



Greetings Parent Advisory Committee Members,

Thank you for providing feedback on how we can address the goals outlined within the Local Control and Accountability Plan (LCAP). The LCAP and Budget address the following recommendations made by the Parent Advisory Committee (PAC):

**PAC Recommendation #1**

Building Block 1 - Provide strong supports for children and their families before students arrive at school

- Work with parents prior to students entering school working with community agencies
- Invest in the CAL-SAFE and Preschool Program tremendously
- Development of teachers and parents to better understand what is being taught and how parents are important in their children's education

**Madera Unified LCAP & Budget connected to PAC Recommendation #1**

The draft vision statement for building block 1 is as follows:

“We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child’s first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.”

Our partnership includes community agencies and organizations such the following:

- First 5
- Local Childcare Council
- Community Action Partnership of Madera County
- Probation
- Madera Community Hospital
- Camarena Health

- Madera County Behavioral Health
- Madera County Department of Social Services
- Madera County Public Health
- Madera Coalition
- Madera County Superintendent of Schools and other area school districts.

Over the next several years we plan to make significant investments into Building Block 1 through hiring additional employees as part of Core Staffing, building capacity in our Preschool teachers to provide high quality instruction to students paying special attention to servicing our students with different needs such as our multilingual emergent students. This will be done through high quality job embedded professional development. Furthermore, we plan to expand and improve our partnerships with community based organizations that provide service to future Madera Unified students.

As part of our Core Staffing recommendation for the next school year, we recommend hiring the following positions with plans to expand this implementation based on needs and capacity the following school years:

- 2 FTE - State Preschool Teachers
- 2 Part-time - State Preschool Paraprofessionals
- 1 Part-time - Office Assistant - Preschool

We plan to improve our partnerships with the following Community Based Organizations:

- First 5
- CALSafe
- State Preschools
- State Toddlers (MCSOS)
- Migrant Preschool program
- Local Childcare Council
- Community Action Partnership of Madera County
- Madera Community Hospital
- Camarena Health
- Madera County Behavioral Health
- Madera County Department of Social Services
- Madera County Public Health
- Madera Coalition
- Madera County Superintendent of Schools
- Other area school districts

Additionally, beginning the next school year, we will start the planning phase in the development of a Madera “Lighthouse for Children”. The future Madera “Lighthouse for Children” will be a home of programs, services and training opportunities in support of young children and their families. First 5 Madera County and community partners offer families a learning environment where they feel safe, supported and prioritized. This community building will house a future child development center, a Community Learning Center, conferencing and office space for community agencies providing service to future Madera Unified students.

### **PAC Recommendation #2**

Building Block 2 - Provide more resources for at-risk students than for others

- Provide specific training for working with at-risk students and how best to meet their needs in the areas in which they are struggling. Increase the number of students able to participate in the afterschool program.
- Something they can do is recognize the students who need more help earlier, could be taken by using test or just the teacher noticing the students’ lack of knowledge
- Due to COVID-19, we will need to provide training, resources, and support, throughout the next few years to all parents/guardians and students in order to address the varying and high social-emotional needs of all students. This needs to be a focus just as much as academics, if not, more...

The draft vision statement for building block 2 is as follows:

“We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all student champions. All employee assignments are made equitably, based upon student needs. We have a district culture where all student champions are passionate and want to inspire all students, particularly the students who have historically not received the services they need in order for them to achieve at high levels.”

As part of our Core Staffing recommendation for the next school year, we recommend hiring the following positions with plans to expand this implementation based on needs and capacity the following school years:

- 1 FTE - Coordinator of Physical & Health Education
- 1 FTE - Communications Translator and Interpreter

- 1 FTE - Coordinator - Special Education
- 1 FTE - Office Assistant - Special Education
- 3 FTE - Speech & Language Pathologist(s)
- 7.6 FTE - Reading Intervention Teacher(s)
- 1 FTE - Reading Intervention Teacher
- 1.5 FTE - Dual Language Immersion (DLI) RTI Teacher on Special Assignment
- 2 FTE - Elementary Resource Support Program (RSP) Teacher for Individual Service Plan (ISP) (Special Education)
- 1 FTE - Head Counselor on Special Assignment
- 6.6 FTE - Additional Registered Nurse(s) (RNs)
- 4 FTE - Psychologist
- 1 FTE - Case Manager
- 5 FTE - Behavior Clinicians

### **PAC Recommendation #3**

Building Block 5 - Assure an abundant supply of highly qualified teachers

- Recruit from Paraprofessionals, Parents, and Students within Madera!
- Training for teachers to reach an adequate level to be certified
- Continue to follow the research and model after other highly qualified instructional institutions. Continually evaluate our practices and hold each other to practicing highly effective strategies.
- Continue to provide training and support, throughout the year embedded within the day and to all teachers, counselors, and support staff in order to meet the social-emotional needs of all students.
- Encourage teachers to continue learning and take training. Better pay, benefits, and overall working environment for teachers
- Continue to observe our classroom teachers and provide feedback and professional development based on researched-based effective teaching strategies.

The draft vision statement for building block 5 is as follows:

We believe that all teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

As part of our Core Staffing recommendation for the next school year, we recommend hiring the following positions with plans to expand this implementation based on needs and capacity the following school years:

1. 14 FTE - Teacher Support Mentor(s)

We note the importance of each of the items provided to us as feedback and will continue to work with the PAC during the 2021-22 school year to review and re-evaluate these items. We are grateful to have such fantastic support and engagement from our PAC and truly value the thoughtful recommendations to help our district meet our goals.

Please feel free to contact us with any questions. Thank you again for your feedback. We look forward to continuing to educate your children during this school year.

Sincerely,

Superintendent

A handwritten signature in blue ink, appearing to read "Todd Lile", with a large, stylized initial "T" and a long horizontal flourish extending to the right.

Todd Lile