## Quality Counts California

### Quality Continuum Framework – Measured Quality Elements

**July 2023**

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core I: Child Development and School Readiness</td>
<td>▪ Not Required</td>
<td>▪ Program uses evidence-based child assessment or observation tool annually that covers all five domains of development</td>
<td>▪ Program uses valid and reliable child assessment or observation tool aligned with the most recent iteration of the California Learning Foundations twice a year</td>
<td>▪ Desired Results Developmental Profile (DRDP) is administered twice a year, at minimum, and results are used to inform curriculum planning</td>
<td>▪ Program uses DRDP twice a year and uploads into DRDP Online or DR Access, and results are used to inform curriculum management</td>
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<tr>
<td>1. Child Observation</td>
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<tr>
<td>2. Developmental and Health Screenings</td>
<td>▪ Meets Title 22 Regulations</td>
<td>▪ Health Screening Form (Community Care Licensing form LIC701 “Physician’s Report – Child Care Centers” or equivalent) used at entry, then: ▪ Annually OR ▪ Ensures vision and hearing screenings are conducted annually</td>
<td>▪ 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 ▪ Meets criteria from point level 2</td>
<td>▪ Program works with families to ensure screening of all children using the Ages and Stages Questionnaire (ASQ) at entry and as indicated by results thereafter AND ▪ Meets criteria from point level 2</td>
<td>▪ Program works with families to ensure screening of all children using the ASQ and ASQ-Social Emotional, if indicated, at entry, then as indicated by results thereafter AND ▪ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND ▪ Meets criteria from point level 2</td>
</tr>
<tr>
<td>Core II: Teachers and Teaching</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
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</table>
| 3. Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH) | - Meets Title 22 Regulations  
**Center**: 12 units of Early Childhood Education (ECE) or Child Development (CD)¹  
**FCCH**: 16 hours of training on preventative health practices | - **Center**: 24 units of ECE or CD  
OR Associate Teacher Permit  
**FCCH**: 12 units of ECE or CD  
OR Associate Teacher Permit | - 24 units of ECE or CD, plus 16 units of General Education  
OR Teacher Permit  
AND  
21 hours of professional development (PD) annually  
| - **FCCH**: 12 units of ECE or CD  
OR Associate Teacher Permit  
| - 24 units of ECE or CD, plus 16 units of General Education  
OR Teacher Permit  
AND  
21 hours of PD annually  
| - Bachelor’s degree (BA/BS) in ECE or CD (or a closely related field)  
OR BA/BS in any field plus/w/ 24 units of ECE or CD (or a master’s degree in ECE or CD)  
OR Program Director Permit  
AND  
21 hours of PD annually  

<table>
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<th>Core II: Teachers and Teaching</th>
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| 4. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS) | - Not required  
Familiarity with CLASS for appropriate age group as available by one representative from the site | - Independent CLASS assessment by a reliable observer to inform the program’s PD or improvement plan  
OR  
Informal assessment and results used to inform Quality Improvement Plan and staff PD plan | - Independent CLASS assessment by a 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 – 5 | - Independent CLASS assessment by a reliable observer 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 – 5.5 | - Bachelor’s degree (BA/BS) in ECE or CD (or a closely related field)  
OR BA/BS in any field plus/w/ 24 units of ECE or CD (or a master’s degree in ECE or CD)  
OR Program Director Permit  
AND  
21 hours of PD annually  

¹ For all ECE or CD units, the core eight are desired, but not required.  
Note: Point values are not indicative of Tiers 1 through 5, but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).
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<tr>
<td>Core III: Program and Environment</td>
<td>▪ Center: Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36</td>
<td>▪ 12 units of ECE or CD, plus/with 3 units in management or administration</td>
<td>▪ 24 units of ECE or CD, plus/with 16 units General Education, plus/with 3 units in management or administration OR Master Teacher Permit</td>
<td>▪ AA/AS with 24 units of ECE or CD, plus/with 6 units in management or administration and 2 units in supervision OR Site Supervisor Permit AND 21 hours of PD annually</td>
<td>▪ BA/BA with 24 units in ECE or CD, plus/with 8 units in management or administration OR Program Director Permit AND 21 hours of PD annually</td>
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<tr>
<td>San Mateo County consortium local implementation</td>
<td>Completion of ERS Check List</td>
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</table>

**Total Point Ranges**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common Tier 1</th>
<th>Local Tier 2(^2)</th>
<th>Common Tier 3</th>
<th>Common Tier 4</th>
<th>Local Tier 5(^3)</th>
</tr>
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<tbody>
<tr>
<td><strong>Centers</strong></td>
<td>▪ Blocked (6 points) – must meet all elements</td>
<td>▪ 7 to 16 points</td>
<td>▪ 17 to 22 points</td>
<td>▪ 23 to 26 points</td>
<td>▪ 27 points and above</td>
</tr>
<tr>
<td>6 elements for 30 points</td>
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<tr>
<td><strong>FCCCHs</strong></td>
<td>▪ Blocked (4 points) – must meet all elements</td>
<td>▪ 5 to 9 points</td>
<td>▪ 10 to 13 points</td>
<td>▪ 14 to 17 points</td>
<td>▪ 18 points and above</td>
</tr>
<tr>
<td>4 elements for 20 points</td>
<td></td>
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\(^2\) Local Tier 2: Local decision if blocked or points and if there are additional elements.

\(^3\) Local Tier 5: Local decision if there are additional elements included.

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