Instructions and Template for Completing the Desired Results Developmental Profile Classroom Summary of Findings

California Department of Social Services
Child Care and Development Division
CDSS Form 3900, March 2025

DRDP Classroom Summary of Findings Instructions

A critical step toward supporting children's learning and developmental progress is for teachers in California Department of Social Services (CDSS) programs (General Child Care and Development (CCTR), Family Child Care Home Education Networks (CFCC / FCCHEN), and Migrant Child Care and Development Program (CMIG)) and FCCHEN staff to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should use the individual developmental profiles and the summary of all developmental profiles for the classroom as a guide for ongoing planning. FCCHEN staff should refer to the individual developmental profiles and the summary of all developmental profiles for the home as guides for supporting providers with ongoing planning.

To help ensure that DRDP data are linked to ongoing classroom or group planning for children, the DRDP–Summary of Findings (CDSS Form 3900) has been developed as a resource. The DRDP–Summary of Findings is a recommended form to help teachers, FCCHEN staff, and providers plan. Whether this resource is used or the program develops its own form, the written process must be completed and include all information detailed below to ensure activity plans reflect the results of classroom or family child care home DRDP data.

CDSS Form 3900 includes four sections: 1) Key Findings, 2) Action Steps, 3) Expected Completion Date and/or Ongoing Implementation and Persons Responsible, and 4) Follow-Up and Reflection. The first three sections of this form are completed after the first 60-day observation period. Complete the Follow-Up and Reflection section periodically and record reflections after the six-month follow-up observation period to document progress on the key findings.

Contractor Information Instructions

- Contractor Legal Name
- Center-Based or Family Child Care Home
- Planning Date (date the first three sections of the form are completed)
- Lead Planner Name and Position
- Follow-up Date(s) (dates indicating when the Action Steps have been reviewed during the following six months**)**
    - The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

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Findings from Developmental Profiles Instructions

- Summarize and review the results of the DRDPs after the first 60-day observation period.
- Identify trends or patterns in children's development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data.

Action Steps Implementation Instructions

- Develop and write attainable Action Steps to address the key finding(s).
- Action Steps should include new approaches, modifications, and/or changes to:
    - Planned learning opportunities, indoors and outdoors
    - Interactions and strategies to support the development of key findings
    - The environment and materials
    - Strategies that help families engage in supporting the development of their child

The following are resources for teachers and providers when developing Action Steps:

- The California Preschool Curriculum Framework
- The California Infant/Toddler Curriculum Framework
- Infant/Toddler Learning Development Guidelines, Second Edition
- Preschool English Learners Guide, Second Edition
- The Guidelines for Early Learning in Child Care Home Settings
- California Early Childhood Online (CECO) Modules
- Inclusion Works
- Center on the Social and Emotional Foundations for Early Learning
- Family Partnership and Culture
- California Infant-Toddler Learning and Development Foundations, Second Edition

Expected Completion Date and/or Ongoing Implementation and Persons Responsible Instructions

- Enter the date when the Action Steps will be completed.
    - Enter “Ongoing” when the Action Step implementation will continue throughout the year.
- Identify the key person(s) who will be responsible for each Action Step.

Follow-up and Reflection Instructions

- Periodically review the status of the Action Steps, completion dates, persons responsible, and follow-up.
- Record modifications or changes needed to complete the Action Steps and expected completion dates.
- After the six-month follow-up observation period, tally and review the results of the DRDPs.
    - Reflect on the results and record progress on the key finding(s), including data.

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Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (CCTR, CFCC, CMIG, FCCHEN)

Contractor Legal Name: Happy Day Preschool	
Contract Type: Center-Based	**Age Group:** Preschool
Planning Date: October 14, 2025	**Lead Planner Name and Position:** Ms. Baker – Lead Teacher
Follow-up Date(s): November 15, December 15, January 15, and February 15	**Follow-up Lead Planner Name and Position:** Mr. Brown and Ms. Woods (Associate Teachers)

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

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	**Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?**	**Ask: How do we accomplish our goals?**	**Ask: By when?**
42% of the class is at Building Earlier in the Math domain	1. Give families a handout (at the quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions. 2. Teachers will model mathematical language by thinking out loud when talking with children and describing the child's actions using math concepts in small groups 3x a week. 3. Implement patterning and shape activities in morning circle 3x a week.	1. Mr. Brown will create "go home math boxes" (deck of cards, set of 20 manipulatives, rulers, and measuring tape) and include a set of open-ended questions for all families by November 15. 2. Ms. Woods will research the foundations and create a list of mathematical terminology for teachers to use during small group. Two new focus words will be introduced each week. This will be completed by November 15 and continue throughout the year. 3. Ms. Baker will include 3-dimensional shapes and unusual shapes in the morning circle 3x a week.	[Enter follow-up and reflection]