California Community Schools Partnership Program

Needs Assessment and Asset Mapping

In Preparation for CCSPP Implementation – Round 2

Madera South High School

Home of the Stallions

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Community Schools Framework: The Four Pillars

The Community Schools framework aspires to provide whole child or wraparound supports. The various direct and indirect supports manifest as four pillars or features that schools aspire to embody.[1] The results of this needs assessment and asset mapping are discussed as they align to each of these four pillars. A concise summary of each pillar is provided below in anticipation of the discussion of results.



Integrated Student Supports

Community schools integrate supports to address all students' needs as well as those of family members. Integrated supports include MTSS, PBIS, healthcare, mental and behavioral health support, and social services, which collectively work to retain students in their classrooms for the full school day and promote students' academic achievement and overall positive youth development.



Family and Community Engagement

Community schools move beyond parent involvement and aspire to meaningfully engage family and community members in co-learning, cross-dialogue, and shared understandings (e.g., through home-school collaboration, community partnerships). As a result, family members become active co-partners in children's education, and community members leverage resources to promote students' healthy development.



Collaborative Leadership and Practices

Community schools work to foster a culture of professional learning, collective trust, and shared responsibility for results among educators and administrators as well as students, families, and community members. Professional learning is designed to transform school culture and climate by focusing on pupil learning as well as areas such as mental/behavioral health, trauma-informed care, and social-emotional learning.



Extended Learning Time and Opportunities

Community schools provide enriched, expanded learning designed to prepare students for school and/or reinforce the learning that students encounter during the regular school day. This includes offering early childhood programs, after/before school programs, summer school, and/or intercession sessions that address the academic, social-emotional, and developmental needs of all students.

[1] Maier, A., & Niebuhr, D. (2021). *California Community Schools Partnership Program: A transformational opportunity for whole child education*. Learning Policy Institute.

Needs Assessment and Asset Mapping Purpose and Method

Purpose

A needs assessment and asset mapping represent a proven practice for developing community schools. They provide an in-depth review that inform objectives that will guide an initiative, in this case the community schools project. Additionally, they hint at potential solutions or resources that support the pursuit of those solutions. "Need" also alludes to a discrepancy or gap between the commitments schools currently demonstrate and those considered exemplary of community schools. Assets represent resources (realized and unrealized) within and outside of schools that contribute to a school's embodiment of community schools ideals. Assets may also represent characteristics or accomplishments that contribute to the formation of a community school. The needs assessment and asset mapping may reinforce needs and strengths that have already been identified as well as unrecognized ones.

Method

Madera Unified's CCSPP Leadership Team is spearheaded by the Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. Since fall of 2021, the CCSPP Leadership Team has partnered with Madera South High School (MSHS) leaders to conduct a number of needs assessments, including (1) administering Panorama Surveys to students, staff, and parents/families; (2) conducting numerous virtual listening sessions to gather student, staff, and parent feedback; and (3) collecting qualitative feedback from community members who have requested Parent Resource Center services. The Leadership Team's needs assessment has also included the following:

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review: The Leadership Team collaborated with MSHS leaders and stakeholders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This included review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), Panorama Surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and Madera Unified Local Control and Accountability Plans.

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within MSHS and district boundaries. This inventory was organized into a "CCSPP Community Schools Partnership Matrix" that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

District Vision for and Commitment to Community Schools

Madera Unified's long-term Community Schools strategic vision is to establish a district-wide network of community schools that provides high-quality and comprehensive academic, social-emotional, youth enrichment, health and wellness, and community engagement services that improve the lives of all students and families across the district's entire 384-mile service area. Madera Unified's 28 schools are organized into three "pyramids" that each contain one comprehensive high school, one middle school, and five to nine elementary schools. Over the past decade, Madera Unified has implemented and braided a number of special projects and initiatives that advance all Four Pillars and Four Cornerstone Commitments of Community Schools. These efforts have included prior and current grant projects funded by the California Department of Education and the U.S. Department of Education, such as an Elementary and Secondary School Counseling Program, School Climate Transformation Program, 21st Century Community Learning Centers Programs, and two prior California Community Schools Partnership Programs. The majority of investments to date (January 2023) have supported Madera Unified in establishing strong community schools within the district's Red Pyramid, and Madera Unified secured a CCSPP Round 1 grant that includes all Red Pyramid schools. Over the next two rounds of CCSPP funding, Madera Unified will continue to build on the district's CCSPP Round 1 Red Pyramid investments and scale its community schools initiative to all Purple Pyramid schools (CCSPP Round 2) and all Blue Pyramid schools (CCSPP Round 3).

All Madera Unified CCSPP strategies will advance the shared district-wide vision for community schools while also addressing school-specific needs related to each of the Four Pillars and Four Cornerstone Commitments of Community Schools and building the individual and collective capacities of each school and its community partners. As such, the district has established six overarching community schools goals. While each school may allocate resources differently to meet local needs, each school will use CCSPP investments to advance each of these district-wide CCSPP goals.

1. Increase academic achievement among the most vulnerable populations, particularly among students disproportionately impacted by COVID-related learning loss
2. Build school and district capacity to improve MTSS and PBIS fidelity of implementation
3. Expand social and emotional learning strategies across all schools through resource procurement and professional learning
4. Enhance school and district capacity to meet the behavioral and social-emotional needs of students by hiring new Pupil Personnel Services-credentialed staff and support specialists, delivering specialized professional learning, and enhancing coordination with mental and behavioral health services providers
5. Increase Parent Resource Center services to build family members' capacity to foster social and emotional learning supports in the home and to connect families with available community services
6. Sustain community schools efforts beyond the CCSPP Implementation Grant funding period

Measurable Goals and Activities

The Community Schools Coordinator will oversee data management and collaborate with an external evaluator to conduct formative and summative evaluation that will inform continuous quality improvement efforts at both school site and district levels. As CCSPP Implementation Round 2 investments will build on and advance Madera Unified's CCSPP Implementation Round 1 and other initiatives, the district will leverage several existing data management and evaluation tools and processes to support ongoing assessment, including Panorama Surveys and a Madera Unified Salesforce data system established through the district's U.S. Department of Education-funded School Transformation Grant. The CCSPP Leadership Team will integrate the following six CCSPP goals and performance indicators into its existing evaluation plan.

Goal 1: Increase academic achievement, particularly among students disproportionately impacted by COVID-related learning loss

Indicator 1.1: Increased number of students accessing out-of-school-time supports (attendance records)
Indicator 1.2: Increased number of students meeting ELA and Math standards (SBAC results)

Goal 2: Build school and district capacity to improve MTSS and PBIS fidelity of implementation

Indicator 2.1: Increased number of teachers and staff participating in MTSS and PBIS trainings (attendance records)
Indicator 2.2: Improved teacher and staff ability to implement MTSS and PBIS strategies with fidelity (classroom observation, SWPBIS Tiered Fidelity Inventory)
Indicator 2.3: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 2.4: Improved school climate (Panorama Surveys)

Goal 3: Expand social and emotional learning strategies across all participating schools through resource procurement and professional learning

Indicator 3.1: Increased number of teachers and staff participating in SEL trainings (attendance records)
Indicator 3.2: Improved teacher and staff ability to implement SEL strategies with fidelity (classroom observations, surveys)
Indicator 3.3: Improved regular day attendance (attendance records)
Indicator 3.4: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 3.5: Improved school climate (Panorama Surveys)

Goal 4: Enhance school and district capacity to meet the behavioral and social-emotional needs of students by hiring new PPS staff and support staff, delivering specialized professional learning, and enhancing coordination with mental and behavioral health services providers

Indicator 4.1: Increased number of PPS staff and other support services staff across target schools (contract records)
Indicator 4.2: Expanded scope of partnership agreements with mental/behavioral health services providers (contract records)
Indicator 4.3: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 4.4: Improved school climate (Panorama Surveys)

Goal 5: Increase PRC services to build family members' capacity to foster social and emotional learning supports in the home and to connect families to community services

Indicator 5.1: Increased number of parents and families who access PRC services (PRC service and attendance records)
Indicator 5.2: Increased number of parents and family members who report having adequate access to needed services (Panorama Family-School Relationship Survey)
Indicator 5.3: Increased parent/family member capacity to foster social-emotional supports in the home (Panorama Family-School Relationship Survey)

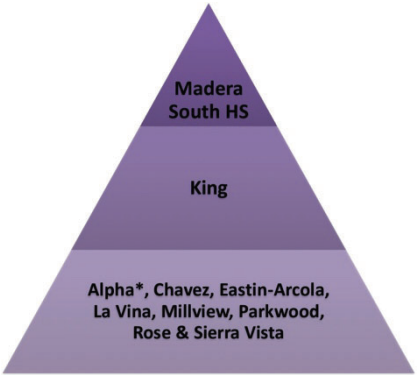
Goal 6: Sustain ASCENT-3 Project efforts beyond the CCSPP Implementation Grant funding period

Indicator 6.1: Increased number of partnership agreements documenting in-kind and/or financial support (MOU review)
Indicator 6.2: Increased LCAP funding allocated to support Community Schools efforts (LCAP review)

The Leadership Team will meet quarterly to review progress in achieving the above goals and dedicate the final meeting of each year to review progress in achieving target outcomes and to refine goals and indicators for the subsequent school year. The Leadership Team will strategically disseminate evaluation findings that demonstrate the project's success in order to encourage future investments in Madera Unified's community schools initiatives, including through LCAP investments and the continual cultivation of strong community partnerships that provide meaningful resources required to sustain community schools efforts at Madera South High School and continue to scale Madera Unified's community schools initiative throughout the district.

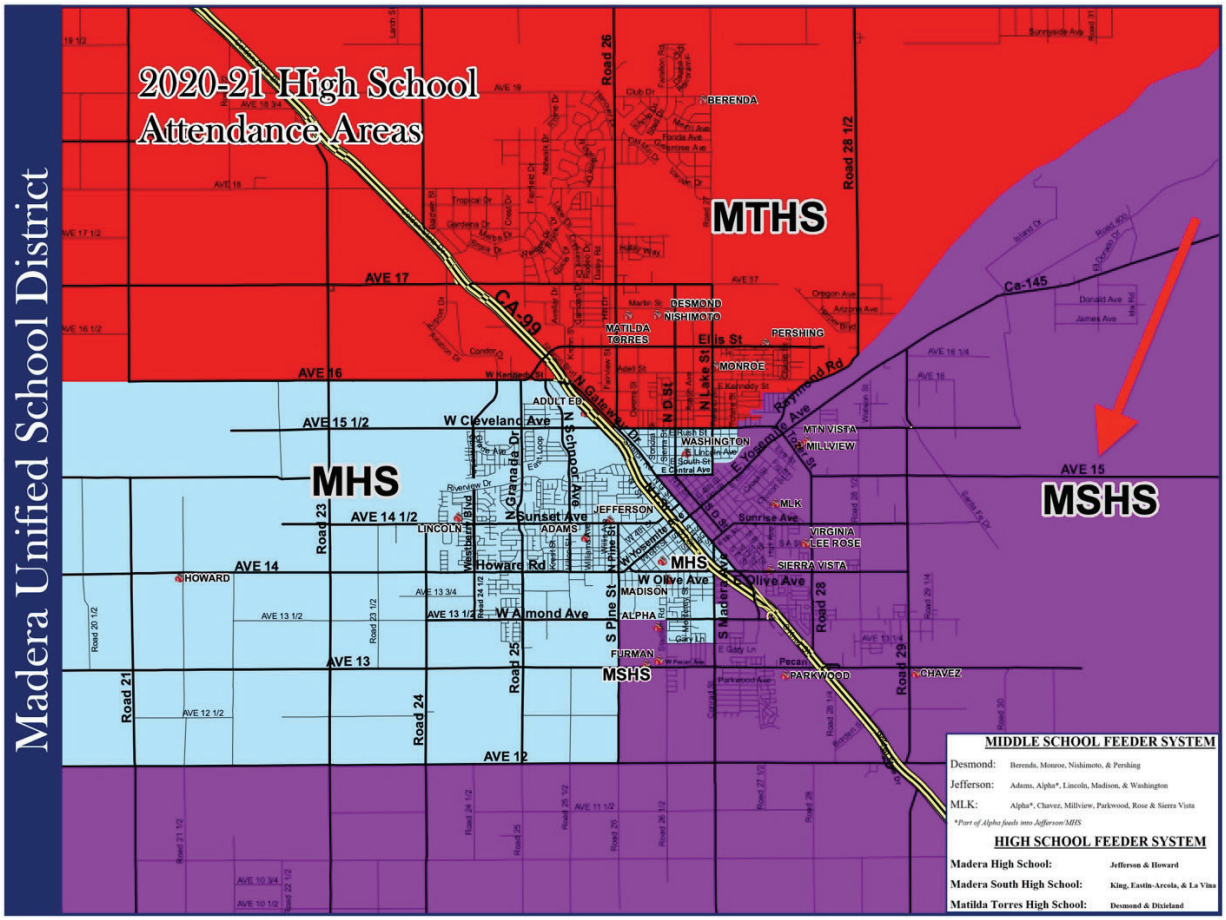
School Overview

Madera South High is one of 11 schools within Madera Unified School District's Purple Pyramid, a feeder system of elementary, middle, and high schools that collectively serve 8,270 students. More than 30,000 residents live within the boundaries of Purple Pyramid schools, which include Madera city urban neighborhoods and rural areas to the city's south that are home to some of the most underserved Madera County residents.



During the 2021-22 school year, MSHS enrolled 2,383 9-12 students across the service area identified in Figure 1 below.

Figure 1. Madera South High School Service Area Map



As detailed in Table 2, Madera South High serves high percentages of Hispanic students (93.7%), English Learners (18.6%), and students who receive free or reduced-price meals (93.8%).

Table 2: Madera South High Student Characteristics	
Total School Enrollment	2,383
Student Demographics	
African-American	1.4%
Asian	1.1%
Hispanic or Latino	93.7%
White	2.7%
English Learner Students	18.6%
Students Receiving Free or Reduced-Price Meals	93.8%
Unduplicated Pupil Count	94.3%

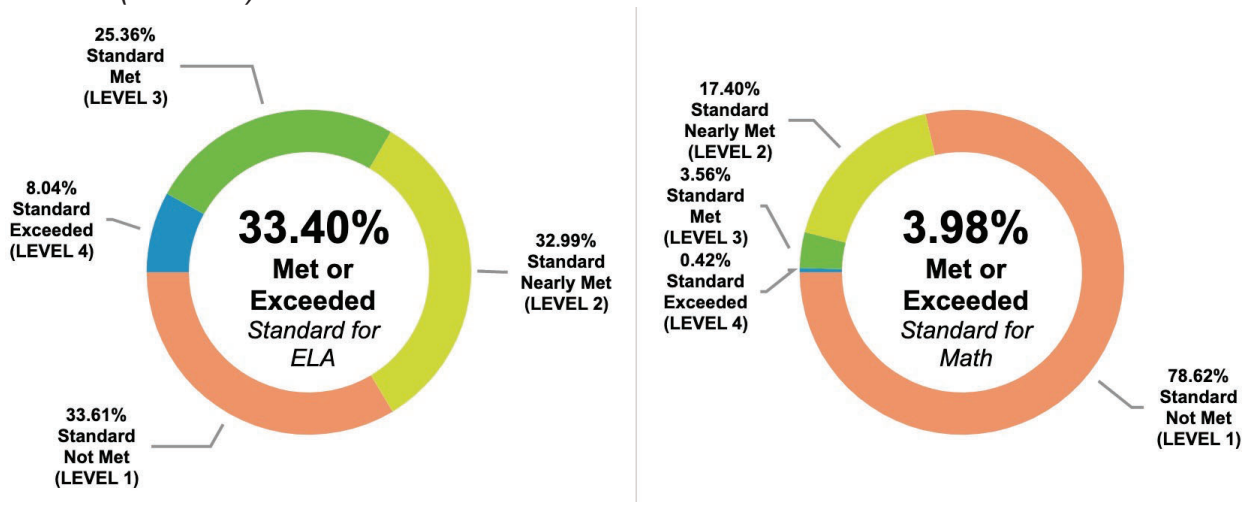
Madera South High School's mission is to ensure that all students graduate with the skills to ensure they are caring and competent critical thinkers who are prepared for college, career, and community success. The high school's vision is that all students graduate college and career ready by mastering grade level standards, completing a career pathway, and graduating with college credit. Madera South High is dedicated to continuous improvement through the use of data from student performance, high-quality research-based instructional practices, and expanded student use of technology to guide development. MSHS teachers and support staff frequently assess student academic, developmental, and social-emotional learning progress using tools such as Smarter Balanced Assessments, NWEA Assessments, Panorama Surveys, and other local evaluation resources. Students who have not yet achieved grade-level skills are provided with appropriately focused intervention opportunities based on their individual needs. All MSHS students benefit from the support of site-and district-level multi-tiered system of supports (MTSS), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and a number of social-emotional learning strategies and curricula. Students also have the opportunity to participate in a number of out-of-school-time interventions offered both during the regular school year and summer months. Madera South High works with stakeholder groups and identifies schoolwide learner areas of needs that are addressed, such us support to English Learners, to ensure equity of access and academic success. Parents are recognized as key elements in quality education, and MSHS is committed to improve parent involvement programs making them an essential component of the educational program. In partnership with families and the community, MSHS creates relevant and engaging learning opportunities that prepare students to reach their post-secondary goals.

Pillar 1: Integrated Student Supports

Academic Needs Assessment

Madera South High students at every grade level perform far below the state average in English Language Arts and Math. According to 2021-22 Smarter Balanced Summative Assessment results, only 33.40% of MSHS students met or exceeded standard in ELA, and only 3.98% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

Figure 3. Madera South High ELA and Math Smarter Balanced Assessment Summative Results (2021-22)

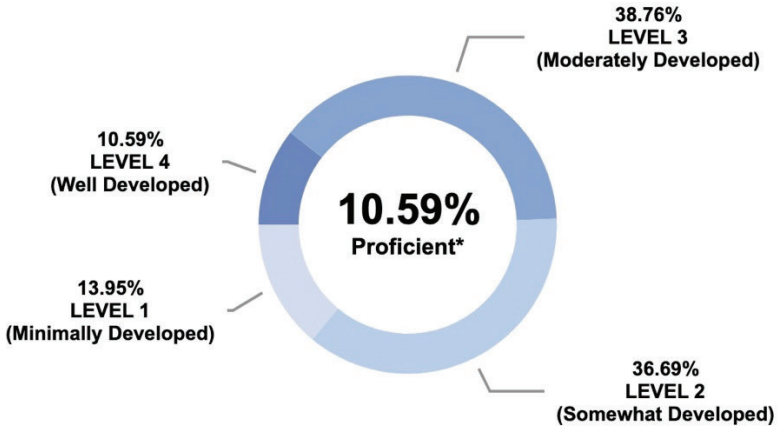


Achievement Level	Madera South High	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	8.04 %	20.50 %
Standard Met: Level 3	25.36 %	26.56 %
Standard Nearly Met: Level 2	32.99 %	22.62 %
Standard Not Met: Level 1	33.61 %	30.33 %

Achievement Level	Madera South High	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	0.42 %	16.06 %
Standard Met: Level 3	3.56 %	17.32 %
Standard Nearly Met: Level 2	17.40 %	24.66 %
Standard Not Met: Level 1	78.62 %	41.96 %

Gaps in academic achievement at MSHS are most pronounced among English Learners, who account for 18.6% of all students. Results from the 2021-22 Smarter Balanced Assessment found that only 2.82% of English Learners met or exceeded standard for ELA and 0% met or exceeded standard for Math. Results from the 2021-22 Summative English Language Proficiency Assessment for California (ELPAC) found that 10.59% of MSHS English Learners are classified as English-language proficient (see Figure 4 below).

Figure 4: Madera South High Summative ELPAC Results (2021-22)



Social-Emotional Wellbeing Needs Assessment

Madera South High administers the Panorama Survey, which was developed by Harvard Graduate School of Education to be a valid and reliable tool for measuring student perceptions across 19 domains, including School Climate (perceptions of the social and learning climate of the school), School Safety (perceptions of student physical and psychological safety at school), School Belonging (how much students feel they are valued members of the school community), and School Engagement (how attentive and invested students are in school). MSHS's Spring 2022 Panorama Survey results highlight significant needs in all four of these areas.

Figure 5. MSHS 9-12th Grade Student Panorama Survey Results (Spring 2022)

Summary

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	**38%** ▲3 since last survey	**39%** Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	**37%** ▼1 since last survey	**39%** Madera Unified School District
School Engagement How attentive and invested students are in school.	**20%** ▲3 since last survey	**23%** Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	**55%** ▼1 since last survey	**56%** Madera Unified School District

The Panorama Survey results outlined above provide insight into how the COVID–19 pandemic has negatively impacted MSHS students' social-emotional wellbeing, as demonstrated by the fact that MSHS students have reported declines in the Panorama domains of School Climate and School Safety from pre-pandemic assessment. While School Belonging and School Engagement reported improvements of three percentage points in perception, School Engagement consistently scores the lowest percentage (20%) among all domains assessed, demonstrating significant need for ongoing improvement in MSHS's efforts to engage students in school.

In order to address persistent gaps in students' social-emotional wellbeing, MSHS works closely with the Madera Unified Department of Student and Family Support Services. Recent collaborative efforts have included incorporating social-emotional learning curricula across all MSHS grade levels; providing professional learning to MSHS teachers and support staff in the areas of social-emotional learning strategies, PBIS, restorative practices, and trauma-informed instruction; and offering a number of trainings through the Madera Unified Parent Resource Center (PRC), which is located on the campus of neighboring Alpha Elementary School. The Alpha Elementary PRC serves all MSHS families and is designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.

Physical Health and Fitness Needs Assessment

MSHS students exhibit many indicators of poor physical health and fitness that are persistent across Madera County and much of California's Central Valley. The County Health Rankings and Roadmaps (2022) identify Madera County as "among the least healthy counties in California" and ranked Madera County fifth worst among California's 58 counties in the category of Healthy Behaviors—Diet and Exercise, which measures residents' physical inactivity, obesity, and access to exercise opportunities. Further, according to the U.S. Department of Health and Human Services, more than 44% of Madera County children are obese or overweight.

Madera South High School students consistently score below their state-level peers on the California Physical Fitness Test, which aligns with the Cooper Institute's criterion-referenced Healthy Fitness Zone (HFZ) and determines students' proficiency in the following six California fitness standards: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. As detailed in Table 6 below, MSHS students demonstrate greatest need in the fitness standards of Upper Body Strength and Aerobic Capacity. Of most concern is the fact that more than a quarter of 9th graders are designated "health risk" in the fitness area of Body Composition.

Table 6. MSHS California Physical Fitness Test (FITNESSGRAM)

Physical Fitness Area	Total Tested[1] in Grade 9	Number Grade 9 Students in HFZ[2]	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improve-ment	% Grade 9 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	987	558	56.5	31.0	12.5
Body Composition	987	511	51.8	23.0	25.2
Abdominal Strength	987	716	72.5	27.5	N/A
Trunk Extension Strength	987	789	79.9	20.1	N/A
Upper Body Strength	987	614	62.2	37.8	N/A
Flexibility	987	714	72.3	27.7	N/A

MSHS works to address students' physical health and fitness needs. These efforts are supported by Madera Unified's 40-member Wellness Committee, which establishes the district's Wellness Policy and oversees practices and projects designed to improve student physical health and fitness. Since 2017, MSHS has participated in Madera Unified's initiative to address gaps in physical health and fitness by (1) improving students' understanding of and commitment to physical fitness, (2) increasing students' knowledge and practice of good nutrition and healthy eating habits, and (3) increasing teachers' nutrition education and physical education. However, shifts in site and district priorities resulting from the COVID-19 pandemic combined with recent decreases in funding for physical health and fitness education have disrupted progress toward meeting target performance measures.

Mental and Behavioral Health Needs Assessment

A high percentage of MSHS students exhibit characteristics reflective of poor mental and behavioral health, and the community served by MSHS has extremely limited and inequitable access to mental and behavioral health services. According to a recent California Health Care Foundation study and a separate study published by the California Department of Health Care Services, Madera County has the highest percentage of youth with serious emotional disturbance (SED) (8.2%) and the third highest percentage of adults with serious mental illness (SMI) (7.4%) among all California counties. Madera County is designated by the U.S. Health Resources and Services Administration as a countywide Medically Underserved Area and Population, and 100% of Madera Unified's service area is designated a Primary Care Health Professional Shortage Area. According to the California Office of Statewide Health Planning Development, the San Joaquin Valley has the lowest number of psychiatrists, psychologists, social workers, and therapists per resident among every region in the state. Compounding these persistent healthcare shortages is the fact that Madera Community Hospital permanently closed its doors at the end of 2022. While Camarena Health has extended Urgent Care hours in an effort to meet increased healthcare demands resulting from Madera Community Hospital closure, Madera South's

community expects to face even more limited access to healthcare services over the coming years.

Currently, Madera County Behavioral Health Services is the county's only mental health direct services provider. There are no behavioral health community-based organizations in Madera County, and alternative resources for services are scarce and typically inaccessible to Madera Unified's low-income families. While the California Healthcare Foundation estimates that half of California adults and two-thirds of adolescents with mental illness needs do not receive treatment, these percentages are considerably higher among Madera Unified's service population due to the higher prevalence of SED and SMI combined with the limited availability of mental and behavioral health services in Madera. In addition, MSHS's service population, over 90% of which is Hispanic, is even less likely to access needed mental health services due to one or more of the following barriers: insufficient English language skills required to navigate the system, lack of bilingual/bicultural mental health professionals, negative stigmas associated with mental illness in Latino culture, and/or limited transportation options required to access services outside the community.

In addition to community-wide mental and behavioral health services gaps, both MSHS's and Madera Unified's existing mental health services infrastructure is insufficient to address student needs. While Madera Unified has recently invested to enhance district-wide PBIS and MTSS infrastructures and to hire more support staff to provide tiered intervention, efforts to date are still insufficient given the high levels of need at MSHSD. For example, MSHS currently employs no social workers and no resource specialists. While 1.8 FTE psychologists are assigned to the school and on call to assist MSHS students in emergency situations, Madera Unified psychologists' primary responsibility is special education testing, observation, and paperwork, and their special education workload does not allow them time to provide direct services to MSHS students and their families. According to a survey of Madera Unified teachers, only 5% of elementary teachers and administrators reported that their school "provides adequate counseling and support services for students," and only 5% reported that their school "emphasizes helping students with their social, emotional, and behavioral problems."

In addition to lacking the financial resources needed to increase school-based mental health services, Madera Unified and MSHS has historically struggled to recruit mental and behavioral health professionals due to the limited pool of qualified candidates within district boundaries. Fresno State University (located between 30 and 45 minutes by car from Madera Unified schools) is the closest institution of higher education that produces credentialed counselors, social workers, and school psychologists, and the majority of Fresno State graduates either remain within the urban center of Fresno city or secure employment at more well-resourced Central Valley districts. In an effort to increase the number of Fresno State graduates employed by the district, Madera Unified established a formal partnership with Fresno State's Department of Social Work Education in 2021 to serve as a field placement site for counselor and social worker internships. However, due to the long distances between Fresno State and Madera Unified schools, the district continues to face challenges in

recruiting interns to complete field placements in Madera, and Madera Unified currently hosts only two interns.

While insufficient resources to increase direct mental and behavioral health services and a limited pool of qualified health professional candidates inhibits MSHS from more fully addressing the student behavioral and mental health needs detailed above, MSHS continues to collaborate with the Madera Unified Department of Student and Family Support Services and community service providers to address student needs. In January of 2023, Madera Unified secured a five-year $7.8 million School-Based Mental Health Services Grant from the U.S. Department of Education to improve district-wide capacity to deliver high-quality mental and behavioral health services. This initiative will specifically benefit MSHS students over the coming years by (1) cultivating a homegrown workforce of bilingual and bicultural behavioral and mental health professionals who mirror the demographics of the MSHS community; (2) increasing retention among school-based mental health services providers; (3) increasing the number of students who access mental health services and the number of parents engaged in mental health awareness trainings; and (4) increasing students' behavioral and mental health and overall wellbeing.

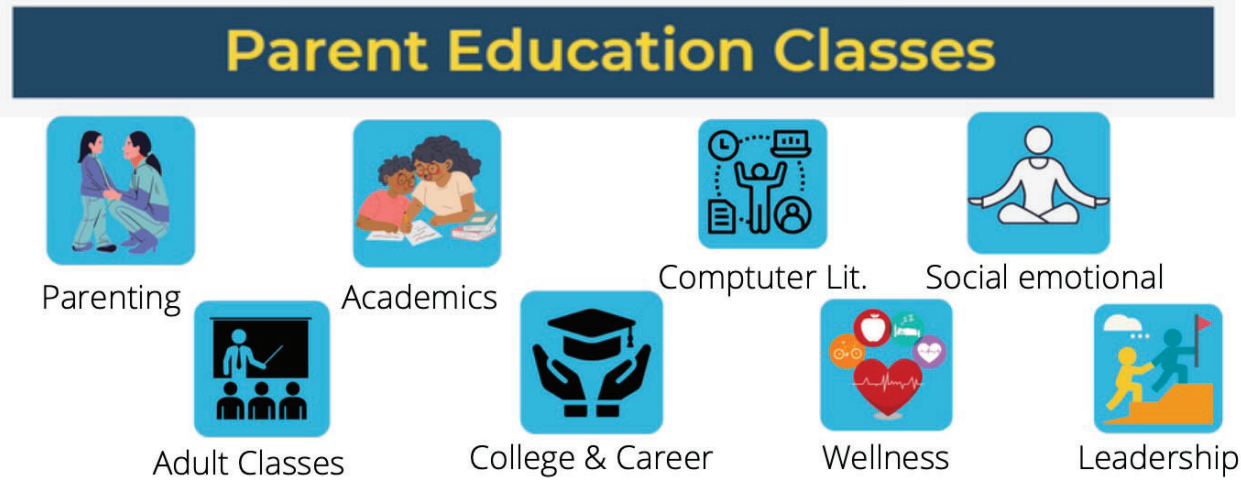
Pillar 2: Family and Community Engagement

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Madera South High School (MSHS) and across Madera Unified School District. As detailed in Table 8, the California School Dashboard Parent and Family Engagement Report highlights the strength of this pillar in Madera Unified across every domain assessed.

Table 8: Madera Unified Parent Family Engagement Report (2022)

Exploration & Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
Parent and Family Engagement Domain				**Implementation Stage**
Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				Full Implementation
Creating welcoming environments for all families in the community.				Full Implementation
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				Full Implementation and Sustainability
Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				Full Implementation and Sustainability
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				Full Implementation
Providing families with information and resources to support student learning and development in the home.				Full Implementation
Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				Full Implementation
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.				Full Implementation
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				Full Implementation
Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				Full Implementation

Madera Unified views parents as true partners in the education of their children and works to foster opportunities to meaningfully engage with parents, family members, student champions, and invested community stakeholders. At the district level, Madera Unified's **Department of Community Services and Parent Resource Centers** is charged with providing parents and families with the resources and tools necessary to support their children's academic success and facilitating opportunities for parents to be involved and engaged in the education of their children. Over the past decade, this department has established **11 Parent Resources Center (PRCs),** which are spread across the district and serve as one-stop shops for the provision of parent, family, and community services. PRCs partner with agencies such as Madera Coalition for Community Justice, Family Leadership, Madera County Behavioral Health Services, and Parent Institute for Quality Education to deliver a range of in-person and virtual services to parents and families, including parenting, ESL, and digital literacy classes; family health and wellness nights; and COVID-related essential resources; among many other services. PRCs conduct two community-wide needs assessments per year using the Panorama Survey, which enables each PRC to recalibrate family and community services based on emerging local needs. Each PRC also maintains a Resource Directory of Community Services for Madera County and actively connects families with community resources (described further below).



Throughout the COVID-19 pandemic, Madera Unified significantly expanded Parent Resource Center services to meet the emerging needs of district families. This included launching a **PRC Call Center** to facilitate communication between families and schools and to connect families to available community services, such as services related to housing, food, clothing, physical health and safety, mental and behavioral health, counseling, recreation programs, workforce training, childcare, and employment. The PRC Call Center is managed by bilingual PRC staff and operates during nontraditional hours in order to better serve family members, many of whom may be working adults. PRC staff are trained to answer school related questions, provide basic IT support, and refer parents and families to available community service providers.

During the COVID-19 pandemic, the Department of Community Services and Parent Resource Centers also launched a new online **Resource Directory of Community Services for Madera County** to serve as a one-stop resource that connects Madera Unified parents, employees, and community members to available resources. The Resource Directory of Community Services serves as a digital hub of resources stemming from cradle to adulthood. The Department of Community Services and Parent Resource Centers updates the Resource Directory monthly to keep the information current and to benefit community stakeholders with up-to-date resources that they can easily access on a continuum. The Resource Directory links to more than 300 organizations, including a comprehensive array of community resources throughout Madera County. Users have access to 40 categories, including Educational Services and Departments, Food and Clothing, Government and State Agencies, Youth Centers and Programs, and Health and Wellness. The Resource Directory is the result of a partnership with the Community Action Partnership of Madera County and the support of Madera County Department of Social Services, Madera County Behavioral Health, Workforce Assistance Center, and Madera County Probation. These governmental agencies share in the vision of helping all Madera Unified families overcome challenges by accessing community resources and support.

Figure 9: Sampling of links to services on the Madera Unified's PRC website



In addition to providing PRC parent resources and linkage to community services, Madera Unified meaningfully engages with parents through the **Parent Advisory Committee (PAC)** and **District English Learner Advisory Committee (DELAC).** The PAC is composed of parent volunteers who gather during the school year to be connected, heard, and informed about the district. Each school in Madera Unified elects one parent representative and an alternate to attend each PAC meeting. The PAC's mission is to provide an authentic parent voice in an advisory capacity to the Madera Unified Board of Education and the Superintendent on matters pertaining to

district goals, actions, and finances. The function of the PAC is to consult, review, and comment on the Madera Unified Local Control and Accountability Plan (LCAP) to ensure it reflects the input of district parents and key community engagement groups. The DELAC is the district-level English Learner Advisory Committee composed of parents, staff, and community members who collaboratively assess district-wide English Learner needs, programs, and services and advise district officials on ways to better serve English Learners. Both the PAC and DELAC represent crucial mechanisms for parent and family engagement and two-way communication between district leaders and families. For example, both the PAC and DELAC actively participate in virtual and in-person meetings to gather parent and family member feedback on the LCAP. This feedback is compiled and presented to the Board and Superintendent during a Board meeting, and the Superintendent then meets with each committee to provide his response and meaningfully engage with each committee.



To facilitate direct communication at the site level, MSHS uses **ParentSquare** to keep parents and family members informed through email, text, and app notifications regarding important school- and district-level activities, such as parent education nights, special activities, engagement opportunities, and other useful information. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. MSHS also uses ParentSquare to send out emails and text messages and enables parents to communicate directly with their child's classroom teacher through the app. MSHS administrators and teachers encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified, and the Alpha Elementary Parent Resource Center serving MSHS students assists parents with ParentSquare registration and navigation.

MSHS provides a number of opportunities for parents to engage with school decision-making through the **Caring Parents and Teachers (CPAT**) organization, **School Site Council (SSC),** and **English Language Advisory Committee (ELAC).** CPAT members collaborate to execute parent-driven school improvement efforts that meet identified needs. The CPAT has recently launched a scholarship program and holds several fundraisers each year to support classroom activities. MSHS also actively encourages parent participation in the SSC and ELAC. Through these committees, parents engage in the collaborative development and approval of the MSHS Single Plan for Student Achievement (SPSA), School Safety Plan, and Title I budget. All of these local decision-making bodies work to build effective school-to-home connections that support MSHS student attendance, positive behavior, and an understanding of a Common Core Standards-based curriculum. In addition to these parent engagement opportunities and quarterly Parent-Teacher Conferences, MSHS holds the traditional Back-to-School Night and Open House, where parents are invited to observe their children's classroom engagement.

Pillar 3: Collaborative Leadership and Practices

Madera Unified is committed to establishing a culture of collaboration and shared leadership among administrators, teachers, support staff, students, families, and community stakeholders. In recent years, the district has made significant investments to provide high-quality district- and site-level professional development designed to increase the capacities of leaders and teachers to serve students and families. All principals and vice principals as well as a number of district office leaders have completed all required courses to receive their **National Institute in School Leadership (NISL) certification** through the National Council of Education and the Economy (NCEE). The NCEE NISL program is a research-proven professional learning program for school leaders that prepares them to create and lead high-performance organizations, improve instruction, leverage data-driven decision-making, and improve student and school culture with a focus on equity. Madera Unified has also developed a local level district accountability system called the **Madera Learning System (MLS).** The MLS articulates a clear set of higher expectations than what exists both at the state and federal levels and provides the district with a multiple measures report on how well each school is performing in the domains of Academic, Engagement, and Management. The MLS identifies high performing schools that meet recognition criteria in each of these domains and schools that require technical assistance. Schools that require technical assistance then receive targeted support and are monitored more closely through a validation visit process. Additionally, site leaders utilize equity report cards to have discussions with teachers on overall classroom performance and ways to leverage professional development and training to support growth.

Madera Unified district and school leaders have also completed **NCEE's Executive Development Program (EDP),** a 12-session program of over 144 hours of instruction. The EDP is the largest and most effective executive development program for school leaders across the United States. To complement NCEE's executive leadership training, Madera Unified schools began offering **NISL's Teaching for Effective Learning (TEL)** in 2020. TEL engages teachers in three full-day sessions of coursework on how people learn. Both EDP and TEL programs are high-quality professional development processes created to help provide leadership, support, and capacity building to school leaders and teachers. Combined, this professional learning is expected to improve the overall quality of education across Madera Unified in nine specific domains: (1) provide strong support for children and their families before students arrive at school; (2) provide more resources for at-risk students than for others; (3) develop world-class, highly coherent instructional systems; (4) create clear gateways for students through the system, set to global standards, with no dead ends; (5) assure an abundant supply of highly qualified teachers; (6) redesign schools to be places in which teachers are treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students; (7) create an effective system of career and technical education and training; (8) create a leadership development system that develops leaders at all levels to manage such systems effectively; and (9) institute a governance system that has the authority and legitimacy to develop coherent, powerful policies, and is capable of implementing them at scale.

To dramatically improve student achievement across the district, Madera Unified has also worked with NCEE to craft a district redesign focused on developing a high-performing educational system. The district redesign, also called **District System Design Partnership (DSDP),** is a district-wide endeavor involving a wide array of community educational partners. Members of the redesign committee included site leaders, teachers, union leadership, district leaders, trustees, and leaders of community-based organizations and local governmental agencies. This ambitious project began with a collaborative process called "View Your District Context Through the Lens of Top-Performing Education Systems," which required district leaders and partners to conduct a root cause analysis to identify the key elements that drive the district's results. A process of contextual analysis was interconnected with the research on the highest performing education systems across the globe, which led Madera Unified to focus improvement efforts over the coming years on the first six of the nine NISL domains outlined in the previous page.

In addition to the above district-wide efforts to improve systems for collaborative leadership, shared governance, and student academic achievement, Madera Unified has recently implemented district- and site-level structures and professional learning designed to build each school's capacity to implement multi-tiered system of supports (MTSS), positive behavioral interventions and supports (PBIS), and social-emotional learning (SEL) strategies. These efforts have included establishing two new positions. The **Director of School Culture and Climate** serves as the administrative lead in overseeing district-wide implementation of evidence-based social-emotional learning and behavioral intervention systems and practices. The **PBIS Coordinator** collaborates with the district's three **MTSS-PBIS Specialists** to provide ongoing site-level PBIS training, coaching, technical assistance, and support to ensure each school implements PBIS with fidelity. The PBIS Coordinator and MTSS-PBIS Specialists provide each school's **PBIS Site Lead** with monthly half-day trainings focused on supporting the PBIS Site Lead in building site-level capacity to improve fidelity of implementation weaknesses identified through ongoing assessments. Each PBIS Site Lead then shares lessons learned with his or her school's respective **School-Based PBIS Leadership Team** and **Behavior Support Team**. Ongoing site-level PBIS implementation coaching, coordination, and evaluation have become a core component of MSHS's recently established weekly Elementary Specials rotation. The Grade-level teaching team engage in a minimum of 100 minutes of PLC collaborations focused on discussing and developing high-quality lessons and evidence-based practices, while students receive a 50-minute session of music, art, STEM, library/literacy and P.E. activities. The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists frequently provide targeted coaching and support during these PLC times periods to address site-specific weaknesses regarding MSHS's implementation of PBIS and/or social emotional learning programs and practices.

The professional learning efforts described above have resulted in higher-quality collaborative leadership and practices, enhanced systems of support, and improved implementation of academic standards. As detailed in Table 10 below, Madera Unified's California School Dashboard ratings for Implementation of Academic Standards

highlight the districts success in the areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership, with the district achieving the two highest ratings in 21 of the 23 subscales assessed. For comparison, in 2018, the district achieved the two highest ratings in only 16 of 23 subscales.

Table 10: *Madera Unified Implementation of Academic Standards (2022)*

Exploration & Research	Beginning Development	Initial Implementation	Full Implementation	Full Implementation & Sustainability
Parent and Family Engagement Domain			**Implementation Stage**	
Professional Development				
English Language Arts (ELA): Common Core State Standards for ELA				Full Implementation & Sustainability
English Language Development (ELD) (Aligned to English Language Arts Standards)				Full Implementation & Sustainability
Mathematics – Common Core State Standards for Math				Full Implementation & Sustainability
Next Generation Science Standards			Full Implementation	
History – Social Science			Full Implementation	
Instructional Materials				
ELA: Common Core State Standards for ELA				Full Implementation & Sustainability
ELD (Aligned to ELA Standards)				Full Implementation & Sustainability
Mathematics – Common Core State Standards for Math				Full Implementation & Sustainability
Next Generation Science Standards			Full Implementation	
History – Social Science			Full Implementation	
Policy and Program Support				
ELA: Common Core State Standards for ELA			Full Implementation	
ELD (Aligned to ELA Standards)			Full Implementation	
Mathematics – Common Core State Standards for Math			Full Implementation	
Next Generation Science Standards			Full Implementation	
History – Social Science			Full Implementation	
Implementation of Standards				
Career Technical Education				Full Implementation & Sustainability
Physical Education Model Content Standards				Full Implementation & Sustainability
World Language			Initial Implementation	
Health Education Content Standards				Full Implementation & Sustainability
Visual and Performing Arts			Beginning Development	
Engagement of School Leadership				
Identifying the professional learning needs of groups of teachers or staff as a whole				Full Implementation & Sustainability
Providing support for teachers on the standards they have not yet mastered				Full Implementation & Sustainability
Identifying the professional learning needs of individual teachers				Full Implementation & Sustainability

MSHS benefits from all of the above district-wide leadership structures and professional development while also implementing a number of site-specific professional learning opportunities designed to build local capacity of leaders, teachers, and community partners to best meet the needs of MSHS students and their families. MSHS professional development is focused on improving the performance of all students and especially closing the achievement gap between English-proficient students and English Learners as well as between high- and low-income students. MSHS leverages its bi-monthly staff meetings and quarterly non-instructional planning days to meet in whole staff and grade-level collaborative groups and participate in training that focuses on strategies and best practices related to reading, writing, math, English Learner strategies, and technology. The **Professional Learning Community** process is extremely valued at MSHS. All teachers collaborate together in grade-level PLCs devoted to lesson planning, studying student data, creating Common Formative Assessments, engaging in the **Cycles of Inquiry** process, backward mapping, exploring grade-level specific Common Core Standards, and searching for more rigorous activities to supplement the MSHS core curriculum. Teachers also attend a number of workshops and conferences throughout the year to improve instructional practices. A selected team of MSHS teachers and support staff complete PBIS training and serve as the school's site leads in establishing positive behavioral interventions and supports and implementing consistent social-emotional learning strategies.

In addition, MSHS provides administrators, teachers, and support staff with flexibility to complete a professional learning plan that meets their individual professional development needs. This may include (1) attending professional trainings workshops, webinars, seminars, and conferences to plan, deliver, and implement a rigorous and relevant curriculum; (2) conducting site visits of other elementary schools both within Madera Unified and in neighboring districts to observe classroom instruction and share best practices; (3) collaborating with school and district personnel specialized in serving special student populations and designing classroom strategies to differentiate instruction and provide targeted support to special needs students; and (4) receiving in-class coaching provided by MSHS administrators and district coaches.

Pillar 4: Expanded Learning Time and Opportunities



MSHS offers comprehensive after school programming through the MSHS After School Program, which takes place on the school campus immediately following the regular school day. The program provides an environment for safe and accessible expanded learning, as all students are engaged in either group or one-on-one activities supervised by a caring adult. After school academic assistance is divided into two core components: Homework Club and Tutorial Time. During Homework Club, certificated teachers and preservice teachers ("Teaching Fellows") provide one hour of small group homework assistance in all core subjects. After completing Homework Club, students participate in 40 minutes of Tutorial Time, which consists of small group tutorials that reinforce instructional day lessons by following each grade level's Curricular Map. MSHS also use MyON, an online ELA reading program that provides integration of science and social studies content. To provide targeted English Learner support, bilingual Teaching Fellows with experience and/or credentials relevant to serving English Learners lead Homework Club and Tutorial Time sessions for English Learners and employ evidence-based strategies designed to improve English Learner outcomes.

Following the academic component, the After School Program provides a variety of enriching youth development clubs featuring active learning activities designed to build skills necessary to succeed in core academic classes while connecting academic learning to real-world situations relevant to the lives of students. Students choose two 35-minute activities per day. Personal interest activities include drama, theater, arts and crafts, nutrition and cooking, instrumental music, computers and technology, hands-on science, literature and reading, physical fitness, recreational activities, and team sports. Personal growth activities include leadership training, self-esteem courses, service-learning, and conflict management/resolution training. Enrichment club activities are scaffolded in a way that facilitates student mastery of skills of increasing difficulty - a research-based practice that keeps students engaged in collaborative, hands-on PBL activities that lead to a culminating event at the end of each club (e.g., Student End-Of-Year Showcases, Lights On Events). In addition, activity planning is grounded in feedback from student surveys administered by the program's Student Leadership Council in order to ensure that activities make a clear linkage between program activities that impact their students' lives outside of the program.

MSHS's After School Program prioritizes students who are most at risk of academic failure, special needs students (e.g., English Learners, special education students), and students who consistently demonstrate at-risk youth behavior. Instructional day teachers, counselors, and administrators serve as the site leads for identifying students most in need of expanded learning program academic assistance and youth enrichment services, and they collaboratively identify target students during weekly grade-level PLC meetings. Student assessment criteria include standardized

test scores (criterion referenced), common formative assessments, district assessments, language assessments, behavioral assessments, and any additional indicators presented by regular day teachers, counselors, and administrators (e.g., homework completion, difficult home situations). Once target students are identified, instructional day personnel refer students to the After School Program, which may include personal contact with students and/or parents (e.g., email, phone call, face-to-face meeting), referrals through the counseling office, or coordination with the Site Coordinator to conduct targeted outreach and encourage program participation.

In addition to proactively identifying and referring students with special needs to the program, the MSHS After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs. As 18.6% of MSHS students are English Learners, the After School Program ensures activities effectively meet the academic and developmental needs of English Learners. MSHS coordinates with the California Teaching Fellows Foundation to staff the program with bilingual Teaching Fellows to provide linguistically appropriate support for English Learners. Madera Unified Academic Coaches funded through Title I provide professional development to program staff on instructional strategies that have a proven track record of improving English Learner academic performance. In addition, Title III-funded Madera Unified English Language Development Coaches work with the MSHS Site Coordinator to ensure academic tutorials are standards aligned and employ evidence-based strategies specifically for English Learners. The program also utilizes curricula and resources that have documented success for use with students with limited English language proficiency, such as English-as-a-Second-Language (ESL) curriculum, SRA Reading Programs, and Imagine Learning curricula and resources. To ensure the program remains up-to-date regarding emerging English Learner needs, the Site Coordinator attends MSHS ELAC meetings, and at least one ELAC representative serves on the After School Program Leadership Team.

To effectively serve all special education students and students with developmental disabilities, the Site Coordinator meets with MSHS special education teachers to discuss ways program activities should be modified to accommodate each student with special needs. These meetings include a review of the target student's Individualized Education Plan (IEP) or 504 Plan. When possible, the Site Coordinator designates program staff with experience and/or credentials for serving special education students (e.g., Teaching Fellows who are preservice teachers in the special education teacher track) to deliver academic and enrichment activities attended by special education students. Lastly, at the start of each week, the Site Coordinator meets with all staff members leading program activities attended by students with special needs and discusses the accommodations recommended by instructional day special education teachers and/or the MSHS counselor.

MSHS's After School Program benefits from strong community partnerships that provide a number of academic and enrichment opportunities for program participants, including the following:

Girl Scouts USA provides the MSHS After School Program with a number of enrichment activities, including standards-aligned health, creative arts, math and science, youth development, and environmental awareness activities.

UC CalFresh's Nutrition Education Program coordinates with the After School Program to provide materials, resources, and staff training required to implement physical fitness and wellness education.

CalViva's Health Education Department provides students and families with Fit Families for Life, a five-week family education program that covers topics such as making healthy food choices, engaging in regular exercise, understanding nutrition facts labels, and adding fruits and vegetables to meals.

Community Action Partnership of Madera County provides parents and family members with the Strengthening Families Program, an evidence-based enrichment program designed to support parents of English Learners by delivering training to enhance parenting skills, children's life skills, and family skills.

Madera Coalition for Community Justice provides training to parents on how to become school leaders. Workshops focus on bolstering parent involvement through participation in the School Site Council, Parent Clubs, ELAC, and volunteerism in various school venues.

City of Madera Parks and Community Services delivers science education activities during select program days. City of Madera Parks and Community Services also provides staff and resources to lead a variety of academic achievement and enrichment activities, including Navigation 101, Junior Achievement, Academic Game Plan, community service projects, mentoring programs, and STEM service-learning projects.

Madera County Arts Council provides the PACES Art Club, during which local professional artists lead workshops, assemblies, and performances geared toward elementary and middle school students. Artists also lead students as they develop small- and large-scale art projects and performances aligned with California Visual and Performing Arts Standards, such as theater and dance productions, photography portfolios, paintings, and sculptures.

The Parent Institute for Quality Education (PIQE) provides parents and families with the Parent Engagement Education Program, which empowers parents to (1) become actively involved in their children's education by becoming more effective co-teachers at home, (2) work in partnership with the school system, and, ultimately, (3) become the architects of their children's educational future.

Family Leadership Inc. provides MSHS parents with a series of nine Parenting Partners workshops designed to develop parenting and leadership skills that empower parents to become vital contributors to their children's academic success.

Darin Camarena Health Centers provide the Parent Resource Center with health-related materials and resources to share with students and their family members. Darin Camarena Health Centers also collaborate with PRCs to provide direct health and wellness services and referral services during and after school hours.

Stakeholders Engaged in Community Schools Planning

MSHS's community schools initiative engages key leaders and stakeholders at both the district and site levels. At the district level, Madera Unified's Community Schools Leadership Team is spearheaded by the Community Schools Coordinator and Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. The Community Schools Leadership Team is composed of (1) administrators from each Department of Student and Family Support Services division; (2) administrators, teachers, and staff from MSHS (including personnel specialized in serving special populations); (3) parent leaders; and (5) at least one representative from each major community partner. The Leadership Team is also divided into three Subcommittees that meets more frequently to discuss issues specific to their Subcommittee areas of expertise. These Subcommittees are Community Health Services, Community & Parent Resources, and Extended-Day Programming.

Table 11: Madera Unified Community Schools Leadership Team Roster

Title	Organization	Key Community Schools Roles and Responsibilities
Assistant Superintendent of SFSS	Madera Unified School District	Leads CCSPP Leadership Team; provides district-level support to all CCSPP project personnel; oversees data management and evaluation
Director of Community Services & Parent Resource Centers	Madera Unified School District	Provides district-level oversight and support to the Parent Resource Center; maintains the Resource Directory of Community Services for Madera County
Director of School Climate and Culture	Madera Unified School District	Supports local implementation of the MTSS/PBIS Action Plan; coordinates MTSS/PBIS, SEL, and RJ professional development
Principal	MSHS	Provides site-level CCSPP leadership and support; leads site-level efforts to prospect and secure partnerships and resources
Lead Teachers	MSHS	Support MSHS with site-level CCSPP planning and implementation
Director of Programs and Business Development	Camarena Health	Provides physical and mental/behavioral healthcare services to MUSD students and families; provides the PRC with health-related materials and resources to share with students and families

Director	Madera County Behavioral Health Services	Oversees interagency collaborative planning of case management and behavioral health services to MUSD service population; facilitates linkages and access to a continuum of services for students with social-emotional, behavioral, and academic needs
Executive Director	California Teaching Fellows	Recruits, screens, trains, and places preservice teachers to lead expanded learning programming for MUSD students
Executive Director	Community Action Partnership of Madera County	Supports MUSD in coordinating a broad range of community services for low- and moderate-income families, including childcare, early childhood education, housing, and victim services, among many other services
Director of the Office of Community Based Learning	Fresno State University	Collaborates with CTFF to recruit, screen, and refer preservice teachers to serve in MUSD expanded learning programs; coordinates and hosts monthly PD for expanded learning program staff
Director	Family Leadership, Inc.	Provides MUSD parents and families with a series of eight Parenting Partners workshops designed to develop parenting and leadership skills
Director	Madera Parks & Community Services	Collaborates closely with MUSD to provide a broad menu of evidence-based extended-day youth enrichment activities that promote students' physical, social-emotional, and mental health and wellness
Executive Director	Parent Institute for Quality Education, Fresno	Coordinates the delivery of PIQE's nine-week Parent Engagement in Education Program through MUSD PRCs
Police Lieutenant	Madera Police Department	Serves on MUSD's School Safety Team and supports schools in developing and updating the Comprehensive School Safety Plan and Emergency Response Plan
Executive Director	Madera Coalition for Community Justice	Provides PRC-based workshops that build parents' capacity to effectively partner in their children's education
Executive Director	Madera Arts Council	Provides MUSD students with extended-day youth enrichment arts-related activities and provides opportunities for students to participate in community art projects and performances
Parent Leaders	MSHS Parents	Engage in CCSPP planning meetings
Student Leaders	MSHS Students	Engage in CCSPP planning meetings

This district-level Community Schools Leadership Team ensures shared governance of community schools and shared responsibilities for the process of school transformation by engaging with the MSHS Site Council, which serves as the site-level community school governing body. Since fall of 2021, the Madera Unified Community Schools Leadership Team has partnered with the MSHS Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings.

Table 12: MSHS Community School Governing Body (SSC)

Member Type	Name
Principal (or Designee)	Jon Steinmetz
Elected Other School Personnel	Esmeralda Marquez
Elected Teacher on Record	Julie Luxon
Elected Teacher on Record	Christopher Brown
Elected Teacher on Record	Fernando Cisneros
Elected Teacher on Record	Oscar Chavez
Elected Parent/Community Member	Monica Bravo
Elected Parent/Community Member	Ramon Villa
Elected Parent/Community Member	Andrea Sandoval
Elected Student Member	Vanessa Cedeno Manzo
Elected Student Member	Jessica Garcia
Elected Student Member	Daveli Leanos
Elected Parent Alternate	Sarah Machado
Elected Other School Personnel Alternate	Rebecca Bray

The Community Schools Coordinator (supported with CCSPP grant funding) will continue to spearhead community engagement and school transformation efforts by (1) chairing Community Schools Leadership Team meetings and collaborating closely with MSHS leaders and stakeholders to ensure fidelity of CCSPP Project implementation and the success of all proposed school improvement efforts; (2) maintaining a Community School Partnership Matrix that outlines the commitments of each partner; (3) serving as Madera Unified's lead liaison to each partner; (4) collaborating with the Madera Unified Executive Director of Accountability and evaluator to assess the quality and impact of community school services; (5) leading the Leadership Team in the continuous quality improvement efforts; and (6) broadly disseminating evaluation findings to the Madera Unified Executive Cabinet, School Board, and Purple Pyramid school communities to ensure the long-term sustainability of community school services, including through LCAP integration.

Throughout CCSPP implementation, the Madera Unified Community Schools Leadership Team and MSHS Site Council will continue to meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. One meeting per year will focus on review of partner roles and ways to effectively leverage and braid partner resources to best meet the needs of MSHS students and families and to avoid service duplication.

Madera South High School
School Site Council Meeting Agenda

Madera South High School Vision: *In partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.*

Madera South High School Mission: *It is the mission of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.*

Date: February 7, 2023 Time: 4:00 pm

Location: Room 102/103 Roster Minutes

SSC Guide
Presentation Link
Copy of Sign In Sheet

Agenda:

1. Welcome and Introductions
2. Call to Order (*Quorum must be established if items are to be voted upon. Time, by whom, and second must be part of the minutes.)*
3. Public Input
4. Reading and approval of the SSC Minutes from 12/6/22
5. New Business
    a. Department Share: English Department
        i. Presentation
    b. Recap WASC Visit
    c. PAC Meeting | January 25, 2023
    d. CCSPP Grant
        i. Presentation
    e. Previous Title I Purchases
    f. Approve Title I Purchases
        i. No Red Ink
6. Announcements:
    a. Parent Advisory Committee (PAC) Meeting @ Wed Feb 8, 2023, 6 pm - 7:30 pm
    b. LCAP Meeting, 6 pm - 7 pm, MSHS Cafeteria
    c. Parent Listening Session March 3 @ 7:30 AM
7. Next Meeting: Tuesday, March 7, 4:00 PM
8. Adjournment: Motion _____ Second _____ Pass? _____

Date Posted: 2/3/23

Madera South High School

Orden del día de la reunión del consejo del sitio escolar

Visión de Madera South High School: *En asociación con las familias y la comunidad, ayudamos a crear aprendices de por vida a través de relaciones sólidas, altas expectativas con apoyo y un compromiso inquebrantable para tener éxito.*

Misión de la Escuela Secundaria Madera South: *La misión de la Escuela Secundaria Madera South es que todos los estudiantes se gradúen con las habilidades para garantizar que sean solidarios, competentes, pensadores críticos y preparados para el éxito universitario, profesional y comunitario.*

Fecha: 7 de febrero de 2023 Hora: 4:00 pm

Lugar: Sala 102/103 Actas de

Guía del SSC
Enlace de presentación
Copia de la hoja de

Agenda:

1. Bienvenida y Presentaciones
2. Llama para ordenar (*Se debe establecer quórum si se van a votar artículos. El tiempo, por quién y el segundo deben formar parte del acta.)*
3. Entrada pública
4. Lectura y aprobación del SSCMinutos del 15/11/22
5. Nuevo negocio
    a. Departamento Compartir: Departamento de Inglés
        i. Presentación
    b. Resumen de la visita a WASC
    c. Reunión del PAC | 25 de enero de 2023
    d. Beca CCSPP
        i. Presentación
    e. Compras anteriores del Título I
    f. Aprobar compras de Título I
        i. Sin tinta roja
6. Anuncios:
    a. Reunión del Comité Asesor de Padres (PAC) el miércoles 8 de febrero de 2023, de 6 p. m. a 7:30 p. m.
    b. Reunión LCAP, 6 pm - 7 pm, cafetería de MSHS
    c. Sesión de escucha para padres 3 de marzo a las 7:30 a. m.
7. Próxima reunión: martes, 7 de marzo, 4:00 p. m.
8. Aplazamiento:Movimiento _____ Segundo _____ ¿Paso? _____

Date Posted: 2/3/23

Madera South High School
School Site Council
2022- 2023 Membership & Attendance

Staff

parent/community/students

alternates (only vote when member is absent)

	Members	Category	Term	9/19/22	10/18/22	11/15/22	12/6/22	2/7/23	3/7/23	4/18/23	5/16/23	SPSA Vote	Email Address	Phone #
1	Jon Steinmetz	Principal	perm	Present	Present	Present	Present	Present					jonsteinmetz@maderausd.org	675-4450 ext 1004
2	Chris Brown	Teacher	21/22-22/23	Present	Present	Present	Present	Present					CHRISTOPHERBROWN@maderausd.org	675-4450 ext 1107
3	Julie Luxon	Teacher	21/22-22/23	Absent	Absent	Absent	Present	Absent					julieluxon@maderausd.org	675-4450 ext 1704
4	Fernando Cisneros	Teacher	22/23-23/24	Present	Present	Present	Absent	Present					fernandocisneros@maderausd.org	675-4450 ext 7109
5	Oscar Chavez	Teacher	22/23-23/24	Present	Absent	Absent	Present	Absent					oscarchavez@maderausd.org	675-4450 ext 1404
6	Esmeralda Marquez	Other Staff	21/22-22/23	Present	Present	Absent	Present	Present					esmeraldamarquez@maderausd.org	675-4450 ext 1550
7	Vanessa Cedeno Manzo	Student	22/23	Present	Present	Present	Present	Absent					23vanessac710@maderak12.org	
8	Jessica Garcia	Student	22/23	Present	Present	Absent	Present	Present					23jessicag575@maderak12.org	
9	Daveli Leanos	Student	22/23	Absent	Present	Absent	Present	Present					24davelil012@maderak12.org	
10	Monica Bravo	Parent	22/23-23/24	Absent	Absent	Absent	Absent	Absent					bramoniesquivel@gmail.com	
11	Andrea Sandoval	Parent	22/23-23/24	Present	Absent	Present	Present	Absent					aksandoval90@gmail.com	
12	Ramon Villa	Parent	22/23-23/24	Present	Present	Present	Present	Absent					ramon.l.villa@gmail.com	
13	Rebecca Bray	Other Staff Alternate	21/22-22/23	Absent	Present	Present	Present	Present					rebeccabray@maderausd.org	675-4450 ext 1134
14	Sarah Machado	Parent Alternate	22/23-23/24	Absent	Present	Present	Present	Present					sarahmachado@maderausd.org	

Office Holders

Chairperson: Fernando Cisneros

Vice Chairperson: Esmeralda Marquez

Secretary: Andrea Sandoval

Additional Teacher Nominees:

Kevin Rose

* = present for part of meeting

Student Nominees:

Vanessa Cedeno Manzo

Jessica Garcia

Daveli Leanos

Parent Nominees:

Monica Bravo, Sarah Machado, Ramon Villa

Julie Herd, Cristhian Nelson, Sarina Iniguez-De La Rosa

Andrea Sandoval

School Site Council Training Slides

District Tracker

Madera South High School

School Site Council Meeting Minutes

Madera South High School Vision: *In partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.*

Madera South High School Mission: *It is the mission of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.*

Date: 2/7/23 Time: 4:00 pm

Agenda:

1. Welcome and Introductions

2. Call to Order: The meeting was called to order at 4:00 PM by Mr. Steinmetz. A quorum was established with principal Jon Steinmetz, Trustee Joetta Fleak, Trustee Salazar, Chris Brown, Fernando Cisneros, Esmeralda Marquez, Jessica Garcia, Daveli Leanos, Rebecca Bray, and Sarah Machado.

3. Adoption of the Agenda: A motion was made by Esmeralda Marquez to adopt the agenda, seconded by Chris Brown. The motion to adopt the agenda was approved.

4. Public Input: Principal Steinmetz advised SSC members of their right to bring forth items that were not on the agenda in the public input portion of the meeting. Each member has 3 minutes to present. Mr. Steinmetz shared the new Mission and Vision posters that were designed by a freshman student on our campus and posted in every classroom.

5. Reading and approval of the minutes from 12.6.22: Mr. Steinmetz reviewed the minutes from the December 6th meeting. Title I purchases were approved; which included the purchase of Chromebook chargers, and guest speaker Lucca Petrucci. The previous meeting discussed tardy notices, more safety officers on campus, and the WASC visit. A motion was made by Rebecca Bray to approve the minutes from December 6th, the motion was seconded by Chris Brown. The motion to adopt the minutes was approved.

6. New Business
    a. Report by English Dept: Valerie Cantu, the English department chair, presented her department to the SSC. Ms. Cantu talked about the Mission and Vision from the English department courses, the courses that are available, the SMART goals which were used to develop PLC goals and theories of action, vertical alignment, calibration, and motivating students to make them feel invested in NWEA and

local assessments. Ms. Cantu shared highlights in her department such as greater investment in PLC strategies to achieve SMART goals, all students in grades 9-12 writing every day, Claim Evidence Reasoning strategies being used in all ELA courses, writing assignments being properly matched to grade level, more Project Based Learning is being implemented in 9th-grade courses to engage students, and students were taken to San Joaquin Trial and Fresno Fair Grounds to create more context-rich environments and to motivate students to write. Ms. Cantu mentioned that students would benefit from more field trips.

b. Mr. Steinmetz shared that CER has been used consistently for 4 years going through the pandemic and that our seniors have mastered the use of this learning strategy.

c. WASC Review: Mr. Steinmetz presented areas of strength and areas of growth from the WASC visit, which took place from January 22nd to January 25th.
    i. During the welcome dinner, the WASC visiting committee noticed that we put on a production for 100 parents, but they saw fewer parents. Mr. Steinmetz mentioned that we get more parental involvement during recognition nights. The parents that attended the WASC welcome dinner gave good feedback about our school.
    ii. Mr. Steinmetz described the WASC findings. The areas of strength that the WASC committee found were an overall improvement in our internal communication and dissemination of information. Teachers are working well with departments. The WASC visiting committee praised our efforts with our Graduate Profile initiative and our Mission and Vision statements. Freshmen students are showing a lot of growth and went from 40% passing their courses to 68% passing. This was due in part to our student advocates, and school initiatives such as flourishing freshmen.
    iii. Mr. Steinmetz reported the areas of growth that the WASC committee found. These areas include a continued focus on reading and Math courses. A disproportionate number of EL students are failing their classes and also have low Math test scores. CAASPP test scores still need improvement. EL students still have the highest suspension rates. Parents are frustrated that there is too much variance and fluctuations from department to department. Parents and students were not able to fully articulate what is Graduate Profile.
    iv. Mr. Steinments mentioned that WASC has not uploaded their report yet, but we are expecting a 6-year accreditation.
    v. Mr. Steinments shared that on February 22nd, we will have a parent night on Graduate Profile. This will be an informational night to present the new graduation requirement and to be able to answer any questions that parents or students may have. Matilda Torres and Madera High will be holding this informational night at their sites as well.

d. Title 1 Purchases: Mr. Steinmetz presented the recent Title I purchases.
    i. Ms, Hillman will be attending CADA from Feb. 28th to March 3rd.
    ii. Four staff members are going to Alternative Suspension Training, from March 1 through March 3rd. Ms. George was selected since she is part of our Public Safety Program, and she teaches freshmen students. Esmeralda

Marquez, our student advocate, is attending. Ms. Karkashian, the Senior class advisor is attending.

iii. A staff member is going to CAHPERD (California Association for Health, Physical Education, Recreation and Dance) training, from March 7 to March 11.

iv. Various supplies for activities and schoolwide events have been purchased; these include inkers, poster supplies,and paintbrushes.

v. The No Red Ink program is currently waiting for approval. The English department is requesting a 12-month subscription, from June 2023 to June 2024. The total cost is $11,850. The subscription would cover all of our students at Madera South. The program will help create stronger writers and critical thinkers. Half of the English department attended the No Red Ink training and found the program to be effective. The program would help improve writing and improve our student's proficiency on CAASPP. Ms. Cantu shared that the program included more targeted practice and enhanced response to intervention. Mr. Steinmetz mentioned that this program would help students who had not reached proficiency during the first time of instruction.

e. Mr. Steinmetz reviewed the CCSPP Grant He shared that it will support the SEL of our most needy students. The grant will work with schools to get support with gaps, and leverage what is available in our community. The grant is funded based on enrollment, but we do NOT get all the funds to spend on whatever we want and only at our site. Some funds are used for Purple pyramid support Personnel, PRC, training, etc. and some funds are used directly at the school site: Personnel, training, supplies, and programs.

f. Mr. Steinmetz discussed the ISEP team's areas of growth. Class libraries need to be more robust, in English or Spanish. The new library list will go through Ms. Cantu first, then Jordan Mattox will populate the new list.

g. Sarah Machado explained that the books in the classroom need to be at grade level. Some books can be matched to the reading level of our students and can appeal to the interests of a high school student.

h. Sarah Machado provided a recap of the most recent LCAP and PAC meetings and went over their needs.

i. Mr. Steinmetz provided a recap of the last parent listening session, on February 3rd. Mr. Steinmetz mentioned that more parents attended, but that we still need more parents to attend. The parent listening session focused on safety measures, and preventive strategies to respond to imminent danger. Mr. Steinmetz reiterated that no students were not in imminent danger during the safety concern from last week. Our police quickly responded and the student carrying a firearm in their backpack was arrested.

j. Jessica Garcia and Daveli Leanos shared that students did not receive the ParentSquare messages that were sent to parents. They would like all students to receive the same communication, and expressed concern about not knowing what was happening.

k. Mr. Steinmetz explained that he works closely with Area Assistant Superintendent, Mr. Carrasco, and Officer Hill. After an incident is reported, the situation is assessed before the information is disclosed on ParentSquare. Mr. Steinmetz will improve

communication with students. Mr. Steinmetz explained that the student involved in the incident was identified and arrested within 45 minutes.

l. Esmeralda Marquez communicated that she received the same ParentSquare message that parents received. She would like more information about what situation constitutes a lockdown, and what doesn't constitute a lockdown. Parents were checking constantly to make sure that their student was safe.
m. Principal Steinmetz reiterated that every situation is assessed carefully by district personnel and our police officers. The student responsible for the past incident was promptly arrested and removed from our school facilities. Mr. Steinments is bringing parent concerns to Mr. Lile and Mr. Carrasco; we are carefully considering the use of metal detectors, increasing the number of safety officers on campus, and conducting random searches with trained dogs that will detect gunpowder. He also expressed that all staff will be staying vigilant to identify changes in the behavior of students that need to be explored.
n. Valerie Cantu expressed the need to obtain more training on lockdown procedures, and also when using the Titan app to enter students that are under our supervision.
o. Sarah Machado expressed concern about the current state of events in our society, and how violence and active shooter threats are becoming embedded into our population. She expressed the need for more preventive measures and systems in place in case of a threat, because we cannot assume that it will never happen in our campus.
p. Rebecca Bray communicated that building relationships with students is most important for reporting a potential threat on campus. She believes that if students do not feel comfortable talking to an adult on campus, they will not report a possible threat.
q. Sarah Machado reiterated that we need to implement more active safeguards and protections on our campus. She believes that our students are still not reporting all crimes or potential threats on our campus. She wishes to see more decisive action, and more resources available for our protection.
r. Mr. Steinmetz clarified that we have the Stopit app, in which students are reporting crimes anonymously. Administration is responding to all of the concerns being reported. The Stopit app has successfully prevented fights. Mr. Steinmetz also mentioned that according to the Panorama survey, only 1% of our students felt like they didn't have an adult on campus they could talk to. We have personally reached to this 1% of our student population so that they can feel more connected to our campus. In addition, 93% of our student population only have had one referral or fewer, and 86% had none.
s. Esmeralda Marquex shared that we needed to remind our EL students about the ELAC meeting on Wednesday, February 8th.
t. Jessica Garcia and Daveli Leanos shared details regarding Spread the Love and other Senior class activities; such as wear the pink, raffles, prize giveaways, and 4th-period announcements. Link Crew is facilitating activities during lunch, such as writing student names on hearts.

7. Announcements:
    a. The Parent Advisory Committee (PAC) will be meeting on February 8, 2023, from 6 pm to 7:30 pm.
    b. LCAP will be meeting on February 16, from 6 pm to 7 pm, in the MSHS Cafeteria.

c. The next parent listening session will be on March 3rd, at 7:30 AM.

8. Next SSC Meeting: Tuesday, March 7, 2023

9. Adjournment at 5:00 pm PM Motion by Rebecca Bray , second by Chris Brown. The motion passed unanimously.

Secundaria Madera South

Minutas de la Reunión del Consejo Escolar

Visión de la Escuela Secundaria Madera South: *En colaboración con las familias y la comunidad, ayudamos para crear aprendices de por vida a través de relaciones sólidas, altas expectativas con apoyo, y un compromiso firme para tener éxito.*

Misión de la Escuela Secundaria Madera South: *Es la misión de Madera South que todos los estudiantes se graduarán con habilidades para asegurar que se preocupan, competentes, razonadores críticos preparados para el éxito universitario, profesional y comunitario.*

Fecha: 2/7/23 Hora: 4:00 pm

Agenda:

1. Bienvenida y Presentaciones

2. Llamada al orden: La reunión fue llamada al orden a las 4:00 PM por el Sr. Steinmetz. Se estableció un quórum con el director Jon Steinmetz, miembro del consejo Joetta Fleak, miembro del consejo Salazar, Chris Brown, Fernando Cisneros, Esmeralda Márquez, Jéssica García, Daveli Leanos, Rebecca Bray y Sarah Machado.

3. Aprobación del orden del día: Una moción fue hecha por Esmeralda Márquez para aceptar la agenda, secundada por Chris Brown. La moción para aceptar el orden del día fue aprobada.

4. Aportaciones del público: El Director Steinmetz informó a los miembros del Consejo Escolar (SSC) de su derecho a presentar temas que no estaban en el orden del día en la parte de entrada pública de la reunión. Cada miembro tiene 3 minutos para presentar. El Sr. Steinmetz compartió los nuevos carteles de Misión y Visión que fueron colocados en cada salón de clases y diseñados por un estudiante de primer año de secundaria en nuestro plantel.

5. Lectura y aprobación de las minutas del 6 de diciembre de 2022: El Sr. Steinmetz revisó las minutas de la reunión del 6 de diciembre. Las compras del Título I fueron aprobadas; lo que incluyó la compra de cargadores de Chromebook, y el orador invitado Lucca Petrucci. La reunión anterior discutió avisos de tardanza, más oficiales de seguridad en el plantel, y la visita WASC. Una moción fue hecha por Rebecca Bray para aprobar las minutas del 6 de diciembre, la moción fue secundada por Chris Brown. La moción para aceptar las minutas fue aprobada.

6. Asuntos Nuevos

a. Informe del Departamento de Inglés Valerie Cantú, la directora del departamento de Inglés, presentó su departamento al SSC. La Sra. Cantú habló sobre la Misión y Visión de los cursos del departamento de Inglés, los cursos que están disponibles, los objetivos SMART que se utilizaron para desarrollar objetivos PLC y teorías de acción, la alineación vertical, la calibración, y la motivación de los estudiantes para que se sientan involucrados en NWEA y las evaluaciones locales. La Sra. Cantú compartió los aspectos más destacados en su departamento, tales como una mayor inversión en estrategias de PLC para lograr las metas SMART, todos los estudiantes en los grados 9 a 12 escriben todos los días, las estrategias de Razonamiento de Evidencia de Afirmación que se utilizan en todos los cursos de Inglés, las tareas de escritura se ajustan adecuadamente al nivel de grado, más Aprendizaje Basado en Proyectos se está implementando en los cursos de 9no grado para involucrar a los estudiantes, y los estudiantes fueron llevados a los Tribunales de San Joaquín y a los Recintos Feriales de Fresno para crear entornos más enriquecidos por el contexto y para motivar a los estudiantes a escribir. La Sra. Cantú mencionó que los estudiantes se beneficiarían de más viajes escolares.

b. El Sr. Steinmetz compartió que el CER se ha utilizado consistentemente durante 4 años a través de la pandemia y que nuestros estudiantes de último año de secundaria han dominado el uso de esta estrategia de aprendizaje.

c. Revisión WASC: El Sr. Steinmetz presentó las áreas de fortaleza y las áreas de crecimiento de la visita WASC, que tuvo lugar del 22 de enero al 25 de enero.
    i. Durante la cena de bienvenida, el comité de visita WASC notó que pusimos una producción para 100 padres, pero vieron menos padres. El Sr. Steinmetz mencionó que tenemos más participación de los padres durante las noches de reconocimiento. Los padres que asistieron a la cena de bienvenida WASC dieron buenos comentarios acerca de nuestra escuela.
    ii. El Sr. Steinmetz describió las constataciones de WASC. Las áreas de fortaleza que el comité WASC encontró fueron una mejora general en nuestra comunicación interna y difusión de información. Los maestros están trabajando bien con los departamentos. El comité de visita WASC alabó nuestros esfuerzos con nuestra iniciativa de Perfil de Graduado y nuestras declaraciones de Misión y Visión. Los estudiantes de primer año de secundaria están mostrando un gran crecimiento al estar pasando sus cursos del 40% al 68%. Esto se debió en parte a nuestros asesores estudiantiles y a las iniciativas de la escuela, como los estudiantes de primer año que prosperan.
    iii. El Sr. Steinmetz informó de las áreas de crecimiento que el comité WASC encontró. Estas áreas incluyen un enfoque continuo en los cursos de lectura y matemáticas. El número desproporcionado de estudiantes que aprenden inglés (EL) están reprobando sus clases y también tienen bajas calificaciones en los exámenes de Matemáticas. Los resultados de los exámenes CAASPP todavía necesitan mejorar. Los estudiantes (EL) siguen teniendo las tasas de suspensión más altas. Los padres están frustrados porque hay demasiada variación y cambios de un departamento a otro.

Los padres y estudiantes no fueron capaces de expresar plenamente lo que es el Perfil del Graduado.

iv. El Sr. Steinments mencionó que WASC aún no ha presentado su informe, pero esperamos una acreditación de 6 años.

v. El Sr. Steinments compartió que el 22 de febrero, tendremos una noche de padres sobre el Perfil de Graduación. Esta será una noche informativa para presentar el nuevo requisito de graduación y para poder responder a cualquier pregunta que los padres o estudiantes puedan tener. Las Secundarias Matilda Torres y Madera High tendrán esta noche informativa en sus sitios escolares también.

d. Las compras del Título 1: El Sr. Steinmetz presentó las recientes compras del Título I.
   i. La Sra. Hillman asistirá a CADA del 28 de febrero al 3 de marzo.
   ii. Cuatro miembros del personal van a ir al Entrenamiento de Suspensión Alternativa, del 1 al 3 de marzo. La Sra. George fue seleccionada ya que es parte de nuestro Programa de Seguridad Pública, y enseña a estudiantes de primer año. Esmeralda Márquez, nuestra asesora estudiantil, asistirá. La Sra. Karkashian, la orientadora de la clase Senior asistirá.
   iii. Un miembro del personal va al entrenamiento de CAHPERD (Asociación de California para la Salud, Educación Física, Recreación y Danza), del 7 al 11 de marzo.
   iv. Se han adquirido diversos materiales para actividades y eventos escolares, como rotuladores, carteles y pinceles.
   v. El programa Sin Tinta Roja (No Red Ink) está actualmente a la espera de aprobación. El departamento de inglés solicita una suscripción de 12 meses, de junio de 2023 a junio de 2024. El costo total es de $11,850. La suscripción cubriría a todos nuestros estudiantes en Madera South. El programa ayudará a crear escritores más fuertes y pensadores críticos. La mitad del departamento de inglés asistió al entrenamiento de No Red Ink y encontró que el programa es efectivo. El programa ayudaría a mejorar la escritura y mejorar el dominio de nuestros estudiantes en CAASPP. La Sra. Cantú compartió que el programa incluyó una práctica más específica y mejoró la respuesta a la intervención. Sr. Steinmetz mencionó que este programa ayudaría a estudiantes que no habían alcanzado el dominio durante la primera vez de instrucción.

e. Sr. Steinmetz revisó la subvención CCSPP. Compartió que apoyará el SEL de nuestros estudiantes más necesitados. La subvención trabajará con las escuelas para obtener apoyo con las deficiencias, y aprovechar lo que está disponible en nuestra comunidad. La subvención se financia sobre la base de la inscripción, pero no recibimos todos los fondos para gastar en lo que queramos y sólo en nuestro sitio escolar. Algunos fondos se utilizan para el personal de apoyo de la pirámide púrpura, PRC, formación, etc. y algunos fondos se utilizan directamente en la escuela: Personal, formación, suministros y programas.

f. El Sr. Steinmetz habló de las áreas de crecimiento del equipo ISEP. Las bibliotecas de la clase necesitan ser más robustas, en inglés o español. La lista nueva de la biblioteca irá primero a la Sra. Cantú, entonces Jordania Mattox completará la lista nueva.

g. Sarah Machado explicó que los libros en el salón de clases necesitan estar al nivel del grado. Algunos libros pueden ajustarse al nivel de lectura de nuestros estudiantes y pueden atraer los intereses de un estudiante de secundaria.
h. Sarah Machado proporcionó una recapitulación de las reuniones más recientes de LCAP y PAC y repasó sus necesidades.
i. El Sr. Steinmetz proporcionó una recapitulación de la última sesión de escuchar a los padres, el 3 de febrero. El Sr. Steinmetz mencionó que más padres asistieron, pero que todavía necesitamos que más padres asistan. La sesión de escuchar a los padres se enfocó en medidas de seguridad, y estrategias preventivas para responder a un peligro inminente. Sr. Steinmetz reiteró que ningún estudiante estuvo en peligro inminente durante la preocupación de seguridad de la semana pasada. Nuestra policía respondió rápidamente y el estudiante que llevaba un arma de fuego en su mochila fue arrestado.
j. Jéssica García y Daveli Leanos compartieron que los estudiantes no recibieron los mensajes de Parent Square que se enviaron a los padres. Les gustaría que todos los estudiantes reciban la misma comunicación, y expresaron su preocupación por no saber lo que estaba pasando.
k. El Sr. Steinmetz explicó que trabaja en estrecha colaboración con el Superintendente Asistente de Área, el Sr. Carrasco, y el Oficial Hill. Después de un incidente se informa, la situación se evalúa antes de que la información se divulgue en ParentSquare. El Sr. Steinmetz mejorará la comunicación con los estudiantes. El Sr. Steinmetz explicó que el estudiante involucrado en el incidente fue identificado y arrestado en 45 minutos.
l. Esmeralda Márquez comunicó que recibió el mismo mensaje de Parent Square que recibieron los padres. A ella le gustaría tener más información sobre qué situación constituye un encierro, y qué no constituye un encierro. Los padres estaban verificando constantemente para asegurarse de que su estudiante estuviera a salvo.
m. El director Steinmetz reiteró que cada situación es evaluada cuidadosamente por el personal del distrito y nuestros oficiales de policía. El estudiante responsable del incidente pasado fue arrestado rápidamente y expulsado de nuestras instalaciones escolares. El Sr. Steinments está llevando las preocupaciones de los padres al Sr. Lile y al Sr. Carrasco; estamos considerando cuidadosamente el uso de detectores de metales, el aumento del número de oficiales de seguridad en el recinto y la realización de registros aleatorios con perros adiestrados para detectar pólvora. También expresó que todo el personal se mantendrá vigilante para identificar cambios en el comportamiento de los estudiantes que necesitan ser examinados.
n. Valerie Cantú expresó la necesidad de obtener más entrenamiento sobre los procedimientos de encierro, y también cuando se utiliza la aplicación Titan para ingresar estudiantes que están bajo nuestra supervisión.
o. Sarah Machado expresó su preocupación por el estado actual de los acontecimientos en nuestra sociedad, y cómo la violencia y las amenazas de tiradores activos se están incrustando en nuestra población. Expresó la necesidad de contar con más medidas preventivas y sistemas en caso de amenaza, porque no podemos asumir que nunca ocurrirá en nuestro recinto.
p. Rebecca Bray comunicó que establecer relaciones con los estudiantes es lo más importante para denunciar una posible amenaza en el plantel. Cree que si los

estudiantes no se sienten cómodos hablando con un adulto en el plantel, no reportan una posible amenaza.

q. Sarah Machado reiteró que necesitamos implementar medidas de seguridad y protección más activas en nuestro plantel. Cree que nuestros estudiantes siguen sin denunciar todos los delitos o amenazas potenciales en nuestro recinto. Desea ver acciones más decisivas y más recursos disponibles para nuestra protección.
r. El Sr. Steinmetz aclaró que tenemos la aplicación Stopit, en la que los estudiantes denuncian delitos de forma anónima. La administración está respondiendo a todas las preocupaciones que se reportan. La aplicación Stopit ha evitado con éxito peleas. El Sr. Steinmetz también mencionó que según la encuesta Panorama, sólo el 1% de nuestros estudiantes sentían que no tenían un adulto en el plantel con el que pudieran hablar. Hemos llegado personalmente a este 1% de nuestra población estudiantil para que puedan sentirse más conectados con nuestro plantel. Además, el 93% de nuestra población estudiantil sólo ha tenido una referencia o menos, y el 86% no ha tenido ninguna.
s. Esmeralda Márquez compartió que necesitamos recordar a nuestros estudiantes EL acerca de la reunión de ELAC el miércoles 8 de febrero.
t. Jéssica García y Daveli Leanos compartieron detalles con respecto a Difundir el Amor y otras actividades de la clase de último año, tales como el uso del color rosa, rifas, premios y anuncios de 4to período. Link Crew está facilitando actividades durante la comida, como escribir los nombres de los estudiantes en corazones.

7. Anuncios
    a. El Comité Asesor de Padres (PAC) se reunirá el 8 de febrero de 2023, de 6 pm a 7:30 pm.
    b. LCAP se reunirá el 16 de febrero, de 6 pm a 7 pm, en la cafetería MSHS.
    c. La próxima sesión para escuchar a los padres tendrá lugar el 3 de marzo, a las 7.30 horas..

8. Próxima reunión del SSC: Martes, 7 de marzo de 2023

9. Conclusión de reunión a las 5:00 PM por moción de Rebecca Bray, secundada por Chris Brown. La moción fue aprobada por unanimidad.

CCSPP

CA Community Schools Participation Program

A community school is both a place and a set of partnerships between the school and other community resources to offer a range of services and opportunities to children, youth, families, and communities.

Culture & Climate
Madera Unified School District

Four Pillars of Community Schools

1 - Integrated student supports

Personnel: Student Advocate, Intervention Specialist, Community Support Specialist, Counselor, Behavior Technician, Behavior Analyst, Child Welfare & Attendance Liaison, Coordinator, PE TSA (PlayWorks)

2 - Family and community engagement

Parent Resource Centers, Connecting to outside services

3 - Collaborative leadership & practices for educators

Professional development, conferences, trainings

4 - Extended learning time and opportunities

Field trips, presenters, speaker, program (Playworks)



Four Cornerstone Commitments

1 - A Commitment to Assets-Driven and Strength-Based Practices

2 - A Commitment to Racially Just and Restorative School Climates

3 - A Commitment to Powerful, Culturally Proficient, and Relevant Instruction

4 - A Commitment to Shared Decision Making and Participatory Practices

Culture & Climate
Madera Unified School District

Four Proven Practices

1 - Community Asset Mapping and Gap Analysis

- Identify assets and wisdoms throughout the community
- Identify gaps in programs, services, and resources

2 - The Community School Coordinator

- Responsible for overall implementation at the site

3 - Site-Based and LEA-Based Advisory Councils

- Shared decision making

4 - Integrating and Aligning with other relevant Programs

- The CCSPP grant doesn't have to fund everything, but helps to access multiple district and community service.

Culture & Climate
Madera Unified School District

Links



Community Schools Playbook: Link
Ed Code: Link
IEL Community Schools Fact Sheet: Link
CCS Framework: Link

Four Pillars of Community Schools (infographic): Link
Four Pillars of Community Schools (infographic) Spanish: Link

Culture & Climate
Madera Unified School District

Primary focus is on social-emotional wellbeing of our students, with additional focus on academics, health and social services, youth and community development, along with community engagement which leads to improved student learning, stronger families, and healthier communities.

Culture & Climate
Madera Unified School District

ELAC 4 2022-23
2.8.23
6pm via Zoom

Present: E. Marquez (staff), J. Bailey (staff), E. Moran (staff), Bella (family), Josefa Pacheco (family), Maritsa. Silvia (family), Lupita (family), Rosalinda Zamadio (family), Valeria (family)

- Marquez begins with welcome and introductions and calls the meeting to order at 6:03pm
- There is an ask for public input and reading of the last minutes
    - There is no input given
- EL data for the year is reviewed
- Services that are offered to English Language Learners is reviewed
- What Opt-out is and the process for it is reviewed
- EL Department and what they teach
    - Four available levels
- LCAP explanation
- Testing information
    - Current ELPAC testing and schedule for the rest of the month
    - NWEA Schedule
    - Appropriate testing conditions
- Mental health information
    - What is mental health awareness?
    - What are some early warning signs?
    - What resources are available?
- Current Schedule
    - Passing times
    - Tardies
- CCSPP CA Community Schools Participation Program
    - Overview of the program and what it means for Madera students
    - No questions asked or input given
- ELD 1: Student presentations from Mrs. Bailey's class of their field trip
- Meeting adjourned at 7:05pm

ENGLISH LANGUAGE ADVISORY COMMITTEE / COMITÉ SE ACCESORIA DEL IDIOMA **INGLÉS**

ELAC # 4

February 8, 2023

6:00 pm

AGENDA

1. Bienvenida / Welcome and Introductions
2. Llamada al orden / Call meeting to order
3. Aportes por parte del público / Public Input
4. Lectura y aprobación del acta / Reading and approval of minutes

Datos Anuales de Aprendices de Inglés

Annual English Learner Data

Total EL/ Total Aprendiz de inglés	Students/ Estudiantes	SPED/ RSP Educacion Especial	Long Term English Learners (LTEL)/ Aprendiz de inglés a largo plazo	Non-LTEL and At Risk/ No LTEL y En riesgo
342	1,962	83	322	5

Datos Anuales de Aprendices de Inglés

Annual English Learner Data

- ELD II, III y IV/ ELD II, III & IV
- Programa de lectura/ Reading program
- Representante Estudiantil/ Student Advocate

Optar por no Participar en los Programas de Aprendizaje de Inglés

Opt out of English Learner Programs

- **Se requiere una reunión con los padres, el maestro, el administrador del sitio y la persona designada por el distrito para solicitar esta opción/** A meeting with the Parents, Teacher, Site Administrator, and District Designee is required to request this option
- **Número total de solicitudes de exclusión recibidas hasta la fecha/** Total number of Opt out requests received to date: 14
- **Número total de solicitudes de exclusión otorgadas/** Total number of Opt out requests granted: 12

Maestros para los Estudiantes de ELD

Teachers for our ELD students

- **Mrs. Bailey-Sanchez**
  - ELD I (9th - 12th)
- **Andrea Conner**
  - ELD IV (9th-12th)
- **Ms. Delerio**
  - ELD IV (9th - 12th)
- **Mr. Madrigal**
  - ELD III (9th - 12th)

Plan de Responsabilidad de Control Local

Local Control Accountability Plan (LCAP)

- **El LCAP es una herramienta para que las agencias educativas locales establezcan metas, planifiquen acciones y aprovechen los recursos para alcanzar esas metas para mejorar los resultados de los estudiantes/** The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- **Estos planes representan un gran cambio en la forma en que California administra sus finanzas escolares/** These plans represent a big change in how California manages its school finances.
- **Cada distrito escolar debe involucrar a los padres, educadores, empleados y la comunidad para establecer estos planes/** Each school district must engage parents, educators, employees and the community to establish these plans.

INFORMACIÓN SOBRE LOS EXÁMENES
(TESTING INFORMATION)

Ventana de Prueba de Administracion (ELPAC)

Test Administration Windows (ELPAC)

Feb	**6**	Verbal	**7**	Verbal	**8**	Verbal	**9**	Verbal	**10**	Verbal
Feb	**13**	No hay clases	**14**	Lectura	**15**	Escuchar	**16**	Escritura	**17**	Escritura
Feb	**20**	No hay clases	**21**	Makeup	**22**	Makeup	**23**	Makeup	**24**	Makeup
Feb/Mar	**27**	No hay clases	**28**	Makeup	**1**	Makeup	**2**	Makeup	**3**	Makeup

Ventana de Prueba de Administracion

Test Administration Windows

Ventanas de prueba para la prueba NWEA: 31 de Enero - 4 de Febrero

Testing windows for NWEA: January 31-February 4

Grades 11 (Smarter Balanced) for ELA and Mathematics

- **En el dia que se completo 80% de los días de instrucción anuales de la escuela /** On the day in which 80% of a school's annual instructional days have been completed
- **Resultados de grado 11 utilizados para propósitos del Programa de Evaluación Temprana (EAP) /** Grade 11 results used for Early Assessment Program (EAP) purposes

Estableciendo Apropiado Condiciones de Prueba

Establishing Appropriate Testing Conditions

- **No se permite el uso de teléfonos celulares u otros dispositivos electrónicos durante las pruebas (ej. Debe apagarse y guardarse) /** Cell phones or other electronic devices are not allowed to be used during testing (e.g., they must be turned off and put away)
- **Examen será hecho por cita en el gimnasio de la escuela/** Testing will be based on appointment in the school gym.

Salud Mental
(Mental Health)

Qué es Salud Mental?

What is Mental Health?

La salud mental incluye nuestro bienestar emocional, psicológico y social. Afecta la forma en que pensamos, sentimos y actuamos. También ayuda a determinar cómo manejamos el estrés, nos relacionamos con los demás y tomamos decisiones. La salud mental es importante en todas las etapas de la vida, desde la niñez y la adolescencia hasta la edad adulta./ Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Los problemas de salud mental son comunes, pero hay ayuda disponible. Las personas con problemas de salud mental pueden mejorar y muchas se recuperan por completo./ Mental health problems are common but help is available. People with mental health problems can get better and many recover completely.

Senales de Alerta

Early Warning Signs

- **Comer o dormir demasiado o muy poco/** Eating or sleeping too much or too little
- **Alejarse de las personas y de las actividades habituales./** Pulling away from people and usual activities
- **Tener poca o ninguna energía/** Having low or no energy
- **Sentirse entumecido o como si nada importa/** Feeling numb or like nothing matters
- **Tener dolores y molestias inexplicables/** Having unexplained aches and pains
- **Sentirse impotente o sin esperanza/** Feeling helpless or hopeless
- **Fumar, beber o usar drogas más de lo habitual/** Smoking, drinking, or using drugs more than usual
- **Sentirse inusualmente confundido, olvidadizo, nervioso, enojado, molesto, preocupado o asustado/** Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared

Senales de Alerta

Early Warning Signs

- **Gritar o pelear con familiares y amigos./** Yelling or fighting with family and friends
- **Experimentar cambios de humor severos que causan problemas en las relaciones./** Experiencing severe mood swings that cause problems in relationships
- **Tener pensamientos y recuerdos persistentes que no puedes sacar de tu cabeza/** Having persistent thoughts and memories you can't get out of your head
- **Escuchar voces o creer cosas que no son ciertas/** Hearing voices or believing things that are not true
- **Pensar en hacerse daño a sí mismo o a los demás/** Thinking of harming yourself or others
- **Incapacidad para realizar tareas diarias como cuidar a sus hijos o ir al trabajo o a la escuela/** Inability to perform daily tasks like taking care of your kids or getting to work or school

Salud Mental y Bienestar

Mental Health and Wellness

La salud mental positiva permite a las personas/ Positive mental health allows people to:

- **Darse cuenta de todo su potencial/** Realize their full potential
- **Hacer frente a las tensiones de la vida trabajar/** Cope with the stresses of life
- **Trabajar productivamente/** Work productively
- **Hacer contribuciones significativas a sus comunidades./** Make meaningful contributions to their communities
- **Las formas de mantener una salud mental positiva incluyen:/** Ways to maintain positive mental health include:

Salud Mental y Bienestar

Mental Health and Wellness

Obtener ayuda profesional si la necesita/ Getting professional help if you need it

- **Conectando con Otros/** Connecting with others
- **Mantenerse Positivo/** Staying positive
- **Ponerse físicamente activo/** Getting physically active
- **Ayudando a otros/** Helping others
- **Dormir lo suficiente/** Getting enough sleep
- **Desarrollar habilidades de afrontamiento/** Developing coping skills

Quien Me Puede Ayudar en la Escuela?

Who can help me at school?

- Consejeros Escolares/ School Counselors
  - No ofrecen servicios de terapia pero pueden referir/ Does not offer therapy sessions but can refer.
- Psicologo Escolar/ School Psychologist
  - Leticia Bermudez (Espanol)
  - Jordan Ambers
- Terapeuta Escolar/ School Behavioral Health Clinician
  - Robert Mason
- Camarena Health Center
  - Además ofrecen servicios médico y dental/ They also offer medical and dental services.
- Salud de Comportamiento del Condado de Madera/ Madera County Behavioral Health

Horario de campana

Bell Schedule

MSHS 2021/2022 Bell Schedules

Regular (non early out bell schedule) Mon, Tues, Thursday, Friday	
Zero	7:45 – 8:25
1st	8:30 – 9:30
2nd	9:36 – 10:35
Break	10:35 – 10:45
3rd	10:51 – 11:50
4th	11:56 – 12:55
Lunch	12:55 – 1:35
5th	1:41 – 2:40
6th	2:46 – 3:45
7th	3:50 – 4:30

Wednesday Early Out and Extended 4th Period	
Zero	7:45 – 8:25
1st	8:30 – 9:10
2nd	9:16 – 9:56
Break	9:56 – 10:06
3rd	10:12 – 10:52
4th	10:58 – 11:58
Lunch	11:58 – 12:38
5th	12:44 – 1:24
6th	1:30 – 2:10
7th	2:15 – 2:55

1 Hour Fog Delay	
1st	08:30 – 09:30
1st	09:30 – 10:20
2nd	10:26 – 11:15
Break	11:15 – 11:25
3rd	11:31 – 12:20
4th	12:26 – 01:15
Lunch	01:15 – 01:55
5th	02:01 – 02:50
6th	02:56 – 03:45

Testing	
1st / 2nd	08:30 – 10:35
Break	10:35 – 10:45
3rd / 4th	10:51 – 12:55
Lunch	12:55 – 01:35
5th / 6th	01:41 – 03:45

Finals	
1st / 3rd / 5th	08:30 – 10:30
Break	10:30 – 10:54
2nd / 4th / 6th	11:00 – 01:00

Stallion STORM

Self Belief ~ Trustworthy ~ Optimistic ~ Respectful ~ Motivated

REUNIONES DE ELAC
(ELAC MEETING SCHEDULE)

- **ELAC**
- **September / Septiembre 28, 2022**
- 6:00 – 7:00 pm
- **October / Octubre 26, 2022**
- 6:00 – 7:00 pm
- **December / Diciembre 9, 2022**
- 6:00 – 7:00 pm
- **February / Febrero 8, 2023**
- 6:00 – 7:00 pm
- **April / Abril 12, 2023**
- 6:00 – 7:00 pm

DELAC

October /octubre 17, 2022
6:00 – 7:30 pm
November /noviembre 14, 2022
6:00 – 7:30 pm
December /diciembre 12, 2022
6:00 – 7:30 pm
January / enero 23, 2023
6:00 – 7:030 pm
February / febrero 27, 2023
6:00 – 7:30 pm
March / march 27, 2023
6:00 – 7:30 pm
April /abril 27, 2023
6:00 – 7:30 pm
May / mayo 15, 2023
6:00 – 7:30 pm

CCSPP

CA Community Schools Participation Program

A community school is both a place and a set of partnerships between the school and other community resources to offer a range of services and opportunities to children, youth, families, and communities.

Culture & Climate
Madera Unified School District

Four Pillars of Community Schools

1 - Integrated student supports

Personnel: Student Advocate, Intervention Specialist, Community Support Specialist, Counselor, Behavior Technician, Behavior Analyst, Child Welfare & Attendance Liaison, Coordinator, PE TSA (PlayWorks)

2 - Family and community engagement

Parent Resource Centers, Connecting to outside services

3 - Collaborative leadership & practices for educators

Professional development, conferences, trainings

4 - Extended learning time and opportunities

Field trips, presenters, speaker, program (Playworks)



Four Cornerstone Commitments

1 - A Commitment to Assets-Driven and Strength-Based Practices

2 - A Commitment to Racially Just and Restorative School Climates

3 - A Commitment to Powerful, Culturally Proficient, and Relevant Instruction

4 - A Commitment to Shared Decision Making and Participatory Practices

Culture & Climate
Madera Unified School District

Four Proven Practices

1 - Community Asset Mapping and Gap Analysis

- Identify assets and wisdoms throughout the community
- Identify gaps in programs, services, and resources

2 - The Community School Coordinator

- Responsible for overall implementation at the site

3 - Site-Based and LEA-Based Advisory Councils

- Shared decision making

4 - Integrating and Aligning with other relevant Programs

- The CCSPP grant doesn't have to fund everything, but helps to access multiple district and community service.

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Madera Unified School District

Links



Community Schools Playbook: Link
Ed Code: Link
IEL Community Schools Fact Sheet: Link
CCS Framework: Link

Four Pillars of Community Schools (infographic): Link
Four Pillars of Community Schools (infographic) Spanish: Link

Culture & Climate
Madera Unified School District

Primary focus is on social-emotional wellbeing of our students, with additional focus on academics, health and social services, youth and community development, along with community engagement which leads to improved student learning, stronger families, and healthier communities.

Culture & Climate
Madera Unified School District

Madera South High School - MTSS Roadmap

Mission (purpose/ why)	**It is the mission** of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.		
Vision (what we must become)	**Our vision** is that in partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.		
Collective Commitments (Values**)**	• We will be **collaborative** by being open minded, listening and validating each other's ideas. • We will be **equitable,** making sure that everyone feels valued, embracing differences and working through new challenges. • We will build **community partnerships** by providing leadership and supporting all of its various members, taking into account the specific needs experienced community-wide, and addressing them all with an interest of serving the whole through serving its parts. • We aim for **innovation** not only in our planning but also in the way we approach every aspect of our organization. • We are **results-oriented** and focused on the outcome of our tasks. • We are **high-achieving** and will not compromise our high expectations. • We will ensure that decisions made are **student-centered** and focused on their needs.		
Goals	Growth Goal: *80% of students will reach their BEST ELA growth goal on NWEA by 2025* 2022-23 Goal: *55% of students will reach their BEST ELA growth goal on NWEA by Spring 2023* Achievement Goal: 15 points increase in DFS on CAASPP *+ PLC S.M.A.R.T Goals*	Growth Goal: *80% of students will reach their BEST Math growth goal on NWEA by 2025* 2022-23 Goal: *52% of students will reach their BEST Math growth goal on NWEA by Spring 2023* Achievement Goal: 42 points increase in DFS on CAASPP *+ PLC S.M.A.R.T Goals*	Culture Goal: *Build student engagement by Building a Safe & Healthy Environment for Learning and Work* *+ PBIS Team S.M.A.R.T Goals* *Referrals, Suspensions, Climate, Panorama Student Survey*
Strategies & Initiatives	*Highly Effective PLCs *Response to Instruction (RTI) *Viable Curriculum, Highly Effective Instructional Practices, Assessment, and Intervention	*Highly Effective PLCs *Response to Instruction (RTI) *Viable Curriculum, Highly Effective Instructional Practices, Assessment, and Intervention	*Positive Behavioral Interventions and Supports (PBIS) *Alternative Discipline (AD) *Social-Emotional Learning
	• EL Success Team • Stallion Honor Society • Literature Circles • Claim, Evidence, Reasoning • Project Based Learning (PBL) • Annotating Tool • NWEA Goal Setting • ARC • RI Goal Setting	• EL Success Team • Math Success Team • Stallion Honor Society • Lesson Study • Project Based Learning (PBL) • 80/20 Student/Teacher Talk • Portfolios/Reflection • NWEA Goal Setting • Community Circles with SVU	• House Model • Frosh Success Team • Safe school Ambassadors • Restorative Justice • Student advocates • Behavior intervention in Student Responsibility Center • Weekly Newsletter Shout-Outs • Tardy Sweeps • In-class intervention folder • Greet students at the door each morning • Admin and safety team supervise at all breaks, passings, and lunch • Student-Teacher Respect Agreements • Campus tours to teach

			expectations in context • Classroom matrices (teacher S.T.O.R.M. expectations) • Stallion of the Week • Monthly S.T.O.R.M. Awards • Student Store • Minor and Major Referrals • Evidence-Based Practices • Community Connections • Cultural Months

***Family & Community Partnerships**	• Student Study Team meetings (as needed)
	• ELAC
	• School Site Council
	• PIQE
	• PTA
	• Community Connections
	• Athletic Boosters
	• Back to School Night
	• Communication through Parent Square
	• Parent-Teacher Conferences
	• Targeted phone calls home
	• Timely Phone calls home regarding concerns
	• Utilize the Student Advocates, Counselors, Home Liaisons, Safety Officers, and Office Administrative Assistants to connect with parents
	• Award ceremonies
	  ○ Athletics
	  ○ 4.0 NIght
	  ○ Student Recognition Night
	  ○ Stallion Honor Society Pinning Celebration & Recognition NIght
	  ○ CTE Recognition Nights
	  ○ Seal of Biliteracy
	  ○ Scholarship		

** No School has ever improved just because they wrote a vision, mission, goals, and value statements. These important elements must be translated into reality.*

** Actions bring about change. Setting purpose and priorities helps create a school culture that does not tolerate failure.*

** Students do not have achievement gaps we have to fill. They have gifts we need to leverage."*
~ Dr. Jose Medina, Educational Advocate

Obstacles/fixed mindset taboos that DON'T support our mission, vision, values, goals, a growth mindset, or high expectations...and CONTRIBUTE TO MAKING A CULTURE TOXIC:

1. **Focusing on what our students CAN'T do or blaming students or colleagues, as opposed to focusing on what our students CAN do and how we move forward regardless.**

2. **What we don't want to hear:**
   - CAN'T --- instead, say, "will" or "yet"
   - I give up (i.e. on a goal, task, colleague, student, group of students)
   - The ones that don't get, never will
   - Low kids - reflect, will they ever be anything but low?
   - Only if...the previous teacher, grade, had done their job (blame)
   - It's THEIR culture not to...what can we expect of…?

- It's a CULTURAL thing to…
- Because of their circumstances…disabilities, language, home life, academic levels, parents, SES...
- They're in or on an IEP, so I wouldn't expect them to….

3. **Empathy for our students WILL NOT translate to lowering expectations.**

Why choose Career Technical Education?

- Madera Unified CTE programs provide a pathway for higher education and rewarding careers, where industry experts use applied academics to teach real world skills.
- By enrolling in CTE classes students connect academics to real world situations that can lead to employment in growing high demand fields.
- Students are given opportunities to learn through meaningful hands on labs and work based learning on real and simulated job sites.
- Students learn skills that are applicable in both career and college, such as problem solving, teamwork, clearly communicating, planning, meeting deadlines, and collaborating.
- Students enrolled in CTE are increasingly high performers with higher than average graduation rates, and impressive post-secondary enrollment rates.
- Opportunities to earn free college credit through high school coursework.





Pathways In Career Sectors

Career Pathways are a sequence of courses that integrate academics with career relevant skills that are aligned with industry needs for an opportunity for high skills, high wage careers. The pathways are designed to lead students to a post-secondary degree or certification.

Changing approaches ... Changing perspectives ... the pathway to College and Career Readiness through Career Technical Education.





More than 4,500 students take a Career Technical Education Course everyday in Madera Unified.



Discover your "WHY" and push your "PASSION" to the next level through Career Technical Education.

Madera Unified offers pathways in **12 industry sectors** and many programs of study:

- **Agriculture and Natural Resource**
  - Agricultural Power Systems
  - Agriculture Mechanics Welding and Fabrication
  - Agriscience
  - Animal Science
  - Floral Design
  - Plant Science Viticulture and Enology
  - Ag Business
- **Arts Media and Entertainment**
  - Film and Video Production
  - Game Design and Animation
  - Performing Arts
  - Production and Managerial Arts
- **Building and Construction Trades**
  - Residential and Commercial Construction
- **Education, Child Development, and Family Services**
  - Early Childhood Education
  - Education
- **Engineering and Architecture**
  - Engineering Technology
- **Health Science and Medical Technology**
  - Nursing Careers
  - Sports Medicine and Athletic Training
- **Hospitality, Tourism and Recreation**
  - Culinary Arts
- **Information & Communication Technologies**
  - Computer Science
- **Marketing, Sales and Service**
  - Entrepreneurship and Self Employment
  - Marketing
- **Manufacturing and Product Development**
  - Robotics and Automation
- **Public Services**
  - Public Safety
- **Transportation**
  - Automotive Services and Repair
  - Heavy Truck Services and Repair



CAMARENA HEALTH

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Suite 202
Madera, CA 93637
(559) 664-4000
info@camarenahealth.org
camarenahealth.org.

10/31/2022

Madera Unified School District
Attn: Mr. Todd Lile
1902 Howard Road
Madera, CA 93637

Dear Superintendent Lile,

I am writing this letter today to share that Camarena Health is in full support of Madera Unified School District MUSD) serving as the proposed 21st Century High School ASSETs lead to the MUSD After School Program at Torres High.

Camarena Health is the largest primary care provider in Madera County serving over 55,000 patients through our 18 Federally Qualified Health Center sites. Camarena Health has developed a comprehensive school-based health model that features collaboration with various school sites and programs within MUSD, including school-based health centers on the campuses of Madera South and Matilda Torres high schools. In supporting MUSD in their efforts of strengthen the MUSD After School Program, we are able to provide opportunities for MUSD students and their families with access to health care services, health and nutrition education programs, and resources during and after the school day.

Through our existing partnership with MUSD and MUSD's Parent Resource Centers, Camarena Health will provide culturally competent health care based resources and information and resources related to insurance enrollment for families. Camarena Health will also assist MUSD in providing the After School Program with i) resources and health screenings at health fairs; ii) support to their annual health day event; iii) nutrition education classes for parents and students, as requested; iv) support for career technical education efforts related to health care; and v) other healthcare-related services, as needed. Camarena Health's total in-kind contribution for the identified services and resources listed above is valued at $10,000 per year.

Sincerely,

Paulo A. Soares, MHA
Chief Executive Officer
Camarena Health