

Center Matrix – Sonoma County

TOTAL POINT RANGES					
Program Type	<input type="checkbox"/> Common-Tier 1 NO POINT VALUE MUST MEET ALL ELEMENTS	<input type="checkbox"/> Local-Tier 2 Point Range	<input type="checkbox"/> Common-Tier 3 Point Range	<input type="checkbox"/> Common-Tier 4 Point Range	<input type="checkbox"/> Local-Tier 5 Point Range
<input type="checkbox"/> Centers: 7 Elements for 35 points	Blocked	8 to 19	20 to 25	26 to 31	32 and above AND meet all local requirements
<input type="checkbox"/> FCCHs: 5 Elements for 25 points	Blocked	6 to 13	14 to 17	18 to 21	22 and above AND meet all local requirements

Points In Each Element

1. **Child Observation** _____
2. **Developmental and Health Screenings** _____
3. **Minimum Qualifications for Lead Teacher/FCCH** _____
4. **Effective Teacher-Child Interactions: CLASS** _____
5. **Ratios and Group Size** _____
6. **Program Environment Rating Scale** _____
7. **Director Qualifications (Centers Only)** _____

TOTAL SCORE _____

Quality Review Visit Date: _____

Site Name: _____

Rater Name: _____

Program Director: _____

Rater Signature

Program Director Signature

CORE I: Child Development and School Readiness

1. CHILD OBSERVATION

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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/observ ation tool aligned with CA <i>Foundations & Frameworks</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 are used to inform curriculum planning Local Requirements: <input type="checkbox"/> Parent/Teacher conferences 2X per year to discuss DRDP Developmental Progress Report, get parent feedback, and encourage parent to share information with child's next teacher. <input type="checkbox"/> Fully integrating the Foundations and Frameworks/DRDP standards as demonstrated by lesson plans which are visibly posted

– DOCUMENTATION / NOTES

CORE I: Child Development and School Readiness

2. DEVELOPMENTAL AND HEALTH SCREENING

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report – Child Care Centers" or equivalent) used at entry, then: <ol style="list-style-type: none"> 1. <input type="checkbox"/> Annually OR 2. <input type="checkbox"/> Conducts vision and hearing screenings annually 	<input type="checkbox"/> Program works with families to screen all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ at entry and as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2 Local Requirement: <input type="checkbox"/> Implementing a nutrition and physical activity wellness policy (i.e. parent handbook, lesson plans, curriculum) <input type="checkbox"/> Provide written resources to parents promoting healthy choices (i.e., healthy eating, physical activity, screen time, sleep) in parents' home language

– DOCUMENTATION / NOTES

CORE II: Teachers and Teaching

3. MINIMUM QUALIFICATIONS FOR LEAD TEACHER/FAMILY CHILD CARE HOME (FCCH)

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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]	Center: <input type="checkbox"/> 24 units of ECE/CD OR <input type="checkbox"/> Associate Teacher Permit FCCH: <input type="checkbox"/> 12 units of ECE/CD OR <input type="checkbox"/> Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR <input type="checkbox"/> 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 <input type="checkbox"/> AA/AS in any field plus 24 units of ECE/CD OR <input type="checkbox"/> 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 <input type="checkbox"/> BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR <input type="checkbox"/> Program Director Permit AND <input type="checkbox"/> 21 hours PD annually Local Requirement: <input type="checkbox"/> Professional Growth Plan for all teaching staff in center or for FCCH program <input type="checkbox"/> Lead Teacher/FCCH has 4 of their last 42 hours of PD (within 2 years prior to rating) focused on needs of diverse families (i.e. special needs, dual language learners, non-traditional families).

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4. EFFECTIVE TEACHER-CHILD INTERACTIONS: CLASS ASSESSMENT

CORE III: Program and Environment

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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: <ul style="list-style-type: none"> <input type="checkbox"/> Pre-K <ul style="list-style-type: none"> ▪ Emotional Support – 5 ▪ Instructional Support – 3 ▪ Classroom Organization – 5 <input type="checkbox"/> Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 <input type="checkbox"/> Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.0 	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <ul style="list-style-type: none"> <input type="checkbox"/> Pre-K <ul style="list-style-type: none"> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 <input type="checkbox"/> Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 <input type="checkbox"/> Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.5

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5. RATIOS & GROUP SIZE

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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 & group size of no more than 20

- DOCUMENTATION / NOTES

6. PROGRAM ENVIRONMENT RATING SCALE(S) – SETTINGS: ECERS-R, ITERS-R, OR FCCERS-R

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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 <input type="checkbox"/> Current National Accreditation approved by the California Department of Education

– DOCUMENTATION / NOTES

7. GOAL: DIRECTOR QUALIFICATIONS

1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<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 <u>OR</u> <input type="checkbox"/> Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/-with 6 units management/administration and 2 units supervision <u>OR</u> <input type="checkbox"/> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/-with 8 units management/administration <u>OR</u> <input type="checkbox"/> Program Director Permit <u>AND</u> <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, <u>OR</u> <input type="checkbox"/> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually Local Requirement: <input type="checkbox"/> At least 50% of PD focused on serving children 0-5

- DOCUMENTATION / NOTES