

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

**Sacramento**

**November 2, 2016**

**Part 1 Peak Users: 185 - Part 2A Peak Users: 58**

**Part 2B Peak Users: 41 - Part 3 Peak Users: 42**

**Part 4 Peak Users: 18 - Part 5 Peak Users: 17**

Part	Votes	ENGAGEMENT (Family/Community)
Part 2A	24	What are successful models for measuring parent engagement?
Part 1	14	How do we begin to engage the parents of language learners and economically disadvantaged youth (traditionally unrepresented in education decision-making) on the best way to address the specific needs of their children - while balancing it with the desires of the parents of high achieving children (traditionally active in education decision-making) without allowing the traditional participants to dominate the conversation - to insure that the needs of all our students are met
Part 1	13	How can community/parent voices best advocate for their needs?
Part 1	11	How will the state identify the lowest performing 5 percent of schools?
Part 1	11	What effective methods are other LEAs applying to involve disenfranchised parents/community members?
Part 1	10	Why is grading so complicated now? How can we help parents understand the new grading process?
Part 1	9	What assurances are there that the input from community members is truly taken into account by districts?
Part 1	8	How would you describe what CCEE is to a parent?
Part 2B	6	When is California deciding on how many years of RFEP students to include in the EL subgroup for Math and ELA data, since ESSA allows states to include up to four years of RFEP students?
Part 1	5	What strategies are effective in reducing high chronic absenteeism rates for children in poverty and foster youth?
Part 1	5	How can dropout recovery schools use alternative metrics consistent with the statutory "nature of the program operated"?
Part 1	4	How do the goals of CCEE relate to ESSA?
Part 1	4	The teacher shortage will have a huge impact on our ability to meet our goals. How will the CCEE and the state taking this issue into account?
Part 1	4	How will LCFF be impacted by ESSA? And will multiple indicators such as parent engagement/school climate still matter/have weight once ESSA passes?
Part 1	4	What is connection between the Evaluation Rubrics and ESSA; are they compatible?
Part 1	3	How will ESSA requirements be met w/ LCAP development? How can districts fulfill both sets of reqs w/out duplicative efforts?

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Part 2B	3	When will we get practical information on ensuring the involvement of student, parents and educators in the LCAP process?
Part 2A	1	Will there ever be a parent/ community engagement or school climate indicator?
<b>Part</b>	<b>Votes</b>	<b>FUNDING</b>
Part 1	33	We all know that quality educators make the greatest difference in educating our youth. How do we use the LCAP to help districts to increase salaries to attract and retain quality educators to benefit their children?
Part 2A	24	How is CCEE funded? What does CCEE support cost a district?
Part 1	20	When will we talk about including employees in this process and the topic of compensation?
Part 1	17	How do we make it clear to districts that they can use LCAP monies to attract and retain highly qualified teachers with a competitive salary schedule?
Part 1	13	How do we educate school boards and district administrators that supplemental and concentration grants can and should be used to supplement teacher salaries, to make districts competitive in retaining and recruiting quality teachers?
Part 1	10	Does CCEE have a position/opinion in using Concentration & Supplemental grants for straight pay raises or special education?
Part 1	5	CA ranks near the bottom nationally in per pupil funding. What additional funding will be avail so we can achieve our equity goals?
Part 1	3	How can we prove to CTA that supplemental and concentration money should not be used for across the board teacher salary increases?
<b>Part</b>	<b>Votes</b>	<b>EVALUATION RUBRICS</b>
Part 1	66	What is the multiple measure used now besides test scores?
Part 1	59	How will the LCFF Evaluation Rubrics help my school improve?
Part 1	49	How will teachers and school employees be included in the evaluation and planning process?
Part 1	30	When will the rubrics be available for districts to view with their data?
Part 1	28	Will the Evaluation Rubrics really be out in November?
Part 1	25	Are the rubrics applied to the school level or just the district level? If school level, which ones and how will they differ?
Part 1	23	Will school districts get to see the data published in the evaluation rubrics before the general public?
Part 1	19	When will chronic absenteeism rates be used as indicators of school success?
Part 2A	18	Will data be prepopulated in the LCAP template based on the metics?
Part 2A	18	How can you tell whether or not a suspension rate is low based on student behavior versus school sites simply not suspending student when they should?

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Part 2A	15	How do we fix the College and Career Readiness Indicator? What the CDE is working on is NOT College and Career readiness it is College OR Career.
Part 1	13	When will the LCFF rubrics be available for districts and COEs to view?
Part 2A	12	Who decides if Local Performance Indicators are met or not met under section 4?
Part 2A	10	Who checks LEA's self-assessments for accuracy?
Part 1	10	Will change be a 3 year average or year to year? Will it depend on the specific state priority?
Part 1	10	How should an alternative school calculate their graduation rate if they only serve ages 16-24 and do not have a 4-yr cohort?
Part 4	10	Again, is this THE rubric everyone must use, or is this a rubric being sold to districts?
Part 1	9	What are the criteria for College and Career Readiness preparedness?
Part 2A	9	How will the LCFF Evaluation Rubrics help my school improve?
Part 2A	9	Are both in-school and out-of-school suspensions included in the suspension rate indicator?
Part 3	8	On page 86 the data does not align. How is it "all students" performance is Green, yet the indicators that make up "all students" do not reflect that the outcome is Green. (573 Hisp & 725 SED would outweigh the overall...?)
Part 4	8	How will the LCFF Evaluation Rubrics help my school improve?
Part 1	7	Will the CCEE have a role in the LCAP approval process?
Part 2A	7	Why will there not be a college and career readiness indicator?
Part 3	7	Does increased by "5%" mean "5 percentage points" or "5% of the score". In other words is it going from 50% to 55% or 50% to 52.5% (5% of 50 is 2.5).
Part 3	7	How will the LCFF Evaluation Rubrics help my school improve?
Part 1	6	What roles are school board members taking in the discussions and planning?
Part 2A	6	Who at the district should be completing the rubrics?
Part 2A	6	How will small districts of less than 500 ADA be scored, since the data will be skewed the smaller you are. We could be blue one year and red next?
Part 3	6	There are two groups that will not be blue (EL and Sped) because to be identified in that group usually means not proficient.
Part 3	6	Will these rubrics and assistance fulfill ESSA requirements? When will this be addressed?
Part 1	5	In the evaluation rubrics, how are administrators evaluated?
Part 4	5	Are the performance indicators weighted? For example, the all students English Learner indicator is yellow for Gold Rush Middle School, but all of the subgroups are red or orange. Or the Suspension

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		rate indicator where the all students are green, but all but two of the subgroups are red, yellow, or orange. Is it due to the number of students within each subgroup, so that the more students the more that subgroup affects the overall?
Part 1	5	How is the CCEE model different from the old DAIT and support provider process?
Part 1	5	It seems like CCEE is duplicating work of counties and the CDE. How do the roles differ?
Part 1	4	How clear and measurable will LCFF's multiple performance indicators be? Will they all carry the same weight of importance?
Part 1	4	Will schools and district's performance on as measured by the evaluation rubrics be summarized (i.e. 4 of 6 met)?
Part 1	4	Are there some rubrics that are more important than others?
Part 1	4	How will the evaluation rubrics align or reflect reform efforts like capacity building, systemic instructional improvement (i.e. focus on school and district wide improvement vs. individual classrooms/teachers)?
Part 2A	4	Why distinguish between 11-29 students and less than 11 students in the state performance indicators?
Part 2B	4	How will the LCFF Evaluation Rubrics help my school improve?
Part 2B	4	Is the performance of all students an average of all the subgroups or is it calculated with varied weights for subgroups???
Part 2B	4	I think these pie charts are a little confusing, for example it looks like a partial yellow score instead of just yellow. Also there should be a key on every page for the colors! Is there a plan to do this?
Part 2B	4	I think these pie charts are a little confusing, for example it looks like a partial yellow score instead of just yellow. Also there should be a key on every page for the colors! Is there a plan to do this?
Part 2B	4	P.89 chart- how can you use an assessment icon for demographic variables? A school shouldn't be rated low for EL students.
Part 3	4	Why are ELA and Math 3-8th grade rubrics included in 2G? These have not been approved, right?
Part 3	4	The English Learner/English Learner piece of the rubric is confusing; can you explain what this is measuring and how it is different from ELA Assessment?
Part 1	3	What EXACTLY are the Evaluation Rubrics? It's not clear to what we are referring.
Part 1	3	Are district required to use the rubrics in developing their 17-18 LCAP or can they use their data as they have in the past?
Part 2A	3	Should not GE certificates be accounted for in measuring graduation rates?
Part 2A	3	Does the State Performance Category pie represent about 20% slice or what?

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Part 2A	3	What state performance category will be used to identify the lowest 5%?
Part 2B	3	Why does the display include the number of students for the * (11-29 students) subgroup, but not for the --- (less than 11 students) subgroup?
Part 3	3	If data used for indicators, such as suspension rate, may be different depending on the district how will these indicators create consistency across the state?
Part 3	3	I noticed that only 3rd thru 8th grades are included on the rubrics for ELA and Math Assessment? Will there be a separate rubric for the ELA and Math Assessment for high school or will that be included on a rubric for college and career readiness?
Part 4	3	Will students be populated into the data layout so when we're looking at the subgroups we can see which students we're talking about?
Part 1	2	What is the role of chronic absenteeism rates in the new accountability system?
Part 1	2	Will the rubrics be clear about the alignment of District LCAP to the schools site academic plans?
Part 2A	2	What happens if the number of English language learners remains constant or increases - but the number of English language learners who are redesignated increased? Is that number or total number used as an indicator?
Part 2A	2	Are the 7 indicators ranked? Why is chronic absenteeism higher than math assessment? Could be viewed as priority.
Part 2B	2	When looking at the equity data layout page 93, will you be able to see Status and Change?
Part 2B	2	On page 93 why 5 student groups of ELs?
Part 3	2	Why are there colors for student groups for the English Learner indicator? There is only an overall color?
Part 2A	1	What does each of the status percentages mean in reference to the indicators?
Part 2A	1	What color is considered not met? Red only or red and orange?
Part 2A	1	What if the student group is consists of 30 or more students? - Lisa McHugh
Part 2A	1	So the status and change colors don't always seem to follow a consist pattern. If status is high but change is lower, will the colors confuse parents and the community when comparing different schools in different communities??
Part 2A	1	How are RFEP students included in Eng Lang Indicator? Is it students that are reclassified or those who meet CELDT criterion?
Part 2A	1	Will broken out school level rubrics with color indicators also have number indicators to reflect where they lie on the change spectrum?

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<b>Part</b>	<b>Votes</b>	<b>LCAP/ACCOUNTABILITY</b>
Part 3	45	The role, responsibility, contribution of CCEE is very confusing and concerning. Seems like taxpayers are funding second CDE. Please explain the distinction?
Part 2B	5	When you say the LEA does the ranking, do you mean at the district level?
Part 2A	1	How vulnerable is this system to skewing by LEA administrators?
<b>Part</b>	<b>Votes</b>	<b>RESOURCES/SUPPORT</b>
Part 1	57	What will CCEE support look like for schools and districts? Will it be more focused at the district level or school level?
Part 1	50	How will schools or LEAs be able to connect and learn from organizations that are successful?
Part 1	43	What categories/levels will warrant technical assistance for schools?
Part 1	35	How will the CCEE assist LEAs, COEs, and charter schools with integrating the LEA plan requirements for Titles I, II, III, and IV into the LCAP? If they SBE approve that these requirements will be included in the LCAP.
Part 1	26	If a school district is not including the community in the LCAP, what can be done?
Part 1	26	What is the role of County Offices in providing technical assistance now that CCEE has been established?
Part 2B	23	Are the handouts online in PowerPoint format? Looking for a version to use in presentations
Part 1	21	Where can I get ideas for student improvement to implement in my school?
Part 4	21	What does state/CCEE intervention/technical support look like?
Part 1	18	Where are there strong models of collaboration (in the development and/or refinement of LCAP process)?
Part 3	18	Will this binder be in electronic form? Can we access on the CCEE website. It would be helpful to easily replicate some of the pages.
Part 1	16	Do you believe there are enough resources in the public schools of California to as you said, "make sure kids get everything they need"?
Part 2B	14	Are we going to get an email answering our questions?
Part 5	14	Can you please post the whole list of questions from all sections somewhere? It will be helpful for us as we anticipate what questions people will ask us....
Part 2B	12	Are the districts supposed to publicize the results from the reference chart? How can teachers and parents get this information?
Part 1	11	What's in place to make all LEAs accountable for equity?
Part 1	9	Are there steps being taken to hold districts accountable to get authentic stakeholder input?

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Part 1	9	What resources / opportunities are available for districts and schools to share methods for including student voice in the LCAP process?
Part 2A	9	Will any of the resources be available electronically so that we can use with stakeholders?
Part 4	9	Is the data for the rubrics coming from Calpads? Who in the district provides the data to Calpads? How will you make the connection?
Part 1	8	What supports does CCEE provide for low-performing schools and school districts?
Part 1	8	When will we get to Section 2 in the workshop book?
Part 1	7	Will the manuals be available electronically? As a county office we'd like to provide each of our districts with this training manual.
Part 1	7	When will materials from these sessions be available?
Part 1	7	Are there effective trainings you can recommend to support leaders who are leading in a new paradigm?
Part 3	7	Will the state provide the software for the report out "dashboard"? It would help having the similar look and it would help financially if the purchase is negotiated state-wide rather than causing undue financial hardship to small districts while also confusing the public if all the district reports have different looks.
Part 1	6	What resources are available to change autocratic school districts who are resistant to change into community collaborators?
Part 2A	6	How can teachers get districts to share the 7 state performance indicators data with teachers?
Part 3	6	For the EL subgroup, will RFEPs be included? For how many years?
Part 4	6	Will we see this data before it becomes public?
Part 1	5	Can the technical assistance provided by COE's be limited to compliance concerns (adding up the numbers), so districts can focus on commitment?
Part 1	5	Do you have any secrets for involving all stakeholders?
Part 1	5	How will we learn to manage more effectively the tension between continuous improvement and the need to innovate forward?
Part 2B	5	What about similar schools lists? Why is that not being produced now??
Part 1	4	Can CCEE support school sites when facing school districts that insist on prescriptive, district top down approaches?
Part 1	4	Is there a recommended survey to measure school climate?
Part 2A	4	How will LEA's self-reported ratings be monitored for accuracy? What accountability is there?
Part 2A	4	How do indicators capture high school academic performance beyond grad rates?
Part 2A	4	Does an expulsion count as a suspension?
Part 1	3	If stakeholders believe district is not listening to input & adopts a non-

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		genuine LCAP, do they file complaint with COE?
Part 2A	3	It's vital to drive continuous improvement at a systems level, how will we engage not only best practices but next practices?
Part 2B	3	Will the equity data be provided with ways to easily compare subgroup performance in one report?
Part 5	3	What effort will there be to have consistency among counties in their processing of LCAPs?
Part 5	3	CDE provides support side by side with LEAs as well (chart page 148)
Part 3	3	Why isn't 9-12th grade checked on handout 2F for ELA and Math Assessment?
Part 2A	2	Does this mean that the data set of questions asked will only be held by CCEE and not shared with stakeholders? The questions will reset for each section. However, all questions and their corresponding votes are being archived internally for review in the future.
Part 2B	2	Can you give an example how CCEE will provide assistance to red/orange sections/populations for schools/ districts/ LCAP's?
Part 2B	2	A 2% change in all grad rates, shows no change on the reference charts. How is this helpful?
Part 2B	2	Is less than 67% very low for graduation AND test scores?
Part 2B	2	Will the rubrics, indicators, charts and reference materials be available in an electronic format?
Part 2B	2	How long before we have acceptable rates for chronic absenteeism?
Part 3	2	Will we ever get to a point where will be able to click on the demographic categories and be able to identify students at our school?
Part 4	2	Our district hasn't been impressed with the technical assistance and support from our COE. Can we get support directly from CCEE or CDE instead?
Part 4	2	Is this format going to replace what we call the district report cards?
Part 4	2	Is the CCEE staff presenting today providing the intervention/technical assistance for schools/districts? Do schools/districts have a choice in providers?
Part 2A	1	Will the reference charts be public?
Part 2A	1	When is the equity data report distributed and how?
Part 2A	1	How will CCEE support Charter School Authorizers?
Part 3	1	Wondering how to work with districts on the rubric when their data isn't available. They need to analyze asap.
Part 4	1	Where is CDE on the list of "Where to go next"?
<b>Part</b>	<b>Votes</b>	<b>OTHER INTEREST/MISCELLANEOUS</b>
Part 1	21	How can districts be held accountable for including teachers in the LCAP process?
Part 3	21	Is this presentation solely about the use of the reference chart?
Part 1	19	When will chronic absenteeism rates be used as indicators of school



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		success?
Part 1	15	How will the LCFF requirements be simplified for small districts under 500ADA? Especially because the data is skewed and the support is limited.
Part 1	15	When will the definition of College and Career Readiness be decided upon?
Part 3	15	Can you please address small school districts that will have no data?
Part 2A	11	What happened to math and ELA proficiency rates for grade 11?
Part 1	11	How SSC can be impacted?
Part 1	11	Are teachers included in the term "LEAs"?
Part 1	10	By when does our board need to take action on approving our local measures for State Priorities 1,2,3, and 6?
Part 1	10	What is the role of the CDE in LCAP development?
Part 3	8	Pace is commensurate with the varied level in the audience. Is it possible to be provided the cluster of slides that can be used to differentiate for the knowledge level of the audience?
Part 1	7	Will the CCEE have a role in the LCAP approval process?
Part 1	5	It seems like CCEE is duplicating work of counties and the CDE. How do the roles differ?
Part 2A	5	If the emphasis is on lowering suspensions and expulsions, how do schools ensure a safe learning environment for all students
Part 2A	4	Is there a reason you wouldn't want the questions to be made publicly available for transparency purposes? Tap to see response
Part 2A	4	Is there going to be any differentiation in the training to accommodate the various learning/understanding levels in the room?
Part 3	3	Is this just 1 possible method of evaluation for how a district is progressing? Not to sound rude, but is this basically a commercial for this system to the LEA's?
Part 4	3	How do we get access to the rubric?
Part 4	3	How do schools and districts get to blue? What technical assistance do you provide to assist struggling districts and schools to get there?
Part 2B	2	How can Ts meet the needs of individual socioeconomically disadvantaged students when Free/Reduced lunch info is confidential
Part 2B	2	I do not like the report; it only provides data for statistically larger groups. Doesn't seem equitable.
Part 4	2	But at what cost?
Part 2A	1	If a teacher is teaching outside of credential area (miss-assignments) but has been approved by board of education does that count as not credentialed teachers for local priority 1?
Part 2A	1	How many years will reclassified ELs count in the aa
<b>Part</b>	<b>Votes</b>	<b>DEVELOPMENT /Establishing the Evaluation Rubrics</b>
Part 2B	13	Isn't it still possible for district's to manipulate the status depending on

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		HOW they choose to calculate the status percentages?
Part 2B	13	Small ADA districts graduation rate will be skewed, depending on how many students graduate that year. How will this be addressed so the public know that the data will fluctuate years over year (possibly going from blue to red, back to green...)?
Part 2B	12	Is the LEA responsible for doing the calculations for the Reference Chart or will CCEE/CDE?
Part 2B	12	Which students are counted in the English learner group?
Part 2B	10	How was it decided which state indicators would have change compared to prior year and which would compare to prior 3 years?
Part 2B	8	Grad rate is always reported a year late to give time to track down students, which makes the indicator always behind. Can we use a preliminary grad rate or some sort??
Part 2B	7	Does the LEA or the state set the percentages on the reference chart?
Part 2B	6	How were the criteria for "No Color" groups determined? * 11-29 students are a significant percentage of the student body at small school.
Part 2B	6	Since this is only the second years for CASSPP how will the "change" be calculated?
Part 2B	5	How will expulsions be counted into this system? Does not counting expulsions give us an incomplete picture?
Part 2B	4	With the one icon indicator for a performance category, I foresee a problem. It will be hard for the public to get both the status and the change information accurately with just one icon. A high performing district with a high grad rate that has not been as strong over time, may have the same icon as a district with a lower grad rate in status but improved change. Won't this be confusing?
Part 2B	4	Is disproportionality considered in this evaluation system?
Part 3	4	Are students counted twice if they fall into several categories (i.e. AA, homeless, disab and socioeconomic) ?
Part 2A	2	Will CCEE recognize the statewide MTSS initiative as an improvement strategy?
Part 2A	2	How are the status and change categories on the reference chart determined?
Part 2A	2	This is the first time there is a ranking of our LCAP, can they rank it as a red (not met for two years)?
Part 2A	2	How are colors distributed in reference chart? For example, what "color" is low performance and very high growth?
Part 2A	2	Will 16-17 be baseline for chronic absenteeism and college and career readiness?
Part 2B	2	Why are the 9-12 students not part of the ELA & Math indicators?
Part 2B	2	How did you determine the colors to use in the reference chart 78?

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		What determined the order of the colors?
Part 2B	2	What constitutes a student group?
Part2B	2	Is the data for a school or a district? Are K-8, 9-12, and K-12 all included in the Reference Charts?
Part 2B	2	Can you explain again how the cut scores are developed? Why is 2% growth green for some metrics and yellow for others
Part 3	2	Are the student groups unduplicated?
Part 4	2	Why is the Status date 2014-15 for English Learners when we have 2015-16 data?
Part 2A	1	Why some of the performance indicators are changes over 3 year average and others are not?
Part 2A	1	How can I refer to a district's results? There used to be descriptions for the colors (e.g. blue=excellent, green=good, etc.)
Part 2A	1	Will all four local indicators appear in a district's display if they do not use them all?
Part 2A	1	How does a status measure, which has high stakes impact, have value for a growing school that is increasing enrollment across all grades every year for several years?
Part 2A	1	Is 'change' just the subtraction of performance for 13-14 from that for 15-16 for a given measure?
Part 2A	1	What is the difference between an increase and a significant increase? Is there a formula that is used so that the determination is not subjective?
Part 2B	1	Is the average for calculating the change the average of 2011-12, 2012-13 and 2013-14, if the status is for 2014-15?
Part 2B	1	Have you considered the scenario where a significant drop in grad rate will lower the 3-year average, making it very possible to show positive growth with a Grad rate that is still below the previous 3-year average?
Part 2B	1	Have the chart percentages changed over the last year?
Part 2B	1	Why show number of students if it's between 11-30, even if it's not counted?
Part 2B	1	Handout 2F- Why are the 9-12th grade ELA and Math Assessment indicators not checked?
<b>Part</b>	<b>Votes</b>	<b>ORGANIZATION SPECIFIC</b>
Part 3	18	Next time demonstrate how LCFF LCAP describes goals/services based on 8 priorities and the Rubric is the navigation tool to demonstrate performance. You haven't made the connection yet?
Part 4	6	Will CCEE or CDE be providing talking points for media inquiries?
Part 4	5	CDE staff members are present.
Part 2B	2	When will these new dashboards/specific reference charts for each indicator area come out to districts/LEA's??
Part 3	1	Slide on page 121: How likely is it that the Asian group scores green on

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		Math & ELA, but yellow on EL (CELDT growth/reclassification %)?
Part 3	2	Are there any expectations for including the CAST (5th, 8th, and high school science assessment) in future years?