



DEL NORTE UNIFIED
SCHOOL DISTRICT

LCFF and LCAP

COMMUNITY ENGAGEMENT DATA REPORT

APRIL 2019

Context

Beginning in the Fall of 2018, the Building Healthy Communities Collaborative Facilitator and True North Organizing Network partnered with the Del Norte Unified School District to create a collaborative strategy for engaging the community in building the 2019-2022 Local Control Accountability Plan (LCAP).

Between December 2018 and April 2019 we engaged nearly **200 families, students, and community members** across Crescent City, Klamath, and Smith River in small group discussions and prioritization sessions to help us better understand what they saw as the greatest needs for our DNUSD community.

In this report you will find data summaries of what we discovered during those meetings. The purpose of this document is to help track and implement the community input into the final draft of the 2019-2022 LCAP.

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1. Methods

During this process, we used qualitative research methods to work together with families, students, and community members to better understand their current experiences in schools.

The BHC Collaborative Facilitator, who trained at the graduate level in qualitative research methods and analysis, then transcribed and synthesized the data to present back to school district administrators.

FALL COMMUNITY MEETINGS

At the Fall Community Meetings, we used the Global Café Model for facilitating small group discussion.

- Prior to the meetings we worked together with a West Ed. consultant to develop a series of small group discussion questions for each LCAP Goal category
- At the community meetings the Superintendent opened with a short description of LCAP
- Then participants broke into four small groups with one assigned facilitator and one note-taker at each table who would guide the conversation using the previously developed questions
- Each table represented a different LCAP goal. Small groups would stay at each table for 15 minutes and would then rotate to the next table until they had had a chance to comment on each goal category
- The note-takers wrote down all of the feedback on post it notes that were then transcribed and coded after the meeting

SPRING COMMUNITY MEETINGS

By the Spring Meetings the school district had created a first draft of proposals for LCAP programs and services. At these meetings we wanted community members to identify which programs they viewed as most important and where there were any gaps in services.

- We created posters that had each of the LCAP goals listed on them and the proposed programs and services that corresponded with that goal
- At the community meeting the Superintendent and Assistant Superintendent again gave a short description of the LCAP to open the meeting
- Participants then broke into four small groups, based on the LCAP categories, and reviewed the proposals written on the posters
- Then they wrote on post its which proposed services they liked and what they would add or change about current proposals (these post its were later transcribed and coded after the meeting)
- Like in the Fall session, the groups rotated to each station so that they would be able to comment on all of the proposed programs and services

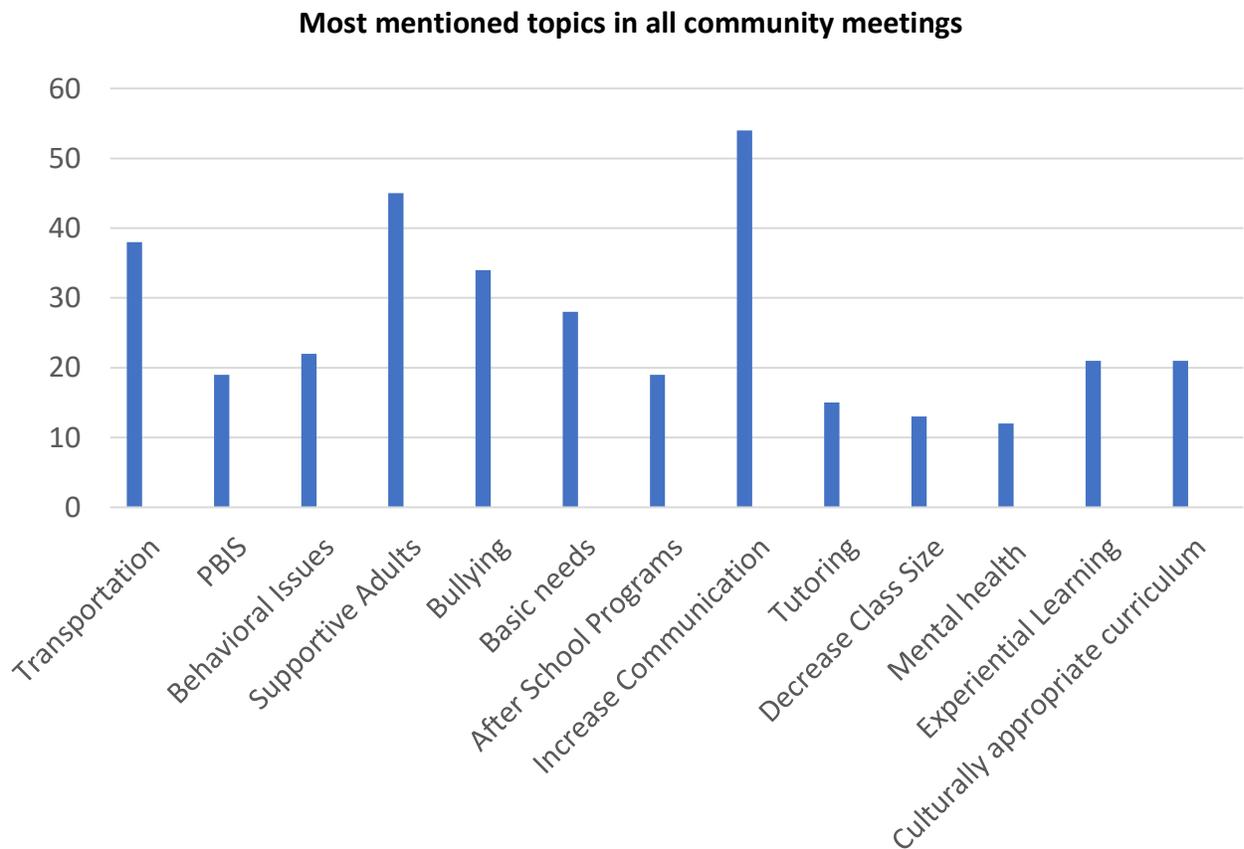
2. Fall Community Meetings – Data Summary

In December of 2018 we held community meetings and/or did outreach at after-school programs at Community Day School, Margaret Keating, Smith River Elementary, and Bess Maxwell.

We spoke with **76 parents/guardians, students, and community members.**

TOP TRENDS:

- Families want increased communication with the district
- Transportation is a barrier to student and family engagement, especially for people in Smith River and Klamath
- The community believes that one of the greatest barriers to student achievement is whether the basic needs of the students are being met (i.e. shelter, food, clothing, hygiene, safe and stable home environment)
- All sites acknowledged the important role that supportive adults play in the school environment. Whether they be teachers, coaches, counselors, or IAs, having consistent and stable adults in their children’s lives helped their students feel safe and connected at school.
- Families expressed a desire for more behavioral supports in schools

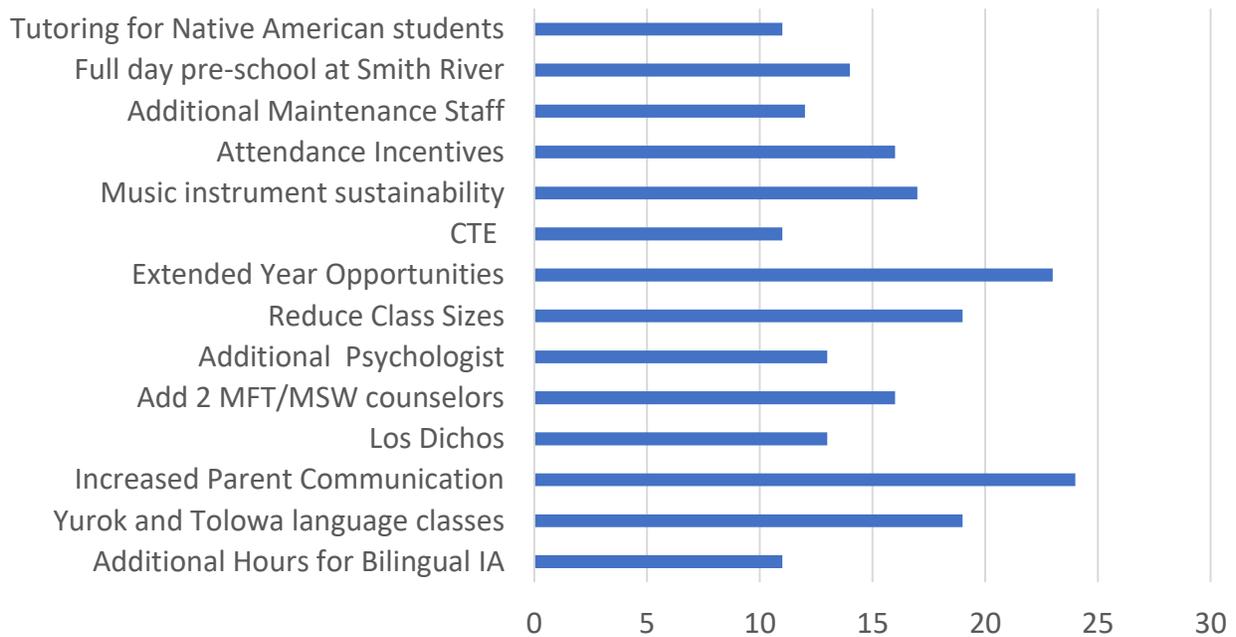


3. Spring Community Meetings – Data Summary

In April 2019 we held community meetings and/or did outreach at after-school programs at Community Day School, Margaret Keating, Smith River Elementary, and Joe Hamilton.

We spoke with **104 parents/guardians, students, and community members.**

Proposed district programs with highest levels of community



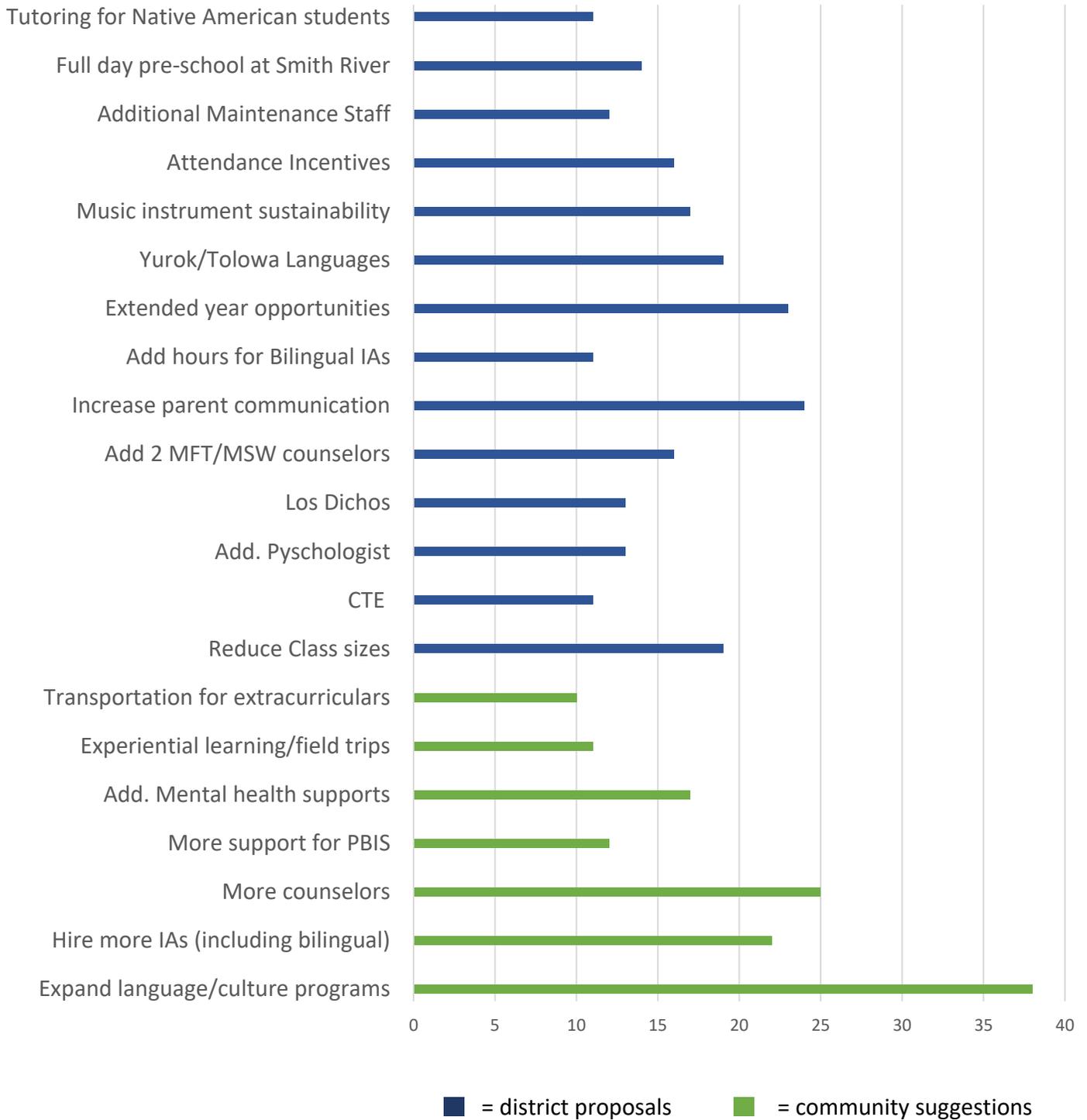
Community Suggestions for Expansion of Proposed Programs:

- Extension of current Yurok/Tolowa language programs to more school sites and the addition of more languages
- Creation of multi-cultural classes
- More counselors (ex. one counselor for each site, increase to 4 MFT/MSW counselors)
- There is a need to hire more instructional assistants at all sites (including more bilingual IAs)

Community Suggestions for Additional Programs:

- Experiential learning and field trips
- Transportation to extracurricular activities for students in outlying areas
- Mental health programming for students (ex. Peer support groups, expansion of yoga calm, prevention workshops and trainings, anti-bullying clubs)

Programs with highest levels of community support



District Proposals that Received Lowest Levels of Support¹

- Instructional programs, software subscriptions, and professional development primarily directed for historically underserved and underperforming students
- New teacher recruitment and training
- Continuation of Attendance Support Team which includes clerical support, materials, communications, and probation officer
- Contribution to Deferred Maintenance Fund
- Maintain current School Resource Officer (SRO) staffing and add one additional full time equivalent (FTE) School Resource Officer²

4. Additional Insights

During the Spring meetings, as participants responded to **LCAP Goal 3: Strengthen our culture of collaboration by empowering parents and community members to serve as partners in the educational process**, they generated some innovative ideas for how districts could support and build the capacity of community members and families. Some of these ideas might not necessarily be a part of the LCAP or require additional funding, but could be passed along to help inform School Site Councils and site administrators as they build their own plans for family engagement and prepare training schedules.

Ideas for Family Engagement and Capacity Building:

- PBIS for Parent/Guardians
- How to help your child with homework
- De-escalation techniques
- Health and wellness at home
- What should my child know by the end of the year?
- Attendance incentives for families
- All district communication available in native language of the family

¹ Programs received less than 10 mentions during the community meetings as programs that community members liked.

² This was the only program where some community members explicitly stated that they **did not** want it implemented. There were four people in support of the SROs, three people against having SROs in schools, and additional community members who wanted more information about them (i.e. Where would the SROs be located, which sites, what are the duties of the SRO, would the SRO be handling attendance?)

5. Conclusion

By incorporating this strategy of community engagement with current district engagement processes (i.e. online surveys, outreach to district advisory councils, student focus groups), we are able to gain a more robust view of the current state of our school system and a wider understanding of the best ways to move forward together.

This process of collaboration between district and community organizations has created a partnership that enables us to work together and support each other in the creation of an equitable funding plan that is accountable to the community that it serves. We value the work that we have done together this year and see a clear path forward for continuous collaborative engagement opportunities.

