

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

Fresno

November 14, 2016

**Part 1 Peak Users: 150 - Part 2A Peak Users: 48 – Part 2B Peak Users: 22  
Part 3 Peak Users: 12 – Part 4 Peak Users: 11**

Part	Votes	Engagement (Family/Community)
Part 2A	7	How will parent engagement be measured?
Part 2A	6	How is parent engagement measured?
Part 2A	2	How might the judicial system assist the education system to help hold parents accountable for chronic absenteeism? Under the current system, it might be different depending upon the judge.
Part 3	1	How does a parent or community bank conclusions about school-based performance by simply looking at district wide performance rubrics?
Part	Votes	Evaluation Rubrics
Part 1	41	If there are only a few state indicators are ready by January will the state still release the LCAP Rubric to the general public?
Part 1	21	What school year will be our baseline for rubric data? 2014-15 or 2015-16 or 2016-17?
Part 2B	20	Is English Learner Chart referring to performance on the CELDT (future EL PAC) or re-designation rate?
Part 2B	20	Is there a similar school comparison?
Part 4	17	The two English learner categories are confusing. Is this difference defined somewhere?
Part 1	16	The draft evaluation rubrics, while more comprehensive than the old single-measure API scores, are so esoteric that it's difficult for even educators to understand how our schools and districts are doing. How can we make the evaluation rubrics useful/accessible for all our stakeholder groups - esp. students & families?
Part 4	14	ELs/ SpEd who have alternative assessment listed in their IEPs receive the lowest SS on CELDT. How can they be counted fairly with the EL indicator?
Part 4	13	Can we relabel one of the English Learner labels? It's confusing.
Part 2B	12	Will we receive data by district and by site?
Part 4	12	Will charter school data be included with our district results?
Part 1	10	Has the rubric been approved by state board?
Part 2A	10	How is info and data from the Local Indicators compiled and evaluated for the Evaluation Rubric?

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Part 1	9	Will there be a specific data base that will be the "accurate" data that we use for the rubric?
Part 2A	9	If a student is suspended more than once do they get counted more than once in the suspension rate?
Part 2A	9	When looking at 7 state priorities, what happened to the 11th grade assessment results? Why are they not included?
Part 2B	9	How is a student attributed to a school? Continuous enrollment? Everyone cumulatively enrolled more than X number of days?
Part 3	9	Will evaluation rubrics only be available at the LEA level, or will the measures be sortable by school and/or grade level
Part 2B	8	Does on-campus suspension still impact the suspension rates? Is this why more schools are doing more on-campus suspensions?
Part 3	8	Are students represented more than once? For example does a white student with a disability get represented in both groups?
Part 2A	6	When will percentages and cut points for the rubrics be finalized?
Part 2B	3	What are the 11 student groups?
Part 2A	2	Should we view the category of medium the same as taking the median?
Part 2A	2	Local climate survey, is this a state designed survey or is this designed by the LEA?
Part 3	2	To use the same #s for ELs on ELA assessment seems silly. That's why they are EL. Shouldn't their subgroup have diff rubric?
<b>Part</b>	<b>Votes</b>	<b>LCAP/Accountability</b>
Part 1	27	How will CCEE determine if their efforts are helping schools, districts and COE's?
Part 1	24	How will the LCFF Eval Rubrics be used for ESSA accountability in California?
Part 2A	18	Much of the stakeholder engagement will happen prior to the publication of the rubrics in 2017. This will put districts somewhat behind in sharing the rubrics with stakeholders and be able incorporate that input into the 2017-18 LCAP. What is the expectation with regard to LCAP development?
Part 2A	17	Who is going to regulate districts to make sure they are actually using the rubric?
Part 3	16	Will our local data be extracted directly or will we be expected to upload our data

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Part 2B	10	What is the timeline going to be for districts writing to their LCAPs - typically we get our data in August - this would infer that we had better know where we stand early - like by mid-May in order to truly use the metrics in developing our LCAPs.....
Part 2B	10	if a district continually in the red does it mean they really need to change things up or replace top staff
Part 2B	10	What safeguards are included to ensure that districts are not allowed to incorporate the soft bigotry of low expectations by committing to really low targets for subgroups?
Part 2A	6	What recommendations are being made by CCEE in lieu of suspending students in creating more effective systems in keeping schools safe (restorative justice, mental health services, etc.)?
Part 2B	6	How do you know if the LEA did not fabricate the data used for the indicators?
Part 3	6	"Statements of Model Practice"... will this be similar to the practices districts adopted when reaching PI status under NCLB?
Part 1	5	What can be done when local control is being taken advantage of by district administration and teachers feel like they are not being heard?
Part 1	5	What will be the frequency of lcap reporting? Some of the measures can be updated quarterly. how often will the state update
Part 1	4	Why is there such a difference in the requirements for counties approving the LCAP?
Part 1	4	Is the LEA supposed to meet with all stakeholder groups together or separately?
Part 2B	4	How did we know that local districts are better champions for increasing student achievement than the state? Our local school board rarely asks about student achievement
Part 1	3	How Will accountability play a role when last LCAP cycle FUSD spent 400,000 of B&C funds to fund cops and the shot spotter program?
Part 4	3	In regards to the providing of technical assistance, who will

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		determine if charter are to receive assistance? The charter, state or authorizer?
Part 4	3	Will there be some effort to create an overall score with the detail? This feels overwhelming. It seems unfair to ask stakeholders to flip pages
Part 1	2	How will districts be held accountable for spending LCFF funds on LCFF populations only? How will this be reported?
Part 2A	2	What might be some of the consequences if performance tasks are not met? What might be some of the consequences if performance tasks are met?
<b>Part</b>	<b>Votes</b>	<b>Funding</b>
Part 2A	18	Can the funding be used for admin salary increase?
Part 1	15	How will the passing of Prop 55 impact the LCAP funding and expectations?
Part 2A	7	Is the F.I.T. report our assessment tool to support the 1st Priority of "School Facilities maintained and in good repair" when spending LCAP funds?
Part 2A	6	Is it common for a district to allocate more money on the LCAP to classified staff over certificated staff?
Part 2A	6	Will there be discussion on the budget development requirements of the LCAP?
Part 1	4	How can districts with small populations of the equity groups of students explain the funding in our local areas?
Part 1	4	How can a very small one school district increase our funding?
Part 1	3	What happens when funds are spent in LCAP? Where do they go?
Part 1	3	What happens if the district doesn't spend the money on the items specified in the LCAP or anything else? Does it roll over to the following year?
Part 1	2	We are year 4 into the LCAP. What happens to those LEAs that had a late start and aren't able to spend all their LCAP money?
Part 1	1	Can LCFF funds be utilized to give general pay raises?
Part 1	1	Should the LEA identify unspent monies by capturing it from their ending fund balance using object 9780?
Part 4	1	Is there an LCAP Plus? IF so what are the parameters of receiving

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Part	Votes	Resources/Support
		and spending?
Part 1	43	Is this presentation available in an electronic format to help inform our stakeholder groups? Tap to see response
Part 1	20	Can we get the presentation in electronic format for local use? Tap to see response
Part 2A	12	Do you know where the data for college and career readiness will be obtained from? (CBEDS, Perkins, CTE Programs?)
Part 3	12	Since the SBE hasn't release the preliminary data yet in November, will there still be a release prior to January for us to review prior to public posting?
Part 3	9	How do we complete the new LCAP Template sections that require the analysis of the LCFF Evaluation Rubrics and the data display are not finalized?
Part 2A	8	Based on the recent SBE meeting and moving to scale-scores, when will the ELA and Math indicators be released?
Part 2A	7	Just like NCLB, LCAP does not address Science, Social Sciences. How can we support our students STEM, STEAM, citizenship?
Part 2A	7	When will this layout be available with my LEA information?
Part 1	6	Will the e-template be available with the new LCAP template?
Part 3	6	When do you plan on making the raw data available in the data tool?
Part 4	6	Where are the Statements of Model Practice and the Links to External Resources located?
Part 1	4	When and where can we find the more training mentioned that are coming up? Tap to see response
Part 2A	4	Will change data be available for math, ela, and eld in the initial reports?
Part 1	2	How will a three year average that we have discussed at the SBE meetings be implemented? Will it show in the change part of the rubric or just be in the piece of being identified as need of technical assistance?
Part 3	2	I think that I understand the calculations but I am not sure how I will use this for improvement. How do I use this report to drive

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		improvement?
Part 4	2	You mentioned an LCAP template training in the Spring. That seems a little late in the year.
<b>Part</b>	<b>Votes</b>	<b>Development/Establishing the Evaluation Rubrics</b>
Part 2B	21	With the "change" measure, which indicators will be measured based on prior year data & which will be a multiyear average?
Part 1	15	Can you please define Absenteeism, Susp Rate, EL, and College & Career? Concern is these numbers are easily manipulated.
Part 2A	12	Will the State Indicators being displayed in color and the Local Indicators being b/w plain text create the perception that the state are more important?
Part 2B	11	On the equity data layout, will there be a pivot table so you can click on the numbers of student groups and see which sub groups they are?
Part 1	10	Will the SBE continue changing the LCAP template?
Part 4	10	Where is the data coming from for the indicators? (cde? or lea?)
Part 2A	9	Will there be Science Assessment Indicators in the future?
Part 2B	8	How will performance thresholds be established for the various color pie charts of the multiple indicators?
Part 1	5	Will the charter school scores be included in the chartering district scores/ranking?
Part 2B	5	Is the data (performance indicators and categories) going to be provided as district wide data, site data, both?
Part 4	5	Are we just looking at performance indicators and moving away from the local control by only looking at the colored pieces? What are the local factors that contribute to the colors?
Part 2A	4	LEA's will self-report on local performance indicators?
Part 2A	4	What years will we be using to determine our current status?
Part 1	3	Can the LCP be redone each year to suit the needs of the district admin.?
Part 1	3	Is there another way to measure low income other than filling out the free and reduced lunch form? Too many parents won't fill it out though qualify due to stigma.
Part 2A	3	For graduation rates are there provisions for schools that specialize in dropout recovery and graduate students in years 5&6?

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Part 2B	3	What is the definition of the 7 state indicators?
Part 3	3	What indicator will 11th grade assessments fall under?
Part 2A	2	How are the thresholds of the state performance categories and local performance ratings defined?
Part 3	2	Where are the "Statements of Model Practice" coming from? Are they a general statement or closely connected to performance?
Part 3	2	Are students with disabilities who are administered the alternative assessment counted in the ELA and math assessment indicators?
Part 4	2	Performance indicators for small LEAs can fluctuate greatly on an annual basis based on a few students. 3 yr. avg please.
<b>Part</b>	<b>Votes</b>	<b>Other Interest/Miscellaneous</b>
Part 2A	19	We know that high quality preschool programs can close and/or eliminate the achievement gap. How might districts address Preschools/Head Start in their LCAP?
Part 2A	12	Is transitional kindergarten included in the grade span adjustment?
Part 2A	7	Where do Williams act concerns fit into this picture?
Part 4	5	Will state science and social sciences testing end?
Part 2A	3	Does Williams Act apply to charter schools?
Part 2A	3	How will the Physical Fitness test be included?
Part 4	3	The Student Groups are mainly (but not all) ethnicity based. How do we address need by ethnicity?
Part 1	2	Do you have this presentation in Spanish?
Part 2A	2	My district admin keeps saying the LCAP Template has changed again is this true or just a misunderstanding
Part 1	1	Is any of this information available in Spanish or other languages?
<b>Part</b>	<b>Votes</b>	<b>Organization Specific</b>
Part 2B	11	In 25 words or less, explain why this is better than API.
Part 4	4	Although the data was made up, looking at Gold Rush, what does the EL priority with the EL subgroup mean?
Part 4	4	Will the 11th grade SBAC scores be "reduced" in its impact because it is folded in to the CCI?
Part 3	1	For a CMO, will the CMO be considered the district to view the data for all of its charter schools?

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