

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Morgan Hill Unified School District (MHUSD) regularly engages educational partners in English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Migrant Parent Advisory Council (MPAC), Special Education Advisory Council (SEAC), District Home and School Club meeting, and school meetings on academic, social emotional development, and health and safety.

In the Fall semester, MHUSD’s educational partners contributed to the development of the [ESSER III Plan](#), the [ESSER III Safe Return to In Person Instruction Plan](#) and the [Educator Effectiveness Funds Review Plan](#). In early 2022, the Expanded Learning Opportunities Program (ELOP) will be created with input from educational partners, and it will describe the academic and enrichment opportunities for students during non-school hours.

MHUSD will continue to seek input from and consult with educational partners for the development of the LCAP and ELOP by using multiple modes of communication and engagement such as surveys, focus groups, coffee chats and living room chats with the Superintendent, Student Voices at the middle and high schools, Elementary and Secondary Curriculum Council, and Principal/Administrator meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MHUSD is committed to providing students with direct services at high priority schools eligible for Title I supplemental academic and enrichment resources. With the additional concentration grant funding received, not included in the LCAP 2021-22, the following staff and services were added to MHUSD and were included in the ESSER III and/or the Educator Effectiveness Grant:

Wellness Counselors for Elementary
Wellness Center Assistants
Academic and Wellness Coordinator
Academic Counselors
Teachers for English Language Development
Teachers on Special Assignment (TOSA)
Independent Study Teachers on Assignment
Multi-Tiered Systems of Support (MTSS) Bilingual Reading Intervention Paraprofessionals
High Dosage-Learning Acceleration Literacy Tutors for Elementary
Elective Elementary Teachers for planning time
Family and Community Engagement Lead
Freshmen Success Coordinators
Credit Recovery Teacher Assignments
Summer School Learning & Credit Recovery Staff
6th grade Summer Connection and 9th grade Summer Connection Programs Staff
Elementary Assistant Principals

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LCAP and Expanded Learning Opportunities (ELO) plans were developed with the ESSER III funding source in mind as the 3rd year allocation solution. The LCAP development, which included a series of multiple educational partner engagement sessions, coincided with the onset of the release of the ELO grant plan. MHUSD engaged with educational partners throughout the summer and fall using multiple modes such as surveys, focus groups, coffee chats and living room chats with the Superintendent, Student Voices at the middle and high schools, and regular scheduled meetings such as leadership and curriculum councils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MHUSD implemented the federal funding plan as it was designed and intended (see above links for plan). The successes are the full implementation of the wellness centers, wellness/calming rooms, staffed school based mental health counselors, reconnected students to in-person learning and social emotional supports, created and staffed freshmen on track for success program, designed and staffed a reading tutoring program, increased academic counseling staff, increased in-class paraprofessional support staff, and continued to modify and adjust the plan to meet the evolving needs of the students and staff.

The challenges remain to be the recruitment of highly-qualified talent, COVID 19 pandemic and surges, inconsistent attendance due to the ongoing pandemic (students and staff), behavioral and social-emotional needs (increased stress and anxiety), and a renewed [focus on academic student engagement](#).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The 2021-22 fiscal resources received have enabled MHUSD to fully actualize the plans set-forth in the Safe Return to In Person Instruction Plan and ESSER III Expenditure Plan. We continue to evaluate the evolving needs of students and staff in order to efficiently and effectively align and allocate the most appropriate resources for a safe, healthy and high-quality education.