



Red Bluff Union Elementary School District 2021/2022 Engagement Partner Analysis

For each group: a) identify the input source (date/times of meetings or survey windows); b) List out what was identified as working well in regards to the evaluation of data and progress towards meeting metrics/goals; c) List out what was identified as needing to be improved, modified, or added in regards to actions and goals.

GROUP	Input Source (Meetings, Survey)	PLUS (What is working well)	DELTA (What can be improved)
Student Group (K-5)	Youth Truth (3-5)	Highest Rated Themes: -Engagement: engaged with school & education, Instructional Methods (5th): teacher uses techniques that probe for understanding and provide effective support to students when needed - Academic Challenge (3rd & 4th): teacher encourages strong academic work ethic and critical thinking skills	Lowest Rated Themes: -Belonging: feel a sense of belonging at school -Relationships: teachers support student academic success through positive interpersonal interactions
Student Group (6-8)	YouthTruth, Student Groups	Highest Rated Themes: -Engagement: engaged with school & education -Academic Challenge: by coursework & by teachers	Lowest Rated Themes: -Belonging & Peer Collaboration: feel welcome at school and have collaborative relationships with classmates -Culture: school fosters culture of respect and fairness
Staff	Youth Truth	Highest Rated Themes: -Professional Development & Support: receive meaningful feedback and opportunities to grow professionally and feel supported in their work	Lowest Rated Themes: -Engagement: engaged and empowered to influence their schools -School Safety: safety for themselves and students on campus, as well as rules and

		-Relationships: experience positive relationships at school based on respect, care, and approachability	protocols in place to address bullying and violence at school
Staff	Thought Exchange (TE)	TE Feedback: -Staff handling of COVID -Staff working hard to improve learning and school climate	TE Feedback to Improve: -Student Behaviors: challenging, disruptive or difficult behaviors -Student Learning: increase student academic achievement -Facilities: deteriorating facilities -School Safety: campus accessibility -Student Extra Curricular Activities
Administrators	Admin Meetings, 1:1	-LETRS professional development -Tutoring -Implementation of adopted curriculum to provide rigorous instruction -Electives at middle school attracts and connects students with school	-Reconnecting with students -School Safety- campus safety -Increase student achievement -Decrease disruptive student behaviors including bullying -Increase attendance
Bargaining Units	DAC, 1:1	-Staff connecting and compassionate about working with students	-School Safety: campus, free from harm -Student Supervision: engaging and preventing bullying
Parent Advisory	DAC, Focus Group	-Schools are working hard to create positive school climates	-Re-engagement / Increase Parent Involvement -School Safety: Easy access to campuses -Communicate Modes & Frequency: Use paper flyers and tech; update website -Student Learning: Share what is being learned in class, so parents may support student learning
DELAC	DELAC & ELAC Meetings	-Tutoring -EL paras engaging parents -Use of Lexia English to support ELs and request to extend use during summer	-Parent training such as ESL classes, technology, PBIS, etc. -Re-engagement of parents onsite and volunteering

Other: Parents	Youth Truth, Thought Exchange (TE)	<p>Highest Rated Themes:</p> <ul style="list-style-type: none"> -Communication & Feedback: open & effective line of communication between families and schools -Resources: schools deploy necessary resources to support students <p>TE Feedback: Schools are working hard to provide positive school climate</p>	<p>Lowest Rated Themes:</p> <ul style="list-style-type: none"> -School Safety -Engagement & Culture <p>TE Feedback: Increase Tutoring Safety Student Behaviors Student Learning Parent Engagement Student Enrichment/Extracurricular</p>
-----------------------	------------------------------------	---	--

Based on a review of the above information: a) what common topics were identified as working well; b) what common topics were identified as needed to be improved: c) what other feedback or questions was received or do you have.

COMMON PLUSES	COMMON DELTAS	OTHER FEEDBACK or QUESTIONS
<ul style="list-style-type: none"> -Engagement: with education and adults rebuilding connections with students -Professional development and support provided to staff -Compassionate staff working hard this to address student needs and manage the impacts of COVID 	<ul style="list-style-type: none"> -Student learning, increase the number of students meeting grade level standards -School Safety: physical safety such as campus access -Student behaviors, address bullying and disruptive behaviors -Continue to support social emotional learning -Belonging; feeling valued as students and staff 	<ul style="list-style-type: none"> -Increase or reconnect with parents. All groups value parent engagement and look forward to increased participation with the loosening of safety and health restrictions that limited visitor/volunteer access to campuses. -Support for learning loss

Reflecting on the above information identify the actions from your LCAP that should be MODified or DELETED and any that should be ADDED. Indicate the changes or rewrite the action.

ACTION NUMBER (Enter action number or NEW for any actions to be added)	ADD DEL MOD	CHANGES TO BE MADE
Goal 1, Action 1.1	MOD	Modified to expand this action to focus on student groups, mainly English Learners, as part of a PLC /data team cycle where student data is center to identify student needs and implementing evidence based practices.
Goal 1, Action 1.13	ADD	Tutoring was added based on the need to address learning gaps and loss and input from various education partners
Goal 2, Action 2.2	MOD	Bullying prevention added to the action
Goal 2, Action 2.6	ADD	School attendance review team to formalize a process for monitoring and increasing student attendance.
Goal 3, Action 3.5	ADD	Parent training, engagement

Overall comments, feedback, and insights

The engagement process for educational partners included participation in surveys, meetings, and forums. A District-wide Advisory Committee/Parent Advisory Committee met twice this year in October 2021 and January 2022. The plan for engaging partners included the use of survey tools, Youth Truth and Thought Exchange, with follow-up meetings with the various stakeholder groups. In January 2022, Youth Truth was used to survey staff, students (grades 3-8), and parents. Feedback from 1715 respondents across the multiple stakeholder groups participated in the survey. This represented 86% of staff, 82% of students, and 29% of parents. In April 2022, Thought Exchange is a platform that allows participants to share their own ideas or answers and rate others to gain views on group priorities and perspectives. In the LCAP exchange, shared with staff and parents, there were 113 thoughts shared and 1,492 ratings. In March 2022, DELAC members provided feedback to the LCAP based on ELAC input. In June, separate meetings were held with parent representatives and administrators.

Summary of Feedback from Educational Partners

Student Feedback from our Youth Truth survey for Grades 3-5, district-wide, rated the following themes the highest: 1) Engagement: engaged with school & education; 2) Instructional Methods (5th Grade): teacher uses techniques that probe for understanding and provide effective support to students when needed; and 3) Academic Challenge (Grades 3 & 4): teacher encourages strong academic work ethic and critical thinking skills. Student rated the following themes the lowest: 1) Belonging: feel a sense of belonging at school; and 2) Relationships: teachers support student academic success through positive interpersonal interactions. The survey also revealed students perceive being bullied more often at the elementary sites than in the middle school. Survey data showed 50% of elementary students feel COVID changed their life.

Student Feedback from our Youth Truth survey for Grades 6-8 rated the following themes the highest: 1) Engagement: engaged with school & education, and 2) Academic Challenge: by coursework & by teachers. The following themes were rated the lowest: 1) Belonging & Peer Collaboration: feel welcome at school and have collaborative relationships with classmates, and 2) Culture: school fosters culture of respect and fairness. Survey data showed 33% of middle school students feel COVID affected their life.

Student group forums, including Foster Youth, English Learners (ELs), overall students feel safe from harm on campus. However, they expressed a concern with the increase in behaviors related to verbal bullying. Students shared a possible solution of explicit consistent instruction connected to bullying topics would be beneficial. Students wanted to learn how to access counselors in an anonymous manner and expressed confidentiality as a concern when seeking assistance. Some students, mainly ELs feel challenged with coursework and namely writing, while others wanted to be challenged more academically. Students who were struggling academically stated it would be helpful if teachers explained versus assigned work.

Parent Feedback from our Youth Truth rated the following themes the highest: 1) Communication & Feedback: open & effective line of communication between families and schools; and 2) Resources: schools deploy necessary resources to support students. Survey data showed 73% of elementary families feel the pandemic affected them.

Staff and parents top rated thoughts aligned as recorded by Thought Exchange. Top thoughts included: safe schools, tutoring for struggling students, concerns about unacceptable student behaviors, increasing student achievement and the rate performing at grade level, add more PE, music, and art teachers, and creative ways to engage families and the community. In addition to these thoughts, staff expressed a need to improve facilities, especially where deterioration is visible.

Staff Feedback from our Youth Truth survey rated the following themes the highest: 1) Professional Development & Support: receive meaningful feedback and opportunities to grow professionally and feel supported in their work; and 2) Relationships: experience positive relationships at school based on respect, care, and approachability. The following themes were rated the lowest: 1) School Safety: safety for themselves and students on campus, as well as rules and protocols in place to address bullying and violence at school and 2) Engagement: engaged and empowered to influence their schools. Staff listed individual empowerment as a strength that was most frequently recorded on the survey along with relationships. Survey data showed 73% of elementary staff and 54% of middle school staff feel pandemic affected them.

Aspects of the LCAP Influenced by Input from Educational Partners

The majority of stakeholder input aligns with the current goals and actions found in the LCAP. Common priorities include the following actions. The district will strive to maintain smaller class averages despite staffing shortages and a decline in enrollment. Social and emotional supports will continue to be enhanced with additional staffing including an additional counselor at the middle school level, additional paraprofessionals to support student engagement, and elementary principal positions for elementary and middle school sites through some of the one-time funding that allows for multi-year commitments. Additional services through community agencies will continue to be offered and expanded upon if service providers are available. Continued professional development to build staff capacity and increase the effectiveness of teaching and learning and to attract and retain staff, especially new hires. Improvement of school safety measures by updating our public announcement (PA) systems, alarms, and emergency response system.

Below are specific actions added or modified as a result of input from our educational partners.

Goal 1, Action 1.1, structured collaboration, needs to expand to examine specific student groups, mainly our English Learners (ELs). Our data shows our ELs were one of the most impacted groups negatively impacted by school closures and the pandemic. This is reflected in metrics for English Language Proficiency progress as well as students who qualify as Long Term English Learners.

Goal 1, Action 1.13, tutoring has been added as an action based on the need to address learning loss and input from our stakeholders. Tutoring was offered over the past year and demonstrated positive results in student learning over 90% of students who received tutoring services made gains in reading or math.

Goal 2, Action 2.2 is modified to also address bullying, which has increased at some sites. Three elementary sites have a higher level or incidence of bullying as measured by our survey than our middle school which has the lowest percentage of students who reported experiencing bullying along with one elementary site as measured by the Youth Truth survey administered to grades 3-8. These percentages range from 27-44%. The typical California elementary school reported 24% and 18% for middle school.

Goal 2, Action 2.6, School Attendance Review Teams has been added to formalize the process for monitoring and increasing student attendance.

Goal 3, Action 3.5, parent engagement and training.