



**Monterey County Office of Education
MCOE's Quality Indicator Guide for 2016-17**

Section 1: Stakeholder Engagement		
Minimally Proficient (Approved)	Exemplary (Approved)	Red Flags that could lead to revisions or require additional clarification in order to be approved
<p>Involvement Process and Impact on LCAP</p> <p>Includes ALL of the following in the boxes for Involvement Process and Impact:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes the districts process to engage: <ul style="list-style-type: none"> ○ Parents (DELAC, PAC, Other) ○ Pupils <p>And process to consult with</p> <ul style="list-style-type: none"> ○ School personnel/Local bargaining units ○ Community <p>In the development of the LCAP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes specific actions district took to meet requirements for engaging stakeholder in the review of LCAP: <ul style="list-style-type: none"> ○ Establish majority parent advisory committee comprised of parents of low-income students, English learners, and foster youth. ○ If 50 ELs make up at least 15% of district enrollment, establish majority EL parent advisory committee. ○ Present the LCAP to required committees 	<p>Includes ALL of the content in Column 1 AND includes ANY of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes what information was shared and how information was shared and how information was made available to stakeholders. <input type="checkbox"/> Describes how partnerships with community groups and parent organizations support facilitation and engagement processes. <input type="checkbox"/> Describes training opportunities for advisory committees(s) and student leaders on decision-making and leadership development. <input type="checkbox"/> Describes how input from engagement sessions and surveys were used to impact 15-16 LCAP. <input type="checkbox"/> Describes opportunities for Community input including but not limited to town Hall meetings, email input, phone input, etc. 	<p>If any of the following are found or missing after submission, a clarification letter and document response may be required for approval:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of specific method of engagement of students in development of LCAP <input type="checkbox"/> Lack of dates for Public Hearing and Approval

Section 1: Stakeholder Engagement		
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<ul style="list-style-type: none"> ○ Respond in writing to comments from required committees. ○ Hold a Public Hearing to solicit recommendations and comments at least one day prior to LCAP and budget adoption. <input type="checkbox"/> Describes the stakeholder involvement process for review of and its impact on the 15-16 LCAP.		
Annual Update (Reporting on 15-16 LCAP)		
Includes ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Describes the stakeholder involvement process for the review of the Annual Update and its impact on the development on the Annual Update. <input type="checkbox"/> Describes how Pac and DELAC were involved in the review of progress, including data reviewed, and the development of the Annual Update in Section 2. 	Includes ALL of the content required in Column 1 AND includes ANY of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the involvement of parents/ guardians in the LCAP process has supported and improves outcomes for pupils, related to the state priorities. <input type="checkbox"/> Describes how stakeholder involvement in the implementation of the LCAP is continued & supported. 	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

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<p>EVERY goal has a completed goal table.</p> <p>Includes ALL Content (i.e. no boxes are left blank nor are deleted) for Goals, Needs and Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Goals and any school-specific goals related to SPSA <input type="checkbox"/> 8 state priorities <input type="checkbox"/> Identified need with a description of the supporting data used <input type="checkbox"/> Specific expected measurable outcomes for all pupils (27 metrics) <input type="checkbox"/> For the Pupil Engagement/School Climate priorities metrics the rates are calculated using state-mandated formula: <ol style="list-style-type: none"> 1. Chronic Absenteeism 2. Middle School Drop Out 3. High School Graduation 4. Suspension Rate 5. Expulsion Rate <p>Includes ALL Content for Actions/Services within the Budgeted Expenditures Column:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes specific actions an LEA will take to meet the identified goals. <p>Meet the identified goals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Itemized dollar amount(s) required to complete Actions and/or Services <input type="checkbox"/> Expenditures classified using the California School Accounting Manual (CSAMO (e.g. SACS category, such as Certificated Salaries & Benefits) <input type="checkbox"/> Reference to all funding sources for each proposed expenditure, including the use of Supplemental & Concentration Grant funds, LCFF base funds. 	<p>Includes ALL of the content required in Column 1 AND includes ANY of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives a thoughtful and easily understood description of data examined and used to determine need. <input type="checkbox"/> Gives a thoughtful and easily understood description of how actions address the needs of all pupils, subgroup of pupils and specific school sites. <input type="checkbox"/> Clearly explains if actions/services are provided by staff including hiring of additional personnel 	<p>If any of the following are found or missing after submission a clarification letter and document may be required for approval:</p> <ul style="list-style-type: none"> <input type="checkbox"/> State Priorities are incorrectly checked/identified and not aligned to metrics for each goal <input type="checkbox"/> There is no identification of what data was used to determine priorities and goals <input type="checkbox"/> All required metrics are not accounted for within the plan <input type="checkbox"/> Metrics do not include a baseline and 3 years of targets <input type="checkbox"/> Purpose of funds unclear when allocated to sites <input type="checkbox"/> Targeted and/or other specific funds are not identified

Section 2: Annual Update

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<p>EVERY goal is included from the county approved previous year LCAP. Includes ALL Content (i.e. no boxes are left blank or deleted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal with associated state and /or local priority and application to school/subgroup <input type="checkbox"/> Expected and actual outcomes for all metrics associated with the state priority are included <input type="checkbox"/> Planned and actual scope of service/subgroup <input type="checkbox"/> Budgeted and Estimated Actual Annual expenditures: <ul style="list-style-type: none"> <input type="checkbox"/> Itemized dollar amount(s) spent to complete Actions and/ or Services <input type="checkbox"/> Actual Expenditures classified using the California school Accounting Manual (CSAM) <input type="checkbox"/> Reference to all funding sources for each expenditure identified, including the use of supplemental & concentration grant funds, and LCFF base funds. <input type="checkbox"/> Describes the differences between budgeted and estimated actual annual expenditures and reasons for the difference when 10% variance <p>Includes All of the following analysis:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews the progress toward the expected annual outcome(s). <input type="checkbox"/> Includes an assessment of the effectiveness of the specific actions <p>Includes ALL of the following Conclusions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes any changes to the actions or goals the LEA will take as a result of the review and assessment 	<p>Includes ALL of the content required in Column 1 AND includes ANY of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how these actions have addressed the needs of all pupils, subgroups of pupils and specific school sites. <input type="checkbox"/> Describes what information (quantitative and qualitative data) was examined <input type="checkbox"/> Describes changes to goals, actions/services, and expenditures as a result of the review <input type="checkbox"/> Recognition of information from May revision included 	<p>If any of the following are found or missing after submission a clarification letter and document may be required for approval.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Metric targets for 2015 and actual results for 2016 are not included for each of the required metrics <input type="checkbox"/> Actions are Services from the prior year are not listed or included in the Annual Update <input type="checkbox"/> Actual expenditures unclear, funding source not identified <input type="checkbox"/> Funds given to sites are not included with specifics as to the actions and services sites implemented with the funds <input type="checkbox"/> No clear analysis of actions and services provided in the “reflection box” <input type="checkbox"/> No justification for actual expenditures when over 10% of original budgeted item.

Section 3: Use of Supplemental and Concentration Funds (S/C) Proportionality

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<p>Both boxes 3a & 3b apply to ALL districts. They are fully completed, and include the following:</p> <p>3a. Total Amount of Supplemental and Concentration (S&C) Grants Funds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the correct amount of S&C funds, calculated using the latest FCMAT LCFF Calculator <input type="checkbox"/> Describes the actions and/or services to expend these funds <input type="checkbox"/> If funds are to be used in a district-wide or school-wide manner: ALL of the following MUST be included: <ol style="list-style-type: none"> 1. Describe use of funds 2. Justify how funds are “principally directed” towards unduplicated pupils and effective in meeting districts goals. 3. Describes how the services are the most effective use of funds with supporting research experience or educational theory. 	<p>Includes ALL of the content required in Column 1 AND includes ANY of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives a thoughtful and easily understood description of actions and/or services using Sup/Con funds that addresses the needs of all pupils, subgroups of pupils, and specific school sites. 	<p>If any of the following are found or missing after submission, a clarification letter and document may be required for approval.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dollar amount of Sup/Con funds not aligned to LCFF calculator <input type="checkbox"/> No justification for the actions and services is found nor how the selected actions/services are most effective in meeting the goal.