



MOTHER LODE UNION School District

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2016-17 MLUSD LCAP-BACT TEAM Meeting #4 NOTES **Amended 05-02-17**

April 6, 2017 MERC 4-6 PM

I. Welcome Team:

Present: Arlynn Ward (ICES Teacher), David Tucker (HGMS Head Custodian & CSEA President), Rich Findley (ICES & HGMS Parent), Renee Smith (ICES & HGMS Parent), Lisa Donaldson (Chief Business Official), Rhonda White (ICES Principal), Leslie Redkey (HGMS Principal), Marcy Guthrie (Superintendent), Mary Beal (HGMS Teacher & MLTA President), Carrie Heilman (ICES Teacher) and Sunny Lofton (Director of Special Education) Absent: Danielle Peterson (Coordinator of Special Programs), Barbara Grover (HGMS SPED IA & CSEA Secretary) and Ashley Bose (ICES Admin. Assistant to the Principal) Guest: John Parker

II. LCAP Goal 4 Student Engagement

The Team reviewed the CA Healthy Kids Survey Data Grades 5, 7 & 8. There are no results for grade 6 for 2017 as they took the incorrect survey. Please see Table below.

	8	55	51
I feel like I am part of this school all or most of the time	5	77	78
	6	55	
	7	56	52
	8	48	43
Teachers treat students fairly-Strongly agree and agree	5	73	80
	6	84	
	7	44	58
	8	51	43
Does your school ... Help students solve conflicts with one another?	5	77	60
	6	60	
Teach students to care about each other and treat each other with respect?	5	84	79
	6	74	
Do teachers and other grown ups treat students with respect?	5	89	78
	6	78	
Teachers and other grown ups make it clear that bullying is not allowed	5	93	86
	6	78	
Chronic sad or hopeless feeling in the past 12 months- YES	7	24	26
	8	26	30
Cyber Bullying during the past 12 months how many times			

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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
	8	77	71
Once	7	8	9
	8	12	14
During the pas 12 months, how many time on school property have you had mean rumors or lies spread about you?			
Never	7	58	58
	8	58	55
Once	7	16	19
	8	15	14
Areas with a decrease of 6% or more	10		
Areas with an Increase of 6% or more	7		

The Team reviewed student survey results for grades 3 and 4 at the March meeting. The Team made the following observations:

There was concern about the responses of 5th graders. The 5th graders responses to five questions showed a decrease of 6% or more over responses in 2016. The questions are: *Feel safe at school*, *Students treated with respect*, *Teachers and other grown-ups care about me*, *Teachers and other grown-ups treat students with respect* and *Teachers and other grown-ups make it clear that bullying is not allowed*.

This prompted the Team to look back at 2016 and 2017 ICES student survey responses to similar questions. Looking at ICES Student Survey results for grades 3 and 4: *Feel safe at school* was 77% in 2016 and 81% in 2017, *Teacher or adult treats all students with respect* was 60% in 2016 and 75% in 2017, *Teacher or adult cares* was 79% in 2016 and 71% in 2017. It appears we lost ground from grades 3 and 4 to grade 5.

The concern about the 2017 HGMS 5th grade survey responses prompted discussion about:

- At the Special Board Meeting on March 22, 2017, the Board spent time discussing how they define student success. Their top three were: 1) Percentage of students who graduate from high school, 2) How engaged students are with school and 3) How hopeful students are about their future
- Having 5th graders on a middle school campus
- Our implementation of Positive School Climate (PSC)
- The plan for our PSC protocols/defining “minor” and “major” student offences; as of last week HGMS has logged 612 office referrals ranging from “failed to get a parent signature” [on a paper] to “using profanity in class”: This is an identified need for adult training in this arena
- The potential power of having both school sites layering the same messages (i.e., Be safe, Be respectful and Be responsible) which leads to clearer expectations for students and uniform application by all staff
- The known spike in Interdistrict Attendance Agreements between grade 4 and grade 5 (i.e., parents wanting their child(ren) in an elementary school setting longer

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- It was noted that a majority of the 2017 Parent Survey participants for HGMS were parents of 5th graders (n=27), as compared to grade 6 n=15, grade 7 n=8 and grade 8 n=10
- Not shared during the meeting but added here for a comparison is the 2016 Parent Survey participation rate for HGMS were parents of 5th graders (n=5), as compared to grade 6 n=18, grade 7 n=15 and grade 8 n=16. The majority of Parent Survey participation in 2016 were parents of HGMS students (n=54) of the total Parent Survey participants n=80
- It was noted that these responses seemed odd, usually if students report that they don't feel safe/happy etc. parents usually don't report their child feels safe/happy etc. last year's

The Team reviewed our planned 2016-17 LCAP Goals & Actions. The following was recommended for the 2017-2020 LCAP:

- Funds for our Visual and Performing Arts (VAPA) program that is expanding to grade 4 at ICES in 2017-18
- Continue to provide funds to support the Art Docent Program implemented in 2016-17 at ICES
- Continue to provide funds to support our Positive School Climate work for both sites
- Continue funding for Parenting Classes
- Love & Logic has proven to be very well received. Explore a Trainer of Trainer model (e.g., 2 teachers, 1 per site and our school counselor)
- Training for parent volunteers who are on site a lot
- Send our leaders and school psychologist to the SELPA training on Trauma Informed Practices
- Maximize the efforts, role and purpose of our Campus Monitors (e.g., during our transition from 4th to 5th grade, Campus Monitors are the eyes and ears of the campus-and spend the majority of their time out on the campus, make sure their work schedule is what we need for student support and supervision)
- Afterschool supervision at HGMS needs to tighten up-many students "appear" to be unsupervised afterschool; how can transportation help? How can we partner with Boys and Girls Club to provide transportation in the evening home from B & G C?
- It was noted that the same people, certificated and classified are involved in most of the committee work (i.e., LCAP-BACT Team, site PSC Teams, etc.) Explore ways to have meetings to accomplish this important work during times when folks are here or compensate them for their time.
- Stay the course on our initiatives- don't add refine

Not shared at the meeting, but shared on the 2017-2020 MLUSD LCAP Stakeholder Engagement Forms (n=4) all provided by staff 3 certificated and 1 classified all from ICES for consideration for the 2017-2020 LCAP:

1. Add varied electives at HGMS which will enhance core learning through high interest activities (i.e. Lego NXT Robotics); Add music instruction to ICES by a qualified music teacher (i.e., chorus, recorders, exposure to various instruments); The student surveys may need to be revised/reworded so as to ensure students fully understand the question(s) being asked.
2. We should stay the course. We have a lot of new programs (ELA/ELD, math, Spark/PE, Art Docent, etc.). I've seen a huge increase in the participation of our Spanish speaking parents. Let's expand, fully implement and get to know our current programs and nail them down before we add more. We should send paper copies of our Parent Surveys home with all students in English and Spanish.

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3. Provide enrichment for all students provided by additional, qualified staff; allowing certificated teachers more time to focus and plan their core curriculum (this would help goals 1-3 Reading, Math and Writing): music instruction in all grades and recorders in 4th grade; Art-weekly art lessons; P.E. Intermural sports during lunch at all grade levels [at ICES]; Put instructional Aides in K for at least 2 hours per day we would see positive results in all 4 goal areas; Place an all-day aide in TK (10:1 ratio) and keep TK and 20:1 students
4. Equitable support in classroom; more support given to larger class populations; occasional positive feedback (I love this school)

The Team reviewed the 2016 and 2017 Staff Survey outcomes. See below.

Question		2016 # = Number	2017 # = Number
		65	80
Employee Group	Certificated	32	38
	Classified	22	32
	Confidential/Management	5	3
Site/Dept.	ICES	26	32
	HGMS	25	33
	DO	5	6
	Nutrition Services	3	2
	Operations	1	0
	Transportation	4	3
Status	Full-Time	50	54
	Part-Time	8	18
Years worked in ML	New- 5 Years	22	28
	6-10 Years	4	6
	11+ Years	33	38
To what extent/degree:		# a great deal + Quite a bit / # Sometimes-Somewhat / Very Little/Seldom + None-Never	
Enjoy working environ		46/10/3	58/13/3
Colleagues respectful toward one another		45/13/1	59/14/2
Sch. rules consist. enforced		29/21/8	34/32/9
Are emp rules + policies consist. enforced by mgmt.?		44/9/3	54/15/3
Student dress code consist. enforced		42/7/7	36/21/15
Co-curricular resp. extra duties equitably distr.		39/10/6	44/17/6
Site follows early release expectations		47/3/2	56/9/1
Morale at my site:		2016	2017
Very High + High		22	21
Satisfactory		24	27
Low + Very Low		13	17
To what extent/degree does sch/dept have systems in place to:		# a great deal + Quite a bit / # Sometimes-Somewhat / Very Little/Seldom + None + Never	
Assist in resolving parent issues/concerns		28/16/0	48/19/6
Support me w/ my work w/ Stu		40/11/2	44/20/5
Promote safe & secure learning environ		32/18/4	47/21/4
Does sch/dept have leadership team that works		2016	2017

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collaboratively			
	Yes	37	47
	No	3	5
	Sometimes/Inconsistently	15	19
How often does the sch/dept leadership team meet?			
	Never + Almost Never	1	1
	Sometimes/As needed	5	10
	Regularly	34	44
	Don't know	17	16
Certif. Staff Only:		2016 N=32	2017 N=38
To what extent/degree:		# a great deal + Quite a bit / # Sometimes-Somewhat / Very Little/Seldom + None + Never	
Has your gr level/dept identified essential skills/standards?		29/1/4	23/3/2
Do you use or are you implementing common assessments?		27/4/3	36/2/0
Do you utilize available tech. to review and analyze data?		18/9/7	24/10/4
Do you collaborate and use common data to inform instruction?		21/10/4	24/11/3
Does your gr level/dept use the results of common assessments to assist each other in building on strengths and addressing weaknesses/develop best practices?		20/10/4	23/11/4
Does your gr level/dept allocate time to review data and plan instruction for English Language Learners, low income students, foster youth and students with disabilities?		14/12/7	19/10/8
Does your gr level/dept collaborate and communicate with Education Specialists (aka Special Education Teachers) to ensure IEP goals, objectives, accommodations and modifications are implemented?		21/7/5	27/8/3
Are there support systems/structures in place for students who are struggling in meeting grade level proficiency?		15/15/5	16/12/10
To what extent/degree does my supervisor:		# a great deal / # Sometimes-Somewhat / # Very Little/Seldom /# None-Never / # Not Applic.	
Treat me w/ respect?		49/6/0/0/0	55/9/1/0/0
Facilitate communication w/in our workplace?		34/17/4/0/0	34/28/3/0/0
Support my endeavors in the classroom or w/ stu?		34/11/1/2/1	41/13/2/0/5
Support me with regard to student discipline issues?		27/16/5/0/2	37/19/4/0/3
Acknowledge good work by staff members?		32/11/7/2/1	27/24/10/1/1
Help create an environment that invites my input?		32/18/3/2/0	34/24/6/0/0

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Provide instructional leadership in accomplishing sch and District goals?	31/16/4/1/0	35/19/4/0/0
Teachers in this school communicate w/ each other to make stu learning consistent among and across grade levels?	2016	2017
Strongly Agree/Agree	31	37
Somewhat Agree	12	17
Disagree/Strongly Disagree	6	7
To what extent/degree:	2016	2017
	# a great deal / # Sometimes-Somewhat / # Very Little/Seldom / # None-Never /# Not Applic.	
Am I satisfied with how my sch handles parent / teacher conferences?	25/17/2/0/6	27/25/3/1/7
Do interruptions and co-curricular activities regularly interfere with classroom instruction?	3/18/18/5/5	2/17/29/5/7
Do I have confidence in the Site's administration?	40/11/2/0/0	37/21/4/0/1
Do I have confidence in the District's admin?	19/20/11/2/1	12/35/15/2/0
Do I have confidence in the MLUSD Gov. Board?	17/23/8/2/3	10/39/12/0/2
I log on an read my district email at work.	2016	2017
Daily/Weekly	56	67
Monthly/Rarely	2	4
I log on and ready my district email at home.	2016	2017
Daily/weekly	31	36
Monthly/Rarely	26	35
My supervisor communicates District and/or site information to me/staff in a timely and clear manner?	2016	2017
Strongly Agree/Agree	51	52
Neutral	6	20
Disagree/Strongly Disagree	5	0
I am included in the site/dept decisions that directly affect me.	2016	2017
Strongly Agree/Agree	37	37
Neutral	12	22
Disagree/Strongly Disagree	8	13
My immediate supervisor values and supports me as a part of the team.	2016	2017
Strongly Agree/Agree	50	56
Neutral	4	15
Disagree/Strongly Disagree	2	1
I am respected and recognized for good work.	2016	2017
Strongly Agree/Agree	46	47
Neutral	8	18
Disagree/Strongly Disagree	4	7
Morale is high within my site/dept.	2016	2017
Strongly Agree/Agree	32	37
Neutral	13	21
Disagree/Strongly Disagree	12	15

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I receive appropriate training in order to be more efficient and effective in my position.	2016	2017
Strongly Agree/Agree	38	37
Neutral	15	22
Disagree/Strongly Disagree	5	13
My tech skills in the area of communication (i.e., email, texting, Word, etc.)	2016	2017
Advanced + Proficient	37	47
Basic	19	22
Below Basic + Far Below Basic	2	3
How would you rate the quality of the facility and grounds maintenance where you work?	2016	2017
Consistently Great + Good	28	33
Satisfactory	17	24
Unsatisfactory + Consistently Poor	14	14
How important are high quality school facilities and grounds?	2016	2017
Extremely Important + Important	56	69
Somewhat Important	0	3
Not Important	1	0

Notes:

- Green cells demonstrate an increase of 10 or more employees over 2016's results. In one question it is a decrease of 10 or more employees*.
- Light red cells indicate areas for attention and development.
- There is an increase in employees selecting "Neutral" as a response when offered.
- In many areas the results from 2016 when compared to 2017 is proportionally consistent.

The Staff Survey data inspired a lot of discussion. Trust and communication are "Areas of Opportunity".

The Team offered the following recommended actions for the 2017-2020 LCAP:

- We should expect and enforce a professional climate.
- Teachers would like more input on the PD they are provided.
- Instead of 5 LCAP Goals: 1) reading, 2) math, 3) writing, 4) student engagement and 5) parent engagement, for 2017-2020 LCAP we should have the following goals: 1) student achievement and success, 2) student engagement & support, 3) parent engagement & support, and 4) staff engagement & support.
- Staff PD/support resources with Illuminate are needed (i.e., "How to" user documents for Progress report and Report card development)
- Explore other "team building" professional development opportunities such as the Colors Training for staff to foster improved communication and trust.

2017-2020 LCAP Development, Process & Timeline

- Template Changes
- CA Dashboard's new role in the LCAP
- Written responses to the 4 people who submitted "Stakeholder Engagement Forms" listed above
- Draft LCAP to be distributed for another round of stakeholder input May 15-26
- LCAP-BACT Team Meeting May 23 to review the DRAFT together (Next Meeting)

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- f. Written responses to stakeholders and edits to the 2017-2020 LCAP as appropriate
- g. Public Hearing of the 2017-2020 LCAP before the Board June 14 and before the Board for Action June 28