



WEST SACRAMENTO HOME RUN QUALITY RATING AND IMPROVEMENT SYSTEM
ADAPTED FROM CALIFORNIA QUALITY RATING AND IMPROVEMENT SYSTEM (CA-QRIS) (effective July 1, 2015)
REVISED 11/08/2023

ELEMENT	Tier 1 (1 POINT)	Tier 2 (2 POINTS)	Tier 3 (3 POINTS)	Tier 4 (4 POINTS)	Tier 5 (5 POINTS)
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observations	<input type="checkbox"/> Program participates In Observation/ Assessment training	<input type="checkbox"/> Program uses informal observations used to guide activity planning	<input type="checkbox"/> Program uses approved Child assessment/ observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessments/observation tool aligned with <i>CA Foundations & Frameworks</i> twice a year	<input type="checkbox"/> <i>DRDP (or DRDP tech)</i> (minimum twice a year) and results used to inform curriculum planning
2. Developmental and health screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screenings Form (Community Care Licencing form <i>LIC 701 "Physician's Report-Child Care Centers"</i> or equivalent) used at enrollment then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screenings of all children using a valid and reliable developmental screening tool at enrollment and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point Tier 2	<input type="checkbox"/> Program works with families to ensure screenings of all children using the ASQ at enrollment and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point Tier 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ SE , if indicated at enrollment then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referral and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets criteria from Tier 2
3. Inclusion	<input type="checkbox"/> Program has familiarity with licensing regulations serving children with disabilities in the early learning environment <input type="checkbox"/> Attend fundamental professional development (i.e.: Teaching Pyramid (TP) Fundamentals; ERS trainings; Anti Bias; DRDP	<input type="checkbox"/> Willing to enroll children in care with disabilities; Documentation (from local Resource & Referral) AND PD <input type="checkbox"/> CECO: Inclusion Works 2 hrs each (2 modules) OR <input type="checkbox"/> Introduction to Beginning Together (BT) OR <input type="checkbox"/> Attend TP (3 Modules) OR <input type="checkbox"/> Attend SELPA trainings on evidence-based practices	<input type="checkbox"/> Attend TP (5 Modules) OR <input type="checkbox"/> 3 Units post-secondary level course that has specific content to working with children with disabilities	<input type="checkbox"/> Meet criteria from point Tier 3 AND <input type="checkbox"/> Attend Full BT series training AND <input type="checkbox"/> Goals of the child are individualized and tied to curriculum, utilizing the Building Blocks framework/tools	<input type="checkbox"/> Meet criteria from point Tier 4 AND <input type="checkbox"/> Documentation of FULL integration of support services; attend IEPs; and, clear plan in place for coordination of services for the child

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE II: TEACHERS AND TEACHING					
<p>4. Minimum Qualification for Lead Teacher/Family Child Care Home (FCCH) owner</p> <p><i>*ALL Professional Development (PD) hours (hrs.) annually; must be connected to Quality Improvement Plan (QIP)</i></p>	<input type="checkbox"/> Center: Meets Title 22 Regulations (Center: 12 units of Early Childhood Education (ECE)/ Child Dev (CD) AND <input type="checkbox"/> 6 hrs. of PD annually <input type="checkbox"/> FCCH: 15 hrs. of training on preventative health practices AND <input type="checkbox"/> 6 hrs of PD annually	<input type="checkbox"/> Center: 24 units of ECE/CD OR Associate Teachers Permit AND <input type="checkbox"/> 6 hrs of PD annually <input type="checkbox"/> FCCH: 6 units of ECE/CD OR Assistant teacher Permit AND <input type="checkbox"/> 6 hrs of PD annually OR 21 hours of PD annually	<input type="checkbox"/> Center: 24 units of ECE/CD+16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hrs PD annually <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit AND <input type="checkbox"/> 21 hrs PD annually	<input type="checkbox"/> Center: Associate 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 hrs PD annually <input type="checkbox"/> FCCH: 16 units of ECE/CD +16 units of General Education OR Family Child Care Certificate AND <input type="checkbox"/> 21 hrs of PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus 24 units of ECE/CD OR Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hrs. PD annually <input type="checkbox"/> FCCH: Associate degree in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD AND <input type="checkbox"/> 21 hrs. of PD annually
<p>5. Effective Teacher-Child Interaction: CLASS Assessments (*Use tool for appropriate age group as available)</p>	<input type="checkbox"/> Receives information on CLASS from coach.	<input type="checkbox"/> Familiarity with CLASS for appropriate age groups served at site	<input type="checkbox"/> Independent CLASS assessment by reliable observers to inform the program's Quality Improvement Plan (QIP)	<input type="checkbox"/> Independent CLASS by reliable observer with minimum CLASS scores Pre-K: <ul style="list-style-type: none"> Emotional Support (5) Instructional Support (3) Classroom Organization (5) Toddler: <ul style="list-style-type: none"> Emotion & Behavior Support (5) Engaged Support for Learning (3.5) Infant: <ul style="list-style-type: none"> Response Care (RC)(5) 	<input type="checkbox"/> Independent CLASS with minimum CLASS scores: Pre-K: <ul style="list-style-type: none"> Emotional Support (5) Instructional Support (3) Classroom Organization (5) Toddler: <ul style="list-style-type: none"> Emotion & Behavior Support (5) Engaged Support for Learning (3.5) Infant: <ul style="list-style-type: none"> Response Care (RC)(5)
CORE III PROGRAM AND ENVIRONMENTAL-Administration and Leadership					
<p>6. Program Environment Rating Scale(s) (*Use tool for appropriate setting ECERS-R, ITERS-R, FCCERS-R)</p>	<input type="checkbox"/> Receives information on ERS from coach	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of programs Quality Improvement Plan (QIP)	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan (QIP)	<input type="checkbox"/> Independent ERS assessment. ALL subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS ALL subscales completed and averaged to meet overall score level of 5.5 OR Current Nat. Accred. approved by the CDE
TOTAL POINT RANGES					
Program Types	Common-Tier 1	Local-Tier 2	Common-Tier 3	Common-Tier 4	Local-Tier 5
Centers/FCCH 6 Elements for 25 points	6 points -Must Meet All Elements	Point Range 10-16	Point Range 17-20	Point Range 21-24	Point Range 25 and above