

SAN DIEGO QUALITY PRESCHOOL INITIATIVE
QUALITY COUNTS CALIFORNIA (QCC) Rating Matrix

| ELEMENT | 1 POINT | 2 POINTS | 3 POINTS | 4 POINTS | 5 POINTS |
|---|---|---|---|--|---|
| CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS | | | | | |
| 1. Child Observation | <input type="checkbox"/> Not required | <input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development | <input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with <i>CA Foundations & Frameworks¹</i> twice a year | <input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning | <input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning |
| 2. Developmental and Health Screenings | <input type="checkbox"/> Meets Title 22 Regulations | <input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i>) used at entry, then: <ol style="list-style-type: none">AnnuallyOREnsures vision and hearing screenings are conducted annually | <input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2 |
| CORE II: TEACHERS AND TEACHING | | | | | |
| 3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH) | <input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices] | <input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit | <input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually | <input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually |
| 4. Effective Teacher–Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available) | <input type="checkbox"/> Not Required | <input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site | <input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan | <input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support – 5 ▪ Instructional Support – 3 ▪ Classroom Organization – 5 Toddler ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 Infant ▪ Responsive Caregiving (RC) – 5.0 | <input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant ▪ Responsive Caregiving (RC) – 5.5 |

1. Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

2. For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

| ELEMENT | 1 POINT | 2 POINTS | 3 POINTS | 4 POINTS | 5 POINTS |
|--|---|--|---|---|--|
| CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership | | | | | |
| 5. Ratios and Group Size (Centers Only beyond licensing regulations) | <input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i> | <input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36 | <input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24 | <input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20 | <input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20 |
| 6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R) | <input type="checkbox"/> Not Required | <input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan | <input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0 | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education |
| 7. Director Qualifications (Centers Only) | <input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration | <input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit | <input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually |
| TOTAL POINT RANGES | | | | | |
| Program Type | Common-Tier 1 | Local-Tier 2³ | Common-Tier 3 | Common-Tier 4 | Local-Tier 5⁴ |
| Centers 7 Elements for 35 points | Blocked (7 points) – Must Meet All Elements | Point Range 8 to 19 | Point Range 20 to 25 | Point Range 26 to 31 | Point Range 32 and above |
| FCCHs 5 Elements for 25 points | Blocked (5 points) – Must Meet All Elements | Point Range 6 to 13 | Point Range 14 to 17 | Point Range 18 to 21 | Point Range 22 and above |

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

4. Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015