

Draft

Madera Unified School District
Local Control & Accountability Plan

2019-2020

LCAP

Stakeholder

Feedback



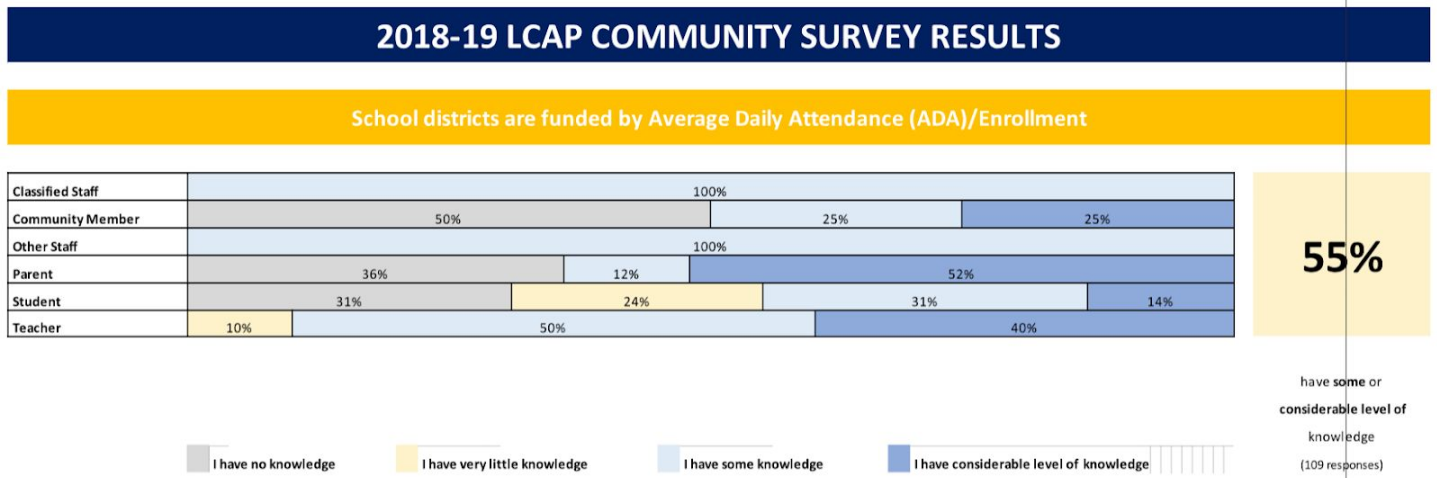
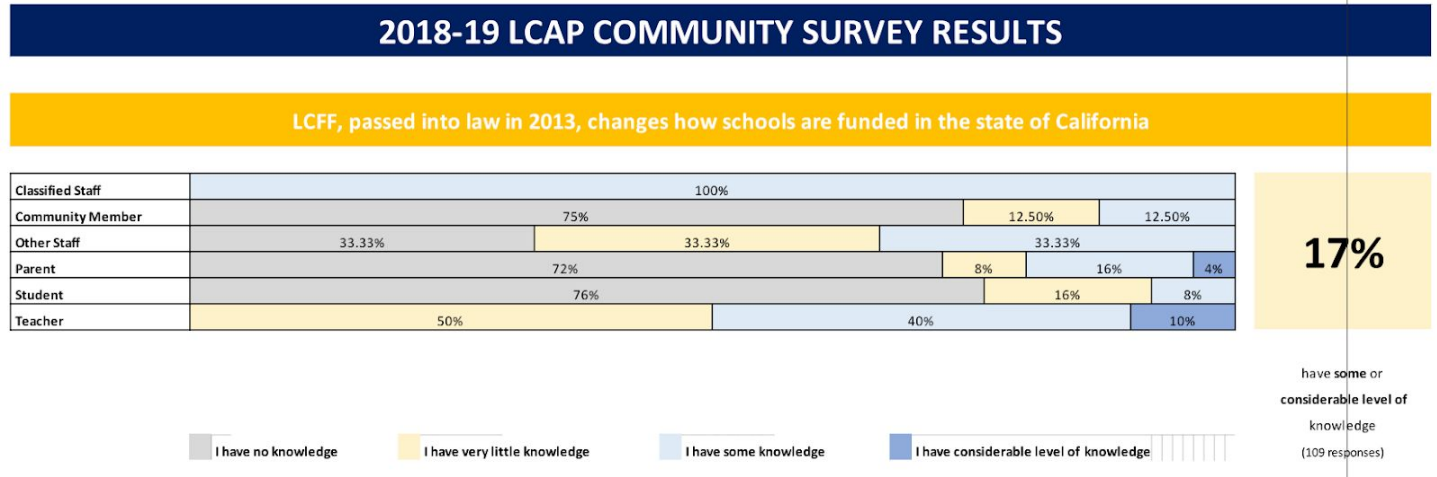
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LCAP Community Online Survey: During the 2018-19 school year, Madera Unified sent out a survey via email to parents, students, staff and the community. Parents were also encouraged to complete the survey at the LCAP community meetings held by MCCJ. Please use the following link to access the entire LCAP community survey results <https://www.madera.k12.ca.us/Page/9862>.

Total survey respondents: 110

Below is a summary of this year's survey results:



1 State Priority: Student Achievement (Overall)

Top 3 Resources/Services

Rank	Response	Count
1st	Academic supports for struggling students	40
2nd	Stronger Academic program	37
3rd	More or better access to technology	37

2 State Priority: Student Engagement (Overall)

Top 3 Resources/Services

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	Increase extra-curricular activities	53
2nd	Connecting students to community resources	47
3rd	More college and career field trips	39

3 State Priority: Other Student Outcomes (Overall)

Top 3 Resources/Services

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	More support for students taking college preparatory experiences exams	62
2nd	More college and career field trips	61
3rd	Advanced Placement (AP) courses (courses that provide students the ability to get college credit)	54

4 State Priority: School Climate (Overall)

Top 3 Resources/Services

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	Social Emotional Learning	69
2nd	Provide for physical, mental, health nutrition & wellness support services	50
3rd	Positive culture programs	36

5 State Priority: Parent Involvement (Overall)

Top 3 Resources/Services

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	Training for teachers	41
2nd	Intervention classes	33
3rd	More planning time for site staff More planning time for site staff	30

6 State Priority: Basic Services (Overall)**Top 3 Resources/Services**

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	Teacher recruitment, selection and support	57
2nd	Custodians and clean schools	52
3rd	Access to teaching materials and textbooks	45

7 State Priority: Implementation of State Standards (Overall)**Top 3 Resources/Services**

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	Intervention classes	45
2nd	Training for teachers	41
3rd	More planning time for site staff	30

8 State Priority: Course Access (Overall)**Top 3 Resources/Services**

<i>Rank</i>	<i>Response</i>	<i>Count</i>
1st	More career oriented enrichment opportunities offered during extended learning time	52
2nd	Access to career counseling and guidance to students and families K-12	48
3rd	Access to specialized programs (e.g. Advanced Learners)	47

LCAP Community Meetings and Feedback Process

The purpose of this communication is to provide the public with an overview and update on the LCAP community meetings for this school year and the feedback provided by students, parents, and other stakeholders. In order to obtain better quality feedback from community members, attendees focused on developing root cause hypothesis on the following problem statement utilizing a protocol called the 5 whys: **“If research shows that PBIS is effective, why are only 22% of students across Madera Unified excited to come to class?”**

The chart below includes the total number of people who attended the meetings on Saturday.

Date	# of Parents	# of Youth	# of Community Members	# of Staff	Total Attendees
12/1/18	126	7	7	14	154
1/19/19	43	2	1	4	50
3/23/19	61	0	2	6	69

The chart below reflects the feedback provided by attendees on December 1, 2018:

Group 1	
Hypothesis 1	<ul style="list-style-type: none"> ● Students do not feel they are treated well by teachers <ul style="list-style-type: none"> ○ Why? When students are struggling to learn, teachers pay less attention ○ Why? Lack of communication between teacher and students who are English learners (Discrimination) ○ Why? Teachers lower student’s self-esteem when teachers point out student’s mistakes in front of other peers
Hypothesis 2	<ul style="list-style-type: none"> ● Lack of parent motivation <ul style="list-style-type: none"> ○ Why? Parents don’t recognize the importance of education because they are not informed of the effects of the children’s future ○ Why? Lack of communication between parents and students ○ Why? More parent’s participation in schools
Hypothesis 3	<ul style="list-style-type: none"> ● Teacher’s lack of enthusiasm to teach <ul style="list-style-type: none"> ○ Why? No good salary - low pay ○ Why? Teacher’s evaluation ○ Why? Teacher’s recognition (for good teachers) ○ Why? Group too large, make classes smaller (teachers get too stressed) ○ Why? - school social climate
Change Idea	<ul style="list-style-type: none"> ● Group too large <ul style="list-style-type: none"> ○ Reduce class size ○ Get a teacher’s aid until the school is able to make the change ● Doing this the teachers will be better able to attend the students. Also, the school climate for teachers and student will be improved.

Group 2	
Hypothesis 1	<ul style="list-style-type: none"> ● Cannot understand teacher's teaching methods <ul style="list-style-type: none"> ○ Teachers are not motivating ○ Students are not sure of themselves because parents are not involved ○ Parents have trouble with the English language and lack confidence ○ Why? Lack of information
Hypothesis 2	<ul style="list-style-type: none"> ● There are many teachers that are not professionals <ul style="list-style-type: none"> ○ Why? There are not enough teachers ○ Why? There are too many students for teachers to do their job well ○ Why? Capacity <ul style="list-style-type: none"> ■ Lack of resources ■ For them to have the right credentials ■ To be more up-to-date
Hypothesis 3	<ul style="list-style-type: none"> ● Professionals <ul style="list-style-type: none"> ○ They do not apply what they are able to give to their students ○ Teachers are not supervised <ul style="list-style-type: none"> ■ Principal ■ Vice Principal ○ They prefer to cover up the problems ● There is no trust and motivation between teachers and students ● We need parents to be more involved
Change Idea	<ul style="list-style-type: none"> ● Parent involvement <ul style="list-style-type: none"> ○ Parents and teachers ● Parents should be encouraged to attend a project/ class meeting ● At every meeting, a parent should be reminded to bring another parent ● Students do not have enough trust in their teachers <ul style="list-style-type: none"> ○ Students do not have enough trust in their parents ○ Parents should have to attend some classes ○ We need to foster parents, teachers, and students to work together

Group 3	
Hypothesis 1	<p>Why 22% are excited to come to class</p> <ul style="list-style-type: none"> ● Lack of respect and equality <ul style="list-style-type: none"> ○ Why? Favortism and isolation ● Not confident they learned the material. If they do not have the confidence, they will not turn in the work <ul style="list-style-type: none"> ○ Student lose their homework ○ Not enough tutoring ● They feel isolated, intimidated, lack of resources <ul style="list-style-type: none"> ○ Lack of motivation for students ● Teachers ignore students

	<ul style="list-style-type: none"> ○ When students have a question or concern, teachers say student is too needy
Hypothesis 2	<ul style="list-style-type: none"> ● Afraid of immigration - emotional or physical <ul style="list-style-type: none"> ○ Lack of interest from parents - help and interest ○ Starting from transition-kinder, ask if they want or need help
Hypothesis 3	<ul style="list-style-type: none"> ● Positive behavior support and intervention <ul style="list-style-type: none"> ○ Everything starts with the teachers
Change Idea	<ul style="list-style-type: none"> ● If need be, suspend teachers <ul style="list-style-type: none"> ○ Support and train teachers ○ Move them to an alternative school

Group 4	
Hypothesis 1	<p>Bullying</p> <ul style="list-style-type: none"> ● Between a group of friends <ul style="list-style-type: none"> ○ Make fun of their appearance ○ Special needs children ● Teachers get bullied too ● Parents not interested in their children bullying others ● Students themselves have their own problems <ul style="list-style-type: none"> ○ District should have a law obligating parents to attend 3 trainings/meeting ○ Parents and school staff working together to stop bullying ○ More support from the parents ○ Parents talk to children/discipline ● Parents need to get more involved <ul style="list-style-type: none"> ○ Parents need to talk to their children and discipline ○ Mandatory meetings/workshops parents need to attend <ul style="list-style-type: none"> ■ Parents more informed ○ School staff/teachers offer incentives to encourage (motivate) the parents/ students to attend meetings <ul style="list-style-type: none"> ■ Recognize those who attend ○ Better promotion of the importance of being more involved
Hypothesis 2	<p>Teachers</p> <ul style="list-style-type: none"> ● teachers/school staff lack of attention <ul style="list-style-type: none"> ○ Not paying attention to the students/parents concerns ● Teachers don't have respect for their students (need to learn the right way to discipline the students - should follow the three R's) <ul style="list-style-type: none"> ○ Make lectures more interesting ○ acknowledge/identify students that show lack of interest in being in class (offer them support) ○ Have students take a survey to see what they think about class - make it an assignment ○ Take their opinion on what they want to do/learn in class ○ Teacher should implement teaching strategies (due to students

	differences of learning)
Hypothesis 3	<p>School/classroom system</p> <ul style="list-style-type: none"> ● Disagreeing on subjects being teacher ● classroom/ # of students too big (an assistant to help teacher) ● Not enough cooperation from students ● Teachers need to implement the rules ● Teachers should have the capacity to teach what they are supposed to teach
Change Idea	<ul style="list-style-type: none"> ● ???

Group 5	
Hypothesis 1	<ul style="list-style-type: none"> ● Students are not understanding the material in the classroom <ul style="list-style-type: none"> ○ Why: not enough academic support tutorial after school
Hypothesis 2	<ul style="list-style-type: none"> ● Teachers should have a different approach to all students <ul style="list-style-type: none"> Fix; <ul style="list-style-type: none"> ○ Why: more training for teachers (behavior training, not just academics) ○ Why: More communication with parents ○ Why: Teachers could be more involved outside of the classroom (get to know the families) ○ Why: collaboration between teachers, parents and students/ workshops
Hypothesis 3	<ul style="list-style-type: none"> ● Students feel pressured to get good grades
Change Idea	<ul style="list-style-type: none"> ● Implementation <ul style="list-style-type: none"> ○ Collaboration between with teachers, students and parents (workshops) ○ Office hours open after school 5:00 p.m.-8:00 p.m.? <ul style="list-style-type: none"> ■ Teachers ■ Counselors ■ VP, Principals ○ This will help share our concerns

Group 6	
Hypothesis	<ul style="list-style-type: none"> ● Classrooms are over capacity <ul style="list-style-type: none"> ○ The community is growing ● A positive classroom environment <ul style="list-style-type: none"> ○ Students need to feel included ● The teacher is the problem <ul style="list-style-type: none"> ○ Teacher does not have enough time to help every student ○ During lunchtime, there is not enough time (two lunches)

	<ul style="list-style-type: none"> ● Students do not feel safe when they have a problem <ul style="list-style-type: none"> ○ Problems are not resolved or get worse ○ Bullying ○ Physical appearance and clothing ● Class is boring <ul style="list-style-type: none"> ○ Classes are too long ● Problems with violence <ul style="list-style-type: none"> ○ School shootings ● Safe Environment <ul style="list-style-type: none"> ○ Students do not feel safe when they have a problem ○ Bullying ○ Physical appearance and clothing ○ Fear of retaliation among students or teachers ○ Discrimination (language, race) ○ Inappropriate comments ○ Not enough personnel for the number of students
Change Idea	<ul style="list-style-type: none"> ● Teach students to be tolerant and respectful ● How does this help the cause of the problem? <ul style="list-style-type: none"> ○ Recognize there is a problem ○ Education for parents ○ Prevent problems from happening ● Implementation <ul style="list-style-type: none"> ○ Teach parents, personnel, and students through the use of training ○ Ask for forgiveness ○ Accept apologies ○ Support group for parents and staff ● Train personnel on how to manage students' problems ● Give them assurance ● Analyze concerns met and not met ● Construct better relationships between personnel and students ● Counselors that are liaisons to help solve student problems

The chart below reflects the feedback provided by attendees on January 19, 2019:

Group 1	
Hypothesis 1	<ul style="list-style-type: none"> ● Students lack motivation from teachers, therefore, express little to no patience in learning instructions given by teachers
Change Idea	<ul style="list-style-type: none"> ● School Climate - Recognize students for their efforts, Recognize teachers and staff who are willing to work a little harder. Counselors should be more involved with students, and for schools and parents to be made aware of cyberbullying

Group 2	
Hypothesis 1	<ul style="list-style-type: none"> Teachers have problems in their homes and oftentimes take it out on the students at school.
Change Idea	<ul style="list-style-type: none"> The surveys should be made mandatory for all students - Support needs to be offered to teachers going through personal issues.

Group 3	
Hypothesis 1	<ul style="list-style-type: none"> Students need to feel confident asking school staff for help
Change Idea	<ul style="list-style-type: none"> Change the teaching method and offer support for students needing extra help. Smaller class size

Group 4	
Hypothesis 1	<ul style="list-style-type: none"> Lack of motivation/ support for students is the reason why students do not want to attend class
Change Idea	<ul style="list-style-type: none"> Teachers do not pay attention to students who are falling behind - Offer questionnaires to students in classrooms a few times a week so that students can comment on their struggles and concerns

Group 5	
Hypothesis 1	<ul style="list-style-type: none"> There needs to be better communication between parents, students, and teachers
Change Idea	<ul style="list-style-type: none"> Better Communication - Training workshops for teachers on how to motivate and have better communication with students

The chart below reflects the feedback provided by attendees on March 23, 2019:

Group 1

Hypothesis 1	Teachers wouldn't have to stress while teaching over capacity classrooms. Therefore creating a more relaxed environment
Change Idea	Smaller Class Sizes - Creating smaller class size

Group 2	
Hypothesis 1	Students would participate more, more attention to each students needs, more student engagement/ better grades
Change Idea	Reduce Class Size to 20-25 students per teacher - Reduce Class Size to 20-25 students per teacher, or provide teacher assistant (aide)

Group 3	
Hypothesis 1	If parents are involved in school activities, students would see that their parents are interested in their learning
Change Idea	Parent Involvement - Parents should look into school programs, attend a meeting with the student's counselor, and parents should learn how to email teachers

Group 4	
Hypothesis 1	Students feel a sense of disapproval, therefore, creating a lack of motivation and emotional issues
Change Idea	Work as a team - Schools need more pressure from MUSD. Teachers should be open to expressing their opinions, concerns, and needs

Parent Committee Meetings: During the 2018-19 school year, LCAP feedback meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Parent committees include Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC). Please use the following URL to access the detailed parent committee notes <http://www.madera.k12.ca.us/Page/8571>.

The table below provides the dates of the meetings and the number of attendees:

Date	Meeting Type	Total # of Attendees
9/19/18	Parent Advisory Committee	14
10/3/18	Parent Advisory Committee	15
10/24/18	Parent Advisory Committee	16
11/28/18	Parent Advisory Committee	19
12/17/18	District English Language Advisory Committee	11
1/30/19	Parent Advisory Committee	15
2/4/19	District English Language Advisory Committee	8
2/20/19	Parent Advisory Committee	16
3/13/19	Parent Advisory Committee	15
4/3/19	Parent Advisory Committee	16
4/23/19	District English Language Advisory Committee	11
5/15/19	Parent Advisory Committee	TBD
Total Attendees		145

PAC - LCAP Feedback
April 9, 2019

Recommendations

Statement for formal PAC recommendation on LCAP

The Parent Advisory Committee (PAC) would like to recommend the Board and Superintendent consider implementing the following top recommendations:

- **(#1) Communication/Partnership between parents/school (#2)**
 - Parent Support handbook (annual change)
 - w/parent input w/services and intervention
 - Clarity/consistency
 - Parent Rights
 - Translation in multiple languages
 - Back-to-school presentation by the principal or other administrators
 - Mandatory meetings
 - More teacher-parent conferences
- **(#2) Bullying Education/Prevention at all levels in school - emphasis on 7th through 8th grade (middle school)**
- **(#3) Student advocates at all ages**

The PAC feels that these recommendations will help improve our school climate across the district.

Other Items Suggested During the Feedback Session:

- Motivation/welcoming school climate
 - Teacher incentives - to stay late and work extra hours
 - Staff recognition (we appreciate our staff)
- Tutoring across all schools
- More electives for all students
- The inclusion of Students with Disabilities in clubs and activities

- Reading labs
- More full-time subs (high-quality)
- Increase gang intervention and manners
- More Career Fairs
- Later late buses

DELAC - LCAP Feedback

April 23, 2019

Recommendations

The District English Language Advisory Committee (DELAC) would like to recommend the Board and Superintendent consider implementing the following top recommendations:

1. Hire staff to support in-class modeling to present lessons to support EL students
 - a. Change material/ delivery of material
2. Three mandatory teacher/ parent conferences
3. Teacher's ability to understand the needs of EL student; teachers need to get to really know EL students

Other Recommendations:

- Encourage teachers to make learning fun/memorable/relevant to students
- Change Idea
 - change material/ delivery method of material
 - involve students in their learning
- Change Ideas
 - School isn't engaging to students
 - Add more teachers
 - Provide less subjects for teachers to plan for, gives more time to plan
 - Principals to provide motivation to teachers to be part of the solution on engaging students more effectively
 - Involve teachers in how money is spent rather than just board members, give them a voice to recommend what they feel schools/ students need
 - SSC is making all decisions, involve more teachers and students in the process
 - Provide opportunities for students to voice their opinions regularly about their learning/ teacher effectiveness/ in-class motivation provided by the teacher
- Lack of motivation (problem)
 - Not feeling integrated
 - Difference in language
 - Trust building (teachers-students)
 - Lack of communication
- Teachers becoming more motivating
- Teacher's ability to understand the needs of EL students
- Parent involvement
- Support for EL students
- More staff to monitor EL students, working in small group

Teacher Meetings: During the 2014-15 school year, Madera Unified Teachers' Association (MUTA) held LCAP input meetings where they were asked to provide their respective feedback on the resources needed to address the district's goals. Over 1,000 teachers participated in the LCAP input meetings. The teacher meetings generated 47 pages of notes on how to meet our district goals and state priorities. Since then, teachers have held meetings at their school sites to review the information and make updates. During the 2018-19 school year, teachers were asked to review the historical feedback and determine which items were fully completed, partially completed, not completed or not applicable. Additionally, teachers added new items to the list which they felt should be prioritized. Please use the following link to access the teacher feedback <https://www.madera.k12.ca.us/Page/9862>.

Student Meetings: On March 20, 2019, Madera Youth Leaders held an LCAP meeting with senior students to obtain their feedback at Madera South High School during their 5th period Civics and Econ class.

LCAP Student Survey Comments and Recommendations

What can schools do to improve student achievement?

"Study hall - First Period."

"Tutors before and after school-(college students)"

"Focus on real life skills that will help after high school. (how to file taxes, applying / building credit, managing money)"

How can schools help students feel more safe and connected at school?

"Random drug tests."

"More attention to mental health of students. Most of us are depressed and stressed."

"Character building activities."

"Smoke detectors in bathrooms."

Other

"Later start time."

"Better counselor support."

"..75% of my school doesn't drink milk. Students prefer water."

" Provide all 9th grade students with a college trip experience."