



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

***DUSD LCAP - C.A. Jacobs Middle School Meeting Notes -  
 March 19, 2014***

**Community Input—Per State Priorities**

On March 19, 2014, CAJ Middle School twenty four (24) 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>Classes</b>	<ul style="list-style-type: none"> <li>Science at the elementary level, grades 4-6</li> <li>On-campus suspension: Alternative Learning Center (ALC) Teacher</li> <li>More electives: actual choice no wheel</li> <li>Child Development Class at DHS (parenting class)</li> <li>Math/English support classes</li> </ul>

State Priority		Definition/Key Metrics
		<ul style="list-style-type: none"> <li>Advanced Language Arts and Math classes for 7 &amp; 8</li> <li>History at the elementary level</li> <li>VAPA</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>iPad for each and all students and classrooms</li> <li>Electronic whiteboard</li> <li>Computer lab support</li> <li>Tech training for computers</li> </ul>
	<b>Programs</b>	<ul style="list-style-type: none"> <li>AVID for 7th and 8th graders</li> <li>Workshop schedule</li> <li>Summer school for 7th and 8th - mandatory for students who fail</li> <li>Math specialist model implemented to support elementary teachers at each of their sites</li> </ul>
	<b>Materials</b>	<ul style="list-style-type: none"> <li>Special Education classes to have the same text books as general education</li> <li>Spanish textbooks for all classes</li> </ul>
	<b>Facilities/ Staffing</b>	<ul style="list-style-type: none"> <li>50 meter swimming pool at DHS site</li> <li>A/C in gym</li> <li>Full-time VP</li> </ul>
	<b>Training</b>	<ul style="list-style-type: none"> <li>Literacy training</li> <li>Release time and conferences</li> <li>Regulation running track on CAJ field for better scores in State Fitness Standards</li> </ul>
	<b>Suspensions</b>	<ul style="list-style-type: none"> <li>On-Campus Suspensions</li> </ul>
<b>What should the District Stop?</b>	<b>Classes</b>	<ul style="list-style-type: none"> <li>Stop taking students out of science, social science and P.E. at CAJ</li> <li>Having 7th &amp; 8th graders take two math classes when they are already in leveled math classes</li> <li>Curriculum support classes</li> </ul>
	<b>Programs</b>	<ul style="list-style-type: none"> <li>Tracking students</li> <li>Implementation of something just to cover it but not back it nor support it <ul style="list-style-type: none"> <li>Ex: AVID, Masonic training, Lions Quest</li> </ul> </li> <li>Blocking sites on the computer to limit teacher access <ul style="list-style-type: none"> <li>Ask teachers what tech. they need and what they need access to</li> </ul> </li> </ul>

State Priority		Definition/Key Metrics
<b>What should the District Continue and Build Upon?</b>	<b>Classes</b>	<ul style="list-style-type: none"> <li>Continue Ag Science courses at DHS</li> <li>School-wide positive behavioral interventions and supports (i.e. BEST) at all sites, Coordinate this through PLCs</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>Provide more access to technology in all classes</li> </ul>
	<b>Programs</b>	<ul style="list-style-type: none"> <li>Health/sex education in 8th grade</li> </ul>
	<b>Facilities/ Staffing</b>	<ul style="list-style-type: none"> <li>EL Coordinator</li> <li>Continue restoring salaries and paying employees what they are worth for all of the extra time they put in to create a SAFE SCHOOL CLIMATE</li> </ul>
	<b>Training</b>	<ul style="list-style-type: none"> <li>More training on Common Core</li> <li>Release time for Common Core</li> <li>Revamp/ build upon ELD through teacher training</li> <li>Instructional coach</li> </ul>

State Priority		Definition/Key Metrics
<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>Course Offerings</b>	<ul style="list-style-type: none"> <li>Advanced English/ Math classes for 7th &amp; 8th</li> <li>Vocational Ed programs: shop, etc.</li> <li>Offer creative electives: Music appreciation; Dance; Fencing; Creative writing; Art</li> <li>Start an academy or house approach at CAJ</li> <li>Vocational electives &amp; pathways for CAJ and DHS</li> <li>V &amp; P Arts at elementary &amp; CAJ</li> </ul>
	<b>Interventions</b>	<ul style="list-style-type: none"> <li>ALC rooms: In-school suspensions</li> <li>Summer school at middle school</li> <li>Specially Designed Academic Instruction in English (SDAIE)</li> <li>After school workshops: for making up assignments, tests</li> </ul>
	<b>Attendance</b>	<ul style="list-style-type: none"> <li>Incentives for student improving attendance &amp; tardies</li> </ul>

State Priority		Definition/Key Metrics
	<b>Sports/ Extracurricular</b>	<ul style="list-style-type: none"> <li>After school clubs &amp; activities: Money for the clubs</li> <li>Offer more after school extra-curricular sports</li> </ul>
	<b>V.P.</b>	<ul style="list-style-type: none"> <li>Full time V.P.</li> </ul>
	<b>AVID</b>	<ul style="list-style-type: none"> <li>AVID at the middle school</li> </ul>
	<b>Miscellaneous</b>	<ul style="list-style-type: none"> <li>CAJ needs more lab equipment</li> </ul>
<b>What should the District Stop?</b>	<b>AVID</b>	<ul style="list-style-type: none"> <li>Stop making excuses to why we don't have AVID at the middle school</li> </ul>
	<b>Miscellaneous</b>	<ul style="list-style-type: none"> <li>Double math classes for 7th and 8th grade when there are already leveled math class</li> <li>Pulling kids out of music for extra math/ Language Arts (LA) class</li> <li>Taking kids out of science, social science, and P.E.</li> <li>Having so many release days. There is too much teacher absenteeism</li> </ul>
<b>What should the District Continue and Build Upon?</b>	<b>Interventions</b>	<ul style="list-style-type: none"> <li>Workshop</li> <li>Faster SARB process</li> </ul>
	<b>School wide Behavior Modifications</b>	<ul style="list-style-type: none"> <li>No bully</li> <li>Behavior BEST</li> </ul>
	<b>Attendance</b>	<ul style="list-style-type: none"> <li>Tardy system in place</li> </ul>
	<b>Sports/ Extracurricular</b>	<ul style="list-style-type: none"> <li>Sports like wrestling and track that always have room on their team and do grade checks</li> <li>A "homework" practice for students in sports</li> </ul>
	<b>AVID</b>	<ul style="list-style-type: none"> <li>AVID at DHS</li> </ul>
	<b>Miscellaneous</b>	<ul style="list-style-type: none"> <li>Animals in science class</li> <li>Teen Center: Is it effective</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>Parent Accountability</b>	<ul style="list-style-type: none"> <li>Parent Volunteer Hours – Mandatory</li> <li>Parents are mandated to attend on-campus suspension with their student</li> <li>Consequences for failing to show up to conferences &amp;</li> </ul>

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<b>3. Parental Involvement</b>	Efforts to seek parent input, promotion of parent participation.	
		IEP, etc.
	<b>Parent Involvement During School Day</b>	<ul style="list-style-type: none"> <li>• Art links: parents teach art lessons to class</li> <li>• Parent shadow day</li> <li>• Parent volunteer in science class or to talk about science careers</li> <li>• Career day</li> <li>• Get parents involved in the school day – ex: workshops</li> </ul>
	<b>Parent Involvement Outside School Day</b>	<ul style="list-style-type: none"> <li>• Introduce a program of support for parents – especially behavior control</li> <li>• Site level Common Core parent night</li> <li>• Homelink training for parents</li> <li>• Physical education activity nights at school</li> <li>• Group conferences with multiple teachers for parent teacher conferences (centralized scheduling)</li> </ul>
	<b>Academics/ Parent Involvement</b>	<p>Advanced Language Arts/ Math classes</p> <ul style="list-style-type: none"> <li>• Will attract parents from Montessori/ Neighborhood Christian</li> <li>• AVID at the middle school because there is a built in parental component</li> <li>• CAJ P.E. Fit Focus assignments include comments from parents</li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• On Campus Suspension (OCS) = Campus beautification and clean-up</li> </ul>
<b>What should the District Stop?</b>	<b>Parent Involvement Outside School Day</b>	<ul style="list-style-type: none"> <li>• Parent conferences - devise new procedures</li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• Stop giving teachers priority for coaching positions: Costs us good parent coaches sometimes</li> <li>• Stop sending the message that Independent Study is a good thing because we get ADA</li> </ul>
<b>What should the District Continue and Build Upon?</b>	<b>Parent Involvement During School Day</b>	<ul style="list-style-type: none"> <li>• Renaissance Day</li> <li>• Career Day with more parent involvement</li> </ul>

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<b>3. Parental Involvement</b>		Efforts to seek parent input, promotion of parent participation.
	<b>Parent Involvement Outside School Day</b>	<ul style="list-style-type: none"> <li>• Open House; Back to School Night</li> <li>• ELAC meetings; PTO</li> <li>• Conferences, arena conferences with modifications</li> <li>• Band, parent night at all elementary schools – students teach parents how to play an instrument</li> </ul>
	<b>Academics/ Parent Involvement</b>	<ul style="list-style-type: none"> <li>• EL support staff</li> <li>• AVID at DHS because there is a built in parental component</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.
<b>What should the District Start?</b>	<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Bug problems and pests</li> <li>• Smart Boards</li> <li>• More or fix drinking fountains @ CAJ</li> <li>• Peep-holes in classroom doors to see who is out there – in case of intruder on campus</li> <li>• Window coverings</li> <li>• Fix portables – walls and floors ripped</li> <li>• Fix A/C problems; A/C in CAJ gym</li> <li>• New carpet</li> <li>• Matching/ working desks in all classrooms</li> </ul>
	<b>Materials</b>	<ul style="list-style-type: none"> <li>• Supplemental materials for Common Core</li> <li>• Math Common Core textbooks</li> <li>• Classroom laptop carts per department</li> <li>• Better access to teaching materials: Paper; Calculators; Teaching tools, Etc.</li> <li>• ELD Materials and training strategies</li> </ul>
	<b>Services</b>	<ul style="list-style-type: none"> <li>• More library time</li> <li>• Keyboard computer class</li> </ul>

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<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.	
		<ul style="list-style-type: none"> <li>• Credentialed pull-out science in elementary</li> <li>• Full-time VP</li> <li>• Summer school</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Faster Wi-Fi</li> <li>• More contracted days that aren't student days</li> <li>• Stick to scheduled field mowing and watering dates</li> <li>• Use academic grade level teams instead of by department</li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• Student accountability for failing</li> </ul>
<b>What should the District Stop?</b>	<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Faucet leaking in science storage: \$3,000 a year</li> <li>• Stop watering the lawn</li> <li>• Stop locking You Tube</li> <li>• Stop pink slipping teachers</li> </ul>
	<b>Enrichment</b>	
	<b>Happy Teachers</b>	
<b>What should the District Continue and Build Upon?</b>	<b>BTSA</b>	<ul style="list-style-type: none"> <li>• Support providers for BSTA</li> <li>• Continue BTSA</li> </ul>
	<b>Facilities</b>	<ul style="list-style-type: none"> <li>• No bullying program</li> <li>• Continue to fix or replace water fountains – not just turn off water</li> <li>• Adequate working proper HVAC for all facilities @CAJ</li> <li>• Keep watering the lawn</li> </ul>
	<b>Materials</b>	<ul style="list-style-type: none"> <li>• A variety of workshop enrichment classes</li> </ul>
	<b>Happy Teachers</b>	<ul style="list-style-type: none"> <li>• Continue salary restoration for staff</li> </ul>

State Priority	Definition/Key Metrics
<b>5. Course Access</b>	Student enrollment in a broad course of study.

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>	<p><b>Actual Courses/ Adjustments to Courses</b></p> <ul style="list-style-type: none"> <li>• AVID at the middle school</li> <li>• Sheltered instruction @ CAJ: History; Science; Electives</li> <li>• Science: Tech based</li> <li>• STEM courses: Computer programming; Electronics/ Robotics; Forensics; Graphic Design</li> <li>• Vocational art classes</li> <li>• Life skills course</li> <li>• Advanced Language Arts and Math classes for 7th and 8th students</li> <li>• Add all VAPA classes to elementary and CAJ</li> <li>• Home economics</li> <li>• Spanish, French classes</li> <li>• Career development course</li> <li>• Actual health curriculum in middle school</li> <li>• Social skills club</li> <li>• Instead of pulling students for math support from science, make a math based science class</li> </ul> <p><b>Actual Courses/ Adjustments to Courses</b></p> <ul style="list-style-type: none"> <li>• Summer school for 7th and 8th students who fail - mandatory</li> <li>• Technology: computer literacy; typing</li> <li>• Aides in classrooms more IA's</li> <li>• More focus on science in elementary schools</li> <li>• Pocket translators and a beginner/ language acquisition program for non-English speakers</li> </ul>	
<b>What should the District Stop?</b>	<b>No recommendations in this section.</b>	
<b>What should the District Continue and Build Upon?</b>	<b>Actual Courses/ Adjustments to Courses</b>	<ul style="list-style-type: none"> <li>• AVID at DHS</li> <li>• More variety of electives: more math, science; less ELA</li> <li>• Workshops, especially enrichment</li> <li>• More electives: speech; current events; Spanish; Shakespeare; technology; graphic design</li> </ul>
	<b>Support/ Training</b>	<ul style="list-style-type: none"> <li>• More instructional aides</li> <li>• Continue band</li> <li>• Band at elementary level</li> </ul>