



Dixon Unified School District
Local Control Accountability Plan (LCAP)
2014-2017

***DUSD LCAP - Tremont Elementary School Meeting Notes-
 March 12, 2014***

Section I. Educational Context

On March 12, 2014, twenty eight (28) Tremont Elementary staff met to discuss the Local Control Accountability Plan (LCAP) and provide input to the local priorities for Dixon Unified School District. The input is organized within the state identified priority areas. Recommendations were generated by discussing what the District should start, stop and continue to develop.

Participants discussed the questions listed below. Responses the questions are organized by topics.

1. Describe the ideal DUSD graduate. What skills and competencies do you want students to have when they leave DUSD?

Table	Skills and Competencies
Critical Thinking Good Communicators	<ul style="list-style-type: none"> • Thinkers – have common sense, problem solving skills • Critical thinking and comprehension skills/writing • Balance (Practical, Communication, Life Skills)
Motivated	<ul style="list-style-type: none"> • Highly motivated – ambitious, productive, goal-oriented, globally aware • Independent, self-motivated, contributing student, life skills
Prepared	<ul style="list-style-type: none"> • Prepared to enter the workforce of college. • Well-rounded in all curricular areas, music/art, computer skills • Study Skills • Technology competence • Resources to further education, healthy choices study skills
Community Minded	<ul style="list-style-type: none"> • Good Citizens – manners, social skills, empathy, appreciation for their education & community

2. When you think about our District, what are the things that make you proud?

Table	DUSD Strengths and Assets
Academic Achievement	<ul style="list-style-type: none"> • High number go to college
Culture	<ul style="list-style-type: none"> • Strong sense of community • Teacher’s families in town, overall sense of community – we know most of the kids • Small enough that we know the needs of our students • Dedication • Supportive colleagues • Staff camaraderie
Community Involvement	<ul style="list-style-type: none"> • Community involvement, support from businesses • Parent Involvement (showing up to conferences)
Quality	<ul style="list-style-type: none"> • Most of the teachers and many of the students • Quality of teachers

3. What do you see as significant challenges that could affect our District?

Please note: the responses from this section are organized by topic rather than by group.

Table	DUSD Significant Challenges
Academic Achievement	<ul style="list-style-type: none"> • Implementation of Common Core - We need a realistic implementation schedule • Special Education Department • Attendance/Independence Study Learning Center model logistically doesn’t work with the limited number of staff and large number of students over multiple grade levels. • Lack of Technology support with students considering the levels they need to be performing at.
Recruitment and Retention	<ul style="list-style-type: none"> • Quality teacher retention/ attracting new quality teachers • Constant turnover at the District office
Leadership	<ul style="list-style-type: none"> • Lack of leadership in the Curriculum Department
Culture	<ul style="list-style-type: none"> • Lack of communication • D.O./Site Communication – trust issues – we are divided
The Community	<ul style="list-style-type: none"> • Changing demographics
Fiscal	<ul style="list-style-type: none"> • Budget Balances • Teacher pay • Technology and Facilities

Table	DUSD Significant Challenges
Community Engagement	<ul style="list-style-type: none"> We need more community involvement

Community Input—Per State Priorities

Participants divided into 5 teams to discuss the state priorities and provide input on what the District should start, stop and deepen within each of the priority areas. The teams provided input and then assisted in theming the responses. Worksheets begin with the priority definition and include . Each worksheet includes input from all five groups.

Input is color coded below. Yellow is start; Pink is stop; Blue is continue/deepen.

State Priority	Definition/Key Metrics	
1. Student Achievement	<ul style="list-style-type: none"> Performance on standardized tests, score on Academic Performance Index (API), share of students college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of students that pass Advance Placement Exams with 3 or higher, share of students determined prepared for college by the Early Assessment Program. 	
1. a. Common Core State Standards Implementation	<ul style="list-style-type: none"> Implementation of academic content and performance standards adopted by the State Board for all students, including English learners. 	
1. b. Other Student Outcomes	<ul style="list-style-type: none"> Other indicators of performance in required areas of study. 	
What should the District Start?	English Language Learners	<ul style="list-style-type: none"> Consistent all-year ELD instruction CELDT testing in May so its available at the start of the year or over the summer
	Attendance	<ul style="list-style-type: none"> Independent Study = same # of days in summer school SARB needs to more proactive (worthwhile) <ul style="list-style-type: none"> Truant Officers? Automatic retention of summer school for students who miss too much school Students need access to summer school
	Misc.	<ul style="list-style-type: none"> Need vocational opportunities After school intervention Need textbooks by the first day of school
What should the District	Materials	<ul style="list-style-type: none"> Order materials thoughtfully, think ahead 5 years, often

State Priority		Definition/Key Metrics
Stop?		<ul style="list-style-type: none"> curriculum is used for 2 years and then sits on shelf Stop over-ordering ELD materials, maybe need earlier testing results
	Attendance	<ul style="list-style-type: none"> Granting so many Short-term Independent Study
	Misc.	<ul style="list-style-type: none"> Over Assessing Kids
What should the District Continue and Build Upon?	CCSS	<ul style="list-style-type: none"> Moving towards Common Core Standards
	Technology	<ul style="list-style-type: none"> Technology to freshly assess students Student access to technology
	ELL	<ul style="list-style-type: none"> Classroom strategies for integrating ELD within the general education curriculum (no need for separate curriculum)

State Priority		Definition/Key Metrics
2. Student Engagement		School attendance rates, chronic absentee rates, middle school drop out rates, high school drop out rates, high school graduation rates.
2.a. School Climate		Student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.
What should the District Start?	Parenting classes	<ul style="list-style-type: none"> Specifically on attendance and its importance
	Programs & Courses	<ul style="list-style-type: none"> ROTC ROP Vocational classes and opportunities More arts and dance programs – not clubs Offering desirable middle school and High school courses
	Properly supported technology	<ul style="list-style-type: none"> Full-time Computer Tech.
	Ed. Code	<ul style="list-style-type: none"> Follow Ed. Code for disciplinary issues Follow Ed. Code for Independent Study

State Priority		Definition/Key Metrics
What should the District Stop?	Attendance: Independent study	<ul style="list-style-type: none"> High School Independent Study (2 periods at DHS and the rest IS) Eliminate short-term independent study
	Attendance Support	<ul style="list-style-type: none"> Forcing multiple teacher absences for meetings Quit having Regular Ed take care of Special Ed issues Interfering with CPT meetings Asking for more and more but not compensating teachers for “more” Ask teachers to do work and then ignore it or redo it repeatedly Stop “trends” (Board Math, etc.) that we are required to do and then drop them
What should the District Continue and Build Upon?	Expulsion policy follow through Support	<ul style="list-style-type: none"> Follow Ed Code for suspensions and expulsions SARB revision Truancy officer with home visits Automatic summer school for students who miss too much school - 20 days or more Restore teacher salary VPs to support principals so they can be educational leaders Reinstate SDC and SED class TOSA’s should be at the sites and supporting what teachers need, not what the D.O. needs Science teacher Early Intervention CSR Full-time Library services

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
What should the District Start?	Calendar	<ul style="list-style-type: none"> Earlier Open House Earlier Back to School Night within the first week
	Parent Education	<ul style="list-style-type: none"> Smaller Common Core parent groups BTS Night Parent Update Night each trimester District run parent trainings at each site

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
		<ul style="list-style-type: none"> • Guest Speakers, ex. Robert McKenzie
	School/Home Communication	<ul style="list-style-type: none"> • Rework site websites <ul style="list-style-type: none"> • Provide information via websites • No costs for stamps/paper • Quarterly District newsletter (electronic) <ul style="list-style-type: none"> • Highlighting positive events at school sites • Spanish speaking Liaison at each site
What should the District Stop?	Inefficient Meetings	<ul style="list-style-type: none"> • Huge Common Core parent meetings • Intimidating, hostile School Board Meetings
	Teacher Shopping Open Houses	
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Parent Clubs • Site Coffees (parent involvement) • ELAC • Parent classes taught by trained professionals 	

State Priority		Definition/Key Metrics
4. Basic Services		Degree to which teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching; students have access to standards-aligned instructional materials; and school facilities are maintained in good repair.
What should the District Start?	Facilities and Maintenance	<ul style="list-style-type: none"> • More maintenance personnel • Maintain, improve and repair site facilities • Training maintenance people to clean and give time to do it
	Special Education	<ul style="list-style-type: none"> • Special Day Classes • Ensure that teachers are not given students that they are not credentialed for • Aide training mandatory <ul style="list-style-type: none"> • Additional time for training

What should the District	Facilities - Maintenance	<ul style="list-style-type: none"> • Stop allowing facilities to deteriorate • Carpet in rooms where students are not toilet trained
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Stop?	Curriculum	(SPED)
	Special Education	<ul style="list-style-type: none"> • Being unrealistic about expecting ELD to be taught in addition to ELA • Learning Center • Having aides teaching Common Core • Over-assigning side by side aides to students • Stop assigning side by sides on a vocal parent rather than the student needs
What should the District Continue and Build Upon?	Facilities - Maintenance	<ul style="list-style-type: none"> • Fix leaks in roof • Deal with roach infestation
	Curriculum	<ul style="list-style-type: none"> • Common Core training by experts not peers • Ongoing training • Common Core alignment across all content areas <ul style="list-style-type: none"> • One subject at a time • Include pay raises for well qualified teachers • Classroom paraprofessionals
	Special Education	<ul style="list-style-type: none"> • Special Ed departments be given standards- aligned instructional materials for grades they are servicing

Not Done

State Priority	Definition/Key Metrics
5. Course Access	Student enrollment in a broad course of study.
What should the District Start?	<ul style="list-style-type: none"> • Enrichment activities/courses for all levels • Give honors credit to band students enrolled in higher than average achieving band courses • More business fine arts, technology opportunities, wood shop, welding - Career ready • Common Core Standards and classes implemented • Begin to teach Science so we can be prepared for SBA • Instructional Coaches are site specific
What should the District Stop?	<ul style="list-style-type: none"> • Math at CAJ should be leveled, not to what is proposed for next year • ELA should be leveled at High School • Stop creating positions to justify giving “choice” people jobs • Stop TOSA positions - We should be trained by trainers who have multiple years’ experience in the classroom

State Priority	Definition/Key Metrics
5. Course Access	Student enrollment in a broad course of study.
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Science teachers at elementary level • Build upon various academics: <ul style="list-style-type: none"> • Art design • Leadership • Ag • Public service • Add business • Add woodshop • Integrated math at CAJ should be priority • Math classes leveled by ability at CAJ