



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

DUSD District Office Staff - LCAP Meeting Notes - April 25, 2014

Community Input—Per State Priorities

On April 25, 2014, twenty – three (23) Dixon USD Office 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?	Professional Development	<ul style="list-style-type: none"> Extending teacher school year by 3-5 days to accommodate professional development Coaching PD for ELD Coaching for CCSS implementation
	Student Intervention and Enrichment Opportunities	<ul style="list-style-type: none"> More enrichment opportunities for middle and high school - For all students not just higher Blended preschool

State Priority		Definition/Key Metrics
What should the District Stop?	Professional Development	<ul style="list-style-type: none"> Stop taking teachers out of the classroom for PD
	Assessment	<ul style="list-style-type: none"> State testing
	District Responsibilities	<ul style="list-style-type: none"> Stop doing the bare minimum – make a high stake investment plan with out kids and stick with it Allowing teachers to do their own thing - different at each site Stop making kinders learn to read
What should the District Continue and Build Upon?	Professional Development	<ul style="list-style-type: none"> Assessment cycle
	Student Intervention and Enrichment Opportunities	<ul style="list-style-type: none"> More field trips More out of the classroom opportunities Continue to improve on current clubs, music programs, and sports to meet all levels of interest Better opportunities of electives at middle school and student input/ choice More AP classes Effective AVID in the middle school
	Assessment	<ul style="list-style-type: none"> Create common assessments to measure student achievement (benchmark) After collecting data in programs be more pro-active with information Everyone is doing the same assessments at every site the same way
	District Responsibilities	<ul style="list-style-type: none"> Build upon more computers – every student with a computer Evaluate programs on regular basis

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.

State Priority	Definition/Key Metrics	
What should the District Start?	Counseling	<ul style="list-style-type: none"> • Child welfare and attendance specialist • Peer tutoring • More academic counseling at CAJ • Mentoring for younger children by older students
	Attendance	<ul style="list-style-type: none"> • In-house suspensions
	Technology	<ul style="list-style-type: none"> • 1:1 Computers
	Misc.	<ul style="list-style-type: none"> • Project based learning • School pride projects
What should the District Stop?	No recommendations in this section.	
What should the District Continue and Build Upon?	Behavior/ Social	<ul style="list-style-type: none"> • Social skills classes for all students <ul style="list-style-type: none"> • Diversity • Anti-bullying • Pride in yourself, etc. • Student Solutions Teams like at CAJ • Career Day <ul style="list-style-type: none"> • Mentoring program • Bring community members into the classroom • Continue and increase student behavior/ emotional counseling support – District Wide
	Parents	<ul style="list-style-type: none"> • Parent Education
	Clubs	<ul style="list-style-type: none"> • Sports • Special interests clubs <ul style="list-style-type: none"> • Music • Drawing, etc.
	Facilities Attendance	<ul style="list-style-type: none"> • Cleaner, more well-kept sites • Saturday school are clean-up days – all sites (rotating schedule) • Attendance incentives • Attendance incentives at DHS, MPHS and CAJ • “Every Student Counts” • Clear procedures for SARB <ul style="list-style-type: none"> • Every school has the same procedures in place • Ex. When they run reports • Resource Officer

State Priority		Definition/Key Metrics
	EL	<ul style="list-style-type: none"> Monitoring EL students and making a plan with counselor and parents EL plan for RFEP students who are falling behind – create a plan

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
What should the District Start?	Parent Supports	<ul style="list-style-type: none"> Move Board meetings to sites and have students do a small performance Parent student book club Start with activities that parents are comfortable / confident in doing <ul style="list-style-type: none"> Gateway to more academic participation opportunities Providing more ways parents can be involved Parent incentives for homework items – extra credit Parent incentives that will benefit the student Tickets to buy items at a student store (teach budgeting skills) Parent participation “passports” that lead to some kind of incentive for students Parent classes for CCSS Student presentation of items, projects, or updates rotating by site each meeting
What should the District Stop?	Parent Supports	<ul style="list-style-type: none"> Stop giving extra credit or academic credit for parent involvement Involved projects, parent have to spend money and time
What should the District Continue and Build Upon?	Parent Supports Communication	<ul style="list-style-type: none"> Teachers providing a list of ways parents can be involved Training or guidance from teachers on how to support students together Make parents feel welcome at schools Twitter Facebook Instagram

State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
		<ul style="list-style-type: none"> Website District Wide More school messenger calls from sites More positive communication <ul style="list-style-type: none"> Good news Students Sites Upcoming All meetings have translators or access for Spanish speakers Paying attention to schedules for meetings District Wide vs. community/ site calendar

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?	Money for Textbooks	<ul style="list-style-type: none"> Set aside new materials such as next gen science books
	Facilities	<ul style="list-style-type: none"> Enhance P.M. for facilities Sell old DHS Consider and seek grants for historic buildings (old DHS and Anderson) Stop considering selling old DHS and move D.O. and MPHS to old DHS
	Technology	<ul style="list-style-type: none"> Grant writing for technology and improvements
	Staff Effectiveness	<ul style="list-style-type: none"> Evaluations for all Staff
What should the District Stop?	Facilities	<ul style="list-style-type: none"> Stop abandoning buildings and renovate instead with community support
	Staff Effectiveness	<ul style="list-style-type: none"> Stop keeping teachers who are not high quality or effective - All staff. This practice is not what is best for our kids

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 Continue and Build Upon?	Facilities	<ul style="list-style-type: none"> Look at opportunity for Bond to build new facilities Come up with a cost effective plan for empty facilities
	Supporting Maintenance	<ul style="list-style-type: none"> More maintenance and repair personnel and equipment More staff
	Technology	<ul style="list-style-type: none"> Improve technology for instruction and use Need more computers More E-books Build upon technology in the classroom
	Staff Effectiveness	<ul style="list-style-type: none"> Recruit Highly Qualified teachers and retain <ul style="list-style-type: none"> All staff Classroom Management: Support; PD; Outside support

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
What should the District Start?	ELD	<ul style="list-style-type: none"> Structure ELD differently
	Guidance	<ul style="list-style-type: none"> Academic Counseling support 7-12 grade <ul style="list-style-type: none"> Value all goals Start providing guidance as a freshman for after school opportunities
	Enrichment	<ul style="list-style-type: none"> Programs for GATE for all schools Vocational opportunities. Spanish at CAJ
	Technology	<ul style="list-style-type: none"> Tech skills classes for teachers Career Technical Education (CTE) expansion towards 21st century opportunities
	Intervention	<ul style="list-style-type: none"> Ongoing intervention <ul style="list-style-type: none"> Not pulling from Core
What should	ELD	<ul style="list-style-type: none"> ELD pull out from general ed. (missing instruction)

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
the District Stop?	Enrichment	<ul style="list-style-type: none"> • Stop tracking kids in lower levels. Eliminates opportunities for higher courses • Giving funds to poor educators with SES • Build an in-house effective program for our students
What should the District Continue and Build Upon?	ELD	<ul style="list-style-type: none"> • Quality ELD instruction so that it is not viewed as missing out • More PD to create highly effective ELD • Need to come up with a
	Core Subject	<ul style="list-style-type: none"> • More Science in elementary
	Enrichment	<ul style="list-style-type: none"> • Summer School courses for all students with effective schedule for summer maintenance • All student have access to honors/AP courses in all subject areas • Enrichment opportunities based on interests and goals
	Technology	<ul style="list-style-type: none"> • Typing classes • Technology classes on Microsoft Office <ul style="list-style-type: none"> • Excel, Word, PowerPoint, etc.