



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

***DUSD LCAP – Gretchen Higgins School Meeting Notes –  
 March 24, 2014***

**Community Input—Per State Priorities**

On March 24, 2014, twenty eight (28) Gretchen Higgins Elementary School 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.

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

State Priority		Definition/Key Metrics
<b>1. Student Achievement</b>		<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>1. a. Common Core State Standards Implementation</b>		<ul style="list-style-type: none"> <li>Implementation of academic content and performance standards adopted by the State Board for all students, including English learners.</li> </ul>
<b>1. b. Other Student Outcomes</b>		<ul style="list-style-type: none"> <li>Other indicators of performance in required areas of study.</li> </ul>
<b>What should the District Start?</b>	<b>School Climate</b>	<ul style="list-style-type: none"> <li>School wide class meetings at the same time</li> </ul>
	<b>Planning Collaboration</b>	<ul style="list-style-type: none"> <li>Consistent targeted collaboration</li> </ul>
	<b>ELD</b>	<ul style="list-style-type: none"> <li>Need newcomer materials</li> <li>ELD teacher for every student</li> </ul>

		<ul style="list-style-type: none"> <li>• ELD standards integrated into the science/ social science studies</li> <li>• Bring ELD instruction back into the classroom</li> </ul>
	<b>Grading and Scales</b>	<ul style="list-style-type: none"> <li>• Common Core report card</li> <li>• Proficiency scales</li> </ul>
		<ul style="list-style-type: none"> <li>• Target students immediately who show close to no growth within short intervals of time</li> </ul>
<b>What should the District Stop?</b>	<b>Planning collaboration</b>	<ul style="list-style-type: none"> <li>• Stop disjointed schedule if collaboration</li> </ul>
	<b>ELD</b>	<ul style="list-style-type: none"> <li>• Stop pulling students out of class</li> <li>• Current ELD materials are not effective for ELD</li> <li>• Large groups, unlevelled ELD</li> </ul>
	<b>Grading and Scales</b>	<ul style="list-style-type: none"> <li>• No letter grades on report cards for grades 4-6</li> </ul>
	<b>Pacing guides</b>	<ul style="list-style-type: none"> <li>• Pacing guides</li> </ul>
<b>What should the District Continue and Build Upon?</b>	<b>Planning Collaboration</b>	<ul style="list-style-type: none"> <li>• Coaching support at grade levels <ul style="list-style-type: none"> <li>○ Not by site</li> </ul> </li> <li>• Data collaboration amongst site level teams to identify areas of focus</li> </ul>
	<b>Grading and Scales</b>	<ul style="list-style-type: none"> <li>• Grading</li> </ul>
	<b>Pacing guides</b>	<ul style="list-style-type: none"> <li>• Pacing guides aligned with CCSS</li> <li>• Flexible pacing guide District Wide - Ex: what stories should be two weeks</li> </ul>

<b>State Priority</b>		<b>Definition/Key Metrics</b>
<b>2. Student Engagement</b>		School attendance rates, chronic absentee rates, middle school drop out rates, high school drop out rates, high school graduation rates.
<b>2.a. School Climate</b>		Student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.
<b>What should the District Start?</b>	<b>Extracurricular Activities</b>	<ul style="list-style-type: none"> <li>• Kelso choices</li> <li>• Organized games at lunch called "Playworks" run by volunteers and older students can help out</li> <li>• After school events</li> </ul>

State Priority		Definition/Key Metrics
		<ul style="list-style-type: none"> <li>Clubs during or after school</li> <li>More opportunities for parent involvement</li> </ul>
	<b>P.E.</b>	<ul style="list-style-type: none"> <li>P.E. Equipment on playground during recess or games</li> <li>Intramural sports</li> </ul>
	<b>Arts and Crafts</b>	<ul style="list-style-type: none"> <li>Art program</li> <li>Teach program and/ or teacher</li> </ul>
	<b>School Culture and Behavior</b>	<ul style="list-style-type: none"> <li>Individual students behavior support for students who really struggle with behavior</li> <li>Peer counseling/conflict management</li> <li>Anti-bullying character education program for whole school</li> <li>Detention Lunch/Recess</li> <li>Cross grade level “Buddy Classes” <ul style="list-style-type: none"> <li>Various activities with each other</li> </ul> </li> <li>Attendance Secretary</li> </ul>
<b>What should the District Stop?</b>	Not as much testing	
<b>What should the District Continue and Build Upon?</b>	<b>Extracurricular Cctivities</b>	<ul style="list-style-type: none"> <li>Family events</li> </ul>
	<b>P.E.</b>	<ul style="list-style-type: none"> <li>Full-time P.E. teachers</li> </ul>
	<b>Arts, Crafts, Services</b>	<ul style="list-style-type: none"> <li>Build on music program</li> <li>Weekly library</li> </ul>
	<b>School Culture and Behavior</b>	<ul style="list-style-type: none"> <li>Full-time counselor and psychologist at each site</li> <li>Setting Limits by, Dr. Makenzie</li> <li>School-wide character virtue</li> <li>Class size reduction</li> </ul>

State Priority		Definition/Key Metrics
<b>3. Parental Involvement</b>		Efforts to seek parent input, promotion of parent participation.
<b>What should the District Start?</b>	<b>Parental Contract</b>	
	<b>Increase Parent Involvement</b>	<ul style="list-style-type: none"> <li>Back to School Night</li> <li>Open House</li> <li>Parent Coffees</li> </ul>

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<b>3. Parental Involvement</b>	Efforts to seek parent input, promotion of parent participation.				
	<ul style="list-style-type: none"> <li>• Serving coffee and donuts for parents for the first day to get parents in PTO</li> <li>• Two days before school have parents come in with all forms to learn their teacher, then give them the volunteer list to sign up</li> <li>• Have a list of activities/volunteer opportunities for parents to sign up for</li> <li>• Parent Room</li> <li>• Change time and date of B2 school</li> </ul>				
	<table border="1"> <tr> <td data-bbox="406 865 656 865"><b>Events</b></td> <td data-bbox="656 865 1466 865"> <ul style="list-style-type: none"> <li>• Math/Reading/Science family game night</li> <li>• Back to School Night on first day of school</li> </ul> </td> </tr> <tr> <td data-bbox="406 865 656 865"><b>Other</b></td> <td data-bbox="656 865 1466 865"> <ul style="list-style-type: none"> <li>• Science boxes</li> <li>• Community readers</li> </ul> </td> </tr> </table>	<b>Events</b>	<ul style="list-style-type: none"> <li>• Math/Reading/Science family game night</li> <li>• Back to School Night on first day of school</li> </ul>	<b>Other</b>	<ul style="list-style-type: none"> <li>• Science boxes</li> <li>• Community readers</li> </ul>
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<b>Other</b>	<ul style="list-style-type: none"> <li>• Science boxes</li> <li>• Community readers</li> </ul>				
<b>What should the District Stop?</b>	<ul style="list-style-type: none"> <li>• Stop negative tone at parent gatherings, When giving and receiving information</li> <li>• Stop mindless homework</li> <li>• Double presentations on Back to School night</li> </ul>				
<b>What should the District Continue and Build Upon?</b>	<ul style="list-style-type: none"> <li>• Better integrate with non-English speaking parents</li> <li>• Parent Liaison</li> <li>• ELAC</li> <li>• Rotate teachers at PTO - Teams</li> <li>• Larger list of what parents can do—not just PTO</li> <li>• Fun Family Events</li> </ul>				

State Priority	Definition/Key Metrics
<b>4. Basic Services</b>	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.

State Priority	Definition/Key Metrics	
<b>4. Basic Services</b>	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.	
<b>What should the District Start?</b>	<b>Maintenance and Facilities</b>	<ul style="list-style-type: none"> <li>• Weeds/ Yard maintenance at school</li> <li>• GH trees not growing; Add new trees where others have been taken out</li> <li>• Rake bark on playground to cover bare areas; Add more bark</li> <li>• Rugs for primary classes               <ul style="list-style-type: none"> <li>○ It's a big part of instructional time</li> <li>○ Replace primary rugs</li> </ul> </li> <li>• Replace tile in kinder bathrooms</li> <li>• Fix boys bathroom wall in cafeteria</li> <li>• Fix wall in the cafeteria</li> <li>• Mini blinds in classrooms need to be cleaned regularly</li> <li>• Replace classroom lights regularly</li> <li>• Mopping floors on a regular systematic basis</li> <li>• Tint library windows</li> <li>• Working multi-media equipment</li> </ul>
	<b>Financial</b>	<ul style="list-style-type: none"> <li>• Competitive salaries</li> <li>• P.E. teachers need prep in-between classes</li> </ul>
	<b>New Items</b>	<ul style="list-style-type: none"> <li>• Grade appropriate science materials and equipment</li> <li>• Site has a few extra textbooks/ materials in case there's a new student, then there is no "wait" time</li> </ul>
<b>What should the District Stop?</b>	<b>Energy Conservation</b>	<ul style="list-style-type: none"> <li>• Stop wasting money on heating and air</li> <li>• Monitor or limit watering</li> <li>• Turn off computers in lab</li> </ul>
<b>What should the District Continue and Build Upon?</b>	<b>Maintenance and Facilities</b>	<ul style="list-style-type: none"> <li>• School beautification</li> <li>• Ex: paper on library windows, add blinds</li> <li>• Pest management</li> </ul>
	<b>New Items</b>	<ul style="list-style-type: none"> <li>• Playground equipment upkeep</li> <li>• New library books/ updating</li> <li>• Newcomer materials on campus</li> <li>• Technology for all</li> <li>• Computers for all students</li> </ul>

State Priority		Definition/Key Metrics
<b>5. Course Access</b>		Student enrollment in a broad course of study.
<b>What should the District Start?</b>	<b>GATE</b>	<ul style="list-style-type: none"> <li>• Training on teaching GATE students</li> <li>• Then collaboration with grade level</li> </ul>
	<b>ELD/Science integration</b>	<ul style="list-style-type: none"> <li>• Integration Science: more availability to science for all students; Time, materials, assemblies, etc</li> </ul>
	<b>Forms of Intervention</b>	<ul style="list-style-type: none"> <li>• Newcomer language class</li> <li>• Sheltered core type of program during the day for K-3 students with intervention</li> <li>• Leveling intervention for students based on ability level, not grade level</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Tech instruction K-12</li> <li>• Type to learn for all</li> <li>• Training on teaching technology and then collaboration with grade level</li> </ul>
	<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• Music Program K-12</li> <li>• Art programs for all</li> </ul>
<b>What should the District Stop?</b>	<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• Stop band during instructional day</li> </ul>
<b>What should the District Continue and Build Upon?</b>	<b>Forms of Intervention</b>	<ul style="list-style-type: none"> <li>• Kindergarten Academy - After school intervention</li> <li>• Afterschool Intervention - Small group</li> <li>• Restructure sheltered core instruction so its more effective and more grade level appropriate</li> </ul>
	<b>Common Core Development</b>	<ul style="list-style-type: none"> <li>• ELA/Math</li> </ul>