

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 (7 points) – Must meet all elements	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 (5 points) – Must meet all elements	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/ observation tool aligned with <i>CA 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/Caregiver conferences 2X per year to discuss DRDP Developmental Progress Report, get parent/caregiver feedback, and encourage a parent/caregiver 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

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 <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. <input type="checkbox"/> 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 <p style="text-align: center;">AND</p> <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 <p style="text-align: center;">AND</p> <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 <p style="text-align: center;">AND</p> <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate <p style="text-align: center;">AND</p> <input type="checkbox"/> Meets Criteria from point level 2 <p>Local Requirement:</p> <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

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]	<p>Center:</p> <input type="checkbox"/> 24 units of ECE/CD OR <input type="checkbox"/> Associate Teacher Permit <p>FCCH:</p> <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 <p>Local Requirement:</p> <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).

- DOCUMENTATION / NOTES:

4. EFFECTIVE TEACHER-CHILD INTERACTIONS: CLASS ASSESSMENT

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 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: <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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CORE III: Program and Environment

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

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CORE III: Program and Environment

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"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan and staff professional development plan.	<input type="checkbox"/> Current National Accreditation approved by the California Department of Education

– DOCUMENTATION / NOTES

CORE III: Program and Environment

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 OR <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 OR <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> Administrative Credential AND <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