signed Contract Due ➤ PIR Completed and Submitted ➤ Monthly Report to PC and Board 	<ul style="list-style-type: none"> ➤ Submit final fiscal reports for last program year to grantee ➤ P2 monitoring from OCHS report and CAP ➤ Monthly Report to PC and Board ➤ Updated SAPPs - Approvals Needed ➤ School Readiness Goals and Action Plan ➤ Child Outcomes data from prior year reviewed and presented to PC, Board, and Staff 	<ul style="list-style-type: none"> ➤ Staff Training Calendar ➤ Education Planning Calendar presented ➤ PIR Report to Council and PC Governance Screener ➤ Health & Safety Screener ➤ Monthly Report to PC and Board ➤ Contract Requirements for Signatures ➤ Updated SAPPs - Approvals Needed ➤ Self-Assessment Timeline proposal 	<ul style="list-style-type: none"> ➤ Present CACFP Application ➤ Parent Interest Survey Report ➤ Parent Activity Calendar Presented ➤ Election of PC members ➤ PC Training ➤ Monthly Report to PC and Board ➤ Community Assessment Update process ➤ Final School Readiness Goals and Action Plan for Approval
November 2016	December 2016	January 2017	February 2017
<ul style="list-style-type: none"> ➤ Audit (Prior year) due ➤ Begin grant application process, begin program design, services options and calendars ➤ Report on Child Health Assessments ➤ Monthly Report to PC and Board ➤ Quarterly Goals and Objectives, Update 	<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ Draft ERSEA Plan with Selection Criteria for review and approval ➤ Child Outcomes, 1st assessment ➤ Community Assessment Update Approval ➤ State Program – Refunding Application 	<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ Refunding Application Approval to PC and Board ➤ If Applicable, Budget Adjustment ➤ Self-Assessment process for approval ➤ P1 Monitoring report and Corrective Action Plan 	<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ Final ERSEA Plan for Approval
March 2017	April 2017	May 2017	June 2017
<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ Child outcomes, 2nd assessment ➤ Self- Assessment Findings and Corrective action Plan 	<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ State Program – Annual Self-assessment for approval 	<ul style="list-style-type: none"> ➤ Monthly Report to PC and Board ➤ Program Planning Calendar 	<ul style="list-style-type: none"> ➤ Develop Planning Calendar for next fiscal year ➤ Year-End Report ➤ City Audit Report ➤ Monthly Report to PC and Board

California Department of Education
Early Education and Support Division
March 2016

ATTACHMENT 12

Program Self-Evaluation Process Fiscal Year 2015–16

Contractor Legal Name City of La Habra	Vendor Number 2183
Contract Type(s) CCTR, CSPP	
<p>This form can be expanded and is not limited to a single page.</p> <p>Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.</p> <p><input checked="" type="checkbox"/> Program Review Instrument FY 2015–16 – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/eesosonsitemar2016.pdf</p> <p><input checked="" type="checkbox"/> Desired Results Parent Survey – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</p> <p><input checked="" type="checkbox"/> Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types http://www.ersi.info/ecers.html</p> <p><input checked="" type="checkbox"/> Desired Results Developmental Profile and DRDPtech Reports – Center-based/CFCC Contracts Types https://www.desiredresults.us/drdp-forms</p> <p>Provide a summary of staff and board member participation in the PSE process:</p> <p>BACKGROUND</p> <p>Each year the City of La Habra State Funded Programs conducts a program self-evaluation using staff, parents, and governing body to evaluate the effectiveness and progress in meeting program goals and objectives and in implementing State and other Local regulations/ guidelines.</p> <p>METHODOLOGY</p> <p>A self-evaluation team comprised of staff conducted the self-evaluation during the month of March – April 2016 and input was given by the Board Members (Community Services Commission) and parents. This has been a collaborative effort between the administration, staff, providers and parents. The Program Review Instrument, Parent Survey, Environment Rating Scale and DRDP Developmental Profile summary of findings</p>	

were used to review the program's progress and compliance. The process included data collection, analysis, trainings and observations. As part of our ongoing program improvement the staff meets twice a month to review our goals and share ideas to help enhance our programs and ensure we provide quality child care to our families. Parents were given the opportunity to provide feedback regarding the program through the parent survey and verbal contact with program supervisors. Input from Family Child Care Providers was also taken into consideration in reviewing the program.

A total of 8 classrooms and 21 family child care home providers were observed utilizing the appropriate environment rating scale. Program Supervisors (Program Specialists and/or Lead Teachers) visited/ monitored each classroom/ home to ensure compliance to the program regulations within the time period. During these monitoring visits, supervisors and/or staff monitored and worked with the teachers/ providers on lesson plans, observation techniques, DRDP tool, and purposeful teaching to help the children gain knowledge and skills. Also, training sessions were conducted for the teachers/ providers to provide the support needed to be effective in the classroom. We continue to provide trainings for the teachers/ providers to be able to provide a better understanding of the Key Concepts in each of the desired results domains and preschool learning foundation. Aside from this, Program Specialists and/or Lead Teachers conduct regular staff meeting/trainings to provide the staff with lesson plan ideas, observational techniques, and curricular strategies and instructional techniques that assist children in learning the knowledge and skills needed for a strong learning foundation. These topics were also provided to parents during monthly parent meetings. Feedback from these meetings and trainings were analyzed as part of the self-evaluation and planning for the next fiscal school year training plan.

During the 2015-16 school year, the program also received the monitoring review from CDE. Results of the review were incorporated in the agency plans for improvement.

The Child Development Manager (Director) reviewed each program report. During the whole process, the Program Specialist continued to provide the Child Development Manager copies of the reports and progress towards each goal. Results from the annual review process will be discussed with the Director of Community Services and Community Services Commission (Board).

The Report will be signed by the City Manager.

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 Director

Date

5/18/16

Name and Title

Jim Sadro, City Manager

Phone Number

(562) 383-4201

Contact Name if different from above (please print)

Catherine Villanueva, Ed.D.

Phone Number

(562) 383-4270

**Summary of Program Self-Evaluation
Fiscal Year 2015–16**

Contractor Legal Name City of La Habra		Vendor Number 2183
Contract Type(s) CCTR, CSPP		Age Group (Infant/Toddler, Preschool, School-Age) Infant/Toddler, Preschool, School-Age
Program Director Name Catherine Villanueva, Ed.D.		Phone Number and E-mail Address (562) 383-4270 cvillanueva@lahabraca.gov
This form can be expanded and is not limited to a single page.		
1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.		
During the self-review, the following areas were considered not meeting standards:		
Areas Not Meeting Standards	Plans for Improvement	
Plan for Parent Involvement: Parent Advisory Committee did not meet consistently and was not well represented by parents from all programs.	<ul style="list-style-type: none"> • A meeting schedule calendar will be created prior to the beginning of the school year. • Parents from all programs will be notified of the opportunity to be in the PAC and dates of the meeting will be given. • Child Development Manager and/or Program Specialist will ensure meetings will be conducted on the scheduled dates. 	
Plan for Parent Involvement: Plan for Parent Education and Involvement was not consistent in all the programs.	<ul style="list-style-type: none"> • Update the policy and procedure to indicate the types of parent education and involvement activities parents can participate in. • A list of parent training topics will also be provided so that all programs are providing the same information each month. • Program Specialist and/or Lead Teachers will ensure parent involvement activities occur at each of the sites and parent meetings are conducted, as planned. 	
Family Eligibility Requirements: Not all files contained information to determine eligibility.	<p>Note: This plan for improvement was presented to S. Patitucci, CDE Consultant, for approval, as part of our EERP (Error Rate Reduction Plan):</p> <ul style="list-style-type: none"> • For families, wherein there is one parent who signed the application and the other parent's name does not appear in the application, the enrolling staff will 	

	<p>request one of the following documents and attached this to the application as proof of single parent status: (a) record of marriage, divorce, domestic partnership, or legal separation; (b) court ordered custody arrangements; (c) Child support documentation; (d) rental agreements indicating the parents is the responsible party; (e) other documentation to confirm the absence of a parent (<i>which would need Child Development Manager's approval prior to acceptance of the documentation</i>).</p> <ul style="list-style-type: none"> • No self-declaration will be accepted unless it is a recent departure of the other parent. Within six (6) months of completing the declaration, parent must provide any of the information listed above. • Program Specialist will verify the information written on the document provided to ensure information needed is accurate. • Enrolling Staff and Program Specialist will initial the document submitted as proof that the document matches the information provided by the parent. Family file will be kept at the Main office and a site file will be created with only the necessary information required at the site. • Parent Handbook will be revised to include the information above. • Training will be provided to all staffs that are responsible for enrolling families into the program.
<p>Child Need Requirement Verification: Inconsistency within the agency in determining need for the program</p>	<p>Note: <i>This plan for improvement was presented to S. Patitucci, CDE Consultant, for approval, as part of our EERP (Error Rate Reduction Plan).</i></p> <ul style="list-style-type: none"> • Hours children will be approved for service will depend on the hours indicated on the employment verification and/or parent's class schedule. Driving time will be added to the hours of service (time will vary depending on the distance to/from place of employment). • For parents who have a variable schedule, parents will need to provide a copy of their work schedule and the hours of service will depend on the parent's work schedule. • Enrolling staff will verify the parent's work schedule and will complete the bottom portion of the Employment Verification Form. • Program Specialist will review the Family File prior to the child starting in the program. Family file will be kept at the Main office and a site file will be created

	<p>with only the necessary information required at the site.</p> <ul style="list-style-type: none"> • Parent Handbook will be revised to include the information above. • Training will be provided to all staffs that are responsible for enrolling families into the program.
<p>Correct Fee Assessed: Some families were charged a fee wherein it is based on the child who stays the least number of hours in the program instead of the child who stays the most number of hours (part-time vs full-time rate)</p>	<p>Note: <i>This plan for improvement was presented to S. Patitucci, CDE Consultant, for approval, as part of our EERP (Error Rate Reduction Plan):</i></p> <ul style="list-style-type: none"> • Enrolling staff will update the enrollment list/roster. Enrolling staff will provide a copy of the enrollment list/roster to the Program Specialist and Billing Clerk at the end of each month. • If the change affects the family fee, the enrolling staff will forward a copy of the NOA to the billing clerk as soon as possible. Billing Clerk will verify the type of fee to be assessed, especially when there is more than one child of the family enrolled in the program, and update the family fee and bill the parent accordingly. Billing Clerk will bill the family based on the child who is enrolled in the program the longest. • Billing Clerk will complete a ledger for each family that has a fee. A copy of the ledger will be available on-line for the Program Specialist and Child Development Manager to review and verify information. • If there are discrepancies, Program Specialist will meet with the Billing Clerk to review any discrepancies and a copy of the NOA needs to be provided with the correct information as back-up documentation. • Family Fees information will be updated on the parent handbook.

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.

During the self-review, the following areas were considered meeting standards. Although, we have met the standards, **our agency agrees that there is always room for improving in these areas.** We will continue to work on making improvements, especially regarding activities we have for the children.

Areas Meeting Standards	Summary of Procedure for Ongoing Monitoring
<p>Recording and Reporting Attendance: Consistent process of recording absences. Parents were informed of excused and unexcused absences and noting of Best Interest Days for each child made it easy to determine the number of BID used for the school year.</p>	<ul style="list-style-type: none"> • Teaching staff will continue to note absences of children on the sign in-out sheet. • For every child's consecutive absences, an absent slip will be completed and signed by the staff and parent. • Record of Best Interest Days will continue to be completed by the Lead Teacher and/or Program Specialist in the Best Interest Day Cards (blue card) and will be coded and noted. • Information will be transferred to the 9400 attendance report. • Lead Teacher and/or Program Specialists will continue to review the sign-in sheets, absent slips, best interest days, and 9400 report at the end of each month.
<p>Inventory of Records: All items purchased are in the inventory, per site. This is reviewed on an annual basis.</p>	<ul style="list-style-type: none"> • Program Specialist and/or Lead Teachers will continue to conduct an inventory every December of each year and update the inventory form, as needed. • Senior Clerk will ensure all updates are noted and obtain the signature of the Director of Community Services on the inventory sheets. • Copies of the signed inventory will be distributed to the Program Specialists.
<p>Desired Results Profile and Data: Complete DRDP for each child in the program and information is used for planning activities in the classroom.</p>	<ul style="list-style-type: none"> • Prior to the beginning of the school year, the Program Specialist and/or Lead Teacher creates a timeline for the teacher staff. • At the beginning of the school year, the teachers are provided a timeline in completing the DRDP and Parent Conferences. This allows them ample time for planning. • Teaching staff will observe children in the classroom and note those observations.

	<ul style="list-style-type: none"> • Those observations will be used in completing the DRDP for each child in the program. • Information from the DRDP will be used to create the lesson plans. • Lead Teacher and Program Specialist will review the DRDP and lesson plans on a weekly basis to ensure the information is used when planning activities for the children. • The preschool learning foundation will also be used as a resource when planning the activities.
<p>Annual Evaluation Plan: Completed each year and is written in detail.</p>	<ul style="list-style-type: none"> • We will continue to do our yearly self-evaluation in the same manner, which includes the reviewing of all documents and analyzing the data we have. • We will use this information for planning for the next school year.
<p>Site Licensure: Each site is licenses and payment to operate is paid each year. Copies of licensing visit are kept on file.</p>	<ul style="list-style-type: none"> • All Licenses will be posted at the sites. • Copy of the license, licensing visits, and payment information will be in a binder for review in the Child Development Manager's office, as needed.
<p>Staff Development Program: All staff meeting/training is conducted 2x a year for the division and each contract/program has teacher trainings throughout the year. Providers are also given the opportunities to attend trainings. Training topics are based on the needs identified through the self-evaluation and observations.</p>	<ul style="list-style-type: none"> • We will continue to have a training calendar for the teaching staff and training topics will be based on the analysis on data from the DRDP and staff survey. • Specific training will also be provided to staff in each contract/program type. • Program Specialist and/ or Lead Teachers will monitor the classroom to ensure information provided during trainings is implemented in the classroom and reflected on the lesson plans.
<p>Qualified Staff and Director: Teacher qualifications are reviewed on a yearly basis. Staff is notified 2 months prior to permit expiration to provide ample time for renewal.</p>	<ul style="list-style-type: none"> • At the beginning of the school year, all staff files are reviewed for updates (permits, CPR, transcripts, health info). • On a monthly basis, that information that will be expiring, staff is notified so that they can work on renewal. • When staff submits the updated information, this is reviewed and the HR tracking sheet is completed. The copy is placed in the staff file.

<p>Staff-Child Ratios: Ratios are met at all times. Child and Staff Count are conducted at least 4x each class session. This is also verified and monitor by the supervisors on site.</p>	<ul style="list-style-type: none"> • Teaching staff will continue to conduct head counts as stated on the policies. • Counts are noted on the head count sheet. • Lead Teacher and/or Program Specialist will continue to conduct random counts to ensure ratios as met at all times and to verify information noted on the head count sheets.
<p>Family Selection: Each family interested in the program are ranked and placed on a waitlist. Families with the highest need are enrolled first in the program.</p>	<ul style="list-style-type: none"> • Families that are interested in the program complete an application form and provide the supporting documentation. • Lead Teacher and Program Specialist will review the information and rank the families according to the points (family size and income). • Families with the highest points will be enrolled first and a waitlist is generated. • If there is a vacancy, the family highest in the ranking will be the one called next.
<p>Compliance with Due Process: Each parent is notified of Due Process during enrollment and information is posted on the parent board.</p>	<ul style="list-style-type: none"> • During enrollment, parents are notified of their right to due process. • Information regarding who to contact for any concerns are posted on the parent's board in all the sites. <ul style="list-style-type: none"> • <i>Note: The program did not have any parent file a complaint this school year.</i>
<p>Environment Rating Scale: Although programs were rated on the average, there is still room for improvement especially for substantial portion of the day and activities provided.</p>	<ul style="list-style-type: none"> • An environment rating scale is completed for each of the classroom and/or provider in the month of November. • Results of the ERS are shared with the teaching staff or provider. • A Plan of Action is completed by the Program Specialist and teaching staff or provider. • Follow-up is conducted depending on the concern identified.
<p>Nutritional Needs: There is a cycle menu that is followed by all the sites and accommodations are made for children with special dietary needs.</p>	<ul style="list-style-type: none"> • The agency has a cycle menu which is used in all the sites. There is a fall-winter and a spring-summer menu. Staff is provided a schedule of what menu will be used each week. Items on the menu fulfill the requirements based on the USDA Food guidelines. • Cycle menu was sent to the Food Program Consultant for feedback and approval. • For children with special dietary needs, a medical statement is needed from a licensed physician.

Accommodations/ substitutions are made based on the information provided by the doctor. Lead Teacher and/or Program Specialist also meet with the parent to have a plan for the substitute food needed.

- All food substitution purchased is completed by the program and reimbursed through the CACFP program.
- Children are also provided with cooking experience to introduce new foods to them.
- Nutrition is part of the daily plan of activities.

Catherine Villanueva

From: FY1516PSE <FY1516PSE@cde.ca.gov>
Sent: Thursday, May 19, 2016 3:49 PM
To: Catherine Villanueva
Subject: Automatic reply: City of La Habra - PSE 2015-16

Dear Contractor,

Thank you for your e-mail regarding the Program Self Evaluation (PSE). Your e-mail has been received.

Answers to PSE questions will be posted on our Frequently Asked Questions (FAQ) page at <http://www.cde.ca.gov/sp/cd/ci/mb/1603.asp>.

If you have additional "Program" questions, please contact your Consultant.

If you have "Application" questions, please contact Alice Ludwig at 916-327-0197 or by e-mail at aludwig@cde.ca.gov.

Thank you,

PSE Team