

Part 1 Peak Users: 163 - Part 2A Peak Users: 164 – Part 2B Peak Users: 45
 Part 3 Peak Users: 23 – Part 4 Peak Users:18 – Part 5 Peak Users: 21

Part	Votes	Engagement (Family/Community)
Part 1	28	How can we get better parent engagement?
Part 1	8	What are the best practices while sharing LCFF with the community and getting their feedback?
Part 2A	5	Do students complete a yearly survey based on their own connectedness to the school?
Part 1	5	In the rubrics will there be a more concrete, quantitative measure with which to measure parent engagement
Part 1	2	How will the rubrics be used to support identification of schools under ESSA e.g. will some measures weigh more? What opportunities for feedback are there to contribute to thinking on this?
Part 2A	2	At what point do we focus on helping students be a part of understanding accountability and engaging them in our processes of measurement and learning so they ACTUALLY WANT to come to school, learn, and develop a growth mindset?
Part 2A	2	Does CCEE provide parent-friendly resources for distribution?
Part 3	2	Will there be an "all in one" indicator sheet for LEAs and schools? Will they get the same report? Will training materials to use with parents be available to communicate with?
Part 1	1	<p>Because L.A.S. Does not have a better process to hear the voice of the parents of the children of the 3 groups What L.C.F.F. Because the district gave authority to the principals of the schools. What a parent chose for each subgroup. I disagree neither in the process nor the implementation because in the schools they do not give information about L.C.F.F.ni de L.C.A. P.</p> <p>(Porque L.A.U.S.D. no tiene un proceso mejor para escuchar la voz de los padres de los niños de los 3 grupos Qué L.C.F.F. financia, porque el distrito le dio autoridad a los directores de las escuelas Qué eligieran un padre por cada subgrupos .no estoy de acuerdo ni en el proceso ni la implementación porque en las escuelas no dan información de L.C.F.F.ni de L.C.A. P.)</p>
Part 2a	1	<p>What is it? What is ours? It is in penultimate place in education and in math. The results are catastrophic. Those who are what are failing our children are intelligent and the parents do not involve them, do not train them or treat them well. What are they going to do to improve Practices and responsibility</p> <p>(A qué se debe Qué nuestro esta Está en penúltimo lugar en educación y en matemáticas los resultados son catastrófico quienes son los Qué están fallando nuestros niños son inteligentes y a los padres no los involucran, no</p>

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		los capacitan ni los tratan bien.qué van hacer para mejorar las practicas y la responsabilidad)
Part 3	1	What kind of simplified information I can share to my school site to raise awareness about LCAP?
Part 4	1	Will there be tutorials or workshops to model how to present this to parents/families?
Part	Votes	Evaluation Rubrics
Part 1	39	If our district has areas in orange on the rubric, does the county require us to address these areas on our next year's LCAP?
Part 1	33	When will the Rubrics be released? Has a date been set?
Part 1	26	When will the accountability really begin? In other words, will schools get identified for comprehensive support in 17-18?
Part 1	22	How will the LCFF Evaluation Rubrics help my school improve?
Part 1	17	Will the cut-off scores in the rubrics for status and growth change over the years?
Part 2B	13	isn't it kind of misleading to see overall green when all subgroups except for white and Asian are underperforming/decreasing
Part 2B	12	How do you see students who are in multiple categories? i.e.(Hispanic, socioeconomically disadvantaged, and has a disability)
Part 2B	9	How do we measure the quality of graduation as oppose to just the rate?
Part 1	8	Will the lcff eval rubric data be pre-plugged into the LCAP template by district?
Part 2A	6	Will LCAPs refer to rubrics for goals of growth in priority areas? Is that the idea?
Part 2A	6	Will the performance report be disaggregated by subgroups?
Part 2B	6	Will the change criteria (1 year or 3 year average) be set or whatever number best serves the LEA?
Part 1	5	Can we add additional metrics in addition to those mandated by the state?
Part 3	5	If this is made up data, couldn't we have at least tried to have them represent something other than status quo?
Part 3	5	Are districts going to be required to change EAMOS based on rubrics?
Part 3	5	Could the English Learner Indicator "English Acquisition" to not confuse it with the English Learner student group?
Part 2A	4	How will expected annual measurable outcomes change? Do you envision EAMOS all shifting -new fixed term plan/rubric
Part 5	4	How do we prevent this from becoming a color coding system posted up on schools like restaurant grading systems?
Part 1	3	How is the new LCAP different than previous years?
Part 2B	3	Who gets included in the English Learner "Total student Groups"? Why are there five groups?
Part 2B	3	What is the crossover in the data? If there are 833 students that means that some of your Socioeconomic disadvantaged kids, must be crossing over with the ethnicities, because the numbers don't add up.

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Part 3	3	In the all student data layout, how can we get data in a non-duplicated category? For example, a foster, English learner.
Part 2A	2	Will the rubrics/reports be provided at the school level or only the LEA level?
Part 3	2	Will LTELs become a significant subgroup on rubric?
Part 5	2	Since ethnic background doesn't dictate cognitive ability, how does breaking the information down by race give valid results?
Part 1	1	Will there be a rubric display by school?
Part 2A	1	How were the percentage cut points for the status charts determined?
Part 2A	1	On the status data, it appears if you start out at high/very high, we would be penalized for maintaining that level. Not ok
Part 2A	1	If there is a discrepancy between the state and local measurements, what will be the final color?
Part 2B	1	Are these displays definitely the format for this year's rubric?
Part 2B	1	If I click on the number of student groups in red/orange, will it show me which groups they are?
Part 2B	1	Can you explain the how CELDT and reclassification rates criteria determines the English learner indicator on rubric?
Part 2B	1	What about District that do not have high schools? How is the graduation rate come into play and how will this indicator be measured?
Part 3	1	On the graduation rate single indicator- will it also have a column to show the change difference from previous year? Much like the English learner data layout?
Part 3	1	How will the state look at a school if we are red in one indicator but in others we good, i.e. blue or green?
Part 3	1	Will the CAA be represented on the indicators for Special Ed.?
Part 4	1	Is it possible to add number of student group - i.e. - Asian (45) so we know how large the student group is at a glance
Part 5	1	This doesn't come across as a rubric - it comes across as a data platform. A rubric would have given model practices.
Part	Votes	LCAP/Accountability
Part 1	21	How do you hold district accountable for goals they haven't met over the first three years?
Part 1	15	How can we ensure that stakeholder feedback is actually reflected in the LCAP?
Part 2B	11	For accountability purposes, will the English Learner group include RFEP students for a number of years after reclassification (similar to the old model)?
Part 3	8	What are we going to make responsible if the items are not going up and the goals are not being fulfilled if the money is already spent all Who work are earning their salary but What do our children gain the time who recovers it (A qué vamos hacer responsable si las rubricas no están subiendo y las metas no se están cumpliendo si el dinero ya se gasto todos los Qué trabajan están ganando su sueldo pero Qué ganan nuestros niños el tiempo quien se lo

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		recupera)
Part 2B	7	If schools with a high % of disadvantaged students have been given extra \$ but are not showing growth, what is the consequence
Part 1	6	What's happens in 2018, when we get a new governor elected?
Part 1	5	What are you doing to address inconsistencies in process across the state? Equity? Access?
Part 2A	3	Where does social and emotional learning factor into accountability (if at all)?
Part 1	3	Is there a limit to how many people can be on an LCAP committee? Is this a district decision?
Part 2A	3	Because our children English Learners from L. A.U.S.D. Are the lowest academically and the goals of L.C.A.P. It is only 1% of progress so when we are going to close the (Porque nuestros niños Aprendices de Ingles de L. A.U.S.D. son los más bajos académica mente y las metas del L.C.A.P. solo es 1% de avance así cuando vamos a cerrar la brecha académica)
Part 4	3	Is there a potential for LCAPs to be due after the SBAC data comes out for the current year?
Part 1	1	How do we decide on local measures?
Part 1	1	How much latitude or true options will LEAs have for selecting a survey instrument that measures School Climate?
Part 1	1	Will LEAs be required to address All red/orange performance areas in the Plan Summary section of the LCAP?
Part 1	1	What is the process for evaluating the LCAP on an ongoing basis?
Part 2A	1	Is there a team who should be working together to work on local rubrics? Who should be a part of that group?
Part 2B	1	School sites should be part of this information because they make decisions (Deberían ser parte de esta información los sitios escolares porque ellos toman decisions)
Part 3	1	And what are they going to do with so much bureaucracy What does L.A.U.D. Incompetent if each of them have unions What defends them and the What we defend the children What the parents the district closes the doors to them (Y qué van hacer con tanta burocracia Qué tiene L.A.U.D. incompetente si cada uno de ellos tienen sindicatos Qué los defiende y los Qué defendemos a los niños Qué son los padres el distrito les cierra las puertas)
Part 3	1	Who will be responsible if the rubrics are not on and the goals are not being fulfilled if the children are affected because the ones that work earn their salaries What do my students earn and who recovers their (Quién va ser responsable si las rubricas no su en y las metas no se están cumpliendo si los niños son los afectados porque los Qué trabajas ganan sus sueldos Qué ganan mis estudiantes y quien les recupera su tiempo)
Part 4	1	Will we be submitting chronic absence data at the end of the 2017-2018

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		academic years, or will we be required to submit attendance data throughout the academic year?
Part	Votes	Funding
Part 2A	22	How can districts spend LCFF dollars on school climate investments including restorative justice and more supportive staff?
Part 1	20	Will there be more specific guidance for allowable expenses for S & C funds?
Part 1	19	How will bargaining associations be brought in as partners when it comes to spending of the funds?
Part 1	14	How many Districts are using Sup/Con dollars for compensation increases that are not tied to an increase in student/teacher minutes?
Part 1	13	Can we expect LCAP money to be equally distributed between English only learners and ELL students now that proposition 38 has passed?
Part 1	9	Can LCAP funds be utilized to help fund sports at a school site?
Part 5	5	Will these rubrics be related to school site plans as done in the former site council days? How can school site council be included in helping to decide how to use LCFF funding at their site based on the LCAP? Sometimes admins are given a budget and there isn't feedback from the site staff. How can we get this to be required?
Part 2A	4	Because L. U. S. D never presented to us, the investments item of the programs to know if these investments impacted to academic (Porque L. U. S. D nunca nos presentó las,rubrica de las inversiones de los pogramas para saber si estas inversiones impactaron a logró academic)
Part 2A	4	So, when we are looking at change over time, are we looking at cohorts? If we are looking at ELA achievement are we looking at the same kids?
Part 1	3	How do we ensure that money is going towards the students/goals rather than lining someone's pocket?
Part 3	3	It is nice that the indicators track students but let's talk about how the indicators track the money and contracts???
Part 2A	2	When will LCFF/LCAP honor the reality of teacher salaries (increases) as viable spending & result in improvement/retention?
Part 1	1	How will the dashboard and support process help to better define and communicate the appropriate used of supplemental and concentration funds?
Part 4	1	Why is this session called LCFF when the workshop doesn't speak about budget?
Part	Votes	Resources/Support
Part 1	47	How do we keep our Lcap committee from becoming a rubber stamp?
Part 1	21	How are districts identified for support? What are the "teeth" if and when that process is triggered?
Part 1	19	Will schools be identified for support or just districts?
Part 1	18	What does adequate stakeholder feedback look like now that the LCAP is a static document?

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Part 2A	16	Are there any tools or resources that you recommend for measuring Implementation of State Standards?
Part 1	15	Recommendations for increasing stakeholder buy-in for giving feedback on the LCAP prior to board approval
Part 2A	11	Because L.A.S.D. It does not have a better process to listen to the voice of the parents of the different groups than the L. C. F. F. financier. Ya What this year the district gave authority to the principals of the schools What a parent of each group chose without announcing the parents and taking away the opportunity to participate and I do not agree with the process or the implementation because in the schools it is not given LCFF information the LCAP (Porque L.A.S.D. no tiene un proceso mejor para escuchar la voz de los padres de los diferentes grupos Qué el L. C. F. F. financia. Ya Qué este año el distrito le dio autoridad a los directores de las escuelas Qué elegiera un padre de cada grupo sin anunciar a los padres y quitandole oportunidad de participar ni estoy de acuerdo ni con el proceso ni la implementacion porque en las escuela no se da información de L.C.F.F.ni el L.C.A.P.)
Part 1	10	For the State Performance Indicator for ELs one criterion is EL reclassification rates. How can this be used as part of the LCAP rubric when each district has a different reclassification criterion?
Part 2A	10	How can we create processes and cycles of continuous improvement that occur at the site level to provide District level teams, tasked with writing the LCAP, with school site specific needs and input?
Part 2A	8	For those who speak Spanish or another language can it be translated so we can be in on your important conversation? Tap to see response
Part 1	6	Are the materials available online for download? Also translated version (Spanish)?
Part 2B	5	When, where & how will this layout and data be available for the public and LEAs?
Part 2B	4	Will there be materials created and shared by CCEE/cde to present to different stakeholders, especially non-educators?
Part 1	3	Where can we see the rubric?
Part 2A	3	Is there a vehicle for communicating examples and best practices in LCAP as the rubric is put in place?
Part 3	3	What is the web address...is it up and running already?
Part 2A	2	Will CCEE/cde provide materials to share this info with stakeholders to ensure we are sharing information in a uniform way?
Part 4	2	Will there be a school comparison report, so we can view all the schools at one time?
Part 1	1	How is the new County and State assistance different from the former support/assistance under the SBE assigned DAIT model?
Part 2A	1	Is there one cheat sheet that 1) Explains the LCFF and LCAP, 2) Explains the

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		rubrics 3) Gives brief history of how testing/funding relates to LCFF/LCAP?
Part 2B	1	We need clarification on the Change for English Learner. The Tab 2a says "or that were reclassified for 3 years prior to last year." How do we get that data? Locally or on CDE?
Part 4	1	Will you make this PowerPoint available to us electronically so we can begin to share this with the community?
Part 4	1	What is the long term plan to support schools? What types of resources will be available?
Part	Votes	Development/Establishing the Evaluation Rubrics
Part 1	22	How is school climate measured?
Part 1	15	Define multiple performance indicators? Is this district defined?
Part 1	8	Will SPSA (and similar CDE plans) be revised to align to LCAP? Will templates be merged?
Part 2A	6	Will there be performance category reports for individual schools within a district?
Part 2B	6	Are they going to prepopulate the three year average
Part 2B	6	Where do indicator data populate from? (sarc? lcap?)
Part 2B	5	How do we identify the needs of LGBTQ students in this process?
Part 1	4	How are stakeholder groups involved in developing the LCAP?
Part 2A	4	Please change the language from "categories" for both the indicator (7) and "performance". Perhaps "Performance Levels" and "Indicator Categories". Calling both categories confuses everyone.
Part 3	4	What about LGBTQ youth??
Part 3	4	The EL indicator is reclassification or percent increased by one level. How do we know which to choose?
Part 1	3	What are some best examples of fully including teachers in the LCAP development process?
Part 2A	3	How were the "State" and "Local" indicators chosen? It seems strange that the "Basics" and "Implementation of Standards" is "Local".
Part 2A	3	Within Local Performance Indicators, define Academic Standards.
Part 2B	3	The EL indicator evaluates the CELDT data. However, next year with the ELPAC, how will the Change over time be measured?
Part 2B	3	In the single indicator data are English learners being double counted in respective sub groups?
Part 2B	3	How come it's not broken down by race and gender to get a true measurement of what students are doing?
Part 2B	3	A lot of data is a year behind. How do we use year old data to analyze current LCAP actions and services?
Part 2B	3	Once we add our data for the Local Indicators, where is this report going? Do we send it to CDE?
Part 3	3	For districts, is this district-wide data, or will it be school-level, too?
Part 3	3	Will RFEPs be included in student groups?
Part 2A.	2	How are K-8 districts to address graduation rates and college and career

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		indicators?
Part 2B	2	Will the single indicator data layout and the equity data layout be paired when presented in local districts?
Part 3	2	Why is Filipino not included in Asian group? Philippines are in South East Asia.
Part 4	2	Why haven't the cut points for Chronic Absences been defined yet? It seems like this would be one of the easier areas to quantify.
Part 1	1	Were the tools to measure local indicators officially approved? If so, where can we find the final versions?
Part 2A	1	Will ELA and Math scores be reported as indicator for 11th grade? (even though it isn't an indicator yet; but will be in CCR)
Part 2A	1	How were the percentage cut points for the status charts determined?
Part 2A	1	Will ELA and Math scores be reported as indicator for 11th grade? (even though it isn't an indicator yet; but will be in CCR)
Art 3	1	Will stakeholders be able to see example of reference chart? So they can see what the performance categories mean with #\%
Part 3	1	How will reclassification be 'normed' across all districts to ensure an 'apples to apples' comparison?
Part 4	1	How does the data layout reflect multiple school site strategies to improve their indicators?
Part	Votes	Organization Specific
Part 1	28	How will this round of LCAP differ from the first cycle?
Part 1	28	How much weight will LCFF rubrics carry in charter renewals? Any recommendations to the SBE regarding charter renewals?
Part 1	20	How is the rubric tied with other accountability metrics such as ESSA, charter renewal conditions, etc.
Part 1	7	How do Basic Aid districts, which receive significantly more funding than LCFF districts, fit into this framework?
Part 2A	5	Will there be guidance in adopting a climate survey that is not as controversial as CHKS? We need one!
Part 2B	4	Is CCEE No Child Left Behind with make up on? Why or why not?
Part 4	3	If we're a charter that is school/LEA/own district, do we have to use different rubrics? (section 4 objectives)
Part 1	1	How will the rubrics and LCAP work together to demonstrate improved and increased services for ELs, Low income students and foster youth
Part 2A	1	Will this be extending LCAPP? And for how long more will we continue to have LCAPP
Part 2A	1	Will this be extending LCAPP? And for how long more will we continue to have LCAPP