Morgan Hill Unified School District

Welcome/Bienvenidos

LCAP Advisory Committee
Comité Asesor LCAP

May 28, 2024

MORGAN HILL
UNIFIED SCHOOL DISTRICT

Interpretation Channels | Canales de Interpretacion

Click Interpretation at the bottom right hand side of your Zoom dashboard and choose your language.
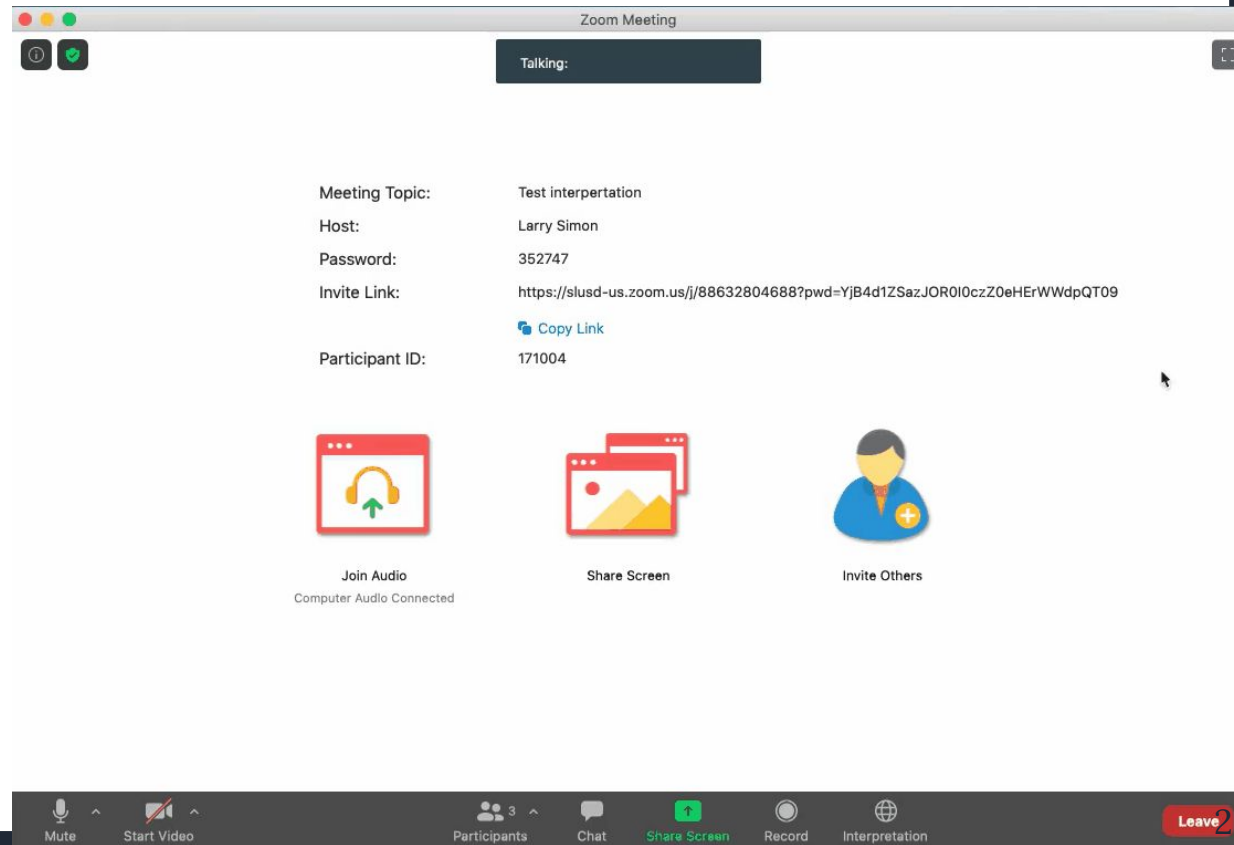
Haga clic en el botón de Interpretación que está en la parte inferior derecha de su panel de control de Zoom y elija su idioma Spanish.

Mac, PC, Android and iPhone are compatible.

Mac, PC, Android y los teléfonos iPhone son compatibles

The interpretation channels are not supported by Chromebooks.

Los canales de Interpretación no son apoyados por Chromebook.

Welcome
Introductions
Bienvenidos
Introducciones

Meeting Agenda | Agenda de la reunión

- Welcome
- Short Recap of April 24
- Budget Overview for Parents
- LCAP Development Process
- In-Person Meetings and Feedback
- LCAP Online Survey Data Review
- Goals and Actions under Consideration
- LCAP Adoption Process

- Bienvenida
- Breve resumen del 24 de abril
- Resumen del presupuesto para padres
- Proceso de desarrollo del LCAP
- Reuniones y comentarios en persona
- Revisión de datos de la encuesta LCAP en línea
- Metas y acciones bajo consideración
- Proceso de adopción del LCAP

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What is LCAP? ¿Qué es LCAP?

We show how we will address achievement and improved services in a 3-year plan called the Local Control Accountability Plan (LCAP)

Mostramos cómo abordaremos los logros y mejoraremos los servicios en un plan de 3 años llamado Plan de Responsabilidad de Control Local (LCAP)
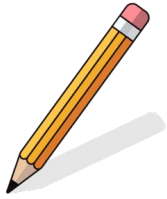
Basic Services |
Servicios básicos

State standards implementation
| Implementación de estándares
estatales

Course Access |
Acceso al curso

Student Achievement|
Logro del estudiante

Student Engagement|
Participación de los estudiantes

Family Involvement |
Participación de las familias

School Climate|
Ambiente escolar

Other Student Outcomes |
Otros resultados de los
estudiantes

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When & how is it written?

LCAP is updated each year. LCAP se actualiza cada año.

Community input is an essential part of the process. El aporte de la comunidad es una parte esencial del proceso.

Students, families, staff, and the community are invited to share...

Se invita a los estudiantes, las familias, el personal y la comunidad a compartir...

Concerns
|Preocupaciones

Needs | Necesidades

Solutions | Soluciones
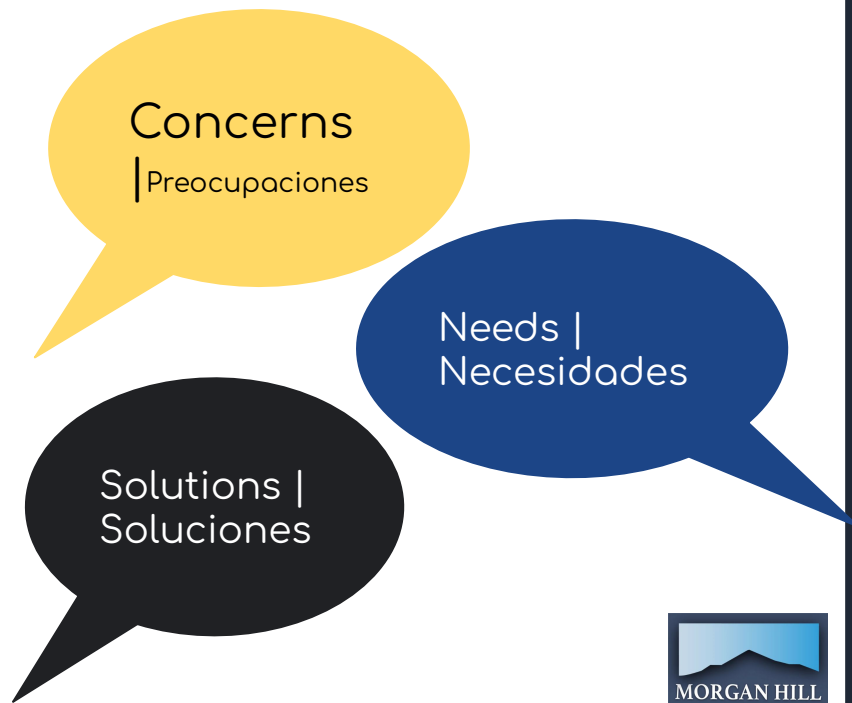
LCAP Advisory Committee / Comité Asesor LCAP

The LCAP Advisory Committee reviews the progress of the actions and services outlined in the Local Control Accountability Plan (LCAP), and makes recommendations on next steps for serving students.

El Comité Asesor LCAP repasa el progreso de las acciones y servicios descritos en el Plan de Responsabilidad de Control Local (LCAP) y hace recomendaciones sobre los próximos pasos para servir a los estudiantes.

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Recap of April 24 Meeting | Resumen de la reunión del 26 de abril

- **Welcome**
- **Short Recap of March 26**
- **LCAP Goal 3**
- **LCAP Focus Goal 4**
- **Review of Goals and Actions Under Consideration**
- **Next Meeting May 28**
  - Budget Overview for Parents
  - Review of LCAP Survey data
  - Goals and actions under consideration

- **Bienvenido**
- **Breve resumen del 26 de marzo**
- **Meta 3 del LCAP**
- **Objetivo de enfoque 4 del LCAP**
- **Repaso de las metas y acciones bajo consideración**
- **Próxima reunión 28 de mayo**
  - Presupuesto LCAP para padres
  - Revisión de los datos de la encuesta LCAP
  - Metas y acciones bajo consideración

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LCAP Budget Overview for Parents
Presupuesto LCAP para Padres

Local Control Funding Formula (LCFF) Overview/ Descripción general de la fórmula de financiación de control local (LCFF)

- Components
  - Base Grant (per ADA rate based
  - Grade Span Adjustments
  - Supplemental Funds
    - Addtl 20% of Base for Unduplicated Pupils
  - Concentration Funds
    - Addtl 65% of Base for Unduplicated Pupils for LEA's with Unduplicated Pupil Count higher than 55%
  - Add Ons

- Componentes
  - Subvención básica (por tasa ADA basada
  - Ajustes de rango de grados
  - Fondos suplementarios
    - Adicional al 20% de la base para alumnos no duplicados
  - Fondos de concentración
    - Adicional al 65% de la base para alumnos no duplicados para LEA con un recuento de alumnos no duplicados superior al 55%
- Complementos

Local Control Funding Formula (LCFF) Overview/ Descripción general de la fórmula de financiación de control local (LCFF)

- Base Grants
  - TK-3 ($10,025)
  - 4-6 ($10,177)
  - 7-8 ($10,478)
  - 9-12 ($12,144)
- Grade Span Adjustments
  - TK-3 ($1,043)
  - 9-12 ($ 316)
- Unduplicated Pupil Count
  - 3,565 (44.77%)
- Add Ons
  - TK; Transportation; Targeted Instructional Improvement Grant

- Subvenciones básicas
  - TK-3 ($10,025)
  - 4-6 ($10,177)
  - 7-8 ($10,478)
  - 9-12 ($12,144)
- Ajustes de rango de grados
  - TK-3 ($1,043)
  - 9-12 ($ 316)
- Recuento de alumnos no duplicados
  - 3.565 (44,77%)
- Complementos
  - TK; Transporte; Subvención de mejora de la instrucción

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Morgan Hill Unified LCFF Details

Morgan Hill Unified (69583) - Adopted 24_25			v.24.2c			CY1
LOCAL CONTROL FUNDING FORMULA						**2024-25**
LCFF ENTITLEMENT CALCULATION						

	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors	1.07%	0.00%	44.77%	44.77%		

	3-PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	2,190.90	$ 10,025	$ 1,043	$ 991	$ -	$ 26,420,126
Grades 4-6	1,600.29	10,177		911	-	17,744,413
Grades 7-8	1,077.75	10,478		938	-	12,303,810
Grades 9-12	2,631.37	12,144	316	1,116	-	35,722,606
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 81,497,946	$ 3,116,621	$ 7,576,388	$ -	$ 92,190,955
NSS Allowance		-				-
TOTAL BASE	7,500.31	$ 81,497,946	$ 3,116,621	$ 7,576,388	$ -	$ 92,190,955

ADD ONS:

Targeted Instructional Improvement Block Grant				$ 47,071
Home-to-School Transportation (COLA added commencing 2023-24)				1,627,564
Small School District Bus Replacement Program (COLA added commencing 2023-24)				-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	214.68	TK Add-on rate $ 3,076.80	660,528

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LCFF and the LCAP/ LCFF y el LCAP

- The LCAP is a requirement as a result of receiving Supplemental and Concentration Funds under the LCFF
- Morgan Hill Unified must develop an LCAP that addresses the needs of our Unduplicate Pupils
  - Socioeconomically Disadvantaged
  - Foster Youth / Homeless
  - Migrant
  - English Learners
- The Goals/Actions of the LCAP are intended to document the expenditure of the Supplemental Funds to meet the needs of the student populations outlined above in accordance with the eight State priorities

- El LCAP es un requisito como resultado de recibir fondos suplementarios y de concentración bajo la LCFF.
- Morgan Hill Unified debe desarrollar un LCAP que aborde las necesidades de nuestros alumnos no duplicados
  - Desfavorecidos socioeconómicamente
  - Jóvenes de crianza / personas sin hogar
  - Inmigrante
  - Aprendices de inglés

Las Metas/Acciones del LCAP tienen como objetivo documentar el gasto de los Fondos Suplementarios para satisfacer las necesidades de las poblaciones estudiantiles descritas anteriormente de acuerdo con las ocho prioridades estatales.

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Budget Overview for Parents/ Resumen del presupuesto para los padres

As an additional requirement of the LCAP the District must provide the Budget Overview for Parents which outlines the revenue and expenditure details of the District budget. Those details are:
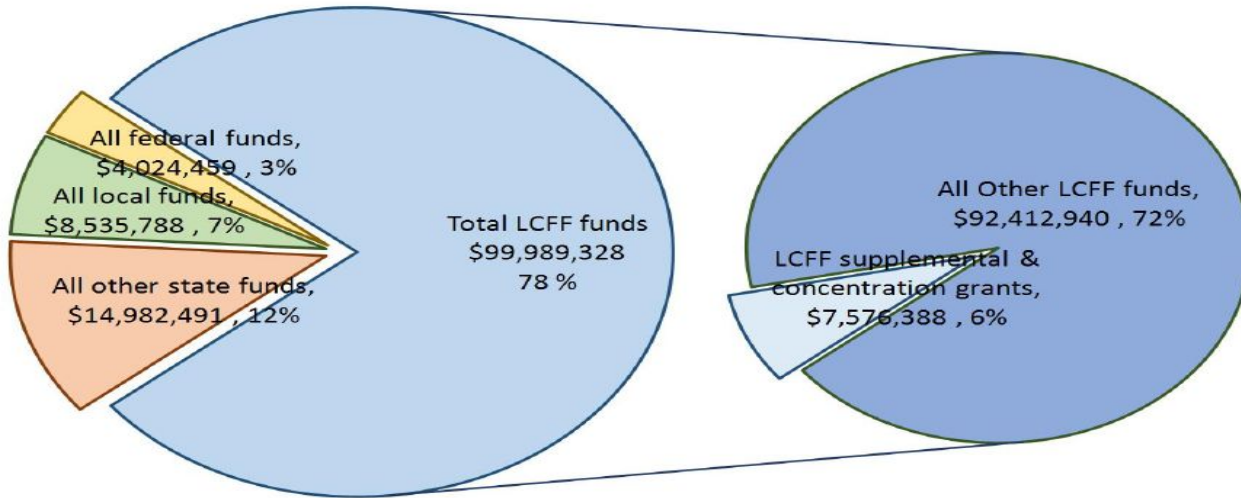
- 2024-25 Total Revenue by Source
- 2024-25 Total Budgeted Expenditures
- 2024-25 Total Budgeted Expenditures in the LCAP
- 2024-25 Total Budgeted Expenditures for High Needs Students
- 2023-24 Budgeted and Actual Expenditures in the LCAP

Como requisito adicional del LCAP, el Distrito debe proporcionar la Descripción general del presupuesto para padres que describe los detalles de ingresos y gastos del presupuesto del Distrito. Esos detalles son:

- 2024-25 Ingresos totales por fuente
- Gastos totales presupuestados 2024-25
- 2024-25 Gastos totales presupuestados en el LCAP
- Gastos totales presupuestados para 2024-25 para estudiantes con grandes necesidades
- 2023-24 Gastos presupuestados y reales en el LCAP

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Budget Overview for Parents/ Resumen del presupuesto para los padres

Projected Revenue by Fund Source

All federal funds, $4,024,459 , 3%

All local funds, $8,535,788 , 7%

All other state funds, $14,982,491 , 12%

Total LCFF funds $99,989,328 78 %

All Other LCFF funds, $92,412,940 , 72%

LCFF supplemental & concentration grants, $7,576,388 , 6%

This chart shows the total general purpose revenue Morgan Hill Unified School District expects to receive in the coming year from all sources.

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Budget Overview for Parents/ Resumen del presupuesto para los padres

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $144,418,697

Total Budgeted Expenditures in the LCAP $-

This chart provides a quick summary of how much Morgan Hill Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
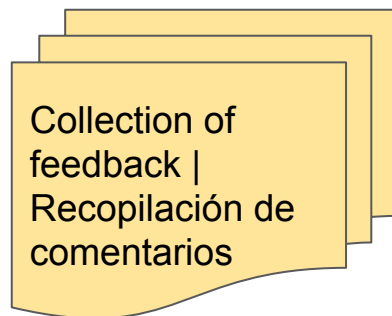
The text description of the above chart is as follows: Morgan Hill Unified School District plans to spend $144,418,697 for the 2024-25 school year. Of that amount, $ is tied to actions/services in the LCAP and $144,418,697 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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LCAP Process
Proceso LCAP

Process for Community Input | Proceso para aportes de la comunidad

Community Forums + LCAP
Engagements at each site + LCAP Survey
+ | Foros Comunitarios + Compromisos
LCAP en cada escuela + Encuesta LCAP

Collection of feedback | Recopilación de comentarios

Community Forum | DELAC | ELAC and SSC | LCAP Advisory

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Surveys · SSC · Round-Table · DELAC · Forums · LCAP Advisory · Student Groups

Analyze Content and Narrative of Feedback

Code by:
-Going Well
-Needs Improvement
-New Ideas
-Challenges
-Discontinue/Improve

Report Themes and Patterns

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In-Person Feedback Meetings/Reuniones en persona para aportes

School Site Council, English Learner Advisory Committee and District English Learner Advisory Committee

- Parents/Guardians: 160
- Staff: 30
- Students: 5

Three Community Forums:

Forum 1 and 2 -71
Forum 3 - 36

Students (High School)

- 50 (high school)
- 65 (middle school)

Consultation with Educational Partners:

- Santa Clara County Special Education Local Plan Area (SELPA)
- Amplify Collaborative (YMCA, Boys & Girls Club, and Youth Alliance)
- Mental Health Committee (Rebekah's Children Services, Discovery Counseling, Social Services, South Coast Behavioral Health and the City of Morgan Hill)

Consejo Escolar, Comité Asesor de Estudiantes de Inglés y Comité Asesor de Estudiantes de Inglés del Distrito

- Padres/Tutores: 160
- Personal: 30
- Estudiantes: 5

Tres foros comunitarios:
- 1 y 2: 71
- Foro 3: 36

Estudiantes (Preparatoria)
- 50 (escuela preparatoria)
- 65 (escuela secundaria)

Consulta con Socios Educativos:

- Área del Plan Local de Educación Especial del Condado de Santa Clara (SELPA)
- Amplify Collaborative (YMCA, Boys & Girls Club y Youth Alliance)
- Comité de Salud Mental (Servicios para Niños de Rebekah, Discovery Counseling, Servicios Sociales, Salud Conductual de la Costa Sur y la Ciudad de Morgan Hill)

Feedback Review Process/Proceso de revisión de comentarios

The process for community input has many steps.

We gather input from all schools, from staff, from students, and parents/families

We then take all this input and feedback and look for themes/patterns
- **What is going well**
- **Challenges**
- **Discontinue or Improve**
- **New ideas/suggestions**
- **Continue**

Every piece of feedback submitted thus far has been read by staff

El proceso de participación de la comunidad tiene muchos pasos.

Recopilamos opiniones de todas las escuelas, del personal, de los estudiantes y de los padres/familias.

Luego tomamos todos estos aportes y comentarios y buscamos temas/patrones.
- **Que está progresando bien**
- **Desafíos**
- **Suspender o mejorar**
- **Nuevas ideas/sugerencias**
- **Continuar**

Todos los comentarios enviados han sido leídos por el personal.

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Reviewed **March 26 and April 24**- Themes based on feedback/ **26 de marzo y el 24 de abril** Repasamos los temas basados en los aportes y comentarios

[Academics LCAP Feedback Themes/ Aportes y Temas academicos.docx.pdf](#)

[Family Engagement LCAP Feedback Themes/ Aportes y Temas Participación Familiar.docx.pdf](#)

[School Climate and Culture LCAP Feedback Themes/ Aportes y Temas Clima y Cultura Escolar.docx.pdf](#)

LCAP Online Survey Data
Datos de la Encuesta LCAP en Línea

LCAP Survey Data/ Datos de la Encuesta LCAP

Morgan Hill Unified School District (MHUSD) partners with Hanover Research to administer an annual Local Control and Accountability Plan (LCAP) survey to its community members. MHUSD uses participant feedback in order to best meet all community and school members' needs and to plan for the 2024-25 academic year to inform work around the district's four strategic goal areas.

A total of 2,876 individuals responded to the 2024 LCAP survey, including

- 2,092 students (5th-12th)
- 471 parents
- 294 staff members, and
- 19 community members.

El Distrito Escolar Unificado Morgan Hill (MHUSD) se asocia con Hanover Research para administrar una encuesta anual del Plan de Responsabilidad y Control Local (LCAP) a los miembros de su comunidad. MHUSD utiliza los comentarios de los participantes para satisfacer mejor las necesidades de todos los miembros de la comunidad y la escuela y planificar el año académico 2024-25 para informar el trabajo en torno a las cuatro áreas de objetivos estratégicos del distrito.

Un total de 2,876 personas respondieron a la encuesta LCAP de 2024, incluyendo

- 2.092 estudiantes (5 al 12 grado)
- 471 padres
- 294 miembros del personal, y
- 19 miembros de la comunidad.

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GOAL 1 - COLLEGE, CAREER & CIVIC READINESS

Respondents generally believe in Morgan Hill's capacity to prepare students for college, career, and civic readiness, though perceptions between groups vary. Over half agree the district prepares students for success (69%), success for college/career (68%), and employment in a global society (52%). However, parents consistently score the lowest results in all domains related to college and career readiness compared to other groups. The only deviation from this pattern is parent perceptions of effective student communication, with a score of 66%.

Staff members are the most optimistic group regarding students' preparation for college, career, and civic readiness. All domains related to college, career, and civic readiness consistently have staff members report the highest results, barring community members due to their limited sample size. Teaching students the importance of middle school grades for A-G course readiness is the only statement to stray from this trend (51%).

Student perceptions on college, career, and civic readiness fall between parents and staff. Student perceptions of college, career, and civic readiness range from 52% to 77% across various statements – students have the lowest outcome on their school preparing them for employment in a global society (52%), while over three-quarters say their schools offer options for credit recovery (77%).

Across school levels, elementary schools generally report higher outcomes than their middle counterparts. For example, nearly three-quarters of elementary respondents (72%) agree their school prepares students for high school success compared to 58% of middle school respondents. This degree of confidence in high school preparation among elementary is comparable to high school (73%). Middle school levels consistently report the lowest outcomes and are the only school level to go under 50% within factors for student preparation.

GOAL 2 - FAMILY & COMMUNITY ENGAGEMENT

MHUSD schools regularly engage with students' families and the greater community. Notably, over three-quarters of respondents believe district schools encourage involvement from community members (83%) and families (76%), with most feeling like the district builds personal relationships, respect, and mutual understanding with the families they serve (69%). Though fewer believe they have as much say in the ability to influence decisions on the school (53%) or district level (49%).

Staff members report the most positive outcomes compared to their other counterparts. With little variability, staff consistently indicate higher outcomes for parent involvement in most domains. With a few exceptions from community members, staff members report the highest results in encouraging parental involvement (87%) and the lowest in hosting effective teaching practices for families to model at home (47%).

Parents in MHUSD schools generally require more information and opportunities, rather than increased communication, to facilitate their involvement. Over a third of parent responses say they need more information on involvement opportunities (41%) and how to support students at home (44%), as well as citing more convenient times for participation (43%), and participation options at the school level (41%). Parents typically receive information through their students (80%), and less than a third refer to the school/district website as their primary source of information (25%), its usage frequency typically occurs 1-3 times in under half of parents over the last 6 months in both the district (42%) and school website (37%).

Parents are well informed about events, activities, and academic progress. For many, over three-quarters agree their school keeps them well informed about events and activities (82%), and over two-thirds agree their teachers keep them well informed about their student's academic progress (68%). Only a minority of parents are unable to communicate with staff members when they need to (6%).

Families often participate in activities hosted by district schools. Back to school night/open house garners the most attendance (82%), followed by school/class events (66%), and parent-teacher conference (59%). Families unable to participate (6%) commonly cite scheduling conflicts (67%).

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GOAL 3 - STUDENT ENGAGEMENT, SEL & CLIMATE

While the academic environment is conducive to student engagement, student motivation levels are comparatively lower. Over three-quarters of respondents believe students at district schools want to do well (92%) and want students to succeed (84%). However, statements such as students enjoying school (44%), finding instruction fun/engaging (51%), and feeling motivated by the instruction (51%) report slightly less than positive outcomes. Staff members and students tend to report the greatest divide in these perspectives. For instance, under half of students feel motivated by instruction in their schools (45%) compared to over three-quarters of staff (78%).

Overall, the social climate is positive, but Morgan Hills schools face challenges in enforcing school boundaries and fostering greater interpersonal relationships among students. Many respondents agree students have friends at school (83%) and become friends with people from different cultural backgrounds (84%), but fewer believe school rules are fair (56%), all students are being treated fairly (52%), and that students respect teachers/staff (49%). Students consistently report the lowest outcomes on social climate, especially in students respecting teachers/staff (42%), treatment of fairness (47%), and the perceptions of school rules being fair (48%). Only a third believe bullying is not a problem at their school (35%).

Students are less likely to feel safe at school than parents or staff. Perceptions of safety are lower compared to their adult counterparts, for example, 53% of student responses agree that students feel safe at school compared to 72% of parents and 75% of staff. Similarly, only 56% of students believe students are comfortable talking to school staff compared to 71% of parents and 84% of staff.

Overall student support is strong, though perceptions of its impact vary between groups. All domains related to broad student support consistently have outcomes above 60%. Students as a group generally report the lowest results followed by parents and staff. However, understanding the different types of support and the ability to receive these services deviates from this pattern. For instance, 72% of students and 82% of staff understand the types of academic support available to students compared to 60% of parents.

GOAL 4 - SUPPORT FOR SPECIAL STUDENT POPULATIONS

Support for students in specialized programs remains robust, as evidenced by the positive feedback from parents and staff associated with English Learner, Special Education, Foster Youth, or McKinney-Vento programs. Specifically, a significant majority—79% for English Learner, 82% for Special Education, 85% for Foster Youth, and 84% for McKinney-Vento programs—believe that schools sufficiently encourage these students. Furthermore, the consensus among many respondents is that Special Education students are inclusively integrated into general education classes and activities, where they are accepted by peers, treated fairly, and respected by both teachers and classmates.

The consensus regarding student involvement in after-school activities is less unanimous compared to other inclusion aspects. For example, only around half of the parents and staff associated with English Learner (55%) or Special Education (51%) programs, and approximately two-thirds of those linked with Foster Youth (64%) or McKinney-Vento populations (68%), concur that schools offer sufficient after-school activities. Moreover, while over two-thirds (73%) of respondents believe that schools generally encourage student participation in extracurricular activities, a smaller proportion (53%) agree that this encouragement extends specifically to special education students, particularly at the high school level.

Staff members generally express a higher level of agreement than parents regarding the support provided to students in special education programs. For instance, while 81% of staff believe that schools equip special education students with adequate learning materials and technologies, only 23% of parents share this view. A similar pattern is observed in the provision of resources for parents associated with special education, with 73% of staff in agreement compared to 21% of parents. Parents also express less agreement than staff regarding the sufficiency of functional life skills provided to special education students, with 22% compared to 70% of staff. The disparity is also evident in the provision of test accommodations, with only 41% of parents in agreement compared to a significant 91% of staff. However, both groups agree that special education students are included in general education classes and activities.

LCAP Survey Data/ Datos de la Encuesta LCAP

Breakout Rooms

Goal 1: Julie

Goal 2: Corina

Goal 3: Jessie

Goal 4: Sarah/Kimberly

Overall: Diana

12 minutes in your breakout room then be prepared to share.

What stands out to you? What feedback do you have?

Salon de Interacción

Meta 1: Julie

Meta 2: Corina

Meta 3: Jessie

Meta 4: Sarah/Kimberly

En general: Diana

12 minutos en su salón de interacción y luego prepárese para compartir.

¿Qué es lo que te destaca? ¿Qué comentarios tienes?

Share   Compartir

Recommendations from Hanover/ Recomendaciones de Hanover

Continue to enhance parent and family engagement by expanding opportunities for involvement, particularly in decision-making processes at both the school and district levels.

Tailor instructional strategies to increase student engagement in learning.

Review and enhance support structures for special education students.

Continuar mejorando la participación de los padres y las familias ampliando las oportunidades de participación, particularmente en los procesos de toma de decisiones tanto a nivel escolar como distrital.

Adaptar estrategias de instrucción para aumentar la participación de los estudiantes en el aprendizaje.

Revisar y mejorar las estructuras de apoyo para estudiantes de educación especial.

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Goals and Actions Under Consideration
Metas y Acciones Bajo Consideración

Metrics, Goals and Actions Under Consideration/Metricas, metas y acciones bajo consideración

Goals and Actions Under Consideration May 2024.pdf

SPANISH Goals and Actions Under Consideration May 2024.pdf

Next Steps: LCAP Adoption Process

Siguientes Pasos: Proceso de Adopción del LCAP

LCAP Presentation and Adoption Process/ Proceso de presentación y adopción del LCAP

June 4 LCAP Hearing and Presentation

- Budget Overview for Parents
- 23-24 LCAP Annual Update
- 2024 Local Control Accountability Plan
    - LCAP Sections
    - MHUSD Development Process
    - Goals and Actions
    - Action Tables
- 2024 Local Indicators
- 2024 Federal Addendum

June 18 LCAP Presentation and Adoption

4 de junio Audiencia y presentación del LCAP

- Resumen del presupuesto para padres
- 23-24 Actualización anual del LCAP
- Plan de Rendición de Cuentas de Control Local 2024
    - Secciones del LCAP
    - Proceso de desarrollo del MHUSD
    - Metas y acciones
    - Tablas de acción
- Indicadores Locales 2024
- Anexo federal de 2024

18 de junio Presentación y adopción del LCAP

LCAP Presentation and Adoption Process/ Proceso de presentación y adopción del LCAP

LCAP Draft Posting May 30

Draft 2024 LCAP will be posted on the website and and a hard copy will be available at the District Office.

A survey for community feedback will be posted on the website and sent to families

Publicación del borrador del LCAP el 30 de mayo

La copia de revisión del LCAP 2024 se publicará en el sitio web y una copia impresa estará disponible en la Oficina del Distrito.

Se publicará una encuesta para obtener comentarios de la comunidad en el sitio web y se enviará a la familia.

Questions/Preguntas?