



Quality Counts California

Quality Continuum Framework – Measured Quality Elements

July 2023

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core 1: Child Development and School Readiness 1. Child Observation	<ul style="list-style-type: none"> Not Required 	<ul style="list-style-type: none"> Program uses evidence-based child assessment or observation tool annually that covers all five domains of development 	<ul style="list-style-type: none"> Program uses valid and reliable child assessment or observation tool aligned with the most recent iteration of the <i>California Preschool Learning Foundations</i> twice a year 	<ul style="list-style-type: none"> Desired Results Developmental Profile (DRDP) is administered twice a year, at minimum, and results are used to inform curriculum planning 	<ul style="list-style-type: none"> Program uses DRDP twice a year and uploads into DRDP Online or DR Access, and results are used to inform curriculum
Core I: Child Development and School Readiness 2. Developmental and Health Screenings	<ul style="list-style-type: none"> Meets Title 22 Regulations 	<ul style="list-style-type: none"> Health Screening Form (Community Care Licensing form LIC701 “Physician’s Report – Child Care Centers” or equivalent) used at entry, then: <ul style="list-style-type: none"> Annually Ensures vision and hearing screenings are conducted annually 	<ul style="list-style-type: none"> 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 Meets criteria from point level 2 	<ul style="list-style-type: none"> 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 Meets criteria from point level 2 	<ul style="list-style-type: none"> 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 Program staff uses children’s screening results to make referrals and implement intervention strategies and adaptations as appropriate Meets criteria from point level 2

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Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core II: Teachers and Teaching 3. Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH)	<ul style="list-style-type: none"> Meets Title 22 Regulations Center: 12 units of Early Childhood Education (ECE) or Child Development (CD)¹ FCCH: 15 hours of training on preventative health practices 	<ul style="list-style-type: none"> Center: 24 units of ECE or CD OR Associate Teacher Permit FCCH: 12 units of ECE or CD OR Associate Teacher Permit 	<ul style="list-style-type: none"> 24 units of ECE or CD, plus 16 units of General Education OR Teacher Permit AND 21 hours of professional development (PD) annually 	<ul style="list-style-type: none"> Associate’s degree (AA/AS) in ECE or CD (or a closely related field) OR AA/AS in any field plus 24 units of ECE or CD OR Site Supervisor Permit AND 21 hours of PD annually 	<ul style="list-style-type: none"> Bachelor’s degree (BA/BS) in ECE or CD (or a closely related field) OR BA/BS in any field plus/with 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
Core II: Teachers and Teaching 4. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS)	<ul style="list-style-type: none"> Not required 	<ul style="list-style-type: none"> Familiarity with CLASS for appropriate age group as available by one representative from the site 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 (RC) – 5 	<ul style="list-style-type: none"> 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: RC – 5.5

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).

Total Point Ranges

Program Type	Common Tier 1	Local Tier 2 ²	Common Tier 3	Common Tier 4	Local Tier 5 ³
FCCHs 4 elements for 20 points	Blocked (4 points) – must meet all elements	5 to 9 points	10 to 13 points	14 to 17 points	18 points and above

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.