



MOTHER LODGE UNION School District

3783 Forni Road * Placerville CA 95667 * (530) 622-6464 * Fax (530) 622-6163

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LCAP-BACT & District Technical Assistance Team Meeting #6

3:30-5 P.M. MERC

April 19, 2018

SIGN IN

Print Name

Signature

Joshua Saldate

Al Priestley

BOBBY LUGAN

Nisa Lyons

Marcy Guthrie

Rhonda White

Lisa Donaldson

Leslie Redkey

Renee Smith

Joni Campos

Tina Kayne

Rich Findley

Danielle Peterson

[Handwritten signatures for Joshua Saldate and Al Priestley]

[Handwritten signature for Bobby Lugan]

[Handwritten signature for Nisa Lyons]

[Handwritten signature for Marcy Guthrie]

[Handwritten signature for Rhonda White]

was present

was present

Excused

was present

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MOTHER LODGE UNION SCHOOL DISTRICT

Student Achievement & Success

Student Engagement & Support

Parent Engagement & Support

Staff Engagement & Support

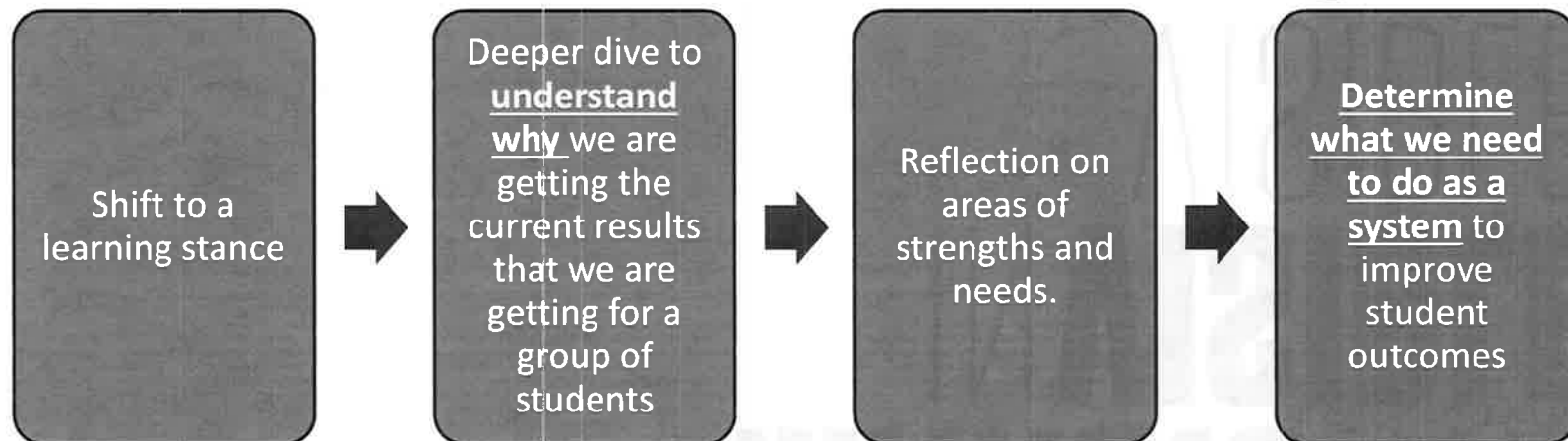
Where We've Been and Where We're Headed

- ✓ 1/16: Introduction to Improvement Science and initial data review
- ✓ 1/29: Review of local data measures
- ✓ 2/8: Data group work and identification of patterns; introduction to system approach
- ✓ 2/26: System survey discussion system component deep dive
- ✓ 3/19: Root cause activity
- 4/19: Review initial report of findings and LCAP implications

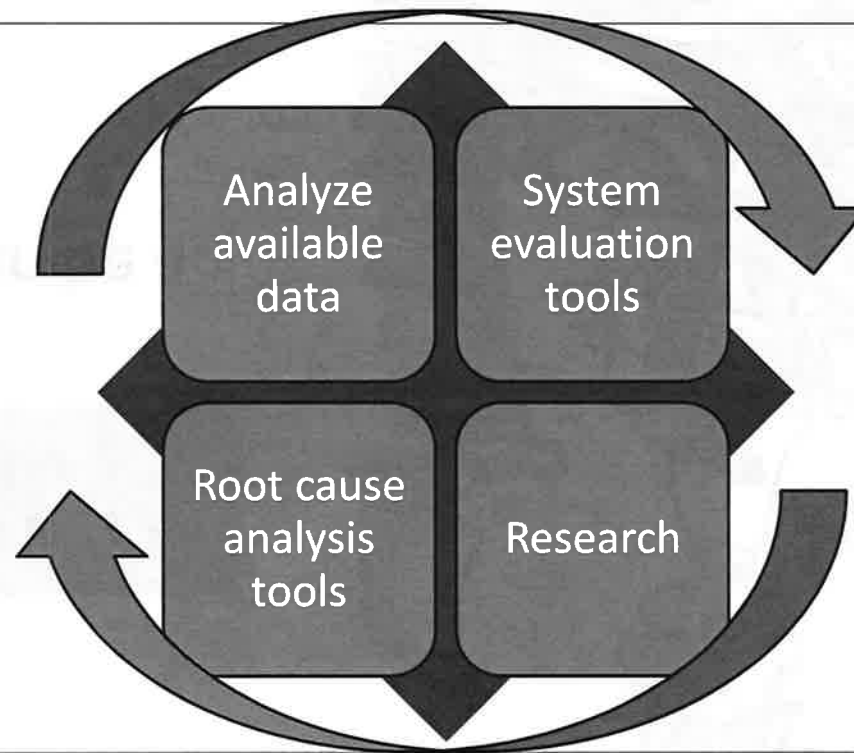
MAKING THE INVISIBLE VISIBLE

You are here.

What Is the Process?



How Do We Understand the Problem and the System That Produces It?



! WARNING

The process can be a bit messy...



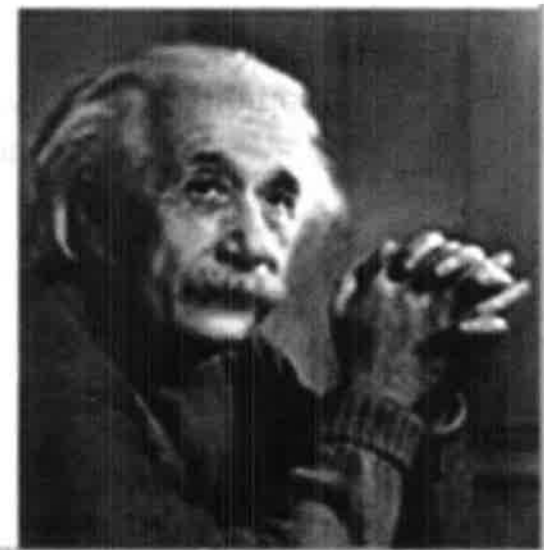
What We Have Done So Far...

To better understand the problem and the system that produces it, the Mother Lode Differentiated Assistance Team has:

- Reviewed student data
- Conducted a comprehensive parent survey
- Conducted a comprehensive staff survey
- Completed an LEA self-assessment to identify areas of focus
- Used the LEA rubric to further explore:
 - Component 1.3: LEA Support for Safe Learning Environments and Student Engagement
 - Component 2.6: LEA Support for Interventions and Extended Learning Opportunities
- Developed a problem statement
- Completed a root cause analysis with a fishbone and 5 Why Protocol

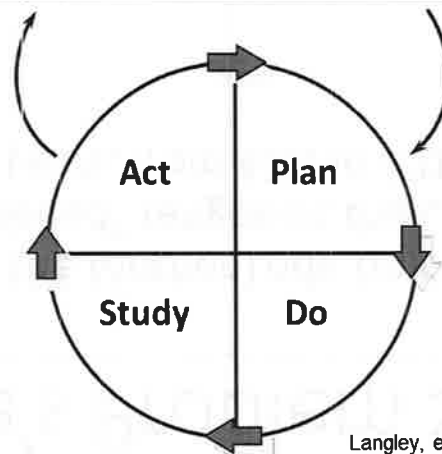
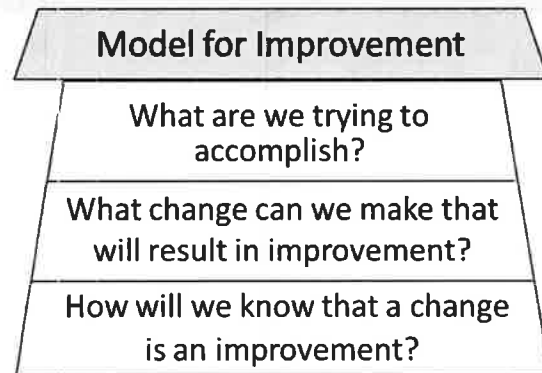
"If I had 1 hour to save the world, I would spend 55 minutes defining the problem and 5 minutes solving it."

-Albert Einstein



Mother Lode's Problem Statement

The number of all students in the Mother Lode Union School District who have scored in the “met” and “exceeded” ranges on the CAASPP math assessment has decreased over the last 3 years, from 42% in 2014-15 to 40% in 2015-16 to 39% in 2016-17.



“Deming called it (PDSA cycle) a flow diagram for learning and improvement...”

Langley, et al.

Act:

- What changes are to be made?
- Next cycle?

Plan:

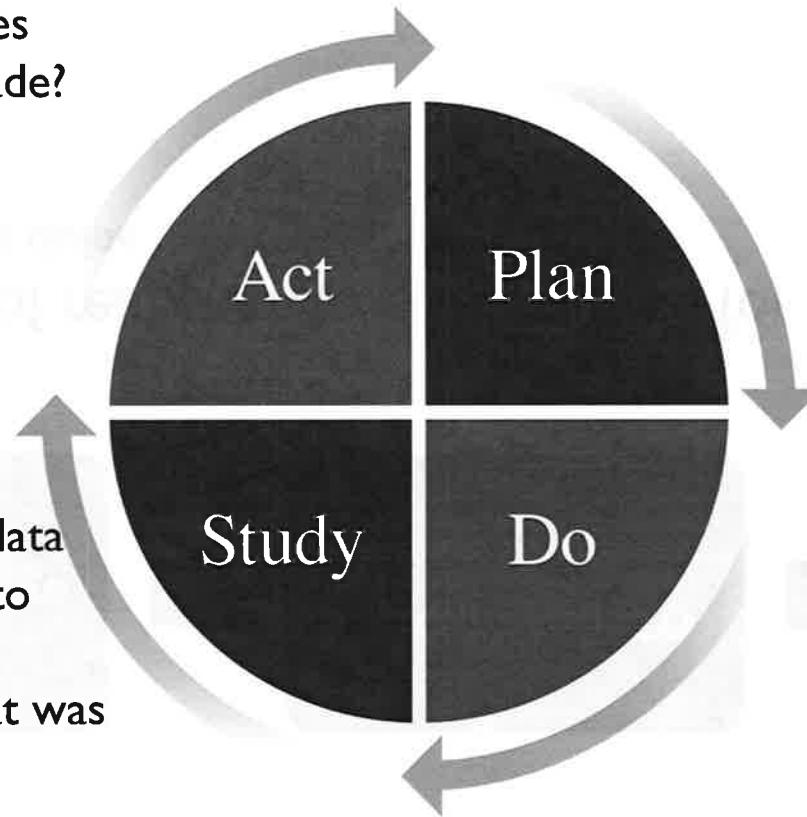
- Objective
- Questions and predictions (why?)
- Plan to carry out the cycle (who, what, where, when)
- Plan for data collection

Study:

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned

Do:

- Carry out the plan
- Document problems and unexpected observations
- Begin analysis of the data

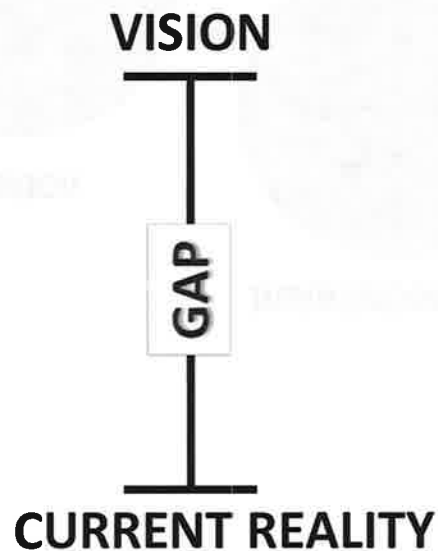




An inhibitor of real change is the search for perfect change.

The Improvement Guide

Improvement Begins with...



Dissatisfaction with the status quo and a recognition that existent outcomes are either not desirable or just not good enough.



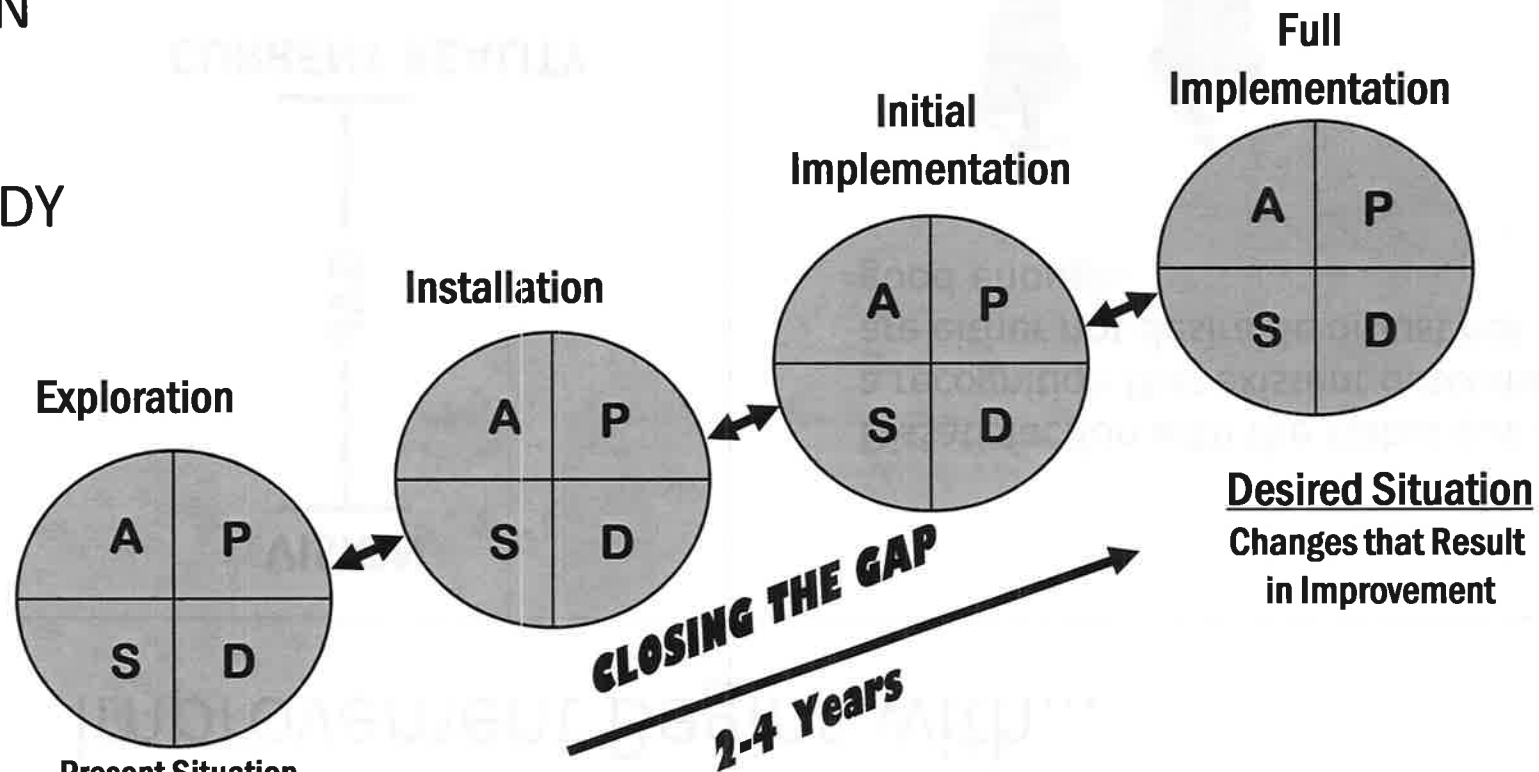
CONTINUOUS IMPROVEMENT CYCLE - PDCA

PLAN

DO

STUDY

ACT



Summary Letter





HERBERT GREEN MIDDLE SCHOOL

"Home of the Miners"

California Health Kids Survey (CHKS) Data:

5th Grade CHKS are based on active permission- this means parents have to sign a permission slip allowing students to take the survey. Only 44 students returned the permission slip this year which compared to the past two years is very low. In 7th Grade, CHKS permission is passive which means students take the survey unless a parent says they do not give permission for their child to do so. The total of 7th graders taking the survey this year is comparable to last year (71% of student took it both years).

Our greatest areas of concern are when we look at the *cohort differences*:

"At my school, teachers and other grown-ups care about me all or most of the time", in 2016, 73% of 5th grade reported strongly agree or agree and in 2018, only 53% reported the same. Interestingly, there was a steady yearly increase for students perceiving "Caring Adult Relationships" overall as high and "Students are treated with respect"- very much and pretty much stayed at 89% from 5th to 7th grade.

While there was a great decrease across the cohort of students feeling safe at school- agree/ strongly agree from 90% in 2016 to 63% in 2018, there was a yearly increase from 58% to 63%.

A concern in the area of mental health for our students is in 7th grade, the percentage of students reported having chronic sad or hopeless feeling in the past 12 months increased from 26% to 36%.

This information will be shared at our next staff meeting and will be a great help in building our Multi-Tiered System of Support (MTSS).

Grade 5 N=54/116 Grade 7 N= 120/133	Grade 5 N= 93/135 Grade 7 N= 90/113	Grade 5 N= 44/111 Gr 7 N= 87/121	% Decrease between Cohorts	%Increase Year to Year	%Decrease Year to Year
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Question	Grade	2016%	2017%	2018%			
School Connectedness- High	5	49	54	40	9		6
	7	41	49	45			4
Caring Adult Relationship- High	5	53	66	71		5	
	7	29	37	47	6	10	
Feel Safe at School- Agree/Strongly Agree	5	90	76	71			5
	7	58	58	63	27	5	
School is perceived as very safe or safe	7	59	51	57		6	
Students Treated w/Respect- Very much or pretty much true	5	89	80	89		9	
At my school, teachers and other grown ups care about me all or most of the time	5	78	78	71			7
	7	47	59	53	25		6
I feel like I am part of this school all or most of the time	5	68	78	71			7
	7	56	52	52	16		
Teachers treat students fairly-Strongly agree and agree	5	73	80	71			9
	7	44	58	50	23		8
Teach students to care about each other and treat each other with respect?	5	84	79	76			3
Do teachers and other grown-ups treat students with respect?	5	89	78	89		11	
Teachers and other grown-ups make it clear that bullying is not allowed	5	93	86	82			4
Chronic sad or hopeless feeling in the past 12 months- YES	7	24	26	36		10	
Cyber Bullying- during the past 12 months how many times did other students spread mean rumors or lies about you on the internet?							
Never	7	87	86	65			21
Once	7	8	9	15		6	
During the past 12 months, how many time on school property have you had mean rumors or lies spread about you?							
Never	7	58	58	48			10
Once	7	16	19	23		4	

INDIAN CREEK ELEMENTARY SCHOOL

6701 GREEN VALLEY ROAD | PLACERVILLE, CA 95667
(530) 626-0765



Student Survey Results

One hundred and ninety-one third and fourth grade students participated in our student survey this year. Our survey results indicated strengths (a three-year high percentage) in several areas including:

- Teachers treat students fairly.
- A teacher or another adult wants me to do my best.
- A teacher or other adult believes I will be a success.
- My teacher or another adult encourages me to work hard.

We also had a three-year low percentage regarding *an adult has upset me at school in the last week or month*.

These results indicate that our students know how much we care about them and believe in them.

The following questions also indicated a three-year high in our percentage of students who agree or strongly agree that:

- They do interesting activities at school.
- They do things that make a difference.
- At school they do music, art, and dance.

Our students are enjoying the creative lessons and activities our staff design for them to teach them the state standards. In addition, our students have been participating in the Talent Show, weekly music class for fourth graders, and some musical/drama productions. Our Art Docent program is also in its second year.

Eighty-one percent of our students indicated they use technology every day or almost every day. Eighty-seven percent of students agreed or strongly agreed that their teacher teaches with technology every day or almost every day.

We are seeing the benefits of having one-to-one Chromebooks in first through fourth grades. With the help of our technology technician, Tyler Scott, we were able to use Clever badges this year. These badges enable students to sign on by waving the badge in front of the Chromebook instead of having to type in a long email address and password.

We are also seeing the benefits of having reliable technology for our teachers to teach with. We are appreciative of how responsive our technology technician, Tyler Scott, has been. He responds to our needs quickly and thoroughly enabling us to use our technology more efficiently.

ICES Student Survey Grades 3 & 4	2016 N=228	2017 N=215	2018 N=191
	119 female 113 male	107 female 107 male	99 Female 92 male
Questions	%	%	%
Feel close to people at sch	76	72	66
Happy to be at this sch	75	81	78
Feel like part of the sch	74	77	74
T treats stu fairly	66	79	81
Feel safe at sch	77	81	74
T or A cares	79	71	77
T or A notices	69	64	69
T or A listens	71	78	77
T or A tells me good job	77	82	78
T or A wants me to do my best	92	91	96
T or A believes I will be a success	80	80	82
Do interesting activities	70	70	76
Decide class rules / activities	42	40	35
Do things that make a difference	45	44	52
Outside of school –clubs / sports	61	53	57
In school clubs / sports	40	38	40
Outside of school music, art drama dance	41	38	45
T or A treats all stu w/ respect	60	75	73
At sch music art dance	38	39	56
T or A encourages me to work hard	82	81	84
T or A helps me w work	82	81	81
Real life lesson connections	84	84	82
T give me a chance	73	70	72
Books and lessons reflect my ethnicity	58	67	54
All stu treated fairly when break sch rule	35	47	49
Adult treated me in a way that upset me	32	30	19
School yard and buildings clean	54	66	61
I use tech every day or almost every day	50	76	81
Teacher teaches with tech every day or almost every day	80	86	87

Blue fill – increase over 5% Orange fill - decrease over 5%

*Draft
shared
4/19/18
LCAP-GACT
& DTA*

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The goals in our 2018-20 LCAP continue to be: 1) student achievement and success, 2) student engagement & support, 3) parent engagement & support, and 4) staff engagement & support. This is a change from previous years.

As a result of our Differentiated Technical Assistance (DTA) because of the change in performance for our Students With Disabilities from 2016 to 2017, we lost significant ground on the "Academic Indicators" (i.e., ELA and math) and we had an increase in student suspensions from 2016 to 2017 for our Students With Disabilities. Bottom line: Mother Lode had 3 State Indicators in red on the CA Dashboard which triggered DTA. Through this process facilitated by the El Dorado COE, the District prioritized our "root causes" and determined:

1. The district is still in the installation stage of developing an MTSS.
2. Teachers need additional training and support in implementing universal instructional strategies to ensure success of all learners (i.e., Universal Design for Learning)
3. Teachers are spending significant amounts of instructional time managing student behaviors.

We acknowledge that it will take many years and a laser-like focus of resources and energy to implement effective Academic, Behavioral and Social Emotional interventions (MTSS).

Goal 1 student achievement and success

Create common understanding and urgency for Academic, Behavioral and Social Emotional interventions (MTSS).

Build on the work accomplished in 2017-18 with the Rural Professional Learning Network Implement around Growth Mindset and best practices for math interventions.

Additional action(s) and resources to ensure high functioning instructional technology is in place to support high quality instruction.

Add approximately .5 F.T.E. of Certificated VAPA Teacher time for 30 minutes a week for grades 1-4 to enrich the students fine arts experience and allow time for teachers to prepare high quality lessons and/or provide instructional feedback to students on their academic performance

Reallocate the work of 5 LCAP Instructional Aides 5 at Indian Creek to provide 90 minutes of support daily in Transitional Kindergarten and 60 minutes daily in Kindergarten (Goals 1, 2 and 4).

Goal 2 student engagement and support

Expand programs for students: Visual And Performing Arts (VAPA), elective offerings (e.g., technology- Tech I, Tech II, circuits, 3-D printing, Google Daydreams, coding, etc.) sports/intramurals in response to committee, parent and staff feedback.

Maximize the talents of our Assistant Principal, School Counselor, School Counselor Intern(s), School Psychologist and Director of Student Support Services to implement Behavioral and Social Emotional interventions (MTSS).

Action(s) and resources to support daily school attendance (supports Goals 3 and 4).

Action(s), resources and training to support alternatives to suspension (supports Goals 3 and 4).

Reallocate the (.75 F.T.E.) central office Coordinator of Special Programs position and replaced with a (1.0 F.T.E.) Assistant Principal position to provide direct support to students, parents and staff at both sites (also supports Goals 3 and 4).

Goal 3 parent engagement and support

Expand programs for students: Visual And Performing Arts (VAPA), elective offerings (i.e., outdoor/environmental education, technology [Tech I, Tech II, robotics, coding, etc.], and sports), in response to parent and staff feedback.

Explore ways to increase parent survey participation.

Refine our district and site safety practices, protocols and partnerships to support safe learning environments and overall student and staff safety (supports Goal 4 as well).

Goal 4 staff engagement and support

Focus our staff development time to provide professional development so as to develop understanding and implementation of Academic, Behavioral and Social Emotional interventions (MTSS). Maximize the use of our available time with staff during Structured Collaboration Time, Staff meetings and Minimum days.

Explore ways to foster teacher collaboration and learning from each other to share best practices (e.g., Instructional Rounds, etc.).

Explore ways to increase staff survey participation.

In order to assist teachers who are spending time managing student behaviors, the District added an Assistant Principal shared between the school sites in 2018-19 (Goal 2).

Redesign the how the district solicits input from all staff to inform the LCAP development outlined above.

Redesign how the District leaders collaborate and communicate with all staff to improve morale and teamwork across the District.

*In 2019-20: Provide teachers and staff training and support in implementing universal instructional strategies to ensure success of all learners (i.e., Universal Design for Learning)

Other:

The District submitted a Scale Up MTSS Grant -Cohort 3 to provide fiscal resources to support our MTSS work outlined in Goals 1,2 and 4 above (\$25K to be spent in 2018-19 and 2019-20).

HGMS submitted a Middle School Foundation Academies (MSFA) one-time planning grant for 2018-2019 from CDE for a possible implementation grant in 2019-2020. The middle school must be linked to an existing high school CA Partnership Academy (CPA) or LHA. The only CPA in EDUHSD is the Medical Careers at El Dorado High School. Grades 5-8 must be included in "planning" in support of Goals 2, 3 and 4 above (\$25K to be spent in 2018-19).



[Click Here to Upload Image](#)