

CCEE Local Control & Continuous Improvement Workshop  
Social Q&A Questions

Bakersfield

November 15, 2016

**Part 1 Peak Users: 24 - Part 2A Peak Users: 22 – Part 2B Peak Users: 22  
Part 3 Peak Users: 18 – Part 4 Peak Users: 13**

Part	Votes	Engagement (Family/Community)
Part 2A	11	How is parent engagement evaluated? If parent engagement efforts are unsuccessful (i.e.: no parents show up) do districts need to change their method of parent engagement?
Part 2A	7	Does the state plan on offering options regarding evaluations used to measure school climate (CHKS) and parent input?
Part	Votes	Evaluation Rubrics
Part 1	11	How do we monitor progress? Is there a rubric?
Part 1	8	When will the evaluation rubric be available?
Part 2A	5	How do we measure the implementation of academic standards?
Part 2A	5	Evaluation Rubric- Why did the state board choose blue as the highest and red as the lowest? So, blue is good and red is bad. (Interesting with so much political conversation about blue and red states.) Why not stay away from politics and use green as highest?
Part 2B	5	Can the "all students" performance be higher than all/most of the subgroups?
Part 2B	5	Response to question: "Page 86- How can you have 633 ELs and only 573 Hispanic?" - Hispanic students are not the only English Language Learners.
Part 3	4	3C golden state unified data shows a suspension rate in blue (high performance) Does that signify that they have a high % of students being suspended, or that they are doing well in not suspending students ?
Part 2A	4	How does the performance categories (blue to red) apply to indicators like suspension rate?
Part 2B	4	Will this rubric information be school specific?
Part 3	4	Student groups: can I drill down by GENDER?
Part 2B	3	Page 86- How can you have 633 ELs and only 573 Hispanic?
Part 3	3	3D - do we not need to worry about yellow areas? Why are they not quantified in this graph?
Part 2A	2	What do slices of the pie represent?
Part 2B	2	What is there rational for the colors? Especially blue. If you are already high, and if you increase or decrease it won't change color. So by just looking at chart won't tell us anything.
Part 2B	2	Where is the rubric for exceptional students? What is the LEA doing for the students that can achieve beyond the "norm"?
Part 4	2	How are model practices identified and verified?
Part 2A	1	Will the reference charts be comprehensive to be able to compare both state and county data with local school districts?
Part 2B	1	Why is there such a wide gap in the % numbers?

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Part 3	1	Does the suspension rate include off campus suspensions and in-school suspensions?
<b>Part</b>	<b>Votes</b>	<b>Accountability</b>
Part 2B	7	Will schools be required to explain why there is no data available for a specific state indicator (resulting in an N/A on their evaluation rubric)? Will schools be required to produce data within a specific period of time after having an N/A?
Part 1	5	With the rubric, are we only accountable to our local community or is there State or COE oversight?
Part 2A	3	How will Priority 1 change or improve as we use a new accountability system?
Part 1	2	If you see an action is not providing the needed outcome are you committed for the entire 3yr cycle or can it be modified or eliminated?
<b>Part</b>	<b>Votes</b>	<b>Funding</b>
Part 1	3	How does LCAP/LCFF effect Basic Aid Districts who lose money from LCFF?
<b>Part</b>	<b>Votes</b>	<b>Resources/Support</b>
Part 1	10	Is there a document or source where a district can recognize a problem or need and find suitable resources or programs that can be used to address the problem or need?
Part 3	4	If I see poor outcomes for socioeconomic, how do I target resources for that group? I think this identifier is confidential.
Part 2B	4	Will this data be on a district site or state site or both?
Part 1	3	When will State technical assistance begin? Will there be a clear rubric?
Part 2A	3	When will our questions be addressed?
Part 4	3	It appears that the decisions around the talking points relate to the values of the particular group making that determination. How do we begin to help local groups begin to differentiate between the differences between equality and equity?
Part 1	2	Will the actual updated LCAP template with the revised indicators be housed on CDE website as it was last year?
Part 1	1	Will the Model Practices information be updated and be fluid as progress is made?
Part 4	2	Will we discuss 3E....support and Technical Assistance?
Part 2B	1	What recommended instrument do you recommend districts use for Local Performance Indicators Priority 2 implementation of State Acad. Stds.?
<b>Part</b>	<b>Votes</b>	<b>Development/Establishing the Evaluation Rubrics</b>
Part 1	17	Will the state consider the shift from CELDT to ELPAC for the EL Indicator in future years?
Part 1	10	Many of us would like to see a college career indicator for K-8. We have been working in this area for years and devote LCAP funds to this objective as well as time. College Career Readiness needs to begin early in a child's educational career to build that mindset. Might this be an option?

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Part 2B	8	How was the number 30 derived as the determining factor for a significant subgroup for data reporting purposes?
Part 1	4	How easy/complicated is it to make changes to goals or paths in the LCAP?
Part 2A	4	What's the thought behind having LEAs "self-determine" ratings for local performance indicators? Incentive to report "met"?
Part 2A	4	What about small school districts where a few students moving in our out can have a significant impact on the Status and Change?
Part 2B	4	Will the reference charts be comprehensive to be able to compare both state and county data with local school districts?
Part 3	3	So the Math and ELA data will compare disparate groups of students from one year to the next?
Part 2B	2	Will the reference chart, which is used to determine what color an LEA would receive, look the same for each of the seven state indicators?
Part 3	2	What information will be directly extracted from CALPADS and is the state considering on student information system for all districts?
Part 3	1	Where are the indicators for facilities and site staff morale?
<b>Part</b>	<b>Votes</b>	<b>Organization Specific</b>
Part 1	4	When did the CCEE come to be?