

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

San Diego

November 16, 2016

**Part 1 Peak Users: 68 - Part 2A Peak Users: 45 – Part 2B Peak Users: 21  
Part 3 Peak Users: 20 – Part 4 and 5 Peak Users: 20**

Part	Votes	Engagement (Family/Community)
Part 1	31	What are the most effective ways to increase and measure Parent Engagement?
Part 2A	29	What tools, beyond surveys, is best practice for engaging students, parents and staff?
Part 1	16	How do we ensure increased parent engagement in schools where low parent involvement?
Part 2A	13	Does CCEE or the CA Dept. of Ed have minimum standards for parent/community/stakeholder LCAP input? Too many LEA's holding evening meetings where they show a PowerPoint and handout question cards. Districts should be expected, if not required, to go out into the community on multiple occasions and with translation services.
Part 4/5	7	Do you have any resources I can share with my parents, students, parents now? To prepare them?
Part 1	6	Helping parents understanding of LCFF?
Part 3	6	How will parent involvement be measured?
Part 2A	4	How can you encourage a district with a culture of racism, to make changes for children of color?
Part 1	4	What are effective ways to include association members in goal setting, etc.?
Part 1	3	I hear that the new ESSA filing requirements will tie in LCFF. How will LCAP rubrics tie in?
Part	Votes	Evaluation Rubrics
Part 1	26	How will the LCFF Evaluation Rubrics help my school improve?
Part 4/5	18	Are the RFEP students in the EL group?
Part 1	15	How is the evaluation rubrics connected to the LCAP?
Part2A	13	What makes up College and Career Readiness? Has this been decided? Can we participate in a discussion on how this measure is created?
Part 1	8	What is the logic behind combining the metrics for English Learner re-designation and for annual progress toward English proficiency on one rubric? Does this hide part of the English Learner story by combining into one metric?
Part 2A	7	How do Alt Eds fit into these rubrics?
Part 3	7	How will the EL Performance indicator be calculated? (# of EL improving by 1 Perf Level on CELDT in 2015-16) + # of students RFEP in 2016-17?
Part 3	7	Where is the RFEP data? Are they in the EL student group?
Part 2A	6	Is there any information about how chronic absenteeism will be calculated for Independent Study schools?
Part 4/5	6	Why is a-g considered as THE measure for career readiness?

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Part 1	5	How will student growth in the academic, social-emotional, and physical domains be measured and prioritized with the LCFF rubric?
Part 2A	5	What about district's who don't have significant LI, FY, and EL students but still need to address all other local student groups. How do you adjust rubrics to focus on those populations?
Part 2B	5	How do the state priorities apply to elementary and middle schools? For example, graduation rate?
Part 4/5	5	Do we talk about red as "poor" and blue as "good" or below/above average? Or is it the school is red in this group/indicator?
Part 2A	4	Will graduation rates be limited to a 4 year cohort?
Part 3	4	What if my school was 6-12th (145 students) grade last year and now we are a K-12 (650 students) school? Will the data follow the students?
Part 1	3	What's another word for "rubrics"?
Part 2A	3	In "school climate" what is missing here (e.g. Local PI) is the notion of "are you happy?" for our staff/teachers/admin.
Part 2A	3	Are grade 11 SBAC results not part of the rubric?
Part 2B	3	Is "yellow" good or bad?
Part 2B	3	So, if suspension category shows blue this means low - correct?
Part 3	3	How are the colors decided? For example: graduation rates have 5 blues but suspension rates have 4 blues?
Part 2A	2	Can you show some sample use of reference chart?
Part 3	2	Why is the upper left corner of each reference chart without a color?
Part 3	2	Are the ELA and Math assessment indicators only for grades 3-8? Will high schools also have these indicators?
Part 3	2	Will these rubrics be editable for translation?
Part 4/5	2	Is it possible to report the performance category colors (pie slices) at the top of "the pie" if there was an increase and at the bottom of "the pie" if there was a decline? This might make it easier to see trends at a glance, particularly in the yellow.
Part 2A	1	How do you determine the growth threshold for the local performance?
Part 2A	1	Does 'met' standard equate to yellow or a 3?
Part 2A	1	In terms of "student groups", what are some examples?
Part 3	1	The increase or trend is missing from these "overview" charts. How can we easily see this info as well?
Part 3	1	When we talk about data should we say, "Why is the graduation rate now green?" instead of, "Why is it 10% higher now?"
Part 4/5	1	If in the student group, the population is significantly smaller than another group, would that skew the data in comparison to each group?
<b>Part</b>	<b>Votes</b>	<b>LCAP/Accountability</b>
Part 1	18	How are charter schools, which don't have elected governing boards, held accountable for genuine stakeholder LCAP input and accountability on the LCAP itself? Is the LEA the oversight agency or is it the COE, or both?

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Part 1	12	How can LEAs be held accountable when they continue to ignore the needs of learners and refuse to utilize community input?
Part 1	10	When will the template be finalized?
Part 1	6	With the LCAP improvements, can we expect LCAP replacing SPSA?
Part 1	5	How can control of the LCAP be given back to the community and away from district self-interests?
Part 1	5	When will new template be available as an E-template?
Part 1	5	What role does the LCAP play in educating students identified as special education?
Part 1	4	Are there any firm expectations for stakeholder input into LCAP?
Part 1	3	How will these new Rubrics encourage accountability while at the same time ensuring the freedom to experiment and meet our students and community where they are and help them to achieve without barriers to equity?
Part 1	3	Will lcip replace or complement strategic planning?
Part 2A	3	Where should districts be at this point of the year with LCAP process?
Part 2A	3	How do we account for charter students who have been "dis-enrolled" and who are often SPED students and students with high behavioral and academic needs? There should be accountability for the schools who have dis-enrolled the students and support for the receiving schools/LEA.
Part 2B	3	Will the LEAs be putting in the numbers and color or will the state be putting this in for the LEAs?
Part 3	3	Who is writing the statements of model practice?
Part 2A	2	What will be the impact for Districts/Schools who are orange/red over several years?
Part 2B	2	Will districts have at least one full year of implementation before any sanctions are enacted?
Part 4/5	2	Will this data be used for not only LCAPs, but WASC as well?
Part 1	1	Who is the governing body that we can file complaints with if the LEA's continue to follow their own agenda, dismissing stakeholders?
Part 2A	1	Does the local control mean the school district still uses the area superintendents and other district staff to push for the district needs and goals at the school sites, clusters and areas?
Part 2A	1	How far can the district go towards accommodating other stakeholders on LCAP?
Part 2B	1	Is it clear who populates the various data in the templates?
<b>Part</b>	<b>Votes</b>	<b>Funding/Salary</b>
Part 2A	15	What happens to LCFF when CA has its next budget shortfall? Where will the cuts be made?
Part 1	10	How is funding allocated to schools in a district? E.g. if one school has many LI are they guaranteed to receive the funds?
Part 2A	9	When LCAP funds are used to create positions, how do you measure whether the non LEA stakeholder's approval was taken into consideration

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		before the position is created?
Part 1	5	With reports from the LAO warning of recession clouds in the next couple years, how will LCFF. Be impacted?
Part 1	4	Are there any identified best practices in survey design that drive prioritization of budget and spending?
Part 2B	4	How will the colors be attached to funding?
Part 2A	3	Where can we find LCFF allocations to districts broken down by base, supplemental and concentration amounts?
Part 2A	2	How do you keep LEA's from trying to take LCAP funds away from LI, FY, and EL and spread them out to other populations?
Part 2A	2	What do we do when slanted COE interpretations of LEA budgets create disharmony within stakeholders
Part 2A	1	When LEA's perceive and express to have a low LI, FY, and EL populations, how can stakeholder's ensure that LCAP funds are spent on the intended populations?
Part 3	1	Is there a centralized way to disaggregate LCFF spending by District, school, and student population? If not, is this something that could have within CCEE and the CA Dept. of Education? For democratic public schools and charters.
Part 4/5	1	How will suspension rate data impact LCAP funding? If the suspension rate is high is funding increased or decreased?
<b>Part</b>	<b>Votes</b>	<b>Resources/Support</b>
Part 1	8	Will there be any information shared on Charter schools and the LCFF/LCAP?
Part 1	8	Are there model for Spanish, Vietnamese, Somali?
Part 1	7	Some of our LEA's have democratically elected school site decision-making bodies. Can CCEE create or does it have an LCFF/LCAP handbook for local decision-making bodies that aren't the school board?
Part 2A	7	
Part 2A	5	How can you help districts understand that even if there are low el numbers, these groups are still significant?
Part 1	4	How can a teacher union influence the direction of the LCFF? Especially when the district and the union are not aligned in vision
Part 1	4	How can u you get rid of an LEA director that is so far removed from the reality of the classroom and is completely useless?
Part 2B	4	Is CCEE or anyone working on a "dashboard" that districts could populate with their own data in order to provide an easy and timely look at the current status of measured indicators?
Part 1	3	I assume these slides are online so I can use them easily?
Part 2B	3	Who will be able to access this information? Will there be a log in? Public?
Part 3	3	Will all this data be available for each school in the district?
Part 3	3	Is there a plan to create a video/webinar that could be translated into different languages that we could use to train our parents & staff on the new state rubrics?

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Part 4/5	3	Is there a resource with lists of "best available" multiple measures?
Part 1	2	Does the "system" have capacity to assist all the LEAs and schools that will be identified for support?
Part 2A	2	Do we have access to the slides?
Part 3	2	When will all this data be available for LEAs to access?
Part 3	2	Is there a "best practice" resource that perhaps details case studies done in districts that have had the best improvement or overall results in each category? Perhaps a website on the BOE site?
Part 4/5	2	How can we help those student groups that we don't have data (represented by *, ---, and N/A) in the chart?
Part 4/5	2	Can the number of students in each student group be added to site report?
Part 2A	1	Will the data be released in a data-compatible format for use by third party aggregators - e.g. "Good Schools" and the like, to use in website search engines?
Part 2A	1	What is the website address for the LCFF Rubrics?
Part 4/5	1	We would like some video support to help with local indicators and practice. Are there any now?
<b>Part</b>	<b>Votes</b>	<b>Development/Establishing the Evaluation Rubrics</b>
Part 2A	7	You shared that being prepared in literacy and math are predictors of success, yet you are only measuring those areas with SBAC scores. We are not confident that SBAC is an accurate predictor. What other measurements will be shown to show readiness in literacy and math?
Part 1	5	How do you ensure that stakeholder input is not just gathered, but actually used in the development AND implementation of the LCAP?
Part 3	5	Section 2F indicates that some performance indicators may not apply to charter schools. Which indicators?
Part 3	4	Would it be possible to add a clarifying word to "English Learner" as an indicator category such as "English Learner Indicator" to limit confusion with the subgroup
Part 2A	3	Sorry, Not understanding the reference chart clearly. We trend actual indicator data overtime; has such an approach been considered?
Part 2A	3	What measures check the implementation of Academic Standards?
Part 2B	3	Will there be an option to view both the number of students and the percent at the same time?
Part 3	3	Can you please clarify the state performance indicator English for English learner proficiency?
Part 2A	2	What measurements other than SBAC will be used to show growth or progress in English language and mathematics? SBAC is not reliable or effective.
Part 2A	2	Will you provide what school year each measurable outcome will be collected from? English Learner - this would be CELDT results from 2015-16? Reclassification rate from which year ?

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Part 3	2	We don't only look at these data areas. There are lots of data that we compile and consult. How can we make sure these areas don't become 'the only ones?'"
Part 3	2	If someone is Asian and another race does they get classified as Asian or two or more races? Do students get classified in more than once?
Part 3	2	How is graduation rate determined in a middle school?
Part 2A	1	Will there be recommendations of tools to measure local categories?
Part 2A	1	What determines which criteria for "change" is used? Prior year average of prior years?
Part 2A	1	Will the Performance Categories be adjusted for small school districts?
Part 2A	1	How with the phase-in of ELPAC impact the EL category? Simply a "rip and replace" for CELDT?
Part 2B	1	Would the student groups be grade levels?
Part 2B	1	Given the experience with colors for terror threat levels, why did we choose to use colors for LCAP evaluations?
Part 2B	1	Now moving from one number (API) to multiple measures, how will districts prioritize which ones are "more important" than others?
Part 2B	1	Do the English and Math assessments apply to high school?
Part 3	1	Indicators would be easier to analyze if organized: absenteeism, suspension, el, ela, math, grad, college
Part 3	1	In this version, why are the indicators along the top, instead of the side, like it is on all the other charts?
Part 3	1	What goes into a cohort graduation rate? If a student starts in grade 9 and moves away, do they count?
Part 3	1	How are the fields updated?
<b>Part</b>	<b>Votes</b>	<b>General Presentation Comments/Suggestions</b>
Part 4/5	3	It seems like the legend on symbols should be added to charts at the bottom so we do not have to go back and forth to see what n/a, * and --- mean.
Part 2A	2	How can we explain in 6 year old language?
Part 3	2	As you provide in the rubric "Two or more Races" you should add the most at risk student like I was EL/SES or EL/SPED/SES
Part 4/5	1	As noted by speakers blue is not always "HIGH" (i.e. absenteeism)
<b>Part</b>	<b>Votes</b>	<b>Other Interest/Miscellaneous</b>
Part 1	7	What potential impact will the change in president have on California?
Part 4/5	7	Within San Diego County there is a high population of individuals from Middle Eastern descent...demographically this group is categorized as "white" for the student group classifications. Is there a way to dig deeper so that we don't lose transparency when it comes to the performance of our refugee students from Syria, Iraq, Egypt and other countries included in the Arabic state?
Part 2B	3	Do we expect any modifications or policy implications based on the recent

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		elections at the state and federal level, including the president-elect?
Part 2A	2	Is there a definition for "principally directed"?
Part 3	2	Is it possible to get data on number of substitutes used each term and administrative turnover (e.g. Crawford high school has had 4 Principals in 5 years)
Part 4/5	2	Okay, we see the data and have decided where we want to focus: now what do we do?
Part 4/5	2	How can you use the LCFF to change the notion that only single subject teachers can teach in High schools? This has been a hindrance for the schools with high numbers of New Arrival students (refugees and immigrant students with no prior formal education )
Part 2A	1	When are all the changes taking effect?
Part 2A	1	When is 2B expected?
Part 2B	1	Shouldn't it be Native American or is it American Indian?
<b>Part</b>	<b>Votes</b>	<b>Organization Specific</b>
Part 2A	9	Districts authorize charters but the County Office of Ed approves LCAPs. Can a District use LCAP measurements/progress as a condition for renewal/non-renewal?
Part 2A	8	I fear we are seeing Districts starting to use these seven areas of equity data as their sole focus on data in a way that is making this like the next NCLB. How do we make sure that does not happen?
Part 3	8	Since the CELDT will be eliminated for the 2017-18 school year; and the ELPAC won't be fully implemented until 2018-19, this means all schools will be "RED" in the EL Perf Indicator because they won't be able to reclassify any EL's for at least 1-1.5 years. Is this correct?
Part 2A	6	Have the LEAPs officially been folded into LCAP?
Part 1	5	What is the relationship between LCFF and LCAP?
Part 1	5	Como van a apoyar a los niños con iep (How will help children(students) with IEP)
Part 1	4	How might the state board consider furthering the notion of a school "story" tied to the new CASSPP results?
Part 1	3	Do we need to continue updating our SPSA?
Part 2A	3	Do English Learners include any RFEPS?
Part 3	3	Still haven't heard anything on Charter schools. Will we be addressed at all today?
Part 1	2	Will you point out the changes in the LCFF?
Part 1	2	Rather than use West Ed's CHKS is it okay for districts to use their own surveys to assess school safety and student/parent/teacher connectedness?
Part 4/5	2	How long are RFEP students counted in EL?
Part 2A	2	Does the * meaning change for Foster Youth since their "n" is 15?
Part 2A	1	Why doesn't section 1 of the equity data layout have anything regarding the

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		CAST NGSS assessment?
Part 3	1	Has there been any progress on how ASAM schools will be evaluated? Will there be different indicators and/or calculation methods?
Part 4/5	1	We get different answers to the same questions from different groups (CCSESA, CDE, CCEE, etc...). Is there some way everyone can get to agreement? This drives us crazy!