



September 19, 2018

Sent via electronic mail and U.S. mail

Jeff Harris, Superintendent
Steve Godla, Assistant Superintendent
Del Norte County Unified School District
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Re: Summary of September 12 and September 18 Meetings

Dear Jeff and Steve,

Thank you for the positive and productive meeting between the District, Yurok Tribe, True North, and the ACLU on September 12. Below is a summary of the topics discussed and working agreements made during the meeting, which we send to you to memorialize our conversation. Please let us know as soon as possible if you have any corrections or additions to the below.

District's 2018-2019 LCAP

The District's 2018-2019 LCAP was revised to include technical changes after it was approved by the School Board in June 2018, and the District is currently awaiting approval for the final version from the CDE Local Agency Systems Support Office. Steve and Jeff expressed that the District must be given flexibility to expand services designed for high-need students to all students; e.g., Be GLAD is a program intended for English Learner students but is an effective learning tool for all students. Linnea stated that our disagreement most strongly centers on districtwide allocations of S&C funds for services such as building maintenance and "capital reserves," which cannot be justified as principally directed toward and effective in meeting the District's goals for its high-need students as compared to all students.

Steve will send the final LCAP to Jim (Yurok Tribe), Mike (True North), and Linnea (ACLU) by Wednesday, September 19. If, after reviewing the final LCAP, there continue to be legal issues of compliance over which we disagree with the District, the Yurok Tribe, True North, and the ACLU will submit a complaint under the LCFE UCP process.

Differentiated Assistance

The District is receiving differentiated assistance from WestEd. In that capacity, WestEd surveyed 100 participants in 13 different categories—including staff, parents, community and tribal members, and business groups—to find out their perceptions of what is working and what is not working in the District. The working hypothesis is that the problems revolve around lack of effective communication. The contract with WestEd includes direct coaching for staff and principals. WestEd is also helping the District with its LCAP process and with developing student support services. The current contract expires in October, but the District plans to extend the contract through June 2019.

LCAP Stakeholder Engagement Process

We all agreed that a robust stakeholder engagement process is essential to the District’s LCAP, and we brainstormed ways to improve stakeholder engagement for the 2019-2020 LCAP and all future LCAPs. Steve raised a concern that parents and other community and tribal members have come up with an undifferentiated “laundry list” in previous input sessions, and the proposed actions to address important needs may not be research-based. Everyone agreed that we should develop a plan to work together to accomplish authentic community engagement, which is often difficult because of logistics and the fact that LCAPs and the LCFF process are complicated and can be hard to understand. The group agreed to several action steps that will be taken jointly within the next six months, listed below.

Additional Discussion on September 18

The District, Yurok Tribe, and True North met again yesterday to further discuss our mutual goals and timelines for development of the 2019-2020 LCAP. Decisions agreed to by the group from that discussion are also reflected below.

Summary of Action Steps

1. Community input sessions: The District will hold at least six LCAP community input sessions between October 2018 and April 2019: two each in Smith River, Klamath, and Crescent City.
 - a. The first set of sessions (one at each site) will happen between October and January and will focus on gathering community input prior to the development of the LCAP.
 - b. The second set of sessions (one at each site) will happen between February and March to present a draft of the LCAP and get community response to the draft document for the purpose of prioritizing actions and services.
 - c. The sessions will be held during the evening or on the weekend so that the greatest number of parents and community members can attend.

- d. During the first set of input sessions, the first part of the meeting will explain the LCFF and LCAP process and will include a “state of the union” about how students are doing in the District, i.e., key student achievement outcomes. The second part of the meeting will be a listening session to hear concerns and ideas from parents and community and tribal members.
 - e. The District, True North, and Yurok Tribe Education Department will co-develop the agenda for these meetings, and Steve will distribute the first draft of the agenda.
 - f. The group will encourage members of the School Board to attend these input sessions as listeners so they can directly hear community concerns.
 - g. The District is open to co-facilitating these input sessions with staff from Families In Schools.
 - h. The information from the first set of community input sessions will be communicated by the District to the DELTA, PAC, DELAC, Foster Youth Advisory Committee, and AIEAC in January; and then the priorities from those advisory councils will be shared back with participants at the second set of community input sessions.
 - i. The District will develop a “cheat sheet” of acronyms for students and community members (e.g., LCFF, LCAP, etc.) to refer to during the input sessions.
2. Student input sessions: The District will hold two youth listening sessions to hear student concerns in the District and to solicit student input about the LCAP, similar to the community input sessions described immediately above. One session will be held at Crescent Elk Middle School, and the other at Del Norte High School, during the last school period or afterschool. The District will take steps to ensure that students from the community day and continuation schools are included, such as providing transportation to the student input sessions.
 3. Tribal Council study sessions: The District will work with local tribes—and, at the very least, the Yurok Tribe—to present study sessions to tribal councils about LCFF and the LCAP process.
 4. Best practices presentation: The District, Yurok Tribe, and True North will develop a presentation of best practices for addressing the needs of high-need students, including different measure of outcome data, for the input sessions.
 5. Multi-pronged communications strategy for input sessions: The District, True North, and the Yurok Tribe will work together to develop multiple strategies to publicize the input sessions. These strategies will include:
 - a. Updated District website (the District’s new Public Information Officer is currently working on this);

- b. The District will publicly distribute a flowchart and timeline describing the LCAP process and identifying all points where parents, students, and community members can provide input (this has been created and is now being finalized for distribution); and
 - c. Public service announcements in different media, including radio; newspaper; monthly District newsletters distributed to students, staff and parents; and social media.
6. Del Norte Now panel: Steve, Mike and Jim will work together to develop a panel on LCFF and the LCAP process geared toward school and district staff for the Del Norte Now professional development conference which will be held on October 5. True North will likely facilitate that discussion panel. If possible, the District, Yurok Tribe, and True North will also coordinate to host a community-wide LCFF and LCAP input session on the evening of October 5, after the Del Norte Now conference.
7. Additional training on the LCFF process: The District is open to providing additional training on the LCFF process at all levels in the District.
8. True North press release: Steve, Jeff and Mike will work together to include a quote from Jeff in the press release True North is drafting about LCAP advocacy in Del Norte County.
9. True North trainings: The District would like to be informed of and invited to True North trainings and community gatherings related to education equity and is willing to help promote these events via the District's website and other media. As appropriate, True North will directly communicate with the District about the opportunity to send a representative to these events.
10. Input on state grant: The District is interested in receiving input from True North and the Yurok Tribe on a state grant for programming in the schools that may include a request for trauma-informed practices; and in particular, input on how to approach the programming with a culturally appropriate lens.

We look forward to collaborating with the District to create strong and authentic community engagement in the development of the 2019-2020 LCAP. We understand that we will meet on October 18 to check in our collective progress on the action plan and to clarify timelines as needed. Thank you again for your time and effort on this important project.

Sincerely,

A handwritten signature in black ink that reads "Jim McQuillen". The signature is written in a cursive, flowing style.

Jim McQuillen, MFT, PPS
Education Director, Yurok Tribe

A handwritten signature in black ink that reads "Terry Supahan". The signature is written in a cursive, flowing style.

Terry Supahan
True North Organizing Network

A handwritten signature in blue ink that reads "Linnea Nelson". The signature is written in a cursive, flowing style.

Linnea Nelson, ACLU Foundation of Northern California
Theodora Simon, ACLU Foundation of Northern California
Sylvia Torres-Guillén, ACLU Foundations of California