

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Steve Betando, Superintendent	(408) 201-6000

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7 and 8

Local Priorities: Develop a local dashboard reporting measurable indicators to add context to the state dashboard and better inform strategic planning. The following grid includes local measures that are being examined for performance over time as a precursor to such a dashboard

Annual Measurable Outcomes

Expected	Actual																																																								
<p>Improve over prior year by 0.1 percent until exceeding county levels.</p> <p>Percentage of (SARC 2018-19):</p> <table><tr><td>Fully Credentialed:</td><td>95.8%</td><td>Misassigned</td></tr><tr><td>outside of credential</td><td>2.5%</td><td></td></tr><tr><td>Without full credential</td><td>1.7%</td><td></td></tr></table>	Fully Credentialed:	95.8%	Misassigned	outside of credential	2.5%		Without full credential	1.7%		<p>Certificated Staff Assignments</p> <p>New measures from current SARC: 2019-20</p> <table><tr><td>Fully Credentialed:</td><td>97.1%</td><td>Met</td></tr><tr><td>Misassigned outside of credential</td><td>1.6%</td><td>Met</td></tr><tr><td>Without full credential</td><td>2.9%</td><td>Not Met</td></tr></table>	Fully Credentialed:	97.1%	Met	Misassigned outside of credential	1.6%	Met	Without full credential	2.9%	Not Met																																						
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<p>Metric to add context to Priority 1 which allows us to track volatility in staffing</p> <p>Teaching staff: Current year data as of March 4 2018-19</p> <table><tr><td>Total teaching staff:</td><td>395.0</td><td>FTE</td><td>(100%)</td></tr><tr><td>Total Clear Credentials.</td><td>338.0</td><td>FTE</td><td>(85.5%)</td></tr><tr><td>Total Preliminary Credentials</td><td>48.0</td><td>FTE</td><td>(12.2%)</td></tr><tr><td>Total Intern by Ed Code</td><td>9.0</td><td>FTE</td><td>(2.3%)</td></tr><tr><td>Total Waiver Teachers</td><td>8.0</td><td>FTE</td><td>(2%)</td></tr><tr><td>Total First Year</td><td>26.0</td><td>FTE</td><td>(3.6%)</td></tr><tr><td>Total Retiring (updated count)</td><td>13</td><td>FTE</td><td>(3.3%)</td></tr></table>	Total teaching staff:	395.0	FTE	(100%)	Total Clear Credentials.	338.0	FTE	(85.5%)	Total Preliminary Credentials	48.0	FTE	(12.2%)	Total Intern by Ed Code	9.0	FTE	(2.3%)	Total Waiver Teachers	8.0	FTE	(2%)	Total First Year	26.0	FTE	(3.6%)	Total Retiring (updated count)	13	FTE	(3.3%)	<p>Teaching staff: Current year data as of March 4 2019-20</p> <table><tr><td>Total teaching staff:</td><td>369.1</td><td>FTE</td><td>(100%)</td></tr><tr><td>Total Clear Credentials.</td><td>307</td><td></td><td>(83.2%)</td></tr><tr><td>Total Preliminary Credentials</td><td>57</td><td></td><td>(15.4%)</td></tr><tr><td>Total Intern by Ed Code</td><td>4</td><td></td><td>(1.1%)</td></tr><tr><td>Total Waiver Teachers</td><td>7</td><td></td><td>(1.9%)</td></tr><tr><td>Total First Year</td><td>24</td><td></td><td>(6.5%)</td></tr><tr><td>Total Retiring (updated count)</td><td>8</td><td></td><td>(0.3%)</td></tr></table>	Total teaching staff:	369.1	FTE	(100%)	Total Clear Credentials.	307		(83.2%)	Total Preliminary Credentials	57		(15.4%)	Total Intern by Ed Code	4		(1.1%)	Total Waiver Teachers	7		(1.9%)	Total First Year	24		(6.5%)	Total Retiring (updated count)	8		(0.3%)
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Goal: Maintain min 2 months reserve as per BP 3100 (16.67%) Maintain “Very High Grade Credit” rating Maintain Positive Certification: 2018-19 Reserve percentage: 17.51% Credit rating: Aa1(Moody’s) Budget Certification: Positive	Maintain Financial Solvency and Bond Rating: 2019-20 Met Reserve percentage: 17.37% Credit rating: Aa1 (Moody’s) and AA (S&P Global Bond Ratings) Budget Certification: Positive																																																
Maintain William’s Act Compliance: Expected to pass annual review SCCOE Audit 2018-19 <table><tr><th></th><th>Audit</th><th>Complaints</th></tr><tr><td>Qualified Teachers:</td><td>Passed</td><td>0</td></tr><tr><td>Instructional Materials</td><td>Passed</td><td>0</td></tr><tr><td>Safe Facilities</td><td>Passed</td><td>0</td></tr></table>		Audit	Complaints	Qualified Teachers:	Passed	0	Instructional Materials	Passed	0	Safe Facilities	Passed	0	Maintain William’s Act Compliance: SCCOE Audit 2019-20 Met <table><tr><th></th><th>Audit</th><th>Complaints</th></tr><tr><td>Qualified Teachers:</td><td>Passed</td><td>0</td></tr><tr><td>Instructional Materials</td><td>Passed</td><td>0</td></tr><tr><td>Safe Facilities</td><td>Passed</td><td>0</td></tr></table>		Audit	Complaints	Qualified Teachers:	Passed	0	Instructional Materials	Passed	0	Safe Facilities	Passed	0																								
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Improve Graduation Rates, Close gaps and rates for major group to over 96%: (2018-19 rates)

	All	White	Latino	Low SES
District Status	84.0	88.4%	77.0%	76.8%
District Change	-5.3%	-3.3%	-7%	-9.3%
County	85.9%	88.8%	74.7%	77.0%
State	84.5%	88.4%	82.1%	81.1%

Reduce Latino-White student achievement gap & effect ratios, metric used for planning and distribution of resources.

	2018-19
ELA Gap (SBAC points)	82.2
Math Gap (SBAC points)	86.3
Parent Education Level:	28%
Socioeconomic Status:	28%
English Proficiency:	33%
Controlled gap:	11%

CAASPP SBAC Scores: Reduce students not meeting standards, ($\Delta > 0\%$ and state Δ)

All Students:	2017-18			There is a need to establish volatility and reliability coefficients to determine significance of changes in measures in advance of determining realistic targets for growth. Performance levels have the track record of being among the least reliable of the state metrics. (Simulations reveal that performance level percentages can vary over 20% within the standard error of measurement precision of the tests due to "bubble student" effects)
ELA	Dist. 29%	St: 28%		
Math	Dist. 35%	St: 36%		
Science:	Dist. N/A	St: N/A		
Latino				
ELA	Dist. 41%	St: 35%		
Math	Dist. 49%	St: 45%		
Science	Dist. N/A	St: N/A		
White				
ELA	Dist. 17%	St: 16%		
Math	Dist. 20%	St: 22%		
Science	Dist. N/A	St: N/A		

Improve Graduation Rates: 2019-20 rates

	All	White	Latino	Low SES	
District Status	87%	88.5%	82.4%	78.4%	not met
District Change	+3 %	+0.1%	+5.4%	+1.6%	not met
County	80.4%	86.1%	72.8%	73.5%	not met
State	84.3%	87.9%	82.2%	81.2%	not met

Reduce Latino-White student achievement gap and effect ratios 2019-20

ELA Gap (SBAC points)	80.2	Decreased 2 pts
Math Gap (SBAC points)	83.2	Decreased 3.1 pts
Parent Education Level:	54%	
Socioeconomic Status:	31%	
English Proficiency:	21%	
Controlled gap:	19%	

Note: This means that when the White-Latino achievement score gap is controlled for similar parent education levels, 54% of the gap disappears, when Socioeconomic status is controlled, 31% of the gap disappears, and when English proficiency is controlled, 21% of the gap disappears. When all three factors are controlled, 19% of the gap remains that may be due to other factors such as possible biases in the educational program, assessment, or other unmeasured factors. Such effect ratios help to inform the allocation of funds to such projects as equity training, parent education, EL programs, and other whole child supports that affect student achievement.

CAASPP SBAC Scores: reduce % not meeting standard

All Students:	2018-19		
ELA	Dist. 28.7%	St: 26.7%	reduced 0.3%
Math	Dist. 35.2%	St: 34.8%	
Science:	Dist. N/A	St: N/A	
Latino			
ELA	Dist. 40.75%	St: 33.48%	reduced 0.25%
Math	Dist. 49.15%	St: 43.9%	
Science	Dist. N/A	St: N/A	
White			
ELA	Dist. 15.82%	St: 16.1%	reduced 1.18%
Math	Dist. 20.68%	St: 21.6%	
Science	Dist. N/A	St: N/A	

(note, metrics lag by a year due to no CAASPP in 2019-20)

Maintain or improve levels during initial implementation of new curriculum; >5 pts growth by year 3 of new curriculum 2017-18	CAASPP Scaled Score status & change values 2018-19		
CAASPP Growth	District	State	
ELA CAASPP growth	-4.2 pts.	2.2 pts.	
Math CAASPP growth	-3.3 pts.	1.3 pts.	
Science CAASPP growth	N/A	N/A	
	Status scores are avg. distance from level meeting standard		
	Note: there was no 2019-20 CAASPP test due to the pandemic		
English Learner Metrics Reduce LTEL Rate by 0.2 during each year of plan, Maintain RFEP and EL rate above State level. 2017-18	English Learner Metrics 2018-19		
RFEP Rate:	District	State	
	18.1%	14.6%	MET
EL Growth Rate:	New state methodology		
EL Status:	New state methodology		
Fall F&P reading levels, Increase early reading levels to at or above grade level average, identify and support underperforming readers using MTSS tiered response Fall of 2018-19	Fall F&P reading levels 2019-20		
Kinder:	0.01		
Grade 1:	0.91		
Grade 2:	1.71		
Grade 3:	2.94/ 428.4 (Lexile)		
Grade 8 NWEA MAP Test scores 2018-19 , Exceed previous score or maintain above target score, New targets: ELA 221.5, Math 229.2, Science 214 (baseline targets represent national norms).	Grade 8 NWEA MAP Test scores		
	Score	Target	(National)
MAP English	220.0	219.1	217.2
Lexile Reading	1009	925	900
Math	229.9	229.1	226.3
Science	214.9	212.3	210.3
	8th grade RIT scores are above national norms though below last year's scores. Scores exceed our target in science but are short in ELA, Math and lexile reading level.		

<div><div>AP Test Performance</div><div>Maintain or improve high AP program participation and pass rate per capita metrics by comparison to statewide measures</div><div>AP Test Performance 2017-18</div><div><div>% AP participants</div><div>District: 45.2%</div><div>State: 26.2</div></div><div><div>% AP pass 3+ / total enroll.</div><div>District: 34.6%</div><div>State: 28.3%</div></div></div>	<div><div>AP Test Performance (from CDE Dataquest)</div><div>2018-19</div><div><div>% AP participants</div><div>District: 41.2%</div><div>State: 26.3</div></div><div><div>% AP pass 3+ / total enroll.</div><div>District: 36.1%</div><div>State: 28.8%</div></div><div>2019-20</div><div><div>% AP participants</div><div>District: 40.4%</div><div>State: 24.6</div></div><div><div>% AP pass 3+ / total enroll.</div><div>District: 46.0%</div><div>State: 29.4%</div></div></div>
<div><div>College/Career Readiness (College Board Metrics) 2018-19</div><div><div>Meet grade 8 benchmarks (PSAT)</div><div>Dist: 36%</div><div>St: 23%</div></div><div><div>Meet grade 10 benchmarks (PSAT)</div><div>Dist: 40%</div><div>St: 32%</div></div><div><div>SAT Participation Rate:</div><div>Dist: 56</div><div>St: 48%</div></div><div><div>SAT meeting ELA benchmarks</div><div>Dist: 85%</div><div>St: 71%</div></div><div><div>SAT meeting Math benchmarks</div><div>Dist: 68%</div><div>St: 51%</div></div><div><div>ACT Participation rate</div><div>Dist: insufficient n</div></div><div><div>ACT College Readiness Rate:</div><div>Dist: insufficient n</div></div><div><div>College Acceptances:</div><div>1510 (2.2 per graduate)</div></div><div><div>Grads meeting UC A-G</div><div>Dist: 54.7%</div><div>St: 49.6%</div></div><div><div>Biliteracy Graduates</div><div>Dist: 15.4%</div><div>St: 11.7%</div></div><div><div>Golden State Seal Merit Grads:</div><div>Dist: 34.2%</div><div>St: 22.8%</div></div><div><div>CCR Dashboard Value</div><div>Dist: 56.9 (High status)</div></div><div><div>CCR Avg other 4 unified:</div><div>Comparison: 50.4</div></div><div><div>Exceed standard 11th grade</div><div>ELA: 33% / 26% (2017-18)</div></div><div><div>District/state percentages:</div><div>Math 17% / 13%</div></div><div>Improve CCR measures annually (Delta >= 1%) while determining metric performance over time. Adjust targets as new metrics develop track record by which to accurately judge reliability and volatility to inform meaningful target growth goals</div></div>	<div><div>College/Career Readiness (College Board Metrics) 2019-20</div><div><div>Meet grade 8 benchmarks (PSAT)</div><div>Dist: 40%</div><div>St: 22%</div></div><div><div>Meet grade 10 benchmarks (PSAT)</div><div>Dist: 34%</div><div>St: 30%</div></div><div><div>SAT Participation Rate:</div><div>Dist: 59.1%</div><div>St: 49.7%</div></div><div><div>SAT meeting ELA benchmarks</div><div>Dist: 81.7%</div><div>St: 77.9%</div></div><div><div>SAT meeting Math benchmarks</div><div>Dist: 68.3%</div><div>St: 61.3%</div></div><div><div>ACT Participation rate</div><div>Dist: 169 test scores 26.5%</div></div><div><div>ACT College Readiness Rate (%>20):</div><div>Dist: 84% in ELA, Math, Sci</div></div><div><div>College Acceptances:</div><div>957 (1.4 per graduate)</div></div><div><div>Grads meeting UC A-G</div><div>Dist: 56.0%</div><div>St: 53.4%</div></div><div><div>Biliteracy Graduates</div><div>Dist: 25.5%</div><div>St: 12.9%</div></div><div><div>Golden State Seal Merit Grads:</div><div>Dist: 35.3%</div><div>St: 24.8%</div></div><div><div>CCR Dashboard Value</div><div>Dist: 54.7 (Medium status)</div></div><div><div>CCR Avg other 4 unified:</div><div>Comparison: 50.2</div></div><div><div>Exceed standard 11th grade</div><div>ELA: 34.5% / 27.1% (2018-19)</div></div><div><div>District/state percentages:</div><div>Math 18.5% / 13.9%</div></div></div>
<div><div>Career Technical Education</div><div>Improve completer rates as the CTE program evolves. Close gap to state level by one third during each year of three year plan</div><div>students on pathway</div><div><div>Ag Business</div><div>52</div></div><div><div>Ag Mechanics</div><div>73</div></div><div><div>Agriscience</div><div>623</div></div><div><div>Cab Making/millwork</div><div>115</div></div><div><div>Design,visual, media</div><div>191</div></div><div><div>Food serv & Hosp</div><div>176</div></div><div><div>Plant & soil chem</div><div>97</div></div><div><div>Production & Mgmt.</div><div>56</div></div></div>	<div><div>Career Technical Education (2019-20)</div><div>Improved completers from 130 to 182 MET (no comp state data available)</div><div>students on pathway</div><div><div>Ag Business</div><div>89</div></div><div><div>Agriscience</div><div>330</div></div><div><div>Cab Making/millwork</div><div>101</div></div><div><div>Design,visual, media</div><div>329</div></div><div><div>Performing Arts</div><div>63</div></div><div><div>Food serv & Hosp</div><div>173</div></div><div><div>Production & Mgmt.</div><div>140</div></div><div><div>Software and Systems Development</div><div>70</div></div></div>

Software and Systems Development 35 Fashion Design, Manu., and Merch. 20 Pathway Completers: 130 Agriculture Mechanics: 7 Agricultural science: 20 Cab Making/millwork: 1 Design, Visual & Media Arts: 37 Food serv & Hosp 14 Production & Mgmt. 16 Software & Systems Dev: 35	Pathway Completers: 182 Agricultural Business: 2 Agricultural science: 27 Cab Making/millwork 7 Design, Visual & Media Arts: 60 Performing Arts 15 Food serv & Hosp 30 Production & Mgmt 20 Software & Systems Dev: 17 Plant and soil science 4
Special Education Program Indicator Review (Note, new metric added in 2019-20--data below from 2018-19 dashboard) Areas identified during program indicator review with SELPA Graduation Rate: Orange ELA Achievement: Red Math Achievement: Red Suspension Rate: Red LRE regular class target >51.2%: 45.5% LRE regular class target< 22.6%: 26.5%	Special Education Program Indicator Review Areas identified for program improvement data from 2019 dashboard Graduation Rate: Red (61.7%) ELA Achievement: Orange (increased 10 pts, 94.9 pts. below level 3) Math Achievement: Red (increased 1.2 pts, 122.8 below level 3) Suspension Rate: Orange (8.8%, declined 1.5%) LRE regular class target >52.2%: 46.9% LRE regular class target< 21.6%: 23.3%

Goal 1 Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1.1.a. Classroom teachers to maintain an average class size of 24:1 in grade TK-3 and 29:1 in grades 4-12	\$32,444,703 LCFF Base Funding	\$32,557,988 LCFF Base
1.1.1.b. Teacher mentors to provide an induction program for new teachers and support for veteran teachers (New Teacher Project, Intern support and Teacher Support Network)	\$ 126,919 LCFF Base \$ 82,864 Title II	\$134,042 LCFF BASE \$87,515 Title II
1.1.1.c. Site and central office administrators and administrative support staff	\$ 7,702,244 LCFF Base \$ 57,704 Title II \$ 19,918 Title 1 migrant \$ 89,298 Title 1 \$ 343,759 LCFF Supp.	\$ 7,209,069 LCFF Base \$ 51,675 Title II \$ 8,063 Title I Migrant \$70,249 Title 1 \$365,529.00 LCFF Supp.
1.1.1.d. Centralized services employees including transportation, facilities, maintenance, grounds, educational services, business office and human resources (funding for these positions will be moved to action 1.7 to be reflected in service department budgets).	\$ 0 funding moved to departmental budgets in action 1.7	\$0
1.1.1.e. Academic counselors (does not include CARE team counselors, see action 1.2)	\$ 683,587 LCFF Base	\$1,046,743 LCFF BASE \$64,067 LCFF Supp
1.1.1.f. Focus academy implementation teachers on special assignment to support El Toro Health Science Academy for a final year of implementation.	\$237,413 LCFF Supplemental	\$172,904 LCFF Supplemental
1.1.1.g. Signing bonuses in designated areas of high need	\$36,142 LCFF Base	\$49,969 LCFF Supp
1.2.1.a. Care Staff (2 FTE counselors, 4 classified) to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling.	\$541,911 LCFF Supplemental	\$455,380 LCFF Supplemental \$115,811 CSI
1.2.1.b. Teachers on Special Assignment (6 FTE) to provide implementation support of tiered academic supports in the areas of Data Analysis (1 classified), ELD services (1), ELA/ELD and Math (1), NGSS (1), Instructional Technology (1) Visual and Performing Arts (1). Multi-Tiered Systems of Support (1)	\$ 537,402 LCFF Supp. \$ 107,063 LPSBG \$ 20,817 VAPA Grant	\$325,617 LCFF Supp \$184,407 LPSBG \$26,008 VAPA Grant

1.2.1.c. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Equity staffing 5.1 FTE)	\$487,868 LCFF Supplemental	\$336,095 LCFF Supplemental
1.2.1.d. Early literacy staff deployed at elementary sites to provide tier 2 and 3 early literacy interventions (8 FTE classified and 8 FTE Certificated).	\$ 1,035,275 LCFF Supp.	\$1,044,038 LCFF Supp
1.2.1.e. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff (TBD)	\$ 8,541,868 State SpEd \$ 1,737,297 Fed. IDEA \$ 31,057 LCFF Base	\$35,440 LCFF Base \$11,112,176 State SpEd (080)
1.2.1.f. Positive Behavior Intervention and Support implementation coach (1 FTE)	\$66,434 LCFF Supplemental	\$72,144 LCFF Supplemental
1.2.1.g. School Resource Officer (s) (2 FTE)	\$163,935.00 LCFF Base	\$112,795 LCFF Base
1.2.1.h. School Linked Services coordinator (.6 FTE)	\$102,174 SLS Grant	\$55,475 SLS Grant
1.2.1.i. Professional Development Demonstration Lab TOSA to support elementary math achievement and instructional shifts (1 FTE)	\$36,487 LCFF Supp \$60,812 SVCF Grant \$24,325 Site SPSA 1.6	\$32,798 LCFF Supp \$91,873 SVCF Grant
1.2.1.j. Provide Migrant Program Community Liaison and clerical support. (2 FTE)	\$ 138,678 Title 1c mig	\$124,017 Title 1c mig
1.3.1.a. Supervise a support network to provide assistance for veteran and intern teachers	\$ 129,484 LCFF Base	\$49,007 LCFF Base
1.3.1.b. Provided professional development opportunities for administrators.	\$15,000 Title II	\$11,258 Title II
1.3.2.a. Provide professional development opportunities for classified employees.	\$0 Pending Carryover	\$0
1.3.3.a. Supervise an induction program for new teachers	\$80,000 LCFF Base	\$108,400 LCFF Base
1.3.4.a. Provide PD to support core instruction with a focus on Universal Design for Learning (MTSS/UDL) and Interdisciplinary Instruction (STEAM for All)	\$30,000 LCFF Supp \$16,576 Title II	\$77,641 LCFF Supp \$208,051 LPSBG

1.3.4.b. Provide stipend positions for site leads to build internal capacity to fully implement all core programs.	\$41,491 LCFF Supplemental	\$34,025 LCFF Supplemental \$14,548 svcf grant
1.3.5.a. PD support for the unique needs of English Learners through Constructing Meaning, and provide stipends for EL Facilitators.	\$ 109,366 Title I \$ 31,925 Title III LEP \$ 82,500 LPSBG	\$ 79,156 Title I \$ 76,540 Title III LEP \$ 37,107 LCFF SUP
1.3.5.b. PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.	\$0	\$0
1.3.6.a. PD to implement social-emotional support, safety, and campus climate programs	\$15,000 LCFF Supplemental	\$50,000 LCFF supplemental
1.3.6.b. PD to support classified staff with enrollment, attendance, discipline and counseling entries for consistent use of the student information system.	\$0	\$0
1.3.7.a. PD to support the unique needs of students with disabilities to be successful in the least restrictive environment	\$0	\$9,950 LCFF Base
1.3.7.b. PD and coaching to support the implementation of inclusion focused activities and initiatives such as UDL as part of MTSS.	\$0	\$5,536 MTSS Grant
1.4.4.a. Procure and deploy instructional materials for NGSS Adoption Fall of 2019	\$443,687 Restricted Lottery	\$402,767 Restricted Lottery \$7,011 Block Grant
1.4.4.b. Support the curriculum development process for new courses including the PE/Marching Band pilot	\$0	\$0
1.4.4.c. Support NGSS Adoption with materials and lab supplies.	\$0	\$0
1.4.4.d. Support Library inventory, upgrade the K-5 Library Inventory Control System to Destiny	\$9,573 LCFF Supplemental	\$ 9,296 LCFF Supplemental
1.4.4.e. Provide Tier 1 online curriculum to support the Morgan Hill Individual Learning Academy (MoHILA).	\$27,047 LCFF Supplemental	\$27,047 LCFF Supp.

1.4.5.a. Provide curriculum, supplies and equipment for Career Technical Education to enhance CTE pathways and College and Career Readiness..	\$51,933 Perkins \$17,139 AIG \$750,000 LCFF Base \$216,684 CTEIG	\$48,003 Perkins \$9,707 AIG \$574,061 LCFF Base \$86,085 CTEIG
1.4.5.b. Facilitate curriculum development to integrate Visual and Performing Arts throughout the core curriculum to enhance VAPA access by underrepresented students	\$12,322 VAPA Grant \$20,000 LCFF Supp	\$ 593,859 VAPA Grant \$ 14,613 LCFF Supp.
1.4.5.c. Support Enrichment coordinators and assessments to identify and support gifted students	\$19,758 LCFF Supplemental	\$13,665 LCFF Supplemental
1.4.8.a. Procure, deploy and maintain student Chromebooks and instructional technology.	\$ 100,000 LCFF Base	\$188,500 LCFF Base
1.4.8.b. Provide support programs for Chromebooks security and student information management (Aeries, CALPADS, investigate mobile Aps etc.)	\$89,803 LCFF Base	\$91,779 LCFF Base
1.5.4.a. Provide data analysis tools and district wide assessments to support the assessment plan	\$175,000 LCFF Supp \$12,442 CSI	\$163,267 LCFF Supp \$ 57,008 CSI
1.5.4.b. Provide Read 180, System 44, Lexia, LLI and Study Island, and Prodigy Math as district wide strategic supports	\$175,000 LCFF Supp \$285,000 LPSBG	\$ 177,154 LCFF Supp \$ 207,723 LPSBG
1.5.4.c. Provide Cyberhigh as a credit recovery program for high schools.	\$26,906 LCFF Supplemental	\$26,906 LCFF Supplemental
1.5.4.d. Provide child abuse prevention curriculum.	\$12,000 LCFF Base	\$8,500 LCFF Base
1.5.5.a. Contract with Equal Opportunity Schools to Increase the access and success of underrepresented students in Advanced Placement Classes	\$28,000 LCFF Supplemental	\$29,264 Title IV \$0 LCFF Supplemental
1.5.5.b. Cal Soap Contract to improve access to college for underrepresented students and parents.	\$ 83,000 LCFF Supp \$ 55,000 LCFF Base	\$ 83,000 LCFF Supp \$ 51,165 LCFF Base

1.5.5.c. Provide extended day support and extended day learning opportunities for EL and SED	\$245,700 ASES Grant \$286,461 CDC Grant \$90,000 LCFF Supplemental	\$266,338 ASES Grant \$216,568 CDC Grant LCFF Supplemental (reported in 1.6.5.a)
1.5.5.d. Implement supplemental support provisions of the EL Master Plan	\$10,125 LCFF Supplemental	\$10,125 LCFF Supplemental
1.5.5.e. Provide pre-school to serve eligible students	\$92,384 Title 1c migrant	\$85,387 Title 1c migrant
1.5.5.f. Provide extended learning opportunities to English Learner and Migrant Students	\$120,866 Title 1c mig. \$81,049 Title III \$39,000 LCFF Supp	\$33,235 Title 1c mig. \$74,100 Title III \$26,283 LCFF Supp
1.5.6.a. Conduct a TK/K enrollment outreach annual event.	\$8,000 LCFF Base	\$10,845 LCFF Base
1.5.6.b. Provide for growth of Independent Learning Program based on enrollment.	\$129,231 LCFF Base \$12,000 LCFF Supp.	\$122,097.27 LCFF Base
1.5.7.a. Provide mental health related training and supplemental materials to support students with disabilities..	\$0	\$0
1.5.7.b. Provide extended year learning opportunities for students with disabilities	\$222,445 SpEd ESY Budget	\$146,863 SpEd ESY (LCFF Base)
1.6.9.a. Provide Financial support for Single Plans for Student Achievement and safety plans to meet the unique needs of schools.	\$600,000 LCFF Supp \$1,042,625 Unrestr.Lot \$85,732 Extra Curricular \$438,000 Extended Day (Supplemental) \$549,095 Title I \$160,000 CSI Grant	504,667.05 LCFF Supp \$818,689 Unrestricted Lot \$80,216 Extra Curricular \$363,154 Extended Day (Supplemental) \$512,761.29 Title 1 \$ 23,082 CSI Grant
1.7.2.a. Provide for emergency mass communication	\$0	\$0

1.7.2.b. Facilities	\$6,198,147 LCFF Base	\$5,528,512 LCFF Base Salaries and benefits and utilities
1.7.2.c. Transportation	\$2,956,079 LCFF Base \$ 337,195 Supplemental	\$1,919,121.65 LCFF Base
1.7.2.d. Food Service	\$25,000 Supplemental \$2,980,245 LCFF Base	\$2,844,617.97 LCFF Base
1.7.2.e. Maintenance	\$ 2,702,572 LCFF Base	\$2,796,458.19 LCFF Base
1.7.2.f. Planning for new facilities	\$0	\$0
1.7.2.g. Fiscal Services	\$2,036,638 LCFF Base	\$1,866,415.39 LCFF Base
1.7.2.h. Educational Services	\$0	
1.7.2.i. Special Education	\$ 122,136 Fed IDEA \$ 9,040,013 State SpEd	\$1,812,817 Fed \$678,417 State \$16,292,164 Local/BaseContrib. Note: Difference due to error in allocation entered into the original plan. Accurate allocations: \$1,859,432 Fed IDEA \$730,446 State SpEd \$17,176,054 Local/Base Contribution. Total Allocated \$19,765,932 Total Actual \$18,783,399 or 95% of allocation due to not all services being rendered during spring distance learning and reducing contracted service expenses by retaining internal staff compared to previous year.

1.7.2.j. Student Services	\$0	
1.7.2.k. Technology support and infrastructure.	\$ 1,475,955 LCFF Base	\$1,444,253 LCFF Base
1.7.2.l. Superintendent's Office	\$ 178,410 LCFF Base	\$90,704 LCFF Base
1.7.2.m. Human Resources	\$ 1,015,177 LCFF Base	\$817,293 LCFF Base

Goal 1 Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The midyear onset of the pandemic prompted actions to pause and retool. Professional development saw funding for release time and substitute coverage redirected to building a virtual PD platform and website archive to support distance learning. The resources were recorded and archived so that teachers could access when ready and available. Stipends were generated to create sessions that would tap the expertise of teachers who could demonstrate best practices. Expenditures for materials were redirected into supporting access and digital learning resources such as Zoom licensing and learning management systems such as SeeSaw and Google Classroom. Special needs students such as English Learners and Students with Disabilities were supported with digital translation and text to speech applications such as Snap and Read. Special Education Extended School Year transitioned to a virtual model for the summer of 2020. For this reason, overall costs were lower than initial allocations. In turn, the pandemic and virtual learning provided the need for specific professional development on service delivery models, especially those needing social and emotional support. As the school district flipped to distance learning relatively quickly in March of 2020, there were also significant funds redirected toward home use devices and access through hot spots. The district also experienced reduced costs in transportation and facilities as a result of the sites being closed to students for the last few months of the year. Many transportation and facilities staff worked out of class to provide services such as food service. Maintenance costs increased as additional projects were undertaken with the schools being vacant.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes included an extremely effective response by teachers to distance learning as supported by teachers on special assignment who supported training needs. That response has tapped the expertise as well as monumentally grown our internal capacity to use technology during instruction. The move to distance learning also had a “disruptive innovation” value that has helped to shift practice not only to integrate technology, but to rebalance formative and summative assessments, use benchmarks to assess individual student needs and help deepen our need and focus on multi-tiered systems of support implementation.

Challenges included wide-ranging staff readiness and abilities to use technology; wide-ranging home learning conditions, connectivity, and support; and developing new logistics for distributing learning materials, technology, school lunches, and other needed support through outreach. Conditions were so varied that individual rather than student group needs became the focus for delivering services--a happy coincidence as it aligns perfectly with our growing MTSS mindset and practices. Overall, actuals for many actions and services fell short of allocated expenditures due to the shelter in place order including transportation, school resource officers, teachers on special assignment, equity staffing etc as the district initially adopted a budget cutting process in the early stages of the pandemic.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Develop a local dashboard reporting measurable indicators to add context to the state dashboard and better inform strategic planning. The following grid includes local measures that are being examined for performance over time as a precursor to such a dashboard.

Goal 2 Annual Measurable Outcomes

Expected		Actual	
Communication rates: 2018-19 Maintain email contacts above 95% Maintain email success rate over 95%		Communication rates: 2019-20	Met
Phone contacts/enrollment:	84.6%	Phone contacts/enrollment:	100%
Email contacts/enrollment	93.3%	Email contacts/enrollment	97.6%
Phone success:	81.6%	Phone success:	89%
Email success:	96.3 %	Email success:	96%
Increase Parent monitoring rates 2018-19 Improve by 10% accessing each year Maintain average access hits		Parent monitoring rates 2019-20	
Accessing Aeries:	67.4%	Accessing Aeries:	89.2%% Met
Average Hits / student:	111	Average Hits / student:	173 Met
Increase Parent Volunteers 2018-19 Maintain or increase		New Parent Volunteers 2019-20	
Volunteers in database:	2471, 507 added this year.	Volunteers in database:	3052, 476 added this year. Met

Improve Survey Results: Goal: Increase to 4.0 Our school meets Soc. Emot. needs of students 3.94 English 3.64 Spanish	New Survey Results: 2019-20 Our school meets Soc. Emot. needs of students 3.38 English 3.13 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 Our school has a Curriculum that is challenging 3.64 English 3.63 Spanish	New Survey Results: 2019-20 Our school has a Curriculum that is challenging 3.39 English 3.29 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 We are Satisfied with environment at our school 3.55 English 3.45 Spanish	New Survey Results: 2019-20 We are Satisfied with environment at our school 3.44 English 3.25 Spanish	Not Met
Improve Survey Results: Goal: maintain over 4.0 Parents encourage after school participation 4.29 English 4.09 Spanish	New Survey Results: 2019-20 Parents encourage after school participation 4.04 English 3.75 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 Parents have high awareness of programs 3.57 English 3.64 Spanish	New Survey Results: 2019-20 Parents have high awareness of programs 3.59 English 3.25 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 Our school has a good variety of extended activities that match student interests 3.29 English 3.55 Spanish	New Survey Results: 2019-20 Our school has a good variety of extended activities that match student interests 3.34 English 3.00 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 My child likes school 3.90 English 3.82 Spanish	New Survey Results: 2019-20 My child likes school 3.78 English 3.50 Spanish	Not Met
Improve Survey Results: Goal: Increase to 4.0 My child is safe at school 3.94 English 3.64 Spanish	New Survey Results: 2019-20 My child is safe at school 3.80 English 3.31 Spanish	Not Met

Goal 2 Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1.1.a. Support parent volunteer clearing service	\$22,300 LCFF Base	\$25,014 LCFF Base
2.1.3.a. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care	\$2,000 LCFF Supplemental	\$1,081 LCFF Supplemental
2.1.4.a. Providing LCAP parent consulting and advising opportunities and support SPSA alignment	\$1,000 LCFF Supplemental	\$404 LCFF Supplemental
2.1.5.a. a) Implement Family Engagement Plan to include training for stakeholders. (Plan linked here)	\$5,000 LCFF Supplemental	\$0 LCFF Supplemental
2.1.5.b. Conduct Parent Engagement Survey (survey program subscription).	\$420 LCFF Supplemental	\$360 LCFF Supplemental
2.1.5.c. Coordinate District led Parent Education Nights for elementary schools that cover middle, high and college readiness information	\$5,000 LCFF Supplemental	\$0
2.1.7.a. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.	\$0 LCFF Supplemental	\$0
2.2.1.a. Maintain Bilingual Community Liaisons at all sites	\$ 222,860 LCFF Supp \$ 228,637 LCFF Base	\$212,115 LCFF Supp \$222,816 LCFF Base
2.2.1.b. Conduct targeted outreach to include underrepresented parent volunteers	\$0	\$0
2.2.3.a. Provide translation services for district publications.	\$ 5,000 LCFF Supp. \$ 11,611 Title III	\$2,870 LCFF Supp \$9,469 Title III
2.2.3.b. Provide information to immigrant parents regarding educational services.	\$0	\$1,056 Title III Immigrant
2.2.5.a. Provide parent education opportunities such as Project to Inspire	\$73,294 LCFF Supplemental	\$54,655 LCFF Supplemental

2.2.5.b. Provide professional development to staff on working with diverse students and families.	\$10,000 LCFF Supplemental	\$6,464 LCFF Supplemental
2.2.5.c. Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.	\$1000 Supplemental \$500 Title 1c migrant	\$0
2.2.6.a. Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention including the parent project	\$0	\$0
2.2.6.b. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.	\$5,000 LCFF Supplemental	\$3,369 LCFF Supplemental

Goal 2 Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions that supported the costs of in-person events were discontinued during the pandemic and resulted in underspending for such expenses as babysitting, live translation, materials, and staff support for in-person after hours parent events. Funds were reallocated to support implementation of digital alternatives including live translation for meetings so that English Learner advisory councils, School Site Councils, Home and School Clubs, and our Governing Board could continue to function.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: We have experienced a rapid expansion of our community and staff capacity to use digital tools to conduct meetings. This also provided a way for many community members to attend meetings without having to travel to attend in person. The net effect has been a somewhat greater participation in such meetings.

Challenges: The nature of meetings has become a little more awkward and less fluid or flexible in terms of discussions due to the constraints of technology or the limits of connectivity throughout our community. There continue to be equity issues for access and connectivity in various parts of the community due to larger infrastructure issues that the District can only address with hotspots while local and state government agencies continue to work on their plans for infrastructure improvements to support better speeds and coverage.

Goal 3

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7, and 8

Local Priorities: Develop a local dashboard reporting measurable indicators to add context to the state dashboard and better inform strategic planning. The following grid includes local measures that are being examined for performance over time as a precursor to such a dashboard

Annual Measurable Outcomes

Expected	Actual
Attendance Rates (Through Month 8): Maintain >96% 95.28% (2018-19) as of month 8	Attendance Rates: 95.26% (2019-20) as of month 8 Not Met 97.34% (2020-21) as of month 8 Met
Chronic Absenteeism: Goal: Improve to state average (12.0%) 13.5% (2018-19) note: updated to year end values posted to dataquest	Chronic Absenteeism (state average 12.0%) Meeting 11.75% (2019-20) as of Month 8 (no update on dataquest yet) 6.85% (2020-21) as of Month 8
Suspension Rates Goal:Maintain below state level, reduce ethnic gap 2018-19 District 5.3% State: 3.6% White: 4.2% Latino: 6.6%	Suspension Rates Not Met 2019-20 District 3.9% State 2.6% White: 2.8% Latino 4.9%
Expulsion Rate Goal: Maintain below state rate 2018-19: District 0.17% State 0.09% Note: updates posted to dataquest	Expulsion Rate Not Met 2019-20: District 0.11% State 0.06%

Middle School Dropout Rate Goal: maintain below state 2018-19 District 0.000 State: 0.001	Middle School Dropout Rate 2019-20 District 0.000 State: 0.001	Met
High School Dropout Rate (maintain below state) 2018-19 District: 12.2% State: 6.6% (Change in methodology and dataquest reporting, values updated)	High School Dropout Rate (maintain below state) 2019-20 District: 8.9%% State: 7.0%	Not Met
Key Student Survey ?'s: Goal improve all grade levels to 3.5 I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.37 3.31 2.99 3.12	Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.8 3.45 3.24 3.30	Not Met
Key Student Survey ?'s: Goal improve all grade levels to 3.5 I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 3.43 3.39 2.92 2.79	Survey Result: (Distance Learning) I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 2.53 3.24 2.65 2.53	Not Met
Key Student Survey ?'s: Goal improve all grade levels to 3.8 I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.53, 3.77, 3.74, 3.63	Survey Result: (Distance Learning) I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.79 3.78 3.78	Not Met
Key Student Survey ?'s: Goal improve all grade levels to 3.0 I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 2.47, 2.85, 2.47, 2.53	Survey Result: (Distance Learning) I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 3.0 3.19 2.82 2.74	Not Met
Key Student Survey ?'s: Goal improve all grade levels to 3.5 I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.05, 3.22, 3.27, 3.03	Survey Result: (Distance Learning) I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.18 2.90 2.80	Not Met

Key Student Survey ?'s: Goal improve all grade levels to 3.5 I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.55, 3.37, 2.81, 2.58	Survey Result: (Distance Learning) Not Met I am proud to be part of my school Met 6-12 Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.15 2.86 2.85
Key Student Survey ?'s: Goal improve all grade levels to 3.2 My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.39, 3.17, 2.44, 2.44	Survey Result: (Distance Learning) Not Met My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.40 2.98 2.87
PBIS Implementation (New Metric) Cohort. 3: (LP, JAMM, Bar): Tier 1 100% Tier 2 50% (LO, ASHS) Tier 1 100%, Tier 2 25% (Central) Tier 1 75% Cohort. 2: (SMG NORD, PV, Britton): Tier 1 100% Tier 2 100% Cohort. 1 (PAW ET MM): Tier 1 100% Tier 2 100%	PBIS Implementation 2020 Cohort. 3: training complete, implementation status 20% Cohort. 2: training complete, implementation status 55% Cohort. 1: training complete, Implementation status 80%

Goal 3 Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1.4.a. Develop and implement a K-12 service learning program .	\$5,000 LCFF Supplemental	\$4,188 LCFF Supplemental
3.1.6.a. Implement Positive Behavior Interventions and Supports (PBIS	\$20,000 LCFF Base	\$20,750.00 LCFF Base
3.1.6.b. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)	\$0	\$0 (SRO staffing listed in Action 1.2.1.g)
3.1.6.c. Partner with the YMCA programs and services related to Project Cornerstone.	\$10,000 LCFF Supplemental	\$10,000.00 LCFF supplemental
3.1.6.d. Develop and implement strategies to increase student attendance at all grade levels including implementing the Comprehensive Support and Improvement plan.	\$8,200 LCFF Supplemental	\$3,784 CSI
3.1.6.e. Support schools to refine and update school safety plans	\$0	\$0
3.1.6.f. Implement student educational program for suicide prevention	\$5000 LCFF Base	\$5000 LCFF Base
3.1.6.g. Provide large group social emotional learning opportunities to support healthy life skills and choices.	\$0	\$19,800 LCFF Base
3.1.6.h. Conduct district wide climate surveys	\$10,000 LCFF Base	\$0 used no cost alternative surveys
3.1.6.i. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.	\$0	\$0
3.2.1.a. Providing an Activity Bus to improve access to extended day programs for disadvantaged students.	\$50,000 LCFF Supplemental	\$70,951 LCFF Supplemental
3.2.5.a. Develop a comprehensive College and Career plan to support underrepresented students that includes Cal Soap, Naviance and AVID.	\$5,000 LCFF Supplemental	\$0 LCFF Supplemental

3.2.5.b. Implement Naviance at grades 6-12, including training and professional development support.	\$57,950 LCFF Supplemental	\$47,929 LCFF Supplemental
3.2.5.c. Support AVID at middle and high schools.	\$90,000 LCFF Supplemental	\$41,968 LCFF Supplemental
3.2.6.a. Provide social-emotional support and services through collaborative partnership with the South County Youth Task Force	\$45,000 LCFF Supplemental	\$26,000 LCFF supplemental . \$37,140 Title IV
3.2.6.b. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.	\$0	\$0
3.2.6.c. Implement the Advent program for Foster Youth	\$113,573 LCFF Supplemental	\$132,459 LCFF Supp increase dependent on the number of youth served.
3.2.6.d. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.	\$5,000 LCFF Supplemental	\$1,865 LCFF Supplemental
3.2.6.e. Implement Restorative Justice as an alternative to suspension	\$0	\$0 included in SCYTF services
3.2.6.f. Develop a comprehensive Foster/Homeless education plan	\$10,000 Title I	\$5,151 Title 1
3.2.6.g. Fund alternative placements for expelled students	\$120,000 LCFF Base	\$140,000 LCFF Base

Goal 3 Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Several actions were impacted by the onset of the Pandemic in March. Actions involving stipends were prorated which reduced expenditures when services were put on pause during school closure. Funds allocated for various training and professional development that were in process were discontinued mid-year and efforts were redirected toward retooling and training to support distance learning. This included staff training and collaboration time to adapt curriculum, parent training on how to best support their children, technology training and hardware distribution, and home visits to ensure that students were connected with both instruction and various community resources necessary for their learning to continue at home. As access issues were solved, efforts were redirected to student engagement monitoring and intervention to locate students who were not attending. Those efforts continue to evolve toward social emotional and whole child needs that have been exacerbated by the stressful conditions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: As access, connectivity and attendance systems were implemented, the district saw an uptick in overall attendance rate from about 95% to 97%. Benchmark scores in the Fall of 2020 showed a slight increase in English and Math scores in most grade levels. Many students seemed to thrive during distance learning including some who may have struggled more with in person learning.

Challenges: Although we noted a slight increase in benchmark scores the number of students failing classes in middle school and early high school doubled, increasing the need for credit recovery in high school and supporting middle school to high school transition. In general, most metrics widened in range and although high need student demographics experienced disproportionate impact, all student groups have individuals with thriving and struggling members indicating that the effects of the pandemic have been highly dependent on individual circumstances--once again reaffirming the importance of individualized and multi-tiered systems of support. Several actions such as: service learning, student attendance monitoring, college and career readiness activities, district wide climate surveys, etc. had actual expenditures that were lower than allocations due to the shelter in place order. Some actions were discontinued and work stipends frozen as the district initially responded to the economic uncertainty by reducing discretionary spending.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Support for Distance Learning Subtotal:	\$596,470	\$510,201	
<ul style="list-style-type: none"> Teacher July/August up to 3-days stipend for parent outreach, planning and preparation, and professional development 	\$216,000	\$207,617	Y
<ul style="list-style-type: none"> Special Education professional development, curriculum planning, stipends, and sub coverage 	\$159,275	\$159,275	Y
<ul style="list-style-type: none"> EL, Constructing Meaning PD, Constructing Meaning Lead Stipends, Ellevation with EL instructional strategies, English Language Facilitators Stipends 	\$221,195	\$143,309	Y
MTSS Academic Student Supports and Interventions Subtotal:	\$3,663,215	\$3,424,784	
<ul style="list-style-type: none"> Tier 1 Intervention (differentiated program to support early literacy): Lexia/Power Up 	\$121,900	\$121,900	Y
<ul style="list-style-type: none"> Tier 1 Intervention (differentiated content for individual learning plans based on MAP test): Study Island 	\$63,223	\$63,223	Y
<ul style="list-style-type: none"> Tier 1 Benchmarking for learning loss: NWEA MAP Assessment, Fountas and Pinnell 	\$237,277	\$100,063	Y
<ul style="list-style-type: none"> Tier 2 Early Literacy and Math Intervention: Read 180, System 44, Math 180 	\$67,075	\$60,422	Y
<ul style="list-style-type: none"> Tier 2 Credit Recovery: Cyber High 	\$27,580	\$27,579	Y
<ul style="list-style-type: none"> Tier 3 Early Literacy Intervention: Leveled Literacy Intervention Maintenance 	\$5,000	\$7,937	Y
<ul style="list-style-type: none"> Tier 3 Literacy and Dyslexia Intervention: Sonday System 	\$43,067	\$26,226	Y
<ul style="list-style-type: none"> Tier 2-3 Literacy Intervention Teachers and Paraprofessionals 	\$1,251,249	\$1,313,299	Y

• All Tiers: Teachers on Special Assignment to support ELD, Differentiated Instruction and MTSS implementation	\$335,602	\$330,231	Y
• Equity Staffing: Additional staff to meet the needs of Low SES and English Learners	\$321,128	\$447,981	Y
• Migrant/English Learner program staff and supplies	\$138,678	\$207, 272	Y
• Extended Learning for ELD, Low SES, Migrant, Special Education, English Learners	\$959,052	\$623,740	Y
• Migrant Pre-school	\$92,384	\$99,911	Y
Family/Student Engagement, Social Emotional and Student Services Subtotal:	\$1,352,826	\$1,348,729	
• CARE team staff serve Foster, Homeless and Low SES students	\$399,559	\$500,798	Y
• CARE team supplies and expenses	\$5,000	\$11,024	Y
• School Linked Services Coordinator and supplies	\$102,174	\$102,174	Y
• Professional Development supporting social emotional learning/trauma-informed instruction	\$20,000	\$72,918	Y
• Equal Opportunity Schools (EOS) contract supporting equity in access	\$36,593	\$28,000	Y
• CalSoap: Counseling and college support for first generation college going students	\$55,000	\$55,000	Y
• Bilingual Community Liaisons	\$473,886	\$321,732	Y
• Naviance: College/Career readiness program supporting equity in college and careers	\$65,066	\$55,203	Y
• South County Youth Task Force (SCYFT team of community based organization to support high need students and families)	\$45,000	\$45,000	Y
• Advent Program: Direct services to Foster Youth	\$118,048	115,930	Y
• California Association of Bilingual Education (CABE) Project to Inspire parent trainings/ distance learning trainings	\$32,500	\$40,950	Y
Total allocated, estimated actuals, and contributing subtotals	\$5,612,511	\$5,283,714	\$5,283,714

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Planned In-person Instructional offerings totaled: \$5,612,511 Actual expenditures were: \$5,288,714 or 94% of planned

Substantive differences of + or - 10% between planned and actual expenditures are as follows:

- ✓Constructing Meaning: Actual costs were not incurred for substitutes to attend professional development.
- ✓Benchmarking Expenditures: Actual costs were not incurred for LLI as consumable materials were not used during distance learning.
- ✓Tier 2 interventions: Actual costs for Read 180 were reduced due to less consumable materials use.
- ✓Leveled Literacy Intervention increased by adding an additional grade level kit to serve more students.
- ✓Dyslexia Intervention hands on materials costs were reduced due to virtual distance learning.
- ✓Equity Staffing: Increased to meet the needs of one additional FTE at each comprehensive middle and high school.
- ✓Migrant/EL staff and supplies: Increased to provide students supplies for distance learning during the school year and summer program.
- ✓Extended learning opportunities underspent planned budget due to inability to open after school programs during shelter in place.
- ✓CARE team costs increased due to expanded outreach, staff and home visit expenses.
- ✓Expenses for Professional development for Social Emotional needs increased to provide teaching through trauma training.
- ✓Equal Opportunity Schools contract decreased as travel for site visits by the EOS team were removed.
- ✓Community Liaison staff costs were less due to staff leaving and positions being vacant for part of the year.
- ✓Naviance was reduced in cost due to a new contract and there were less site level stipends.
- ✓CABE expenses exceeded planned expenditures due to more parents attending and participating in conferences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes: Schools offered connectivity hubs, small group high-need student cohorts and pilot hybrid classes most of the school year. The programs provided in-person instruction options as well as the opportunity to problem solve instructional technology, access, and connectivity issues that were disproportionately affecting high need students. Pilot classroom teachers developed early adopter capacity which also enabled us to provide hybrid teaching training, professional collaboration opportunities, and instructional demonstrations to all teachers prior to system wide reopening on April 12.

Challenges: The unpredictability of the pandemic made it very difficult to plan for and project a reasonable reopening date that would balance safety, student learning needs, parent choice, staff readiness, vaccinations, and classroom readiness. Due to the lack of specific and dependable guidance, each school community developed plans that would best fit their sites. The resulting plans had some variance between schools which prompted parents to compare and contrast plans without necessarily knowing the factors that informed those plans. The order of the day remains “flexibility” as conditions continue to be fluid; and yet trying to develop a solid plan on an uncertain foundation has become such an iterative process that it has literally worn out the planners.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District wide license for Zoom presentation licenses for video conferencing to deliver instruction, communicate to stakeholders, parent engagement, and professional development	\$20,720	\$21,765.97	N
District wide license for ScreenCastify video archiving service: provides flexibility for homes without direct supervision during live remote instruction	\$9,750	\$9,750	N
District wide license for SeeSaw (student/parent learning management system for grades PreK-2)	\$11,889.07	\$11,889.07	N

Chromebook devices to provide access for students without 1 to 1 device availability (Principally low SES)	\$458,406.75	\$499,892.54	Y
GoGuardian (chromebook security licenses)	\$26,888	\$29,250	N
Hotspot access devices and fees for students without their own access (900 at monthly rate of \$21 per hotspot equaling \$18,900 per month)	\$226,800	\$205,200	Y
Distance learning courseware (HighSchool/Edmentum) and Individual Learning Program	\$146,114	\$146,114	N
Supplemental virtual curriculum for special needs populations	\$361,000	\$223,184	Y
Total allocated, total expended and contributing subtotals:	\$1,261,568	\$1,147,046	\$928,276.54

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Planned distance learning program totaled: \$1,261,568 Actual expenditures were: \$1,147,046 or 91% of planned

Substantive differences of + or - 10% between planned and actual expenditures are as follows:

- ✓Chromebook expenditures exceeded planned as maintenance and replacement cost increased with duration of the pandemic.
- ✓Hotspot expenditures were about 10% under planned expenditures primarily due to inability to forecast without accurate information as well as changing options (connectivity hubs, charitable options, internet provider responses etc). for internet access that came up as the pandemic persisted.
- ✓Supplemental Virtual Curriculum expenditures were less than anticipated due to many vendors providing free or reduced cost access.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes and Challenges:

- ✓ **Continuity of instruction:** The district was well positioned with 1:1 devices to quickly pivot to distance learning. Students were receiving instructional materials and some live instruction within days of the shelter in place order. Not every teacher had the same capacity to deliver instruction virtually and relied initially on packet pick-up and drop-off as they gained capacity for synchronous virtual learning.
- ✓ **Access to Devices and Connectivity:** Secondary students had 1:1 devices issued to them pre-pandemic and most elementary students were able to be issued devices from classroom sets within days. There were additional devices that needed to be procured and some challenges with supply and demand as the whole state pivoted to distance learning. Infrastructure weaknesses in our area made connectivity a challenge for many students, especially in outlying areas. The district deployed over a 1000 hot spots and internet providers became backlogged installing residential access. The school opened “connectivity hubs” at school sites so that students could access virtual classrooms while home access issues were addressed. The district’s technology team as well as the home visits by community liaisons and CARE personnel were instrumental in solving many of these issues.
- ✓ **Pupil Participation and Progress:** District’s attendance actually upticked slightly from about 95% to 97% during distance learning. Benchmark scores showed that many students improved their national percentile rankings while other students dropped. Grade data demonstrated that the number of students earning A’s and B’s remained about the same as pre-pandemic levels while the number of students earning F’s doubled in secondary grades. NWEA MAP Reading and math scores held up better than national scores which dipped slightly in reading and significantly in math. MHUSD Grades 3 through 6 experienced an overall decline in national percentile rank in math while grades 7 to 11 actually improved percentile rank to a high of 85th percentile in grade 10. Reading scores varied less than math but also had a loss of percentile rank in elementary and a slight increase in secondary. Score patterns have also demonstrated that the impact of the pandemic on student learning has been highly individualized depending on unique circumstances and supports that students may have at home.
- ✓ **Distance Learning Professional Development:** There were many successes in professional development that were directly related to high functioning teachers on special assignment as well as an established staff collaborative culture. Mass quantities of “how to” professional development were created, presented and archived on a PD website so that teachers could select training to fit their needs and schedules. As staff capacity and the collection of PD grew, sessions evolved to collaborative grade level team sharing of best practices for distance learning. Overall, district professional development has resulted in growing significant capacity to use technology in instruction as well as increased the personalized learning opportunities for staff.

✓Staff roles and responsibilities: As a District, we have rapidly adjusted to a new educational delivery model, and we have begun to think about new and different ways to support disadvantaged students and families during distance learning using the available hours of our existing site-based and District-office based staff members. The challenges of reassigning employees to out of class duties were successfully navigated and helped the district to maintain employment opportunities for those (such as bus driving, yard supervision etc.) whose typical duties were directly impacted when in-person instruction was suspended. Challenges were met by closely collaborating with our employee bargaining teams and finding meaningful and necessary alternative work such as home visits, organizing materials and food distribution, campus improvement projects, and supervising internet connectivity hubs.

✓Supports for pupils with unique needs: Students with IEPs have been receiving comparable services for speech and occupational therapy as well as counseling. Behavior support services have also been provided in person and through distance learning. Ongoing assessment for progress on goals has provided information about additional supports that may be required. Many students with the highest needs have been served in person on school campuses to ensure the most complete support. Psychologists and counselors were trained in distance therapeutic supports, assessments were provided in person and virtually, and supplemental curriculum to support reading and math was converted to virtual platforms for students who remained virtual. Staff took the opportunity to provide additional assessment of assistive technology needs for some of our most challenged students. For those students with significant social/emotional needs, staff carried out ongoing home visits to meet with students and ensure personal connection. Standardized procedures were created for paraprofessional guidelines, student engagement and tracking as well as tools for progress monitoring while in distance learning. .

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Summer School Programs (EL, Migrant & Sped)	\$214,580	\$214,580	Y
• Supplemental Tutoring	\$168,800	\$36,520	Y
• Multi-Tiered Systems of Support (MTSS) based on assessment and providing strategic content as earlier described.	already listed		
Total allocated, total expended and contributing subtotals:	\$383,380	\$251,100	\$251,100

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Planned learning loss allocations totaled: \$383,380 Actual expenditures were: \$251,100 or 65% of planned

Substantive differences of + or - 10% between planned and actual expenditures are as follows:

✓ Supplemental tutoring during the pandemic was mainly provided through office hours as part of the general program. Linking students with tutors based on individual needs remains a priority but is also TBD and dependent on health and safety guidelines. The monitoring of individual student needs with multiple metrics is being used to identify candidates and recruit tutors as of March so that the system can respond when able. The district is actively recruiting tutors to provide targeted one on one to small group tutoring starting this spring to run through the summer.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Core benchmark scores in ELA/Reading and Math using NWEA Map indicated that overall, the district preserved and even improved measured achievement for many students during distance learning. MAP test data demonstrated that most secondary grade level longitudinal cohorts of students improved both reading and math achievement against the National Normed Percentile Scales. Elementary grades cohorts saw some decrease in both subject percentile rankings. The range of student scores indicates that the effects on learning were very individual in nature. All student groups had members that both thrived and struggled with learning, leading to the conclusion that individualizing instruction and supports will be extremely important in the wake of the pandemic. The fact that we were able to measure, gather sufficient information and infer student needs from our data is certainly a success. The challenge will be meeting those needs with effective services for students who experienced loss. Our MTSS practices will be growing to connect with and serve students based on whole child and individual needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This year we had to change the way we are approaching, evaluating and monitoring mental, and socio-emotional well-being. The most difficult barrier we faced was not being able to physically see students, meet with students, and have students participate in intervention and support, due to the pandemic. In order to meet this need we have continued many of our outside CBO partnerships, as well as expanded to fill the needs. Currently our Prevention, Early intervention (PEI) and School Linked Services (SLS) through the Santa Clara Behavioral Health program have expanded their

services to be at all schools not just the previously identified PEI/SLS sites. We have also continued our relationship with Discovery Counseling who serves all school sites (K-adult). We have added new CBOs to help support areas of need such as attendance/engagement, peer mentorship, restorative groups, and pro-”social” activities. We are also looking to expand our Tier 1 SEL supports by piloting a digital SEL curriculum that is for students and parents.

Some of the challenges with these new additions are: families are burned out and to add counseling or activities is too much, parents have had to take on new responsibilities and are not at home as much to support students, and overall anxiety and fear around the pandemic and the ever changing landscape. Another challenge has been the lack of follow through from contract agencies to communicate and reach families to ensure mental health services are initiated. This is particularly true with families for whom students are already demonstrating a disconnect with the educational system.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges: The additional stresses of the pandemic affected home life in many ways that were dependent on individual circumstances. This made it difficult to engage parents who may have been dealing with sickness in the home, upended work schedules, economic stresses and of course taking on the additional role of assisting their children in distance learning. There were also additional barriers to participation related to pivoting to virtual advisory council, governing board, and school community meetings. District technology worked with homes to establish access and translation services were adapted to provide live translation during zoom meetings. A number of our annual live parent engagement evening events were cancelled due to the sheltering orders and needed to be reinvented in the virtual environment.

Successes: We provided parents with ongoing workshops to support Distance Learning. In addition, we collaborated with the California Association of Bilingual Education to provide guidance and support for parents on a weekly basis. We continued our partnerships with local agencies to provide on-site childcare, ongoing counseling services for students, and referrals for basic resources (such as housing, food, medical care). We also provided hotspots and digital devices in order to allow students and parents access to district services and communications. For those parents that we couldn’t reach out, our community liaisons, along with CARE and other district and school staff collectively reached out and visited families, especially those that were hard to get a hold of. Overall parent capacity to engage virtually grew and our attendance at governing board meetings has actually increased prompting the district to consider how we will move forward to maintain that gain as we reopen. In addition, we engaged families by providing translation services for all stakeholder meetings, including board meetings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Challenges: We experienced several challenges to providing meals this year, including messaging, distribution, product supply, and staffing. Messaging was our biggest, as both the USDA waivers kept changing and the state/county messaging kept changing. The conflict in messaging created confusion within the community making the meal distribution participation see highs and lows. Distribution also was a challenge as finding the right space and times to serve meals to our community was difficult to align. Product supply kept changing due to seasonal issues, shipping/trucking issues, and local disasters interfering with the supply chain and/or pricing fluctuations. Staffing was our final challenge. With Covid+ cases, isolating and quarantining staff was a challenge. Stay at Home orders interfered with staffing as did normal callouts, illness, and retirements.

Successes: Our successes were many over the last year. We succeeded to keep our staff safe while at work. We experienced no Covid+ outbreaks while working at MHUSD. MHUSD has served over 1 million meals YTD. We implemented three distribution sites each with two distribution times to better align with working parents with students. We also activated a delivery system specifically targeting high density housing, trailer parks, and mobile homes. We now deliver to more than 8 locations within the community. Finally we partnered with several community organizations including 2nd Harvest of Silicon Valley and Living Above the Influence (LATI). We were able both assist and support their programs to broaden our reach within the community to provide more meals

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Personal Protective Equipment (PPE), health materials, disinfecting and cleaning supplies, contracted cleaning services, signage, handwashing stations, physical barriers, additional HVAC filters, etc. to continue to provide services to disadvantaged families.	\$275,000	\$915,145	Y
N/A	Nutrition Services additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. Also continue to provide free meals to students under NSLP guidelines funding the student portion for reduced students and full portion for students who do not qualify for NSLP.	\$175,000	\$0	Y

N/A	Reassign staff to support school re-opening, family outreach, assisting in online instruction, providing daycare services, etc. As a District, we have rapidly adjusted to a new educational delivery model, and we have begun to think about new and different ways to support disadvantaged students and families during distance learning using the available hours of our existing site-based and District-office based staff members. Estimated salary and benefits through December 2020. <ul style="list-style-type: none"> • Operational Staff \$3,271,000 • Site or Office Based Staff, Instructional Support \$1,814,000 • Administrative \$707,000 	\$5,792,000	\$5,405,040 Oper. Staff \$3,000,540 Office staff: \$1,619,500 Admin: \$785,000	Y
N/A	Pre-Service Days and Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$2,016,000	\$2,060,000	Y
Planned allocations, estimated actuals and contributing subtotals:		\$8,258,000	\$8,380,185	\$8,380,185

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Planned Additional Actions totaled: \$8,258,000 Actual expenditures were: \$8,380,185 or 101% of planned

Substantive differences of + or - 10% between planned and actual expenditures are as follows:

- ✓ Significant increases in PPE expenses were incurred as the pandemic endured. PPE was essential to provide in person hybrid learning opportunities such as connectivity hubs, small group high need cohorts and pilot hybrid instruction classes. Approximately 10% of our students attended school in person during the school year. PPE was also essential to providing essential services such as drop-off and pick-up of instructional material, food service, and home visits
- ✓ Nutritional services which historically have required a general fund contribution to sustain service became self-funding during the pandemic due to high volume and ample reimbursements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the fall, MHUSD offered a distance only learning program to all students in grades TK-12 as described in the Learning Continuity and Attendance Plan. At the same time, MHUSD promptly developed two student Connectivity Hubs, one at elementary and the other at high school to provide students internet access. The hubs were available to students during the school day to access the internet for their classes. In October 2020, an early return to in-person pilot-program for grades TK-5 was introduced and teacher and staff volunteers were invited to participate in the [Pilot Program Invitation](#). The [Pilot Program Presentation 11/17/20](#) included six phases that required principals and teachers to submit a proposal to participate at any one of the phases. In addition, a Small Group program was another program option and proposals were submitted for Executive Cabinet approval. On November 4, Phase I, welcomed six teachers and groups of students. Although voluntary, the pilot program generated interests in teachers at all grade levels. Teachers volunteered to learn a new technology system that enabled them to simultaneously teach students in-person and in distance-learning. They also learned new local health and safety protocols that were aligned to the County and CDC Health Guidelines. As of March and with great health, safety, and instructional success, an estimated 450 students have been attending in-person school. Creative design thinking, flexibility, and stakeholder input enabled for the in-person pilot program to happen. This approach will be an essential and will live in the 2021-24 LCAP. In January 2021, a new plan to reopen schools for in-person on March 22 was introduced, [Reopening In-Person Plan 02/05/21](#). The reopening date was later revised to April 12, 2021 at the March 2, 2021 Board meeting. These actions demonstrated MUHSD's swift response and adaptability to the multitude of evolving changes that emerged with each new variance related to the COVID pandemic since March 2020. As demonstrated, MHSUD acted with agility, flexibility, creativity, and safety to collect, design, reflect, and execute distance only and return to in-person learning school plans at different times during the school year. MHUSD raced to identify and understand the greatest needs of students and families to access instruction and quickly learned that the needs went beyond instruction and extended to the basic hierarchy of needs. By observing the needs and gathering data of students and families experiences that have been impacted by the COVID pandemic and distance learning, MHUSD is approaching the 2021-24 LCAP with a lens of targeted universalism, a customized approach that supports the attainment of universal goals, as identified in collaboration with key stakeholders, for specific populations depending on how they are situated relative to the goal and to each other. Although traditional policies and practices continue to be a default, MHUSD is committed to taking the courageous leap into dismantling systems of inequities. This requires a deep analysis and understanding of where the inequities live and what policies and practices enable the inequities to exist. MHUSD aims to provide all students with access and opportunities to be successful, support all students, and customize approaches and support. This means identifying and disrupting the inequities in the system that are not in service to all students while maintaining a targeted focus on multilingual students, students experiencing temporary living situations, and students experiencing economic hardship. This bold yet unrelenting approach to leading for equity frames the vision, goals, and actions for the next cycle of the LCAP. MHUSD is in the process of developing LCAP focus goals with stakeholders to support students identified in the priority groups.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As students continue to demonstrate their learning in-person and in distance learning, as assessed by formative and summative assessments, MHUSD continues to research and implement evidence-based strategies to support students to and through learning recovery, acceleration, and beyond. In 2020-21, an analysis of student benchmark data as shown in MAP, Fountas and Pinnell (F&P), and ESGI (Early Literacy) fed into Aeries (Student Information System) and Datazone (data hub tool), which aided to inform teachers and principals of differentiated instruction and multi-tiered supports. The identification of students with specific academic needs, as demonstrated by the quantitative data collected, will assist in learning recovery goals and planning, align actions to goals, monitor outcomes, and adjust as needed to meet goals. By creating a cycle of inquiry, MHUSD is committed to looking for additional data metrics that influence and impact student outcomes by adjusting strategies and practices in real-time. This approach will evolve, as necessary, based on research, student quantitative and qualitative data, stakeholder input, and MHUSD's multi-tiered system of support. Student learning recovery will continue to be assessed using qualitative and quantitative measurements, as evidenced in the input from student focus groups, progress monitoring, semester or trimester grade reporting, teacher observation and feedback assessments, principal observation and evaluations, student/parent/teacher surveys, and parent input. District and school teams will design spaces and opportunities to collect qualitative feedback from stakeholders with a purpose to help inform how MHUSD will continue to address student learning recovery and acceleration. In addition, a cycle of inquiry with indicators of success will be developed, which will serve as a structured system to collect purposeful data to inform decisions on instruction, learning, systems, and programs. This inquiry model will be applied for all student data; however, students with unique learning needs will have targeted support that will be collaboratively planned with the student support team. This team may include the principal, assistant principal, teacher, counselor, service provider, community based organization support, parent/guardian, and any other individual who may be of service to the student and family. As such, students with unique learning needs, as well as students identified with other needs that may have a barrier impeding learning, will be identified by school teams using the mentioned data sources and assistance from the Educational Services Department.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were substantive differences in the actions and services that were implemented as a result of the impact to the entire school and district community from COVID-19. As such, multiple adjustments were made to meet the increased services and actions in some areas, for example in technology, while in other areas, services were dramatically reduced such as extended day programs. Many changes were the result of restrictive social distancing and safety cohort measures. The greatest substantive differences that were

evident during the 2019-20 school year and beyond led to reimagining, retooling, adapting and adjusting, evaluating, and collaborating on innovative and new ways to strategize improving outcomes for our students and families. This entailed an assessment of resources and a redistribution and allocation of those resources which led to reassignments of personnel to new jobs, tasks, and duties. Overall, staffing changes and new work responsibilities, student and family evolving needs, connectivity hubs for technology and support access, and an ever changing list of new requirements for safety led to the differences this year. Those actions that were designated as contributing to the actions and services for unduplicated students that were substantively different than originally planned are explained under each section throughout this document (✓ above).

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-20 & 2020-21 LCAP and Learning Continuity and Attendance Plan were instrumental to the development of the 2021-24 LCAP. Although the global COVID-19 pandemic, shelter-in-place, and school building closures in March 2020 greatly impacted the MHUSD school and district community, many creative and innovative strategies and practices emerged. Overall the pandemic surfaced many equity issues that affect student outcomes and has deepened our understanding of the importance of knowing and having systems in place to respond to individual student needs. Those needs can be academic, access to resources, social-emotional, societal, mental health, food, shelter, health care or any other factors that contribute to a whole child's needs. The year has deepened our commitment to respond effectively to ensure that students are receptive to learning. That commitment will be reflected in our 2021-24 LCAP by deepening the implementation of Multi-tiered Systems of Support and will be highlighted in focus goals to build out and monitor systems in high leverage areas to enhance student outcomes.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021