



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

DUSD LCAP – Anderson Elementary School Meeting Notes – April 16, 2014

Community Input—Per State Priorities

On April 16, 2014, twenty one (21) Anderson Elementary School 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?	Technology	<ul style="list-style-type: none"> 1:1 technology Computer classes iPads to take home Smart boards
	Support Staff	<ul style="list-style-type: none"> Full time credentialed Library/ media teacher Professional development or coaching for differentiated

State Priority		Definition/Key Metrics
		<ul style="list-style-type: none"> instruction 1 ½ parent liaison for Anderson (bilingual) <ul style="list-style-type: none"> Speak and write in both languages Intervention program for all grades during “Academy” <ul style="list-style-type: none"> Can also be enrichment
	Enrichment/ Intervention	<ul style="list-style-type: none"> GATE Accelerated Reading Program Homework club after school using Davis college students Systematic interventions for grades 1st and 2nd <ul style="list-style-type: none"> Summer, in school and after school Summer School including enrichment Art/ Music/ Drama classes
	Misc.	<ul style="list-style-type: none"> PE for K
What should the District Stop?	Testing	<ul style="list-style-type: none"> Benchmarks need adjustment No curriculum associates tests Look at reading program, e.g., Treasures doesn’t align with CCSS
	Misc	<ul style="list-style-type: none"> Stop pink slipping teachers
What should the District Continue and Build Upon?	Technology	<ul style="list-style-type: none"> Netbooks for each and every student
	Support Staff	<ul style="list-style-type: none"> Keep counselor Counselor 5 days a week PE teacher - full-time Full-time nurse Library 2x a month After School Intervention/ Enrichment for all Kinder
	Test	<ul style="list-style-type: none"> Begin Success for All Reading Programs <ul style="list-style-type: none"> K, 1st & 2nd
	Financial	<ul style="list-style-type: none"> Class size reduction Continue salary increases Continue to pay for BTSA
	Misc.	<ul style="list-style-type: none"> Keep PE program

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?	Teacher Support	<ul style="list-style-type: none"> • Salary increases every year • Salary restoration on-going each year • Golden handshake for retirees • Health benefits for life • Monetary compensation for retiring
	Professional Development and Classroom Support	<ul style="list-style-type: none"> • Professional development in ELD <ul style="list-style-type: none"> ○ Kevin Clark engagement strategies • Out of District professional development for universal access • K-1 peer coaching at Anderson only • Something to engage high learners or achieve
	Site Improvements	<ul style="list-style-type: none"> • Children’s Development Center (CDC) at Anderson • Guarantee computer tech for each site • Improve school lunches - Healthy • Weekly site credentialed librarians and media experts • Summer Jumpstart in ELA
	Field Trips Art/Music/ Theater	
	Lunch Schedule	<ul style="list-style-type: none"> • Play first, eat second
What should the District Stop?	Teacher Support	<ul style="list-style-type: none"> • Stop pink slipping new teachers
	Professional Development and Classroom Support	<ul style="list-style-type: none"> • Peer observations • K-1 CCSS Coach • Stop curriculum associates testing
What should the District Continue and Build Upon?	Teacher Support	<ul style="list-style-type: none"> • Workshop • Faster SARB process
	Professional development and classroom support	<ul style="list-style-type: none"> • Keep TOSA support • Keep CCSS Coach for K-1 • Cross Curriculum Just for Anderson: ELA, Math, ELD • Keep peer observation • Continue ongoing CCSS professional development • BTSA mentors

	Site Improvements	<ul style="list-style-type: none"> • Netbooks for each and every student • Improve Aspire <ul style="list-style-type: none"> ○ Real Tutoring ○ More HW time
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State Priority		Definition/Key Metrics
3. Parental Involvement		Efforts to seek parent input, promotion of parent participation.
What should the District Start?	Technology	<ul style="list-style-type: none"> • Computers/Technology <ul style="list-style-type: none"> ○ For parents ○ Home use • Facebook page, tech position could maintain • Anderson App of Facebook page <ul style="list-style-type: none"> ○ English and Spanish • Technology Night for families
	Parents	<ul style="list-style-type: none"> • Monthly parent classes to demo homework <ul style="list-style-type: none"> ○ Per grade level ○ Math Night ○ Science Night • Require each family to volunteer 2 hours • Additional Bilingual Liaison • Monthly parenting classes • STEM based hands on learning
	District Services	<ul style="list-style-type: none"> • Spanish website
	Awards	<ul style="list-style-type: none"> • Awards recognition after school or at night
	Meetings	<ul style="list-style-type: none"> • SST during the school day • IEP meetings during the school day
	Attendance	<ul style="list-style-type: none"> • Continue short-term IS on an individual basis • Keep docking tardy/ early releases • Keep up Tardy Party and perfect attendance recognition • Continue more persistence on monitoring student absences
What should	Awards	<ul style="list-style-type: none"> • Stop in school awards ceremonies

the District Stop?	Stop Science Camp	
	Attendance	<ul style="list-style-type: none"> • Allowing Short-term is Contract
What should the District Continue and Build Upon?	Parents	<ul style="list-style-type: none"> • Keep parents liaison • Continue ELAC incentives • ESL classes for parents
	Awards	<ul style="list-style-type: none"> • Parents being notified of award dates • Continue “Way to Go” awards
	District Services	<ul style="list-style-type: none"> • Improve format for SST district Wide • Translators on staff for daily use • Keep District wide calling system

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"> • Facilities are in need of repair • Repaint school to engage students and public: School colors, brightly painted doors • Fix broken bells, intercoms, etc. • School should be free of mold and other unhealthy conditions in which you can staple into the walls • Clean sinks regularly • Don't spray moldy areas – fix it • Painting blacktop with maps, etc. • Sight words • Daily cleaning of white boards • Mount projectors • Update classroom: white boards, bulletins, big screens • Mop and dust weekly, mop floors, • A/C in MPR • Real cafeteria • Murals around school
	Materials	<ul style="list-style-type: none"> • Smart boards or Apple TV in every room • Student chrome books • Improved tech • Look at instructional material and is it aligned

		<ul style="list-style-type: none"> • UA training from outside experienced professionals • Supplies for each room: desks, pencils, paper, etc.
	Other	<ul style="list-style-type: none"> • Rethink traffic pattern - staggered start times
What should the District Stop?	Facilities	<ul style="list-style-type: none"> • Mowing while school is in session • Dangerous equipment during recess • Weeds • Quiet fire alarm bell • No bells
What should the District Continue and Build Upon?	Facilities	<ul style="list-style-type: none"> • Louder bells • Better consistent implementation of Building Effective Schools Together (BEST) program
	Credentials	<ul style="list-style-type: none"> • Co-teachers - definition and duties written and negotiated in to DTA contract • BTSA program • Trained and experienced classified noon-time supervisors • Trained and experienced (educated) IA's
	Materials	<ul style="list-style-type: none"> • Updated current materials for each student • Replace white boards and markers regularly

State Priority	Definition/Key Metrics	
5. Course Access	Student enrollment in a broad course of study.	
What should the District Start?	Technology	<ul style="list-style-type: none"> • 1:1 technology • Ipad of Chrome books for every student
	ELD	<ul style="list-style-type: none"> • ELD Push-in-support for ELD • Bilingual/Bi-literate Traffic Playground Monitor (TPM) (additional)
	Accelerated	<ul style="list-style-type: none"> • Books to support reaching counts or accelerated reader school wide
	Extra-Curricular	<ul style="list-style-type: none"> • Music, Art, and Drama
	Interventions	<ul style="list-style-type: none"> • Push-in certificated support for Universal in every class • Before and after school intervention • Vocation intervention • Re-teaching math in the daily schedule

State Priority		Definition/Key Metrics
5. Course Access		Student enrollment in a broad course of study.
	Clubs with Community/ Parent Support	<ul style="list-style-type: none"> • Community partnerships to run clubs • Afterschool clubs: fitness, career exploration, robotics, book club
	Fieldtrips/ At Site of Off Site	<ul style="list-style-type: none"> • Field Trips • Science Camp • STEM based events • Outside groups/organizations to come in and present
	P.E.	<ul style="list-style-type: none"> • Lunchtime organized activities led by teachers • P.E.
What should the District Stop?	ELD	<ul style="list-style-type: none"> • Current ELD format
		<ul style="list-style-type: none"> • Sheltered Core
What should the District Continue and Build Upon?	ELD	<ul style="list-style-type: none"> • Ceremony/Awards for reclassified EL students
	Extra-Curricular	<ul style="list-style-type: none"> • Band