

Part 1 Peak Users: 27 - Part 2A Peak Users: 18 – Part 2B Peak Users: 12

Part 3 Peak Users: 5 – Part 4 Peak Users: 5

Part	Votes	Engagement (Family/Community)
Part 4	5	Are there external resources for supporting parents & students to work with schools/districts who are defensive about data?
Part 3	3	Will there be family-friendly materials and tools for family engagement? Or is this in the realm of the LEA to develop?
Part 2A	1	What can be done to inform parents more succinctly about their student in comparison to the contents of this reporting system?
Part	Votes	Evaluation Rubrics
Part 1	16	How will the LCFF Evaluation Rubrics help my school improve?
Part 2A	4	Are the Blue/Green/Yellow etc. performance indicators based on a set and equal numerical percentage such as 20% met, 40%met, etc.?
Part 4	4	Do overlapping group data points throw off or distort data?
Part 1	3	How do I evaluate my own LCFF evaluation rubrics?
Part 2B	3	Will the data layout show the actual performance of a particular subgroup (vs. the range indicated by the color) /
Part 2A	3	How do we evaluate the Local Indicators under the category of Basics and Implementation of Academic Standards? How do you measure whether these are met?
Part 4	3	What's the total number of students in each category (for each column and row)?
Part 2A	2	For District's with low counts of special populations who have joint agreements for AMAO (EL), will report only show * or -- due to the low count
Part 2A	1	How does the English Learner state indicator get evaluated?
Part 2A	1	I have read that the SBE intends to use the data from the LCFF rubrics to generate a single numeric metric like the API. True?
Part 2A	1	Will reference charts change from year to year?
Part 2A	1	For programs that are blended SELPA specific (more than one District populates a program), does this sample get included in this model?
Part 2A	1	For behavioral interventions related to reducing suspensions, often programs that are not considered evidence based (social emotional curriculum) would it be used and quantified as valuable as part of reducing suspensions (e.g., Zones of Regulation, Social Emotional language Michelle Winner Garcia)?
Part 2A	1	Is there any method for assessing performance in the "Chronic absenteeism" vs. tardiness?
Part 2B	1	On the Single Group Data page, can you include the number of students in the group (633/833) and the percentages compared to the status of the all students?

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Part 4	1	Where can I find what data is used for each of the 7 State Performance Indicators and 4 Local Performance Indicators? What are the components? Chronic Absenteeism (SIS, CALPADS) Suspension Rate (SIS, CALPADS) English Learner (SIS, CELDT, CALPADS) Graduation Rates (SIS, CALPADS) College and Career Readiness (CTE?, EAP? ??) ELA (SBA) Math (SBA) Basics (??) Implementation of Academic Standards (??) Parent Engagement (sign in sheets, surveys?) Local Climate Survey - is the state creating a single survey, or are schools creating their own? Would that data be valid if all school districts created their own?
Part	Votes	LCAP/Accountability
Part 1	6	How will data used by the LCFF rubrics be checked for quality?
Part 2A	5	How will we ensure ELLs make sure students are succeeding in academic subjects (beyond acquisition of language skills)?
Part 2A	4	Is there a process for outside validation of the results for the local indicators?
Part 1	1	Will the evaluation rubrics be used to penalize districts that are not "meeting" the targets?
Part 1	1	How will we know if schools are making progress against their and a set of collective goals?
Part 4	1	How does comparing District to local data work to establish a hierarchy of how resources are used or allocated? Are there parameters that quantify a green light or red light recommendation when making decisions State, District, and locally? Who will be the stakeholders to decide that?
Part	Votes	Funding/Salary
Part 1	3	Title III funding app will be included in the 2017 LACP. How would the inclusion of federal funds impact local flexibility?
Part 1	1	Who should be involved in the decision making process regarding allocation of funds to ensure that student achievement goals are met?
Part 3	1	What percentage of the LCAP funds is supposed to be designated towards the groups in needs?
Part	Votes	Resources/Support
Part 1	8	How are school administrators being trained on how to use and understand the rubrics and data?
Part 1	7	I would like to be constructive in these conversations with my principal and asst. sup and union president...build bridges...
Part 1	6	So how do we even begin bringing this back to our districts and opening the conversations with our administration?
Part 1	6	How can I find my district's LI/EL/FY %?
Part 1	5	How can we talk about this in language that everyone will understand...colleagues, parents, admin, (inclusive not alienating)?
Part 3	4	Is it possible to get a digital file of the slides?
Part 2A	3	What is this going to help us with concerning professional development needs? I would just like to understand the importance?

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Part 2B	3	What will be the lag time between LEAs reporting data and availability on the website?
Part 2B	3	How does this help us look at data differently than we have in the past? What sustains good programming, retaining teachers, and addressing needs by populations?
Part 3	3	Have these reports been reviewed with a cultural eye? Will these reports be understandable for Asians, Hispanics, etc.?
Part 1	2	Can you explain what is meant by "continuous improvement" in more detail? What do the P-D-S-A steps concretely look like as it relates to the LCAP?
Part 2B	2	For student groups marked NA what is the accountability mechanism to find out info from LEA
Part 2B	2	Again...in terms of professional development and dialogue with stakeholders, can you address this?
Part 2B	2	Being new to this position, as a charter school is this self-reported data? Where does one find the data for each indicator?
Part 3	3	Will you hold follow-up workshops once all of this is finalized? Small districts likely don't have the resources to study the technical manuals to determine how the cut scores were calculated.
Part 2A	1	So far, these are only interesting pieces to me. I have not figured out how it all fits together yet. Please show us that.
Part 2A	1	Where can we access the reference charts for all of the state indicators?
Part 3	1	Can you please prep a roadshow for CALPADS Coordinators? Direct communication (listserv?) would be appreciated.
Part 3	1	My question is: Can you come and present this to our local teacher unions/districts so that everyone is on the same page?
Part 4	1	Invaluable material. Can you find a way to present this to districts please? Thank you so much for all this information. 🙏
Part 4	1	What are the next steps for CCEE? Will you hold similar sessions, webinars, etc. to preview and engage folks in the work you are continuing to do to build capacity?
Part 4	1	What support is there for districts/schools/LEAs to use additional data to ensure their LCAPs address the root of the issues?
Part	Votes	Development/Establishing the Evaluation Rubrics
Part 2A	7	Are newcomers or newly arrived students distinguished within the ELL Indicator?
Part 2A	7	Have Social Emotional Learning skills been considered as an Indicator?
Part 1	5	Will you address the current composition of the College and Career Readiness indicators?
Part 3	4	When will the conversation around categories including less than 30 students for small districts translate into action?
Part 4	3	Here is an idea to make the statistical insignificant number of populations have meaning. Instead of NA, gather neighboring District, SELPA data and

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		add to population numbers so there is a regional view of seemingly insignificant data sets. Would it be possible to build in a Regional view so there is more representation?
Part 2A	2	Indicators and Categories VERY confusing--what's the difference? 7 State Performance Indicators/5 State Performance Categories
Part 2B	2	In the Reference Chart on Pg. 73, are the percentages the same for all districts? Are those percent's set for all schools?
Part 2B	2	Please define 4-year cohort.
Part 2B	2	What data determines ELL performance? Reclassification rate? ELA assessment?
Part 4	2	Will the state put the number of students next to each sub-group on the pages that show the categories for each indicator? It would help us make more informed decisions if we know how big or small each group is.
Part 2B	1	Does this change increase indicators?
Part 3	1	Will LEAs be able to focus on and set goals on particular areas of concern (vs. all the priorities) for growth?
Part 4	1	Who's ideal was it to not gather information about all groups of students regardless of group size?
Part	Votes	Other Interest/Miscellaneous
Part 3	7	Why is 30 the statistically significant data set? For instance, Homelessness is modeled as an NA, but even so, it is a significant category. How do schools serve students with these extreme needs, while tracking progress?
Part 1	4	What can high performing districts in affluent communities w/o an achievement gap do to address the state's achievement gap?
Part 2A	3	When districts compare growth at various sites, will the data from charters as opposed to neighborhood schools be transparent in the negotiations process?
Part 4	2	Why aren't the fine arts included on the assessments?
Part 2B	1	Why can't the small group get analyzed?
Part	Votes	Organization Specific
Part 2A	4	For a charter school that is a part of a larger company (Aspire Charter Schools), would there be a plan from the Home Office, then one from the school district who the charter is adopted by, then one from the school site?
Part 2A	1	For students with Mental Health needs, most of these programs are small in size and run parallel to SDC and Resource programs, would this system allow for counting these types of programs across multiple grade levels (elementary, middle, and high school) as one population so they would meet the minimum of 30 student count?
Part 2A	1	For students with special needs, (special day class, for example) how heavily will the SBAC results weigh in to the school's overall performance?