



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

Memo

TO:	Dixon Unified School District LCAP Advisory Committee
FROM:	Brian Dolan, Superintendent and Babs Kavanaugh, LCAP Consultant
RE:	DUSD LCAP Advisory Meeting #1, March 6, 2014
ATTENDEES:	Brian Dolan, Guy Garcia, Susan Girimonte, Nick Girimonte, Cecile Nunley, Gary Capito, Marcus Tanaka, Cicely Bernhardt, Nikki Torres, Marie Wright, Laura Anderson, Perla Torres, Holly Purcell, Adriane Laughter, Juan Landeros, Peggy Harte, Tanya LaBass, Chris Payne

DUSD LCAP Advisory Committee Meeting

Section I. Educational Context

LCAP Advisory Committee members participated in table conversations guided by the questions listed below. Responses from participants are organized by table groups.

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

Table	Skills and Competencies
Group 1	<ul style="list-style-type: none"> • Globally competitive and aware • Effective communicator in large groups as well as small groups • College bound, pursuing higher education • Read and write and effectively communicate • Meet A-G subject requirements
Group 2	<ul style="list-style-type: none"> • Awareness of academic programs available to them; post-secondary plans which are appropriate and reflect student's interests • All students have skills to go to college. May not want to go to college but every student has the opportunity to go to college • High level of technical skills, use of technology

Table	Skills and Competencies
	<ul style="list-style-type: none"> • Identify and be able to find resources that support learning • Advance Placement (AP) enrolled
Group 3	<ul style="list-style-type: none"> • English skills that make students competitive in the world of college and career • Responsible and independent adults • Social skills/communications skills that a comprehensive public education can offer • Soft skills, e.g., face-to-face communication and problem solving. • Self advocacy • Strong writing skills, reading, and math
Group 4	<ul style="list-style-type: none"> • Fluency with technology, the ability to learn new technologies, and the confidence to apply technology • Knowledge of history and geography • Life ready math • Having a plan by middle school or 9th grade, counseling • Healthy and safe
Group 5	<ul style="list-style-type: none"> • Able to view the world from a global perspective. Also serve others and be aware of community involvement • Competitive with other high school graduates. Wide variety of electives • More four year planning • Emphasis on speaking and presentation skills
Group 6	<ul style="list-style-type: none"> • Every student is exposed to a variety of cultural groups and able to converse minimally in another language • Awareness and appreciation of heritage • Diverse range of opportunities • Motivated student, strong work ethic • More rigorous classes for all – prepare for college and career • Social skills • Real-world application (skills)

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

Table	DUSD Strengths and Assets
Group 1	<ul style="list-style-type: none"> • Devoted teachers and staff. Lots of staff that live locally and are committed to the District's students. Small town feeling and small

Table	DUSD Strengths and Assets
	<p>school district</p> <ul style="list-style-type: none"> • Teachers are open to students, willing to help • Teachers that care • Caring, tight-knit community
Group 2	<ul style="list-style-type: none"> • Genuine concern for EL students • Inter connections within groups: community, students, parents employees • Close knit community • Smaller learning environment where teachers know students by name rather than by number • Safe community (less fights)
Group 3	<ul style="list-style-type: none"> • A culturally harmonious place. Family oriented • Sense of ownership. Community views entire student body as their responsibility • Administration is “invested” in schools and students • Great students • Even with cuts, we still have opportunity for extra-curricular (field trips, etc.)
Group 4	<ul style="list-style-type: none"> • People are open to change, especially when it comes to student learning • The pride shown by parents and others who graduated and now have children in the district and whose children go on to 2-4 year colleges • Well behaved, good kids. Safe schools. Most staff feel responsibility for the students • Diversity of community and district • High school students find a “niche” (academics, clubs, etc.)
Group 5	<ul style="list-style-type: none"> • Despite recent difficult epoch, we never lost focus on our purpose which is student learning • The support staff do not concern themselves with acknowledgement but do the work because it means something to the students • Good communication • Hard working staff • Lots of participation in sports
Group 6	<ul style="list-style-type: none"> • Community in general will support the schools and volunteer generously to help in any capacity • Tradition • Good communication with parents

Table	DUSD Strengths and Assets
	<ul style="list-style-type: none"> • Good kind students who care about each other. Care about school, sense of empathy or putting themselves in other’s shoes. • Capable of retaining the teachers here

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"> • Student achievement. Students not performing where they should be • Closing the achievement gap • Common Core State Standards (CCSS)- new curriculum, new skills, new testing • Achievement: college vs. career • Summer school and after school programs are no longer available
Student Support Services	<ul style="list-style-type: none"> • Attendance awareness • Low enrollment • Drugs at high school and middle school
Leadership	<ul style="list-style-type: none"> • Raising expectations of families • LCAP- DUSD has very limited history and track record of effective strategic planning • How will we hold ourselves accountable to the LCAP? We are confident that the plan will be good, but it means nothing if we don’t follow through • Implementation fatigue or just plain fatigue
Culture	<ul style="list-style-type: none"> • Trust is improved, but work is still necessary here • Understanding of support staff including upper management • Employee retention
Fiscal	<ul style="list-style-type: none"> • Lack of money • Allocation of funds • Students transferring to other districts • Keeping up with technology demands • Facilities • Maintaining existing facilities • School buildings or infrastructure needs major support, e.g., water fountains at Maine Prairie High School (MPHS)

Table	DUSD Significant Challenges
Community Engagement	<ul style="list-style-type: none"> Raising expectations of families (<i>note – also placed in leadership category</i>) Less and less parent involvement

Section II. 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?	Student Achievement	<ul style="list-style-type: none"> Intervention for students who are not failing Every student should be speaking & collaborating with peers in <i>every</i> class Making students aware of importance of “the test” Teaching perseverance Teaching kids how to “think” and come up owners themselves Offer parent classes that teach parents how to support students academically
	College/Career Readiness	<ul style="list-style-type: none"> SAT prep class More student should meet A-G requirements

State Priority	Definition/Key Metrics	
		<ul style="list-style-type: none"> Classes that support a variety of career skills Creating learning opportunities that are applicable to real life
	Common Core State Standards (CCSS)	<ul style="list-style-type: none"> Professional Development on CCSS Technology – mandatory for CCSS testing ELD standards Science standards implementation
	Assessments	<ul style="list-style-type: none"> Using data to enhance learning for all students (enrichment and interventions) Every teacher needs to be assessing & using that data to inform instruction (reteach and enrichment) Develop appropriate benchmarks for Common Core State Standards (CCSS)
	EL	<ul style="list-style-type: none"> Continue to monitor EL’s who are re-designated EL support & coaching for all teachers
What should the District Stop?		<ul style="list-style-type: none"> Teaching to the “test” Underutilizing formative assessments as a means to identify students who are struggling Non-CCSS instructional practices – especially in lower grades levels in the District as we transition
What should the District Continue and Build Upon?	Student Achievement	<ul style="list-style-type: none"> Encourage students to “achieve” P.E., K-6 Ensure more students pass AP exams Encourage & offer adequate number of sections of AP
	EL	<ul style="list-style-type: none"> Services for EL Learners
	Intervention	<ul style="list-style-type: none"> Intervene early for struggling readers (before grade 4) Find a consistent way to monitor student progress with benchmarks in every subject More intense and specific California High School Exit Exam (CAHSEE) prep classes
	Professional Development (PD)	<ul style="list-style-type: none"> PD on CCSS PD on classroom management Expand coaching support for all teachers Science, Technology, Engineering, Math (STEM) practices

State Priority		Definition/Key Metrics
	Parent Engagement	<ul style="list-style-type: none"> Building on parent engagement

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?	Parent Engagement & Responsibility for Attendance	<ul style="list-style-type: none"> Better/more attendance incentives Parent engagement classes on importance of attendance Parent phone calls for absences SARB process should make parents more accountable Rewrite parent notification letters to make clear effect Increase parent role & responsibility Reevaluate Board policy regarding Independent Study, enforcing attendance codes K-6 parents must be accountable with more letters & acknowledgement of problem with signature
--	--	---

What should the District Stop?	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
	Suspensions for “naughty” behavior (48900)	

What should the District Continue and Build Upon?	Engaging students to study in school	<ul style="list-style-type: none"> Consistently providing relevant learning experiences More student activities to keep kids in school – reach all students Extracurricular that reflect demographics of the whole school Student Council (students from all groups to meet with the principal) Fully fund extracurricular activities
	Early Intervention	<ul style="list-style-type: none"> Work on catching students early for potential interventions before they fail (K-2) Earlier Intervention of ‘at risk’ students

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
What should the District Start?	Parent Events	<ul style="list-style-type: none"> Mandatory open house/parent nights
	Bilingual	<ul style="list-style-type: none"> More bilingual communications Email (bilingual) Classes for Spanish speakers to learn English
	PTO	<ul style="list-style-type: none"> Maintain PTO between parents and teachers Over-invite & over-communicate Call parents with positive messages Respect parents privacy about child issues
	How to Communicate	<ul style="list-style-type: none"> Texting reminders (buy Blast-type apps) Facebook, Twitter, Instagram YouTube class page Homelink at elementary level
	Parent Involvement	<ul style="list-style-type: none"> Make people feel more welcome Incentives for parent involvement High/clear expectations of parent involvement Teachers welcoming parent involvement
	Parent Involvement - K-6	<ul style="list-style-type: none"> Motivate them to show up Student ownership to involve parents Brainstorm ways to get parents involved on multiple levels
What should the District Stop?	Communication	<ul style="list-style-type: none"> Stop calling parents when things are bad
	Parent Engagement	<ul style="list-style-type: none"> Stop asking for volunteers if you don't follow through when they offer Stop blaming parents for not being involved, we need to recruit and retain
What should the District Continue and Build Upon?	Parent events	<ul style="list-style-type: none"> Parent Shadow Days Parent nights - ELAC
	Bilingual	<ul style="list-style-type: none"> Bilingual Liaison at each site Continue parent liaisons

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
	How to communicate	<ul style="list-style-type: none"> • More availability to Homelink • More School Messenger
	Feedback	<ul style="list-style-type: none"> • Surveys at the beginning and the end of the year on school climate

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?	HR-Teacher/Staff recruitment & retention	<ul style="list-style-type: none"> • Improved teaching hiring & practices • Refining recruitment procedures for all staff, use evaluation process to ensure all staff meets expectations • Better interview process • Competitive salaries to retain & attract quality staff • Competitive pay for substitutes to attract better subs • Partner seasoned teachers with new teachers – Mentorship • Start CPR training for all in-service • More professional development for teachers & staff
	Facilities	<ul style="list-style-type: none"> • Bond for site improvements or new schools • Improve facilities • Maintain correct preventative maintenance for all facility components • Technology programs
	Improvement of EL program	
	Healthy school lunches	
What should the District	HR-Teacher/Staff Recruitment & Retain	<ul style="list-style-type: none"> • Stop BTSA, it is not helpful

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.
Stop?	Facilities	<ul style="list-style-type: none"> • Stop ignoring facility needs • Wasting “space” in old facilities
What should the District Continue and Build Upon?	HR-Teacher/Staff Recruitment & Retain	<ul style="list-style-type: none"> • Continue BTSA for new staff to retain & recruit • Lesson studies • Opportunities to colleagues
	Materials	<ul style="list-style-type: none"> • Continue funding staff & materials for EL students • Plan for money for new CCSS aligned textbooks
	Technology	<ul style="list-style-type: none"> • Expand on the integration of technology with a plan to replace equipment on a regular basis • Build plan for teacher use & knowledge of technology

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
What should the District Start?	Interventions	<ul style="list-style-type: none"> • Interventions for K-2 • Appropriate placement for students & skill level • Pre-K programs for school readiness • Reinstate Summer Math Academy • Smaller class sizes for struggling students
	Middle School	<ul style="list-style-type: none"> • Counseling at junior high • 6th grade with middle school
	Partnerships	<ul style="list-style-type: none"> • Enrichment: Technology; Science; Language Arts • More enrichment classes offered at elementary level (during & after school) • Technology classes for K-8 • Integrate ELA with Science • Access to arts education in elementary and middle school • Science at elementary • Summer school programs both remediation and

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
		enrichment <ul style="list-style-type: none"> • Spanish-English Immersion Program • Foreign Language or cultural class mandatory for all students • Foreign language at elementary & middle school
What should the District Stop?	Grouping	<ul style="list-style-type: none"> • Grouping low kids together • Tracking of students • Accepting low expectations of some student populations
What should the District Continue and Build Upon?	Interventions	<ul style="list-style-type: none"> • Rethink our intervention programs (where & when we allocate funds) • ELD support • K-12 additional classes
	Grouping	<ul style="list-style-type: none"> • Access to AP/Honors classes • More rigorous math for all students