



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

DUSD LCAP Dixon High School Meeting Notes – March 17, 2014

Community Input—Per State Priorities

On March 17, 2014, Dixon High School forty – three (43) 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?	Training	<ul style="list-style-type: none"> More professional development time for teachers to implement Common Core State Standards (CCSS) Train all teachers not just “core” subjects Support Migrant Education Continual training for staff on implementing strategies for English Language Learners (ELL) Summer classes (full days) for Migrant students

State Priority	Definition/Key Metrics
	<ul style="list-style-type: none"> • Summer school & Summer Math Academy (SMA) • Have meaningful summer school again • Professional Development (PD) for how to handle intervention in class • PD for differentiation (instruction) • Return literacy training in all contents • Ability to practice Smarter Balance test and access the data
Scheduling	<ul style="list-style-type: none"> • We should start a Block Bell Schedule set-up with intervention time • Re-evaluate Advanced Placement (AP) system • Plan for intervention <ul style="list-style-type: none"> • Re-teaching for those who need it for certain skills • Smaller class sizes • Adopt a new bell schedule
Support	<ul style="list-style-type: none"> • Support for newcomers <ul style="list-style-type: none"> • EL's in high school • Study Hall at DHS <ul style="list-style-type: none"> • Offering Study Hall as an elective course • Create schedule for intervention • Training in EL strategies for all teachers <ul style="list-style-type: none"> • How to include language development in all subjects
Common Core/Pathways	<ul style="list-style-type: none"> • College and career ready – partnerships with area businesses – internships • Time to meet with fellow staff members to plan and implement CCSS • Help struggling students in Algebra • Track students' academic performance in college • Create clear pathways for CCSS math that account for accelerated students and students who fail
Grading	<ul style="list-style-type: none"> • Training for teachers in managing/grading systems • More celebrations for academic success - make a bigger deal out of it • Incorporate F+, F, and F-
Other	<ul style="list-style-type: none"> • Consistency in placement procedure • Locally created assessments not just state assigned tests

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		<ul style="list-style-type: none"> Students who do not pass 5 out of 6 of the Fitnessgram tests in P.E. 9, by law are required to take P.E. until such time that they do pass 5 out of 6. This needs implementation at the site level Fully functioning library and fully functioning computer labs District wide Bring back credentialed librarian
What should the District Stop?	Scheduling	<ul style="list-style-type: none"> Stop block scheduling Double periods/split Using teacher release time primarily for administration
	Support	<ul style="list-style-type: none"> Stop restricting access to Advancement via Individual Determination (AVID)
	Common Core/ Pathways	<ul style="list-style-type: none"> Don't put all students in Math I Common Core Stop segregating students in Math at 6th grade Stop CCSS implementation Say no to federally initiated curriculum Say no to high stakes testing
	Grading	<ul style="list-style-type: none"> Do not incorporate F+,F, and F- Get rid of D's. i.e., A,B,C,F
What should the District Continue and Build Upon?	Other	<ul style="list-style-type: none"> Abandoning English Learner (EL) students after pass California English Language Development Test (CELDT) Stop trying to do everything – pick a few things and do them well
	Training	<ul style="list-style-type: none"> Continued training for teachers who teach AP classes
	Scheduling	<ul style="list-style-type: none"> Support classes for EL students beyond 9th grade
	Support	<ul style="list-style-type: none"> Continue FOCAS program Training for all teachers
	Common Core/ Pathways	<ul style="list-style-type: none"> Implement CCSS Develop strategies for non-technical subjects for CCSS CTE, VAPA, Health, P.E
	Other	<ul style="list-style-type: none"> Continue to create college going culture Coordinated reading and writing curriculum in the Language Arts department, among grade levels

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?	Reinstate Missing Services	<ul style="list-style-type: none"> • Staff the counseling center • Reinstate buses • Make DHS bicycle friendly • Start paying district employees a competitive wage
	Home Visits	<ul style="list-style-type: none"> • Support home visit program- provide funding to pay people to do home visits • Teach us how to do home visits
	Student Awareness of Expectations of Study	<ul style="list-style-type: none"> • Peer tutor program • Essential skill report cards to give students framework to understand what they need to progress • More electives or specialty content classes that can capture student interest • Better attendance • Start programs that demonstrate to everyone the usefulness of learning skills we teach – for the future (college and careers) • Demonstrate clear connection between high school and career • Start career tech education earlier
	Greater Consequences for Truancy and Excused Absences/ Attendance	<ul style="list-style-type: none"> • Partner with D.A. and put teeth into truancy policies • Communicating what is being done to hold students accountable for their own attendance • On-campus detention • Tardy tank with credentialed employee staff for each period for in-house suspensions • Truancy officer • Clarification on protocol for excessive tardies/absences • Hold parents legally accountable for student absences • More support for enforcement of tardy policy

State Priority	Definition/Key Metrics	
	Intervention	<ul style="list-style-type: none"> • Intervention for <2.0 GPA • Intervention for <1.0 GPA at an earlier stage , K-6 • Dropout prevention program for 12th graders • Intervention program (not support) • Summer school – core classes • For advancement no remedial • Common essential skills required to pass classes
	Mental Health Counseling and Communication	<ul style="list-style-type: none"> • Additional counselors to help address students' individual needs for why they are absent • Therapist for students • Naviance - Online career survey • A better way to actually make contact with parents on issues • Department newsletters
	Scheduling	<ul style="list-style-type: none"> • Common start time 8 a.m. - 3 p.m.
	Other	<ul style="list-style-type: none"> • More locally created assessments • More administrative follow through on Common Planning Time (CPT) • Project based learning • Transportation • Incentive programs
What should the District Stop?	Short-term Independent Study	<ul style="list-style-type: none"> • Stop allowing “party” extended vacation as independent study
	Proper Allocation of Monies	<ul style="list-style-type: none"> • Stop creating new positions (independent study) • 0 period
	Attendance Scheduling	<ul style="list-style-type: none"> • Go back to letting us update our attendance after the fact • Don't allow students to have a 0 period 10th-12th if they don't show up 9th grade year • Stop out multi-start day 0-5 or 1-6, students should all start at the same time
What should the District Continue and	Communicating with Parents	<ul style="list-style-type: none"> • Recognize and support the work of following-up on student absences • More District level parent education re: attendance

State Priority		Definition/Key Metrics
Build Upon?	Re: Absences	
	Attendance	<ul style="list-style-type: none"> Continue the SARB process Enforce attendance guidelines consistently and possibly adjust timeline for DHS students
	Student Offerings/ Participation	<ul style="list-style-type: none"> Mentorship for struggling students Increase participation in extra-curricular (band, athletics)
	Intervention	<ul style="list-style-type: none"> Build upon credit recovery

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
What should the District Start?	Parent Requirements	<ul style="list-style-type: none"> Have a required 'Paper Parade' prior to the beginning of the school year to receive course schedule & have parents/students sign up for Aeries Add ESL classes for parents Get parents involved early. Possibly a list of activities we need help with that they sign up for Parents pick up first report card Parent/teacher conferences
	Technology Based Communication	<ul style="list-style-type: none"> School Loop Tech Program Remind 101 Class Dojo One online system such as what colleges have with announcements, grades, email, transcripts, etc. Integrated email system with an email address that gets assigned to parents and students Spam filter too high – Fix email Routine emails to parents from teachers Training on the new Teleparent August rotating training for teachers on websites and school messenger

State Priority	Definition/Key Metrics	
3. Parental Involvement	Efforts to seek parent input, promotion of parent participation.	
	Counselors	<ul style="list-style-type: none"> • Increase counseling, four or more • Hire more counselors to help with student intervention
	Participation	<ul style="list-style-type: none"> • Who is the PTO at DHS? • How are they encouraged to join? • Translators? • More outreach to parents and the community • ESL program for parents with childcare • Parent education events • Coordinator • Attendance, health, parenting skills, bilingual
	Communication	<ul style="list-style-type: none"> • IT department create group emails for our classes with parent emails for email blasts <ul style="list-style-type: none"> • Build in time for teachers to communicate to families • Website improvement • More content • More dynamic format • Teacher websites: PD or time to update • Updated • Parent Liaisons to communicate and translate to parents that do not speak English to feel connected to the school vs. observers • More translators needed for teachers • Teleparent preferred over current system • Early intervention with individual attendance issues
	Protocols	<ul style="list-style-type: none"> • Participation protocol for parents that frequent campus
What should the District Stop?	Technology Based Communication	<ul style="list-style-type: none"> • Stop running two websites and combine to one
	Counselors	<ul style="list-style-type: none"> • Stop reducing counselors and support services
	Protocols	<ul style="list-style-type: none"> • Stop interfering with staff – let us do our job (board member)

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
	Program Improvement	<ul style="list-style-type: none"> Get rid of short-term independent study program
What should the District Continue and Build Upon?	Parent Requirements	<ul style="list-style-type: none"> Try to find a way to increase parental participation in committees like ELAC
	Technology Based Communication	<ul style="list-style-type: none"> Calls home when kids are absent or tardy Making information in multiple ways to parents : online, newsletter, etc.
	Class Size Reduction	
	Participation	<ul style="list-style-type: none"> Open House More advertising More defined/ purpose for staff and community Back to School Night More advertising More defined/ purpose for staff and community
	Communication	<ul style="list-style-type: none"> Aeries – Homelink School Messenger Bring back Marquee sign (move to a better location) and keep current

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	<ul style="list-style-type: none"> Need more maintenance personnel so we can better maintain our facilities, athletics, P.E. & campus wide We need more money allocated to maintenance to fix and upgrade facility equipment, For example weight room benches are in need of refurbishment & we need wipes for disinfecting benches P.E. needs more lottery dollars to replace very old equipment Reinstate lottery dollars to athletics – the best after

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		<p>school program in the community for 9-12 students</p> <ul style="list-style-type: none"> • Building inspections • Educate students to respect and take care of our facility • Security cameras with working software • Install pigeon spikes in the quad rafters to eliminate droppings • Keep safety equipment in good repair • Hot water, paper towels, and soap in all bathrooms: hand dryers? • More lab stations – In every room • Create a full scale maintenance plan – including Career Technical Education (CTE) course materials • Build school farm as promised • Access to facilities – now is very limited
	Technology	<ul style="list-style-type: none"> • Systematic replacement of old technology • Invest in LCD projectors that work on document readers or other technology to meet those needs • Students able to check out or rent graphing calculators • Need more computer labs & student computers • Access to printers • Greater integration of technology within specific content areas to support standards aligned instruction • Functional teacher and counseling equipment: document cameras; printers; copiers; computers; supplies, etc. • More and updated computers in labs • Maintain adequate technology • Ensuring that there are functional workstations in all labs
	HVAC	<ul style="list-style-type: none"> • Maintaining appropriate classroom temp • Give us a lower range to go to – 68 degrees • Fix the heating and air conditioning at DHS. It is either freezing cold or hot and muggy. It causes

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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.	
	Money	<p style="text-align: center;">distraction and disruption in class</p> <ul style="list-style-type: none"> • Reinstate Department budgets • There is never enough paper in classrooms • Pay teachers competitive wage
	Text/ Curriculum	<ul style="list-style-type: none"> • Online text materials • Textbooks in other languages • Revamp ELD curriculum and offer training
What should the District Stop?	Facilities	<ul style="list-style-type: none"> • Stop procrastinating on repairs like fixing the security cameras • Deferring maintenance - Need to get on top of problems and more proactive • Get rid of notebooks – huge mistake • Laptops are inadequate • Stop holding on to obsolete materials
	Technology	
	Text/ Curriculum	
What should the District Continue and Build Upon?	Facilities	<ul style="list-style-type: none"> • Support providers for Beginning Teacher Support and Assessment (BSTA) • Continue BTSA
	Facilities	<ul style="list-style-type: none"> • Being proactive in facilities management - CAJ, Anderson
	Technology	<ul style="list-style-type: none"> • Adjust “filters” so students and teachers can access more technology
	Text/ Curriculum	<ul style="list-style-type: none"> • Online texts/ materials
	Misc.	<ul style="list-style-type: none"> • New attendance verification process • Electronic confirmation • Make sure we choose solid curriculum to pilot for CCSS • Stop making teachers & departments pay for paper • Board should not force texts on departments

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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.
	<ul style="list-style-type: none"> • Keep checking credentials before hiring • Yearly money for capital outlay in Science • More graphing calculators for more levels – increase the number we can check out to students • Big participation in parent shadow student day • Goal 100 parents

State Priority	Definition/Key Metrics	
5. Course Access	Student enrollment in a broad course of study.	
What should the District Start?	Tracking	<ul style="list-style-type: none"> • Track by ability
	Class Siz	<ul style="list-style-type: none"> • Decrease class size • It would help freshman P.E. to have 35-1 vs. 43-1 ratio • Offer meaningful support classes
	Bell Schedule	<ul style="list-style-type: none"> • Find a solution to an Academy driven schedule • New bell schedule • Open more sections of classes to improve student learning
	College Prep & Academy	<ul style="list-style-type: none"> • Reinstate preparatory course (Pre-algebra)
	Vocational	<ul style="list-style-type: none"> • Offer more vocational courses • Auto shop • More balance between college & career readiness • More options for non-college to learn skills • More VAPA electives • Create a vocational track through our partnerships with Solano • Start encouraging students to keep options open and do their best in everything
K-12 Concerns	<ul style="list-style-type: none"> • Allow instruction of subjects other than ELA/ Math in elementary grades • Bring back science teachers at elementary level 	

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
	Other Programs	<ul style="list-style-type: none"> • Tech classes K-12 • Increase support for arts, science in primary schools • Create themed academies so that every student has access • Offer certificate programs for workplace • Tech, shop, etc. • Course of high interest, film and current events • Bring in a dance program • Diversify offerings • Create a mariachi guitar class • Relate courses to careers and college admissions
	Honors/ AP	<ul style="list-style-type: none"> • Recognize that more open access to AP/Honors requires intervention for students so that pace and rigor of course does not change • ALL AP student should take the AP test
	Master Schedule/ WASC	<ul style="list-style-type: none"> • Follow DHS WASC plan: ‘a-g’ subject requirements; CTE; College and career ready • Begin with a well-planned master calendar that allows access to the classes • Increasing graduation requirements • Encouraging a 7 period day for all DHS students that include non ‘a-g’ electives for “broad course of study”
What should the District Stop?	Tracking	<ul style="list-style-type: none"> • Giving teachers too many levels in one course
	Class Size	<ul style="list-style-type: none"> • Stop forcing students in to support classes. Especially at CAJ. Two math or two L.A. classes beats the life out of students
	Bell Schedule	<ul style="list-style-type: none"> • Stop “0” period
	College Prep & Academy	<ul style="list-style-type: none"> • Revisit Academies
	Vocational	<ul style="list-style-type: none"> • Stop telling kids they should only be enrolled in ‘a-g’ courses • Electives are important • Stop assuming that every student’s best or only path is college

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5. Course Access		Student enrollment in a broad course of study.
	K-12 Concerns	<ul style="list-style-type: none"> • Stop “removing” “lowest” and “highest” students from classes • Early intervention removal
	Other Programs	<ul style="list-style-type: none"> • Letting “everybody” go on Independent Study • Solano Community College should not be offering the same classes we offer during the regular school day
	Honors/ AP	<ul style="list-style-type: none"> • Stop restricting access to AP course if student fulfill prerequisite
	Master Schedule/ WASC	<ul style="list-style-type: none"> • Stop short-term independent study – it’s bad for students
What should the District Continue and Build Upon?	Actual Courses/ Adjustments to Courses	<ul style="list-style-type: none"> • AVID at DHS • More variety of electives: More math, science; Less ELA • Workshops, especially enrichment • More electives: Speech; Current events; Spanish; Shakespeare; Technology; Graphic design
	Support/ Training	<ul style="list-style-type: none"> • More instructional aides • Continue band • Band at elementary level