



# MOTHER LODGE UNION School District

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Marcy M. Guthrie Ed.D., Superintendent

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## LCAP-BACT & District Technical Assistance Team Meeting #4

3:30-5:00 P.M. MERC

February 26, 2018

SIGN IN

Print Name

Signature

Al Priestley

BOBBY LUSAN

Nisa Lyons

Lisa Donaldson

Tina Kayne

Danielle Peterson

Leslie Redkey

Marcy Guthrie

Joni Campos

Rhonda White

Renee Smith

Al Priestley

Bobby Lusan

Nisa Lyons

Lisa Donaldson

Leslie Redkey

Marcy Guthrie

Joni Campos

Rhonda White

Renee Smith

⊗ Absent Sunny Lofton, . . . .

+ Rich Findley

The Mission of the Mother Lode Union School District is the successful education of every student.

## The 25 Components of An Effective District System - Survey Results (n=39)



## COMPONENT 1: Shared Beliefs, Vision and Mission

### 1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

#### INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<p>Our LEA's processes for ensuring safe and orderly environments in all schools <b>lead to maximized student learning, engagement, and staff effectiveness.</b></p> <p>Data analysis and assessment are <b>sometimes used to continuously improve</b> safe learning environments and promote student engagement.</p> <p>Parents recognize that safe learning environments are necessary for <b>most</b> school in our LEA.</p> <p>Our LEA ensures that a universal behavior support system is in place at <b>most</b> schools and includes school-wide behavioral expectations, recognition systems, and consequence systems.</p> <p>Our LEA ensures that <b>most</b> schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for <b>some</b> students, regardless of eligibility of special education or other student support services.</p> <p><b>Most</b> schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.</p>	<p>Our LEA has documented procedures that ensure safe and orderly environments are <b>embedded within daily practices at all of our LEA's schools.</b></p> <p>Data analysis and ongoing assessment are <b>consistently used</b> to continuously improve safe learning environments and promote student engagement.</p> <p>Parents <b>recognize and value</b> that safe learning environments are necessary for <b>each</b> school in our LEA.</p> <p>Our LEA ensures that a universal behavior support system is in place at <b>each</b> school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems.</p> <p>Our LEA ensures that <b>each</b> school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for <b>all</b> students, regardless of eligibility of special education or other student support services.</p> <p><b>Each</b> school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.</p>
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p>Our LEA <b>lacks</b> procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools.</p> <p>There is <b>limited use</b> of data analysis and assessment to improve safe learning environments and promote student engagement.</p> <p>Parents <b>recognize</b> that safe learning environments are necessary for <b>their children's school.</b></p> <p>Our LEA is <b>exploring</b> school wide behavioral supports.</p> <p>Our LEA ensures that some behavioral interventions are in place but interventions <b>may not be</b> researched based.</p> <p>Our LEA <b>expects</b> behavior issues to be handled by school <b>administrators.</b></p>	<p>Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is <b>inconsistent, incomplete, or ineffective.</b></p> <p><b>Some use</b> of data analysis and assessment to improve safe learning environments and promote student engagement is evident.</p> <p>Parents <b>recognize and value</b> that safe learning environments are necessary <b>for their children's school.</b></p> <p>Our LEA is <b>building</b> behavior support systems at each school which include teaching school wide behavioral expectations, recognition systems, and consequence systems.</p> <p>Our LEA is <b>inconsistent</b> in ensuring that schools have a multi-tiered system of support available to all students.</p> <p>Our LEA is <b>working towards</b> collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.</p>

### Reflective Questions:

- In what ways are school leadership and staff involved in shared decision-making and take responsibility for implementing practices and programs that support student safe learning environments which facilitate student engagement?
- What structures exist for internal communication, planning, and resolving differences?

### Evidence shared for 1.3

[illegible]

## COMPONENT 2: Teaching, Learning, and Assessment

### 2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

#### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p><b>A majority</b> of schools implement a systematic approach to using interventions to meet the needs of struggling students.</p> <p><b>Most</b> schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for most students regardless of eligibility of special education or other student support services.</p> <p><b>A majority</b> of schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has a <b>periodic</b> process to monitor interventions for their impact.</p> <p>Interventions are <b>consistently modified</b> based on a variety of data sources to meet the learning needs of all students.</p> <p><b>Extended learning opportunities are consistently modified</b> based on a variety of data sources to meet the learning needs of all students.</p>	<p><b>All</b> students in our LEA participate in the general education curriculum of their grade level peers, with the assistance of collaborative learning strategies.</p> <p><b>All</b> schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services.</p> <p><b>All</b> schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has an <b>ongoing</b> process to monitor interventions for their impact and to ensure that every struggling student(s) is/are not being eliminated from higher-level learning opportunities.</p> <p>Interventions are <b>consistently modified</b> based on formative data to more effectively meet the learning needs of all students.  <b>Extended learning opportunities are consistently modified</b> based on formative data to more effectively meet the learning needs of all students.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p>Schools have <b>not yet implemented</b> a systematic approach to using interventions to meet the needs of struggling students.</p> <p>Schools are <b>exploring</b> the components of multi-tiered system of support for reading and math. Interventions are available for some groups of students.</p> <p>Our LEA has <b>not yet</b> implemented a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has <b>not yet</b> developed a process to monitor interventions for their impact.</p> <p>Interventions are <b>not modified</b> to more effectively meet the learning needs of all students.</p> <p><b>Extended learning opportunities are not modified</b> to more effectively meet the learning needs of all students.</p>	<p><b>Some</b> schools implement a systematic approach to using interventions to meet the needs of struggling students.</p> <p>Schools are <b>building</b> a multi-tiered system of support available for all students in reading and math. Our LEA is providing support to teachers to understand and utilize multi-tiered instructional systems.</p> <p><b>Some</b> schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has a <b>sporadic</b> process to monitor interventions for their impact.</p> <p>Interventions are <b>considered for modification yearly</b> based on a variety of data sources to meet the learning needs of all students.</p> <p><b>Extended learning opportunities are considered for modification yearly</b> based on a variety of data sources to meet the learning needs of all students.</p>

### Reflective Questions:

- What instructional practices are used in classrooms and at school sites to meet the learning needs of all students?
- What structures are in place to provide differentiated instruction and support to meet the needs of all learners?
- For which subject areas is additional learning time needed?
- How could we create opportunities for additional learning time for those students who need it?

### Evidence shared for 2.6

[illegible]

## CA Dashboard Analysis 2-8-18

### Areas of Progress/Strengths:

Listening in English Language Arts (ELA) – All Students  
 Concepts and Procedures (Math) relative strength – All students  
 ELA growth for all students (moderate) (In SED) 14/15 ->16/17  
 Math is *consistent* across the board  
 5<sup>th</sup> -> 6<sup>th</sup> grade increase in math (all students)

### Areas of Needs:

Students with Disabilities (SWD) in ELA/Math stagnant growth (significant decrease in performance 2017 compared to 2016)  
 All students – Writing  
 Lost ground 3<sup>rd</sup> ->4<sup>th</sup> grades in 15/16 and 16/17 in both ELA and Math  
 5<sup>th</sup> grade math lowest in district over last 3 years – All students  
 Except for 3<sup>rd</sup> and 6<sup>th</sup> grade – matched cohort showed a decline in ELA

### Performance Gaps Identified:

SWD and EL have largest gaps

### Questions:

Why spike in 15/16 ELA scores?  
 In math, do we focus on Communicating Reasoning? Or are we focused on the right targets?  
 Why are we so consistent? (student groups and over time)-How do we swing the trend?  
 How are students doing/progressing in math (cohorts)?  
 Do our students want to succeed?  
 How confident and knowledgeable are our teachers in their math standards and practices? LCAP IAs?  
 Are there common educational expectations for each grade level?  
 What interventions are in place to support students?  
 How do we use instructional time?