



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

DUSD LCAP Maine Prairie High School Meeting Notes
- March 27, 2014

Community Input—Per State Priorities

On March 27, 2014, Maine Prairie High School ten (10) 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
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?	<ul style="list-style-type: none"> Day School <ul style="list-style-type: none"> More training for Common Core Every student have access to a computer at their school site More EL material and add a class Full-time parent liaison More training for I.A. in Common Core Integrate life skills into Common Core for a student on a

State Priority	Definition/Key Metrics
	<p>certificated track – special ed. and for general education students</p> <ul style="list-style-type: none"> • Shared “department” collaboration with other high school
What should the District Stop?	<ul style="list-style-type: none"> • Students getting – 20 days of independent study • All things CST
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Continue common planning time with other sites • Continue to use ASAM for MPHS/DHS accountability • Professional development to improve instruction • Prep/Intervention classes (CASHEE) • Parent Liaison

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?	<ul style="list-style-type: none"> • More life skills plans • MP- class to DHS Ag classes, etc. • Mentors fir ‘at risk’ students • Tutoring like DHS • Build intervention classes for all students • Full time parent liaison • Challenge day (bullying prevention awareness) • Intercom system • Self-defense training • ELD classes and materials • Integrate summer school • Restorative Justice – alternative to home suspension • Vocational certification programs • CPT time – late start for students • MPHS/CDS • Funding for motivational speakers, trips, etc.
What should the District Stop?	<ul style="list-style-type: none"> • Stop using MPHS as a threat punishment • Stop packet work
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Continued technology integration at CDS and MPHS • Just kids: Regular positive feedback

State Priority	Definition/Key Metrics
	<ul style="list-style-type: none"> • Attendance incentives • BBQ's • Open House/ Back to School Night • Children's Nurturing Project (CNP) • Dixon Family Services (DFS) partnership • Automated phone system • Collaborative student sharing with home schools • "Whistle Walk": Graduate recognition; Student of the month

State Priority	Definition/Key Metrics
3. Parental Involvement	Efforts to seek parent input, promotion of parent participation.
What should the District Start?	<ul style="list-style-type: none"> • Parent education • Offer parent project classes • Intervention (RTI) • Parent communication service "requirement" that would be tied to their own students' community service hours - perhaps double credit • Adult school • Tech classes for parents and students • PTO
What should the District Stop?	
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • ELAC • DLAC • Parent Liaison – full-time • Parent outreach • Positive parent phone calls • Increase family-friendly "fun" events • English classes for parents – all schools • Continue communication

State Priority	Definition/Key Metrics
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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?	<ul style="list-style-type: none"> • MPHS: Science; bells; drinking fountains; full computer lab • Funds available for field trips to colleges & post-grad training facilities • New facility for MPHS & CDS • Intercom system • Mandatory: Student counseling for at risk students, esp. day school • Textbook, materials for special education students • Training for 'at risk' students: How to manage behaviors, lack of motivation • On-campus suspension room • Campus liaison • Drug and Alcohol awareness class • Concurrent textbooks with DHS
What should the District Stop?	<ul style="list-style-type: none"> • Stop minimizing MPHS • Facilities • Funding • Course access • Stop putting off maintenance projects • Stop ignoring disregarding IT requests
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Increase counselors at DHS and CAJ • Continue training for new teachers – BTSA • Up to date Common Core textbooks

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"> • All students at MPHS have the opportunity to take courses at DHS not offered at MPHS • Science labs • Access to DHS library • Computer skills: Basic keyboarding • P.E. facilities • Tech facilities • Master scheduling diversity: More course offerings • Appropriate professional development for I.A.'s – Common Core

State Priority	Definition/Key Metrics
5. Course Access	Student enrollment in a broad course of study.
What should the District Stop?	<ul style="list-style-type: none"> • Stop viewing MPHS as less than DHS or any other program • Stop minimizing the importance of MPHS & what courses are offered
What should the District Continue and Build Upon?	<ul style="list-style-type: none"> • Relationship with Anderson • 7 period day