



# MOTHER LODGE UNION School District

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Marcy M. Guthrie Ed.D., Superintendent

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## 2016-17 MLUSD LCAP-BACT TEAM Meeting #1 NOTES **AMENDED 1-19-17** January 12, 2017      MERC 4-6 PM

### I. Welcome & Introductions

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

### II. Budget Information/Education

- a. CBO Donaldson oriented the Team to all of the District's 2016-17 Funds: General Fund, Cafeteria Fund, Building Fund (Bond Construction), Capital Facilities Fund (Developer fees, School Facilities Fund (2006-2010 Construction), Special Reserves/Capital Outlay (LCFF 2% for Facility Needs) and Bond Redemption Fund (Bond Tax Collection Bond repayment) with each Funds budgeted: Revenues, Expenditures, Excess/Deficiencies, Transfers In, Transfers out, Other Sources, Net Increase/Decrease, Beginning Balance & Ending Balance
- b. CBO Donaldson oriented the Team to all of the District's historical, current and projected: ADA with Unduplicated Pupil Counts, General Fund Balance-Reserves including Legally Restricted, Designated/Other and Reserve for Economic Uncertainty), Operating Deficits/Surplus and LCFF Funding including K-3 CSR & Categoricals in LCFF
- c. The Team briefly reviewed the Governing Board Budget Development Guidelines for 2016-2017 adopted by our Board 2/10/16.

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### III. Vision Statement Development

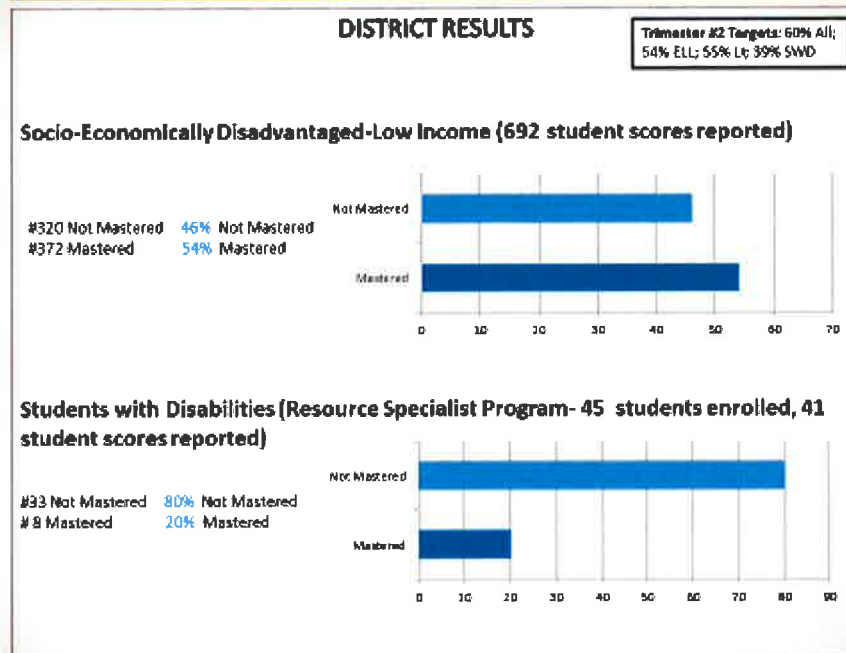
- a. Superintendent Guthrie provided the Team with last year's Vision Statement Draft from May 5, 2016, drafted by last year's LCAP-BACT Team.
- b. We clarified that this Team was attempting to draft a District Vision Statement.
- c. After reading the Draft 2 from last year, all members offered terms/phrases/ideas for the new MLUSD Vision Statement. The following were offered by members of the Team:
  - i. Would be good to include "community" as we are the parks and recreation for the ML community
  - ii. It should be about students and education; Incorporate "kids and staff and what we do together"
  - iii. The examples that start with "Mother Lode provides" should be rejected; "Mother Lode is committed" is preferred to "ML provides"; perhaps "A place where..."
  - iv. Productive citizens; we support our students to help make them better citizens
  - v. We reminded ourselves to keep it short; Googled the difference between Vision and Mission statements; Looked at some vision statements from large organizations and looked at the vision statements of neighboring districts;
  - vi. There was a discussion about the phrase "developing foundational tools", unsure if it is applicable to middle school/too long
  - vii. "Developing fine minds and bright futures" or "Developing fine minds for bright futures"
  - viii. Mother Lode. Productive citizens. Fine minds. Respected and valued by all.
  - ix. Mother Lode is committed to partnering with our community to prepare productive citizens.
  - x. Perhaps our current Mission Statement is really a solid Vision Statement.  
**The successful education of every student.**

### IV. LCAP Goal 2 Math

- a. We reviewed Trimester 1 Math District –Level (TK-8) data for All students, English Learners, Low Income, Foster Youth and Students with Disabilities

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## 2016-17 District Trimester Math Assessment- Trimester #1

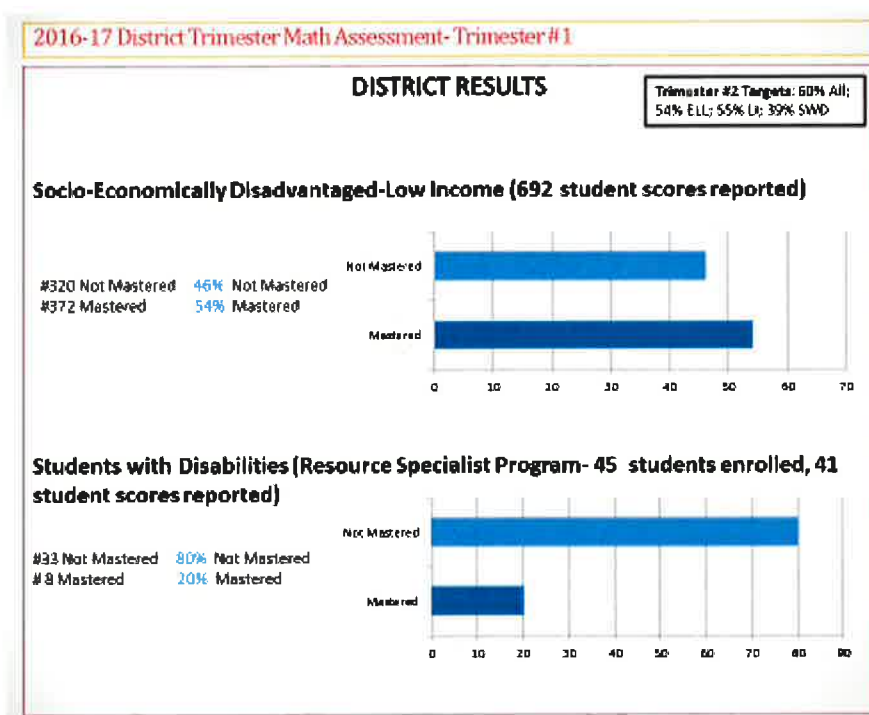


- i. Specific to the Trimester 1 Math data, we discussed the potential for a “false positive” or not serve as a reliable indicator of student Mastery because this data:
  1. Represents the mastery of what was taught in the first trimester;
  2. The first chapter or so is very often review of the prior year standards;
  3. Math curriculum is organized and paced to be “topic” specific by chapter
- ii. CSP Peterson explained the Students \with Disabilities on the chart represent only students who have a “Specific Learning Disability”. Generally, these students receive their math instruction from a general education teacher and have support from the special education teacher
- iii. Regarding the English Language Learner results, Arlynn Ward inquired if teachers were reading the questions to their ELL students as in allowable on the CAASPP assessments. This question will require some research. The State has shifted it's “testing philosophy” from one that was very rigid and restrictive to one that is very “accommodating” for students in supporting them to show what they have learned and removing barriers that have prohibited this. ~~For example, if you are an English Language Learner or a student with a reading disability, having a math question read to you removes the barrier of language and or reading and allows the student to show what they know mathematically.~~ For clarification - there are two separate accessibility supports:
  1. **Text to Speech**: Has been used as a Designated Support for our English language learners (ELLs) on CAASPP Math-stimuli and items, ELA -

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item questions only -no passages, and will now be available on the new CA Science Test-stimuli and items. To access this accessibility support, students use headphones and an assessment designed to be administered online. This type of support can also be and should be used for ELLs on classroom assessments that are administered online so that they can practice using the “text to speech” feature. Teachers/aides do not read the questions to the ELL students.

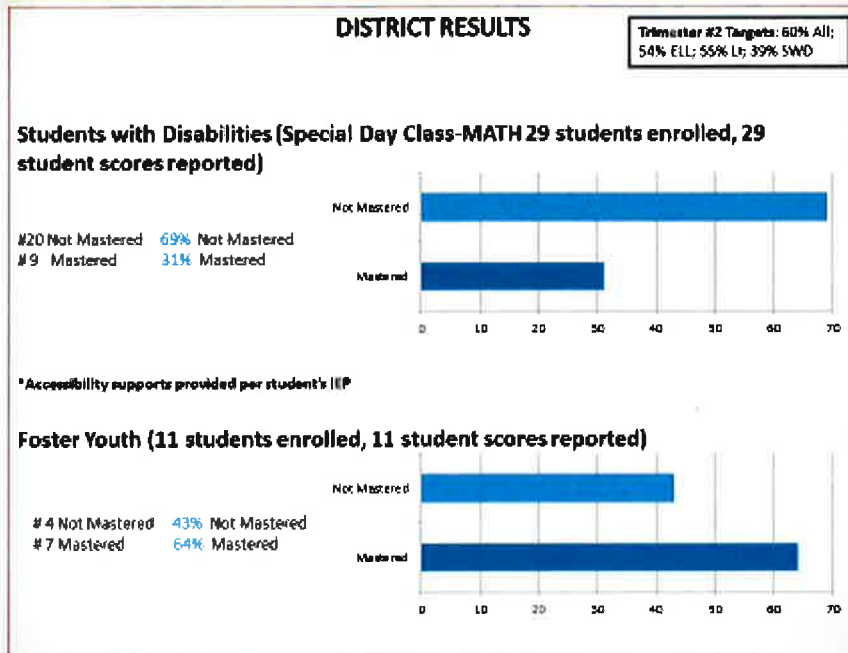
2. **Read Aloud**: Teachers generally should not be “reading aloud” questions to our English language learners. “Read Aloud” is an accommodation normally specific to students who qualify for IEPs and a few specific struggling readers. “Read Aloud” is provided by a trained human who is qualified to be the reader and it is provided to students on an individual basis not a group of students. This support is to be provided in a separate setting and to allow for the student to have more time to complete the assessment. It is to be used regularly in the classroom with the specific student to qualify for use on the CAASPP assessments.



- iv. Principal White acknowledged the data for our socio-economically disadvantaged-Low income students demonstrates that our teachers do not have “different expectations” for students because of who they are or where they come from.
- v. The Students with Disabilities in Special Day Class spend the majority of their instructional day in the special education setting.

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## 2016-17 District Trimester Math Assessment- Trimester #1



### b. Progress of Goal 2 Actions-Annual Update

- i. The Team reviewed all of the 2016-17 Actions for Goal 2 (Math)
- ii. Of the 13 Actions to support Goal 2 this year, 8 have been Completed and 5 are "In Process"
- iii. An example of an Action "In Process" is "Explore targeted, hands-on Summer School for at-risk (Standards Not Met) students in math. Offer a pilot for students in grade 6 going to grade 7 and grade 7 going to grade 8. Because this is an Action for HGMS only, there was discussion about including ICES for summer school.
- iv. We discussed that the LCAP is a flexible plan. If we determine that our needs are in reading or writing and not only math, or any combination of the three, we need to justify changing our Action(s) in writing (e.g., Annual Update). We would do so based on the needs of students, prioritize the targeted students and content strategically and evaluate the funds available and funding sources.

- c. Homework: The Team was asked to ponder the trimester 1 math data, progress on the Actions and come prepared to the next meeting with questions, recommendations for current year or next year

### V. LCAP-BACT Meeting Notes: For Team, Staff and Community input and comment via email/ParentLink/District website January 14, 2017

VI. Next Meeting: February 23, 2017