



MOTHER LODE UNION School District

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2016-17 MLUSD LCAP-BACT TEAM Meeting #3 NOTES

March 9, 2017 MERC 4-6 PM

I. Welcome Team:

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

II. Homework from Mtg #2: Trimester 2 Reading Data Revisited (Goal 1)

Indian Creek UPDATED Preliminary STAR Data Trimester #2 2.23.17

III. Grade	All Students (108 tested)	Non ELL/RFEP SED SPED (30 tested)	English Language Learners (21 tested)	RFEP (0 students tested)	Low Income (75 students tested)	Special ED (all services 10 students tested)
2 nd Below	43%	20%	66%	n/a	51%	60%
2 nd At	8%	17%	10%	n/a	4%	0%
2 nd Above	49%	63%	24%	n/a	45%	40%
At/Above		80%				

Grade	All Students (102 tested)	Non ELL/RFEP SED SPED (31 tested)	English Language Learners (22 tested)	RFEP (6 students tested)	Low Income (67 students tested)	Special ED (all services 10 students tested)
3 rd Below	59%	39%	86%	33%	67%	90%
3 rd At	7%	3%	5%	0%	8%	0%
3 rd Above	34%	58%	9%	67%	25%	10%
At/Above		61%				

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Grade	All Students (113 tested)	Non ELL/RFEP SED SPED (27 tested)	English Language Learners (19 tested)	RFEP (6 students tested)	Low Income (81 students tested)	Special ED (all services 14 students tested)
4 th Below	62%	37%	95%	50%	69%	86%
4 th At	15%	19%	0%	33%	15%	0%
4 th Above	23%	44%	5%	17%	16%	14%
At/Above		63%				

Below	At	Above
<2.3	2.4 to 2.6	>2.7
<3.3	3.4 to 3.6	>3.7
<4.3	4.4 to 4.6	>4.7

NOTE: The Trimester 2 reading proficiency ranges above were established by the MLUSD Instructional Leadership Team. It is acknowledged that the data presented above represents the percent of tested students who scored within the three proficiency ranges. Please note it is possible that a student may have demonstrated growth in reading from the beginning of the school year, but still remains in the same proficiency range.

13 4th graders are reading 2 or more grade levels below and 3 are ELL

13 3rd graders are reading 2 or more grade levels below and 8 are ELL

19 2nd graders are reading 1 grade level below and 9 are ELL

Herbert Green UPDATED Preliminary STAR Reading Assessment Data Trimester #2 2-23-17

Grade	All Students (107 tested)	Non ELL/RFEP SED SPED (32 tested)	English Language Learners (15 tested)	RFEP (12 students tested)	Low Income (72 students tested)	Special ED (all services 12 students tested)
5 th Below	69%	47%	93%	83%	79%	75%
5 th At	2%	6%	0%	0%	0%	0%
5 th Above	29%	47%	7%	17%	21%	25%
At/Above		53%				
Grade	All Students (115 tested)	Non ELL/RFEP SED SPED (43 tested)	English Language Learners (12 tested)	RFEP (10 students tested)	Low Income (67 students tested)	Special ED (all services 10 students tested)
6 th Below	60%	49%	92%	70%	67%	90%
6 th At	11%	16%	8%	0%	8%	0%
6 th Above	29%	35%	0%	30%	25%	10%
At/Above		51%				

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Grade	All Students (104 tested)	Non ELL/RFEP SED SPED (39 tested)	English Language Learners (7 tested)	RFEP (10 students tested)	Low Income (56 students tested)	Special ED (all services 16 students tested)
7 th Below	70%	51%	100%	90%	80%	88%
7 th At	0%	0%	0%	0%	0%	0%
7 th Above	30%	49%	0%	10%	20%	12%
At/Above		49%				
Grade	All Students (109 tested)	Non ELL/RFEP SED SPED (51 tested)	English Language Learners (5 tested)	RFEP (17 students tested)	Low Income (52 students tested)	Special ED (all services 8 students tested)
8 th Below	64%	49%	100%	76%	77%	100%
8 th At	1%	0%	0%	0%	2%	0%
8 th Above	35%	51%	0%	24%	21%	0%
At/Above		51%				

Below	At	Above
<5.3	5.4 to 5.6	>5.7
<6.3	6.4 to 6.6	>6.7
<7.3	7.4 to 7.6	>7.7
<8.3	8.4 to 8.6	>8.7

NOTE: The Trimester 2 reading proficiency ranges above were established by the MLUSD Instructional Leadership Team. It is acknowledged that the data presented above represents the percent of tested students who scored within the three proficiency ranges. Please note it is possible that a student may have demonstrated growth in reading from the beginning of the school year, but still remains in the same proficiency range.

- 25 7th graders read 2 or more grade levels below and 4 of 25 are ELL (8 RSP/HH)
- 15 6th graders read 2 or more grade levels below and 4 of 15 are ELL (4 RSP/HH)
- 16 5th graders read 2 or more grade levels below and 5 of 16 are ELL (2 RSP/HH)

There was considerable discussion about the new data presented in two major areas: 1) the school-wide implementation of Accelerated Reader and the STAR Reading Assessment, specifically at HGMS and 2) interventions for students who are reading 2 or more grade levels below grade level, who are also struggling in math.

- Regarding the school-wide implementation of AR and the STAR Reading Assessment, the Team sees this as an opportunity for growth and development for the HGMS site. During the first trimester of this school year, staff participated in professional development on the Pearson-Renaissance Accelerated Reader Program. It will be important to revisit the content of this professional development and determine next steps moving forward and these next steps may be supported in the 2017-18 LCAP. It is also important to note that Principal White is very knowledgeable of the Accelerated Reader Program as she did her Master's Thesis on the program. She stated the research is clear that there are ways to implement the AR program that deliver positive reading growth and reading motivation for students and there are ways to implement AR that does exactly the opposite.

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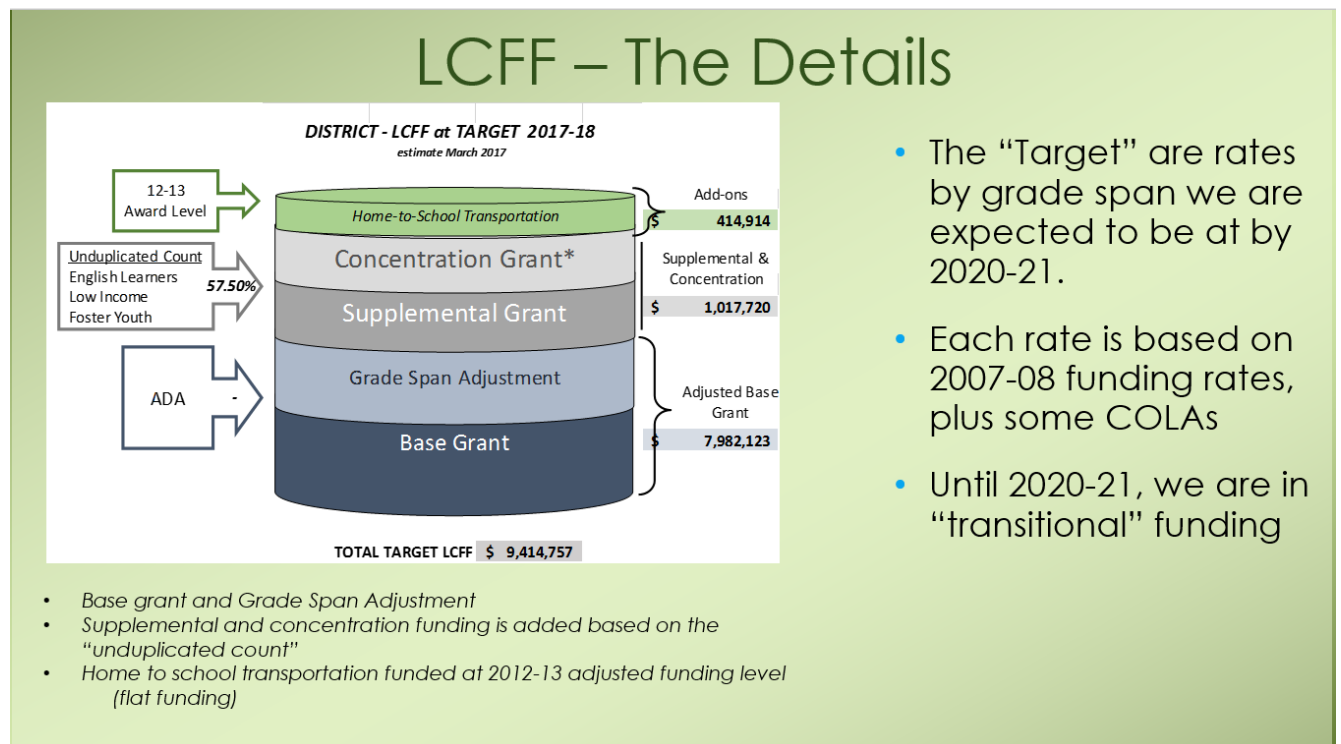
- Regarding interventions for students who are two or more grade levels below in reading and struggling in math, the Team considered a small targeted summer school for students but after much deliberation, felt it would be better to spend the resources and energy in building a program into the regular school year. Director of SPED Lofton reminded the Team that Response to Intervention (RTI) {Multi-tiered System of Supports (MTSS)} are a school-wide commitment and therefore would drive changes in a master-schedule. He gave the example of the PAWS program and Folsom Middle School. There was continued discussion on the unique needs of the HGMS master schedule that is currently under development for the 2017-18 school year.

IV. CA School Dashboard “The California Model” 5-minute video from CDE

<https://www.youtube.com/watch?v=wJ2SHzt6PPo&feature=youtu.be>

V. Budget: Local Control Funding Formula (LCFF)

If MLUSD was at “LCFF Target” we would have an LCFF Budget of \$9,414,757 and the Supplemental and Concentration funds would be \$1,017,720.



For 2017-18, MLUSD is not at the “LCFF Target” and will receive 23.67% of “LCFF Gap Funding”.

The “Gap” is the difference between the 2016-17 LCFF Floor funding and the “LCFF Target” funding.

The “Gap” between the 2016-17 Floor and Target is \$462,674.

23.67% of the “Gap” is \$109,514.94

2017-18 estimated LCFF funding is \$8,547,226.94 after budgeting for Transportation and County Office of Education (COE) transfers, for special education.

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LCFF – The Details

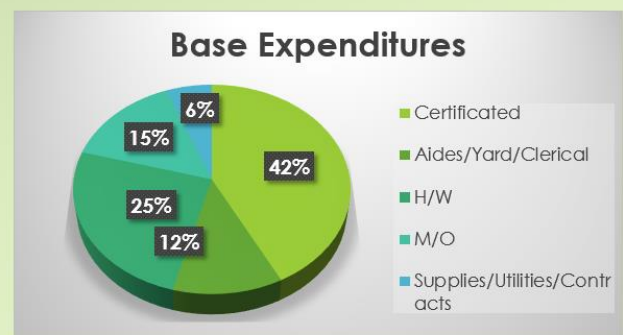
2017-18 estimated LCFF March 2017	
2017-18 Target	\$ 9,414,757.00
2016-17 Floor	\$ 8,952,083.00
gap	\$ 462,674.00
% gap funding	23.67%
gap funding	\$ 109,514.94
2016-17 Floor	\$ 8,952,083.00
gap funding	\$ 109,514.94
LCFF funding	\$ 9,061,597.94
Transportation	\$ (414,914)
COE transfer	\$ (99,457.00)
Available LCFF 2017-18	\$ 8,547,226.94

- The “Floor” is what the district received in the prior year (adjusted for funded ADA)
- The “Gap” is the difference between the Floor and Target

LCAP-BACT BUDGET

Base Expenditures:

- Base expenditures \$7,480,300
 - Certificated \$3,171,300
 - Aides/Yard Supervisors/Clerical \$878,000
 - H/W \$1,884,000
 - M/O \$1,112,000
 - Supplies \$435,000



LCAP-BACT BUDGET

Use of Supplemental and Concentration:

- What services are above and beyond what is provided to all students?

Minimum Proportionality:

- Description may be quantitative and/or qualitative
- Describe the increased and/or improved services for unduplicated pupils as compared to services for all pupils?
- LCAP Year 2017-18 = 11.66% (estimated March 2017)

VI. LCAP Goal 4 Student Engagement:

ICES Student Survey Grades 3 & 4	2016 N=228	2017 N=215
	119 female 113 male	107 female 107 male
Questions	%	%
Feel close to people at school	76	72
Happy to be at this school	75	81
Feel like part of the school	74	77
Teacher treats student fairly	66	79
Feel safe at school	77	81
Teacher or Adult cares	79	71
T or A notices	69	64
T or A listens	71	78
T or A tells me good job	77	82
T or A wants me to do my best	92	91
T or A believes I will be a success	80	80
Do interesting activities	70	70
Decide class rules / activities	42	40
Do things that make a difference	45	44
Outside of school –clubs / sports	61	53
In school clubs / sports	40	38
Outside of school music, art drama dance	41	38
T or A treats all student w/ respect	60	75
At school music art dance	38	39

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T or A encourages me to work hard	82	81
T or A helps me w work	82	81
Real life lesson connections	84	84
T give me a chance	73	70
Books and lessons reflect my ethnicity	58	67
All student treated fairly when break school rule	35	47
Adult treated me in a way that upset me	32	30
School yard and buildings clean	54	66
I use tech every day or almost every day	50	76
Teacher teaches with tech every day or almost every day	80	86

Student responses are surprisingly consistent from 2016 to 2017. There were some areas of positive movement. Some highlights for example:

- Teachers treat students fairly from 66% to 79%
- Teacher or other Adult treats all students with respect from 60% to 75%
- Students use technology every day/almost every day from 50% to 76%
- Teachers use technology every day/almost every day from 80% to 86%

The Team did not analyze the HGMS Student Survey data as it is not yet compiled. They take the California Healthy Kids Survey. It is anticipated that we will have survey data for grades 5, 7 and 8.

VII. Homework: The Team will be thinking about ways to increase or improve services for our “Unduplicated Pupils” to recommend actions for our 2017-18 LCAP.

VIII. Next Meeting: April 6, 2017 Goal 3 Writing