DAVIS HEAD START

Executive Summary of 2025-2026 Self-Assessment

Mental Health:

AREAS OF STRENGTH:

The program has a strong, well-established mental health support system. DECA screenings are completed consistently, and Family Advocates use results to share strategies and make referrals. Staff benefit from accessible on-site mental health consultation, clear documentation processes, and multiple resources offered through district programs, the Thrive app, EAP, and community partners. Teachers and home visitors use structured tools such as Conscious Discipline, the Pyramid Model, and Brigance to promote social-emotional development. Families are engaged through shared DECA results, collaborative strategy planning, and parenting resources. Ongoing training, DBH collaboration, and an emphasis on staff wellness further reinforce the system. Most staff feel they have access to mental health resources for families (92%) and for themselves (89%).

AREAS OF CONCERN:

Some staff remain unclear about how to access mental health services, what support is available, and what occurs after referrals. Newer staff are less aware of benefits, and barriers such as limited time, scheduling conflicts, and stigma affect utilization. Only 52% of staff report consultation as helpful, with others not accessing it or finding it less useful. Limited availability of the single consultant creates scheduling challenges. Families and some staff may not fully engage with handouts or digital materials, and insurance continues to be a barrier for many families. Confusion persists around DECA for follow-up documentation and identifying which children require additional action. Staff also expressed a need for more hands-on modeling and family engagement activities.

RECOMMENDATIONS:

The program should strengthen communication about available resources, access steps, and referral processes. Leadership can further normalize mental health conversations by modeling openness and providing regular encouragement. Reducing barriers, such as building wellness breaks into schedules, would help staff engage more fully. Increasing interactive activities for families and staff, expanding mental health support capacity, and providing clearer DECA follow-up guidance will improve consistency and access. Continued development of community partnerships will help families facing insurance or service gaps.

1. **Improve Communication and Access**
   Develop and share clear guides on available mental health resources, access steps, and referral processes at opening Inservice, staff meetings, and ongoing. Remind staff of wellness resources and strategies to incorporate stress relief into schedules at opening Inservice, staff meetings, and ongoing.
2. **Increase Engagement and Expand Support Capacity**
   Promote hands-on, interactive mental health activities for staff and families and clarify how to access supplemental program supports at opening Inservice, staff meetings, and ongoing.
3. **Strengthen DECA Follow-Up**
   Specify required documentation and provide step-by-step processes to ensure consistent tracking and follow-up by August 2026 and ongoing through staff meeting.
4. **Grow Community Partnerships**
   Enhance collaboration with community agencies on an ongoing basis to support families experiencing insurance or access barriers.

Home Visiting:

The program demonstrates strong individualized support through home visits aligned with each child's goals and family priorities. Families report feeling supported and heard, benefiting from trusting relationships and helpful resources. Leadership is viewed as accessible and supportive, particularly for newer staff. Playgroups are high-quality, age-appropriate, and promote meaningful parent–child interaction using simple materials. Additional strengths include smooth playgroup transitions, strong engagement with Spanish-speaking families, positive communication among staff and families, and high overall parent satisfaction.

Some sites, particularly North 1 and North 2, experience low playgroup attendance due to scheduling challenges, work conflicts, and transportation barriers. Team communication and alignment of procedures are inconsistent. Some parents struggle to independently apply strategies, especially when managing new diagnoses. Multi-child visits create documentation and engagement challenges, as younger siblings are not consistently included.

Enhance playgroup attendance by offering flexible scheduling, themed sessions, and occasional evening or virtual options informed by parent feedback. Improve internal communication through monthly huddles, shared resources, and consistent updates. Strengthen parent coaching with visual strategy cards, mini-trainings, and modeling videos, along with expanded resources on autism, trauma-informed care, and neurodiversity. Improve multi-child engagement by

offering materials for younger siblings and clarifying documentation expectations. Maintain strong parent relationships through ongoing community engagement and responsive scheduling.

1. **Boost Attendance & Support**
   Implement flexible scheduling, themed sessions, and occasional evening/weekend playgroups. Expand parent resources, including supports for autism and neurodiversity. Changes and resources will be shared starting monthly and ongoing as parent needs change.
2. **Strengthen Internal Communication & Documentation**
   Establish monthly team huddles, maintain shared online resources, and apply standardized expectations and examples for documentation, including guidance for multi-child visits. Changes and resources will be shared starting monthly and ongoing as parent needs change.

ERSEA:

AREAS OF STRENGTH

Staff strengths include strong training and knowledge, multiple quality-control checks to prevent data errors, thorough documentation practices, and consistent use of family signatures to verify information.

Strengths include meaningful family and community input, ongoing staff training, annual review and revision of processes, strong staff knowledge, an effective WL priority point system, and consistent use of the data system.

RECOMMENDATIONS

None

ACTION PLAN

None

Culturally Responsive Relationships:

AREAS OF STRENGTH

Staff demonstrate a strong understanding of relationship-building with families, recognizing individual strengths, and providing multiple communication methods to meet families where they are. The program effectively reaches families of all languages and shares information inclusive ways. Parent feedback reflects this strength, with 89% reporting that classrooms reflect

their culture and community, 89% feeling staff understand their perspective before offering guidance, and 90% agreeing that DHS builds respectful, trusting relationships.

RECOMMENDATIONS

Families have reported to staff that the webpage is difficult to find information on and not family friendly.

Staff would like more information and support in how to have conversations about parenting and family culture, values, experiences, ethics, and strengths. Opportunities to have consultations about specific cultural values and practices when necessary.

ACTION PLAN

1. Build on the strength of positive relationships with families to grow in the areas of:
   - Inviting families to share their culture.
   - Help parents navigate differences between their home culture and school culture.
   - Communicate with parents in their home language and in a variety of ways.
   - Seeking out information about families' cultures.
2. Continue to improve the website.
3. 69% of parents agree or strongly agree they are encouraged to share their culture, language and traditions in class and program activities. DHS can continue to encourage this and see if the end of year survey shows an increase in this area.
4. Continued yearly training to support families concerning relationship-based competencies and children's early development.
5. Add ways families can share their culture with examples to the parent resource book. Timeline: July 2026.
6. Timeline: training on RBC yearly in February with the eligibility training (ongoing).

Fiscal:

AREAS OF STRENGTH

Strong internal controls.
Procurement files compliant with Uniform Guidance.

RECOMMENDATIONS

Cross training.
Additional documentation to support program cost allocation plan.

ACTION PLAN

Issue	Corrective Action	Responsible	Deadline
Incomplete documentation	Implement monthly documentation reviews-Fiscal Dept	Fiscal Manager	Ongoing
Incomplete documentation	Refresher training during staff meetings.	Fiscal Manager or Dept Manager	Ongoing
Supporting documentation	Time studies (Productivity report) from management to support cost allocation plan.	Fiscal Manager	Every six months

PDM

Education Data

The Education Department uses multiple monitoring tools—including CLASS, TSG, QR Behavior Code, screeners, PEEP, SPED assessments, and Child Find—to guide instructional decisions and individualize learning. Coaches support teachers in using CLASS to focus on targeted improvement areas, which has strengthened teacher capacity.

Math Shelf has contributed to improved math outcomes, and teachers rely on TSG, PEEP, and other assessments to track growth and adjust instruction. Team meetings are used to address child behaviors and plan individualized support, with documentation maintained in ChildPlus. The QR Behavior Code was adjusted to improve responsiveness, and CBI training was added because of data review. CLASS observations are now conducted twice per year instead of mid-year due to workload concerns.

Teachers collaborate with families through In-Kind activities, Be There initiatives, Daddy Days, FISH events, and parent-teacher conferences. Staff continue to educate families on the importance of regular attendance and its impact on children's success.

The team discussed whether staff have access to enough data and if communication around data use needs improvement. Overall, staff use data effectively to drive decisions and implement necessary changes.

Health, Safety and Nutrition Data

AREAS OF STRENGTH

The program demonstrates strong systems for data accuracy and communication. Standardized data entry and customizable reports support consistent interpretation of health, safety, and behavioral information. Regular data reviews help ensure completeness, and staff receive ongoing training in behavioral observation, documentation, incident reporting, first aid, and supervision. Behavioral data is used to support timely referrals, and team-based reviews enhance responsiveness. Staff also show a clear understanding of when and how to report injuries. Staff are regularly refreshed on incident reporting requirements, first aid, and supervision practices.

RECOMMENDATIONS

ChildPlus can be difficult to navigate, limiting staff ability to create tailored reports or manage tasks such as to-do lists. Some data is collected for compliance but not consistently used to inform individualized planning or instruction. Behavioral data does not always translate into targeted strategies or behavior support plans, and the effectiveness of existing plans is not consistently monitored. Injury reports are sometimes completed late, reducing accuracy, and some reports lack critical details (time, location, supervision level, cause).

ACTION PLAN

To address these concerns, the program will focus on strengthening ChildPlus utilization, improving team-based data discussions, and ensuring that flagged data—such as DECA results— are clearly communicated to the Mental Health and Education teams. Clear expectations for injury reporting will be defined and reinforced, and routine reviews of health and safety data will help identify patterns and guide prevention efforts. These steps will enhance data-driven decision-making, improve child safety, and support more responsive, individualized care across the program. - **this will be an ongoing process.**

Family Services Data

AREAS OF STRENGTH

The program demonstrates strong family engagement practices supported by meaningful data collection, strong community partnerships, and a relationship-based approach. Community Needs Assessments, parent surveys, and DECA results guide staff training, service delivery, and conversations with families around their child's needs. Robust partnerships—including Sub for

Santa, Policy Council, school collaborations, and local service providers—expand available support and help families access needed resources.

The program has strengthened systems such as attendance success plan tracking, streamlined registration processes, and the use of Learning Genie to maintain consistency when children change classrooms. Family goals directly inform staff training offerings, leading to expanded resources in areas such as mental health and employment support. Parent surveys are now online, increasing participation, and staff continue to support families through "soft handoffs" and individualized goal setting grounded in trust, measurable progress, and ongoing follow-up.

RECOMMENDATIONS

Despite these strengths, barriers continue to affect family participation and student attendance. Transportation challenges, inconsistent work schedules, and unmet basic needs can limit engagement and impact program headcounts. Some family-provided data, such as Brigance information, is underutilized by teaching staff, resulting in missed opportunities to respond to parent-identified concerns. Additionally, the current process for uploading Release of Information forms into ChildPlus still requires a secondary "paper trail," creating unnecessary duplication of effort.

ACTION PLAN

To address these concerns, the program will increase communication to families about how their feedback shapes program decisions, continue to acknowledge and reduce participation barriers outside of families' control, and explore whether ChildPlus reporting features can confirm form submission to eliminate redundant notification steps. These actions will increase efficiency, strengthen communication, and ensure family input is meaningfully integrated into program practices. - **this will be an ongoing process**.

Survey and Forms

AREAS OF STRENGTH

When it comes to surveys and forms, Davis Head Start has a solid foundation in collecting and using data with a score of 11.5/20. The program excels in the Collection stage, seizing many opportunities throughout the year to send forms to staff and parents and include them in the data collection process. The program also has a strong handle on the Planning step of the process, using data to advance program performance in goals and objectives and catering to the needs of staff and families.

RECOMMENDATIONS

There are, however, several areas for improvement. The first is in the Analysis step. This may depend on the type of data, but frequently, the analysis consists of browsing through responses

and coming to conclusions in that way. This may be a sufficient approach in many cases and will be up to the discretion of leadership to know if this is sufficient for program needs. Another potential area for growth is Act. The program collects many data points, and the actions taken on them are not always clear. Sometimes when actions are taken, they are not always revisited. The review step is sometimes inconsistent and is difficult to grade. Sometimes no review occurs at all, and sometimes the review process is rigorous and complete. It depends on what the programs need and priorities are at the time.

ACTION PLAN

Formalize Data Analysis: Develop a standardized process for analyzing surveys and form data. This could include using simple tools (spreadsheets, dashboards, or charts) to identify trends, patterns, and priority areas. Assign a staff member or team to ensure analysis is systematic and consistent. - **this is an ongoing process that will be looked at quarterly**.

 Document and Communicate Actions Taken: Create a clear process for documenting actions resulting from data insights. For example, after analyzing survey results, list specific steps the program will take, assign responsibility, and set a timeline. - **this will be an ongoing process at each data point.**

 Implement a Scheduled Review: Schedule regular checkpoints (quarterly or bi-annually) to review actions taken, assess their impact, and determine whether additional steps are needed. Make this review part of a standard workflow, so it happens consistently regardless of competing priorities. - **quarterly**

Close the Feedback Loop: Communicate outcomes back to staff and families, showing how their input led to action. This reinforces the value of participation and strengthens engagement. - **Quarterly staff meetings.**

Education:

Data Driven Systems

AREAS OF STRENGTH

Across all areas of review, the Education Department demonstrated strong progress this year, particularly in instructional quality, staff engagement in professional development, and the integration of new monitoring systems. CLASS scores showed notable improvement, with Instructional Learning Formats increasing by 0.32, an indicator of strengthened teacher–child interactions and more intentional learning experiences. Staff participation in DLL and CBI trainings reflected a deep commitment to building skills and applying new strategies in practice. Observations across Early Head Start and Preschool classrooms revealed that teachers know their children well, respond sensitively to their needs, and implement individualized supports with intentionality. Additionally, the transition to a digital monitoring system has increased real-time

visibility into classroom practices and strengthened collaboration between the Education Manager and Specialists.

RECOMMENDATIONS

At the same time, the self-assessment identified targeted opportunities to deepen the effectiveness and consistency of instructional practices. Staff across programs expressed a desire for more training in using TSG data to drive lesson planning, designing individualized activities, and strengthening small-group scaffolding. Behavior Management remains an area for continued focus, and feedback from CBI surveys underscored the value of additional hands-on practice and ongoing support. Internal and external observations also revealed the need for more detailed lesson plans and tighter alignment between written plans and classroom implementation.

ACTION STEPS

Looking ahead, the department is well positioned for growth. Next steps include expanding training in individualization and data-driven instruction, creating ready-to-print DLL visual supports, refining CBI training pathways, including role-specific modules, and continuing to improve proficiency with digital monitoring tools. The department also plans to increase the use of outside reviewers during CLASS assessments to ensure objectivity and fresh perspectives. With these targeted actions, the Education Department will continue building strong, consistent practices that support high-quality, individualized instruction for all children.