

QUALITY COUNTS VENTURA COUNTY RATING MATRIX

1 POINT License in Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS High-Quality
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS				
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 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 Online and results used to inform curriculum planning
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"</i>) used at entry, then: <ol style="list-style-type: none"> Annually OR Ensures 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, annually, and 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				
Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)				
<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> 24 units of ECE/CD or Associate Teacher Permit <input type="checkbox"/> FCCH : 12 units of ECE/CD or Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE and 16 units of General Education or Teacher Permits 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 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

¹Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

² Local-Tier 5: Local decision if there are additional elements included California Department of Education, Updated May 28, 2015; Effective July 1, 2015

VCOE Rev. 5.8.2017; Effective July 1, 2017 (updated July 1 2020); updated June 2022; effective July 1, 2022; reviewed September 23, 2022)

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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 (e.g., 2-hour Overview training, on-line or face-to-face via facilitator) 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 (e.g. Quality Improvement Plan (QIP)/staff professional development (PD) plan) OR Informal assessment and results used to inform Quality Improvement Plan and staff professional development plan.	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Classroom Organization – 5 ▪ Instructional Support –3 Toddler ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 Infant ▪ Responsive Caregiving – 5.0	<input type="checkbox"/> Independent CLASS assessment with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Classroom Organization – 5.5 ▪ Instructional Support – 3.5 Toddler ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant ▪ Responsive Caregiving – 5.5
CORE III: PROGRAM AND ENVIRONMENT – Administration and Leadership				
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 (Excluded from point values)	<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
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 (QIP)	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's QIP	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's QIP and staff PD plan	<input type="checkbox"/> Current National Accreditation approved by the California Department of Education

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Director Qualifications (Centers Only)				
<input type="checkbox"/> 12 core ECE/CD units (ECE, CD, family/consumer studies, or related field) plus 3 units management/administration	<input type="checkbox"/> 24 core ECE/CD units, plus 16 General Education units, plus 3 management/administration units <u>or</u> Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 core ECE/CD units, plus 6 management/administration units, plus 2 units of supervision <u>or</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 core ECE/CD units, plus 8 management/administration units <u>or</u> Program Director Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 24 units core ECE including specialized courses, 8 units management/administration, <u>or</u> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually

TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ¹	Common-Tier 3	Common-Tier 4	Local-Tier 5 ²
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
Additional Local Tier Requirement(s)					<input type="checkbox"/> All teachers complete training on Foundations and Framework, (Overview <u>and</u> Volume 1 for preschool <u>or</u> Overview and all domains for infant/toddler teachers)* *All teachers who have been on staff for a minimum of 6 months and who have responsibility for instruction and child assessments.

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