



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Dr. Carmen García Superintendent	garciacarmen@mhusd.org 408.201.6023

Goals and Actions

Goal

Goal #	Description
Goal 1.0	Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teachers Fully Credentialed Misassigned Without full credential	from current SARC: Full Credential: 97.1% Misassigned Without 2.9%	2021-22 SARC: Full Credential: 94.7% Misassigned Without: 2.4%	2022-23 SARC: Full Credential: 94.7% Misassigned Without: 0.052%	2023-24 SARC: Full Credential: 96% Misassigned Without: 0.04%	Maintain or improve Maintain or decrease Maintain or decrease
Basic Services: William’s Act Compliance Standards Aligned Instructional Materials	Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2021-22: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2022-23: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2023-24: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	Maintain passing audit and no compliance complaints
Basic Services: School Facilities in Good Repair	Audit Complaints Safe Facilities: Passed 0	2021-22: Audit Complaints Safe Facilities Passed 0	2022-23: Audit Complaints Safe Facilities Passed 0	2023-24: Audit Complaints Safe Facilities Passed 0	Maintain passing audit and no compliance complaints
Implementation of State Standards: Rubric Scores by core areas	Math:4.3 ELA/ELD:3.8 Social Science:3.3 NGSS:2.9	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Metric retired due to programatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MTSS academic:3.5 MTSS soc. emot.:3.3 PLC's:3.6 PBIS:3.6				
Course Access	Local Metrics Met	Local Metrics Met	Local Metrics Met	Local Metrics Met	Maintain status of Local Metric Met for the CA School Dashboard
Pupil Outcomes: College and Career Readiness	College/Career Readiness 2019-20	College/Career Readiness 2020-21	College/Career Readiness 2021-22	College/Career Readiness 2022-23	Maintain or improve College Readiness metrics
PSAT % Meet gr. 8 benchmarks	Grade 8 benchmarks Dist: 40% State: 22%	PSAT Grade 8 Benchmarks District: No reportable data for 20-21 State: 49%	PSAT Grade 8 Benchmarks District: 67% State: 43%	PSAT Grade 8 Benchmarks District: 67% State: 38%	
PSAT % Meet gr. 10 benchmark	Grade 10 Benchmarks Dist: 34% State: 20%	PSAT Grade 10 Benchmarks Met District: 21.3% State: 60%	PSAT Grade 10 Benchmarks Met District: 58% State: 29%	PSAT Grade 10 Benchmarks Met Results unreported due to less than 10 students taking the assessment	
SAT Participation Rate	SAT Participation Rate: Dist: 59.1% State: 49.7%	20-21 SAT Participation Rate: District: 15% State: 24%	21-22 SAT Participation Rate: District: 17.2% State: 20%	districtwide. Students generally take the PSAT/NMSQT instead of the PSAT10.	
SAT ELA Benchmarks	SAT ELA benchmarks Dist:81.7% State: 77.9%	20-21 SAT ELA Benchmarks: District: 25.3% State: 61%	21-22 SAT ELA Benchmarks: District: 93% State: 65%	22-23 SAT Participation Rate: District: 8.8% State: 25%	
SAT Math Benchmarks					
ACT Participation Rate					
ACT College Readiness Rate	SAT Math benchmarks Dist:68.3% State: 61.3%		21-22 SAT Math Benchmarks		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Acceptances Naviance	ACT Participation rate Dist: n= 169 26.5%	20-21 SAT Math Benchmarks District: 35.2% State: 48%	District: 83% State: 45%	22-23 SAT ELA Benchmarks: District: 93% State: 80%	
Graduates Meeting UC A-G	ACT College Readiness: Dist: 84% in ELA, Math, and Science	20-21 ACT Participation Rate: Not available for the 20-21 school year	21-22 ACT Participation Rate: Not available for the 21-22 school year	22-23 SAT Math Benchmarks District: 80% State: 64%	
Biliteracy Graduates	College Acceptances: 957 (1.4 per graduate)	ACT College Readiness: Not available for the 20-21 school year.	ACT College Readiness: Not available for the 21-22 school year.	22-23 ACT Participation Rate: Not available for the 22-23 school year	
Golden State Seal Merit Diploma	Grads meeting UC A-G Dist: 54.1% St: 53.4%	Class of 2021: College Acceptances (Naviance): 888 total acceptances (1.4 per graduate)	Class of 2022: College Acceptances (Naviance): 881 total acceptances (1.4 per graduate)	ACT College Readiness: Not available for the 22-23 school year.	
CCR Dashboard Value	Biliteracy Graduates Dist: 25.5% St: 12.9%	Class of 2021 Meeting UC a-g: MHUSD: 56.6% State: 45.4%	Class of 2022 Meeting UC a-g: MHUSD: 54.4% State: 44.7%	Class of 2023: College Acceptances (Naviance): 1084 total acceptances (1.6 per graduate)	
	Golden State Seal Merit Dist: 35.3% St: 24.8%	Class of 2021 Seal of Biliteracy: MHUSD: 7% State: 13.5%	Class of 2022 Seal of Biliteracy: MHUSD: 10.8% State: 10.3%	Class of 2023 Meeting UC a-g: MHUSD: 55.1% State: 51.8%	
	CCR Dashboard Value Dist: 54.7% Yellow	Class of 2021 Golden State Seal Merit: MHUSD: 19.6% State: 23.9%	Class of 2022 Golden State Seal Merit: MHUSD: 33% State: 25.5%	Class of 2023 Seal of Biliteracy: MHUSD: 12.5%* State: 12.8%	
			Class of 2022 CCR Dashboard Value:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Class of 2021 CCR Dashboard Value: Not available for 2021 due to suspension of the 2020 and 2021 CA School Dashboard	CCR value was not reported by the CDE as part of the 2022 CA School Dashboard	Class of 2023 Golden State Seal Merit: MHUSD: 35.5%* State: 32.2% Class of 2022 CCR Dashboard Value: Medium; 51.7% prepared (CCR value was reported as 'status only' by the CDE as part of the 2023 CA School Dashboard) *Internal calculation due to discrepancies in DataQuest 23-24 Available Data	
Pupil Outcomes: English Learner Progress EL Growth Rate: % Progressing one or more levels	English Learner Metrics (dashboard) 2018-19 District 45.6% State 48.3%.	English Learner Metrics (CA Dashboard): 2020-21 EL Growth Rate data not available due to suspension of the 2020 and 2021 CA School Dashboard.	English Learner Metrics (CA Dashboard): 2021-22 District: 45.3% making progress towards English language proficiency State: 50.3% making progress towards English language proficiency	English Learner Metrics (CA Dashboard): 2022-23 District: 43.3% making progress towards English language proficiency State: 48.7% making progress	Improve EL growth rate to 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes: EL Reclassification Rates	<p>2019-20 RFEP Rate:</p> <p>District 8.6%</p> <p>State 13.8%</p>	<p>2020-21 RFEP Rate:</p> <p>District: 3.7% (n=52 students) State: 6.8%</p>	<p>2021-22 RFEP Rate:</p> <p>District: 10% (n= 145 students) State: Currently unavailable; the CDE has yet to published this information for the 21-22 school year</p>	<p>2022-23 RFEP Rate:</p> <p>District: 9.6% (n= 143 students) State: Currently unavailable; the CDE has yet to published this information for the 22-23 school year</p> <p>23-24 Preliminary Data: 197 students on track for reclassification this school year</p>	Improve rate to or better than state rate
Pupil Outcomes: % participation % passed with 3+ score	<p>2019-20 % AP participants</p> <p>District: 40.4%</p> <p>State: 24.6%</p> <p>% AP pass 3+ / enroll.</p> <p>District: 46.0%</p> <p>State: 29.4%</p>	<p>Advanced Placement (AP) Participants</p> <p>2020-21: District: 30.2% (Grades 10-12)</p> <p>State: Information is no longer available and published by the CDE.</p> <p>2020-21 % AP Exam Pass with a 3+ / enroll</p> <p>District: 43.4% (College Board)</p> <p>State: Information is no longer available</p>	<p>Advanced Placement (AP) Participants</p> <p>2021-22 District: 28% (Grades 10-12)</p> <p>State: Information is no longer available and published by the CDE.</p> <p>2021-22 % AP Exam Pass with a 3+ / enroll</p> <p>District: 64.1%* (College Board) *correct value is 54.5% pass rate due to a calculation error</p>	<p>Advanced Placement (AP) Participants</p> <p>2022-23 District: 38.6% (Grades 9-12)**</p> <p>State: Information is no longer available and published by the CDE.</p> <p>2022-23 % AP Exam Pass with a 3+ / enroll</p> <p>District: 56.1% (College Board)</p> <p>State: Information is no longer available</p>	Improve participation and pass rates to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>and published by the CDE.</p> <p>20-21 AP Participants Latinx: 205 students White: 197 students Asian: 95 students African-American/Black: 12 students SWD: 4 students SED: 29 students EL: 5 students Homeless: 6 students</p>	<p>that was discovered with the College Board reporting</p> <p>State: Information is no longer available and published by the CDE.</p> <p>21-22 AP Participants Latinx: 192 students White: 174 students Asian: 113 students African-American/Black: 11 students SWD: 1 students SED: 32 students EL: 7 students Homeless: 2 students</p>	<p>and published by the CDE.</p> <p>22-23 AP Participants (9-12)** Latinx: 472 students White: 374 students Asian: 195 students African-American/Black: 15 students SWD: 15 students SED: 84 students EL: 37 students Homeless: 33 students</p> <p>**This data is inclusive of grades 9-12 as AP courses were expanded to include Grade 9 during the 22-23 school year. Previously it was only open to students in Grades 10-12.</p>	
<p>Pupil Outcomes: Grade 5, 8, 11 (EAP) % meet or exceed on CAASPP</p>	<p>ELA 2018-19 Gr 5 Gr 8 Gr 11 50.31 49.84 59.35</p> <p>Math Gr 5 Gr 8 Gr 11 34.76</p>	<p>Data is not available due to the suspension of 2020 and 2021 CA School Dashboard. The NWEA MAP assessment was administered in lieu of the CAASPP during</p>	<p>2021-22 ELA Grade 5: 47.69% Grade 8: 44.59% Grade 11: 59.02%</p> <p>Math Grade 5: 28.13% Grade 8: 28.44%</p>	<p>2022-23 ELA Grade 5: 47.74% Grade 8: 39.30% Grade 11: 58.21%</p> <p>Math Grade 5: 31.43% Grade 8: 27.92%</p>	<p>Improve Grade 5 and 8</p> <p>ELA to > 60%, Gr 11 to > 70%. Improve math grade 5 and 8 to > 50% and Gr. 11 to >60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41.42 39.45	the 2020-21 school year.	Grade 11: 36.55%	Grade 11: 30.36% 23-24 Data Not Available. Expected Fall 2024	
Pupil Outcomes: Grade 5, 8, and 11 National Percentile Rank on NWEA MAP ELA and Math	ELA 2020-21 Gr 5 Gr 8 Gr 11 45pr 43pr 63pr Math Gr 5 Gr 8 Gr 11 31pr 58pr 54pr	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Improve and maintain percentile rankings above 60%
Implementation of CA Standards-Based Curriculum and Assessments for all Students using a Guaranteed and Viable Curriculum (GVC) in all subject areas	2021-22 75 Site Administrators and Site Guiding Coalition members (~17% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 ~375 Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff (~85% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum.	2023-24 440 Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum during the first professional	100% of Site administrator, Guiding Coalition Members, and MHUSD Teachers participate in professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum as evidenced by districtwide (horizontally and vertically aligned) PLC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>In August 2022, all of teachers participated in professional development to identify essential standards by grade level and/or department to launch PLT work for the school year.</p>	<p>development day of the school year. A second PD day was held in October 2023 where this districtwide work continued.</p>	<p>developed curriculum units in all grade levels and subject areas, common formative and summative assessments, and instructional rounds/teacher observations.</p> <p>Essential standards districtwide will be identified and implemented across grade levels and content/subject areas.</p>
<p>Revise, align, and implement the English Learner Master Plan district-wide</p>	<p>2021-22 Baseline: No implementation</p> <p>District Administrators, TOSA, and Site Teachers began the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices</p>	<p>Not available because the 2021-22 school year is the baseline year for this new metric.</p>	<p>2022-23</p> <p>Partial Implementation. Training has begun for a majority of instructional staff on components that impact the English Learner Plan (i.e. PLTs) but has not reached 100% on plan expectations.</p> <p>District Administrators, TOSA, and Site Teachers continued</p>	<p>2023-24</p> <p>The English Learning Master Plan is in its final stages of writing, revision and alignment. The anticipated completion is expected to be Fall of 2024.</p>	<p>Full implementation of the Morgan Hill Unified English Learner Master Plan; with 100% of instructional staff trained on plan expectations.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices. The English Learning Master Plan is in its final stages of writing, revision and alignment. The plan consists of six chapters that address Guiding Principals and Goals, Family and Community Engagement, English Learner Identification/ Program Placement and Reclassification, Instructional Programs, Staffing and Professional Development, and Monitoring/ Evaluation, and Accountability.		
Pupil Outcomes: Grade 5, 8, and 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 49% Grade 8: 52%	Not available because the 2021-22 school year is the baseline year for this new metric. This metric is replacing the retired NWEA MAP metric from above.	2022-23 NWEA MAP ELA Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 53% Grade 8: 57%	2023-24 NWEA MAP ELA Fall to Winter 23-24 Conditional Student Growth Percentile Grade 5: No MAP testing	Students in grades 5, 8, and 11 will improve their median conditional student growth percentile by 15% in both ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11: 44% NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 65% Grade 8: 55% Grade 11: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		Grade 11: 46% NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 52% Grade 8: 58% Grade 11: 50% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Grade 8: No MAP testing Grade 11: 52% NWEA MAP Math Fall to Winter 23-24 Conditional Student Growth Percentile Grade 5: No MAP testing Grade 8: No MAP testing Grade 11: 54% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions reflected in the LCAP.

To continue to advance college and career readiness, MHUSD saw a comprehensive focus on professional development. All certified staff received training on curriculum alignment, including essential standards, standards progression, and assessment design. One hundred percent of principals and key members of schools' Guiding Coalition honed their skills in monthly Professional Learning Teams (PLTs) trainings. Through focused collaboration, Professional Learning Teams leverage student data to identify areas for improvement. By discussing instructional practices and strategies, educators then craft a shared plan of action, including setting priorities for the 24-25 school

year. This ongoing cycle of data analysis, collaborative discourse, and shared planning empowers educators to refine their teaching and ultimately benefit student achievement. Additionally, all our District Teachers on Special Assignment (TOSA) provided a robust program of professional development including workshops, 1:1 coaching, classroom demonstrations, and committee expertise. TOSAs also constructed specialized professional development sessions for a variety of audiences including educators new to the teaching profession.

To achieve this goal, we've successfully implemented a comprehensive suite of academic assessments. These assessments, accompanied by targeted professional development for educators, ensure not only successful rollout but also long-term sustainability. The rich data generated by these assessments serve a dual purpose: providing both diagnostic insights into student strengths and areas of growth and formative feedback that allows for continuous improvement. This data empowers educators to refine instruction, deliver timely interventions, and tailor learning to meet the specific needs of each student. Additionally, it informs the work of professional learning teams, fostering collaboration and driving instructional excellence.

This year we also invested in comprehensive professional development for the MTSS district team. This culminated in the planning of a districtwide MTSS Handbook, a valuable resource that will provide the framework for educators to engage in data-based decision-making related to high-quality instruction and intervention necessary to ensure positive outcomes for students.

Our commitment to Career and Technical Education (CTE) continues to grow. This year saw the launch of the district's inaugural Dual Enrollment program with eight new courses offered across the fall and spring semesters, allowing students to earn college credit while still in high school. These courses will provide students with even more courses to explore their interests and be college and career-ready.

This year, the Educational Services team made significant strides in revamping the Plan for English Learner Success. This comprehensive plan serves as the district's roadmap to achieving state-mandated requirements for English Learners (ELs). It outlines clear policies for complying with federal and state regulations while ensuring alignment with existing district initiatives focused on EL education. To ensure a well-rounded approach, the district actively sought input from various stakeholders, including EL Facilitators, administrators, the District English Learner Advisory Committee, and educators. This collaborative revision process will continue throughout the summer and early fall, with a tentative presentation for adoption scheduled for September 2024.

The digital licenses needed for this goal are now fully in place. We achieved a district-wide staffing model as envisioned in this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 1.0.a - The planned professional development provided by an outside consultant was partially implemented and eventually discontinued.
- 1.0.b - The professional development model changed due to the availability of substitute teachers. Originally, site teams were planned to attend, and only two teachers per site were ultimately invited to attend. Additionally, two professional development days were canceled
- 1.0.h - District added additional TOSAs to Title I schools

- 1.0.i - Increase in purchases of instructional materials. Bridged to a newer version of the currently adopted elementary mathematics curriculum. Adopted a Basic Biliteracy curriculum for the dual language immersion schools. Purchased world languages curriculum for high school. (Restricted Lottery)
- 1.0.k - Decrease in purchases of supplies for Visual and Performing Arts
- 1.0.l - The contract amount was more than originally anticipated. Added in-person professional development for staff. Expansion in participating grade levels.
- 1.0.m - The budgeted extra hours for staff and consultant services were not utilized because the plan was worked on during contractual time.
- 1.0.n - Staff did not attend the Constructing Meaning Institute due to programmatic changes.
- 1.0.r - Increase of additional digital curriculum licenses for the Independent Study program
- 1.0.s - Increase in the number of students served in ELOP programs
- 1.0.t - Early College and Career Exploration was not implemented
- 1.0.u - Not able to hire migrant staffing
- 1.0.aa - The program structure was redesigned to be managed locally at the school sites. Fewer tutors were engaged in the program.
- 1.0.bb - The budgeted extra hours for staff were not utilized because the plan was worked on during contractual time.
- 1.0.dd - Fewer coaching hours were required than budgeted.
- 1.0.ee - Professional development was included in other professional development costs. Additional program materials were not required this year.
- 1.0.ff - Changes in the testing model required fewer external testers to be engaged.
- 1.0.gg - The facilitating consultant canceled multiple meeting sessions, and the expected number of staff did not participate in the committee.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The planned actions and services supported the anticipated needs for the 23-24 school year. All school sites participated in the year-long professional development of Professional Learning Teams. This school year, TK-8 school sites fully implemented academic core assessments: iReady Reading and Math, ESGI, and Literably. In addition, our Dual Language Immersion sites also implemented iReady Reading in Spanish. The data from these assessment platforms fuels powerful action. Teachers collaborate during dedicated time to analyze student progress, leading to adjustments in instruction, targeted interventions, strategic support, and a clear roadmap for student learning for both the school and district.

Actions 1.0.a, 1.0.b, 1.0.c, and 1.0.d-g have provided professional development training to support to support curriculum alignment and Professional Learning Teams. Our teachers actively participated in the professional development led by our TOSAs (Teacher on Special Assignment). This engagement has strengthened our internal capacity for various programs, including Constructing Meaning.

Action 1.0.h - Staffing who provide direct instructional support to students including small group instruction. Local data collected during small group intervention indicates that students are progressing towards proficiency.

Action 1.0.j- Effective implementation of new dual enrollment courses at both comprehensive high schools.

Action 1.0.m, 1.0.n- Work on the finalization of the EL Plan for Student Success and professional development to support English Language

Development

Action 1.0.o- Full implementation of academic core assessments was effective in providing educators with valuable diagnostic data, pinpointing individual student strengths and areas of growth. This data allows for tailoring resources and interventions to each student's specific needs.

Action 1.0.r- Independent Study program served TK-12 students in the district

Action 1.0.s- ELOP program provided the opportunity for enrichment before and after school, two intersession programs, and summer school.

Overall, the actions and services that were implemented resulted in progress. Our internal data indicates that for 23-24, there will be an increase in the number of Reclassified English Learners (197). There was an increase in the number of students who participated in AP courses (38.6%) and passed the AP exams with a 3 or better (56.1%). For graduates, there was an increase in the number of college acceptances (1084), an increase in the number of students meeting UC A-G requirements (55.1%), an increase in the number of students who earned the Seal of Biliteracy (12.5%), and an increase in the number of students earning the Golden State Seal Merit (35%). There was a significant increase in the number of CTE completers from 202 in 2022 to 282 for the 2023 graduating class. Full implementation of eight Dual Enrollment courses:

- Math 14 - Math for Liberal Arts (Fall 2023)
- Math 7 - Finite Math (Spring 2024)
- Art 10A: Cultural History of Ceramics (Fall 2023)
- Art 7A: Beginning Ceramics (Spring 2024)
- Welding 201: Beginning Welding (Fall 2023)
- Welding 202: Intermediate Welding (Spring 2024)
- CMGT 101: Concepts of Construction Management (Fall 2023)
- CMGT 102: Construction Graphics (Spring 2024)

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2023 English Learner Performance Indicator (CA Dashboard) indicated that 43.3% of English Learners made progress towards English language proficiency compared to 45.3% in 2022. As a result of this analysis and the analysis of other data points related to English Learner performance the 24-27 LCAP will specifically call out a focus goal to address the needs of English Learners. Actions such as 1.0d TOSA-English Language Development and 1.0.n English Language Development Professional Learning will be moved to this focus goal. Additionally, revision process for the Plan for English Learner Success will continue throughout the summer and early fall, with a tentative presentation for adoption scheduled for September 2024.

Other changes include:

1.0.a- Reduction due to extensive districtwide professional development

1.0.f- TOSA-Technology moved to a different funding source

1.0.g- Reduction TOSA- Elementary Math position

- 1.o.h- Reduction additional Title I staffing
- 1.0.l- Reduction Equal Opportunity Schools contract
- 1.0.n- Significantly reduce contract and move funding source to categorical funding
- 1.0.q- Reduction of two Elementary Assistant Principals
- 1.0.t- Remove Early College and Career Exploration as A-G grant has expired
- 1.0.w- Licenses and materials for library and instructional materials Inventory Control Program moved to Restricted Lottery
- 1.0.bb- Remove Counselor Plan action as the plan will be completed within contractual time

Driven by data and a commitment to continuous improvement, our district has identified TK-12 comprehensive literacy as a key area for focus. This year, educators and administrators are collaborating on the development of a Comprehensive Literacy Plan. This plan will not only articulate our district's vision for literacy, but also serve as a roadmap outlining research-based practices, clear expectations, and achievable goals. It will detail the specific steps we'll take to ensure all students reach their full literacy potential. The MHUSD Comprehensive Literacy Plan will be a new action item in the upcoming LCAP.

In response to the California Department of Education's new math framework adoption (July 2023), MHUSD launched the TK-12 Math Taskforce. This districtwide team of educators is dedicated to unlocking the potential of the new framework. Their mission is to ensure equitable learning and success for all students, and create strategic alignment across MHUSD's TK-12 mathematics program through the lens of the 2023 CA Mathematics Framework. The MHUSD Math Taskforce will be a new action item in the upcoming LCAP.

Revision and finalization of the districtwide MTSS Handbook will take place during the 24-25 school year.

Update to Metrics:

For the upcoming 24-27 LCAP we will be removing the metrics for this goal that are no longer available via CDE or in use in the district. In search of assessments that better meet the needs of our high school students, the District is crafting a plan to transition from NWEA to a more comprehensive evaluation system during the 24-25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.1	Elementary Academic Excellence Literacy: Using an equity in education framework that promotes cultural responsiveness, inclusion practices, and a data-driven system of support for all students, professional learning teams will develop a timely and effective multi-tiered system to support students to achieve grade level proficiency in reading by the end of third grade by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 3 ELA proficiency meet or exc. (CAASPP)	All: 43.3% Latx: 28.7% Non EL Latx: 40.6% Wht: 59.7% SWD: 17.6% SED (2018-19): 25.7%	Data is unavailable due to the suspension of CAASPP testing during the 19-20 school and local assessment administrator in lieu of CAASPP during the 20-21 school year.	2021-22 CA Dashboard - Grade 3 ELA All: 42.2% Latinx: 30.6% Non EL Latinx: 38.9% White: 57.5% SWD: 19.8% SED: 29.4%	2022-23 CA Dashboard - Grade 3 ELA All: 36.8% Latinx: 22.8% Non EL Latinx: 39.9% White: 53.7% SWD: 8.2% SED: 18.3%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
Winter MAP Grade 3 Reading RIT Scores (Datazone)	All: 195 Latx: 190 Non-EL Latx: 194 Wht: 201 SWD: 186 SED: 195 (2018-19)	Grade 3 Winter 2021-22 MAP RIT Reading Scores All 3rd Grade Students: 192 Latinx: 186 Non-EL Latinx: 190 White: 200 SWD: 177	Grade 3 Winter 2022-23 MAP RIT Reading Scores All 3rd Grade Students: 184 Latinx: 180 Non-EL Latinx: 187 White: 189 SWD: 170	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 3rd Grade (186.62 to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SED: 185	SED: 178		197.12) with a minimum increase of 5 points for all students and student groups.
Grade 3 Fountas and Pinnell % not met grade level benchmark (Datazone)	All: 24% Latx: 34% Non-EL Latx: 22% Wh: 13% SWD: 47% SED: 48% (2020-21)	Grade 3 F&P: 2021-22 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 30% Latinx: 43% Non-EL Latinx: 29 % White: 16% SWD: 69% SED: 47%	Grade 3 F&P: 2022-23 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 31.3% Latinx: 44% Non-EL Latinx: 35% White: 19% SWD: 79% SED: 48%	Not available due to programmatic changes and discontinuation of F&P assessment tool for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP Percentage of students not meeting 3rd grade level benchmark will decrease by 5% annually for a total 15% decrease from Baseline for all students and student groups.
Basic Reading Skills (Grades 1-2): Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY)	2021-22 Grade 1 <ul style="list-style-type: none"> • CVC: 45% • CVCC: 39% • Digraph: 24% • Blend: 31% Grade 2 <ul style="list-style-type: none"> • Contractions: 48% • CVC: 56% • CVCC: 54% • Digraph: 37% • Blend: 43% 	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Grade 1 <ul style="list-style-type: none"> • CVC: 40% • CVCC: 39% • Digraph: 25% • Blend: 37% Grade 2 <ul style="list-style-type: none"> • Contractions: 57% • CVC: 60% • CVCC: 58% • Digraph: 40% • Blend: 46% 	2023-24 Grade 1 <ul style="list-style-type: none"> • CVC: 61% • CVCC: 61% • Digraph: 44% • Blend: 51% Grade 2 <ul style="list-style-type: none"> • Contractions: 63% • CVC: 69% • CVCC: 65% • Digraph: 52% • Blend: 56% 	Desired outcome updated for 22-23 LCAP Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY) will increase by at least 10% for each skill from Year 1 Outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • CVCe: 45% 		<ul style="list-style-type: none"> • CVCe: 50% 	<ul style="list-style-type: none"> • CVCe: 58% 	
Number of Tier 2 Reading Students	413	422 students	536 students	2023-24 387 students	Desired outcome updated for 23-24 LCAP 20% reduction from Baseline (82 students) in students identified for Tier II support in reading - 331 students
Growth by Tier II participants (national percentile rank on MAP Reading)	Participants had an average growth of +7 percentiles. This rate of growth is 2.2 times greater than non-participants	The data is no longer calculated and monitored using the same methodology due to a change in data protocols	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by Lexia Usage (national percentile rank on MAP Reading)	Students without Lexia usage declined - 1.0 percentiles. Students with 200-299 Lexia units completed increased +11 percentiles.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by structured literacy pilot classes	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	Metric retired due to programmatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		schools with K-5 students.	schools with K-5 students.	schools with K-5 students.	
Literacy Professional Development # of Teachers Trained	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	Metric retired due to programmatic changes.
Implementation Monitoring and Fidelity (5pt rubric)	TBD baseline 2021-22	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	Metric retired due to programmatic changes.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MHUSD staff implemented an equity-focused approach in literacy instruction, promoting cultural responsiveness and inclusion practices, in professional development for instructional planning and classroom practices related to literacy instruction. Professional Learning Teams (PLTs) received on-going training and support through monthly District Guiding Coalition meetings in the process of evaluating the effectiveness of collaborative planning, sharing of best practices, and PLT actions to enhance teacher capacity to address diverse student needs. As part of the PLT process, teams analyze the effectiveness of the data-driven system in identifying students' literacy needs, monitoring progress, and providing targeted interventions. As PLTs and District staff analyzed the progress made towards the goal of achieving grade-level proficiency in reading by the end of third grade teams also assessed whether students were on track to meet this benchmark and identify any areas of concern or areas where additional support is needed. Professional development was provided in partnership with the SCCOE Inclusion Collaborative to provide elementary teachers with the training and support needed to create inclusive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

Early Literacy Supplemental Curriculum Supports

After reviewing local reading assessment data, staff identified that both students and teachers needed extra support and resources to effectively teach foundational literacy skills. To address this, our Early Literacy Teacher on Special Assignment (TOSA) organized a series of trainings on the Heggerty Phonemic Awareness curriculum for all TK-5 teachers. This supplemental resource equips teachers with a structured program of daily lessons spanning 35 weeks. The lessons focus on eight key phonemic awareness skills, plus activities to enhance letter and sound recognition and language awareness, ensuring that all students develop the essential pre-reading skills needed for success. These lessons are designed for classroom settings and provide a consistent, evidence-based approach to developing students' phonemic and phonological awareness. In addition to training teachers, the Early Literacy TOSA also conducted professional development sessions for elementary principals. This training helps principals provide informed feedback to teachers during classroom visits, further supporting effective literacy instruction.

After implementing the phonemic and phonological awareness curriculum, staff identified a need for additional phonics instruction support. To address this, a group of K-2 teachers partnered with Greenfield Learning and the Early Literacy TOSA to evaluate five different phonics curricula. They piloted two of these programs in their classrooms to determine which would be the best fit for students in MHUSD. As this evaluation process wraps up, the team will present their findings and recommendations to the Elementary Curriculum Council and the MHUSD Board. The goal is to adopt a district-wide phonics curriculum that meets the needs of all K-2 students, starting in the 2024-25 school year. This comprehensive approach aims to provide students and teachers with the tools they need to build strong literacy skills from the ground up.

Reading Intervention Teachers and MTSS Paraeducators

At each elementary schools, MHUSD has dedicated Reading Intervention Teachers (RITs) who are focused on providing Targeted/Tier II literacy instruction to our emerging readers. These RITs play a crucial role in helping students who need extra support in developing their reading skills. Over the past two years, the RITs have undergone specialized professional development to enhance their teaching strategies. They have worked closely with Greenfield Learning and our Early Literacy TOSA to deepen their understanding of how reading develops in the brain. They have also been trained in using the University of Florida Literacy Institute (UFLI) Toolbox and the Orton-Gillingham approach from the Institute for Multi-Sensory Education. These programs are renowned for their effectiveness in teaching reading through evidence-based practices and multi-sensory techniques. In addition to the RITs, we also have MTSS Paraeducators who provide additional support within our multi-tiered system of supports (MTSS). These paraeducators work alongside the RITs to implement interventions and track student progress, ensuring that each child receives the appropriate level of support. Together, our Reading Intervention Teachers and MTSS Paraeducators are making a significant impact on our students' literacy development, providing the specialized instruction and support that our emerging readers need to succeed.

Multi-Tiered Systems of Support (MTSS)

The District MTSS Team has been hard at work evaluating and improving the structure and effectiveness of our multi-tiered system of supports (MTSS) for literacy. This involves identifying students who need extra help, providing targeted interventions at different levels, and monitoring their progress over time to ensure they are on the right track. To better support our site-level Student Success Teams (SSTs), the MTSS team is developing a comprehensive handbook. This handbook will guide SSTs in delivering structured interventions for students who are struggling to meet grade-level proficiency by the end of third grade. Creating this handbook has been a collaborative effort over the

course of this LCAP, involving teachers, administrators, parents, and community members. Together, staff are working toward the goal of achieving academic excellence in literacy at the elementary level.

The Educational Services Team, in partnership with the Elementary Curriculum Council, has also been continuously evaluating the types of data collected, such as formative assessments, standardized test scores, and progress monitoring data. This evaluation helps staff understand how these data points inform instructional decisions. By closely examining systems for tracking and evaluating progress, changes have been made to the assessment tools to ensure teachers have easy access to data and the instructional resources they need. Throughout this process, staff have focused on using benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as necessary. These adjustments help ensure that every student receives the support they need to succeed.

Importantly, the planned actions have been implemented as intended, with no significant deviations. This consistency helps MHUSD stay on course in the goal to improve literacy outcomes for all elementary students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 1.1.a - Additional professional development and instructional materials were provided to TK-5 teachers to support phonemic awareness instruction.
- 1.1.b - The supplemental literacy materials were integrated with the licensing for iReady.
- 1.1.d - Not all positions were staffed for the full year.
- 1.1.e - Not all positions were staffed for the full year.
- 1.1.f - Additional supplemental materials were purchased for reading intervention.
- 1.1.g - Contract from previous year continued through 2023-24. No cost incurred in 2023-24.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MHUSD's efforts in elementary literacy have been focused on strengthening Universal Instruction (formerly Tier I) and providing additional Targeted Support (formerly Tier II) for students who are still mastering foundational reading skills. The data gathered across various areas strongly supports the need to continue offering specialized literacy support for students in grades TK-8. However, several elementary literacy metrics included in the LCAP have been retired due to program changes.

Actions 1.1.a, 1.1.b, 1.1.f, and 1.1.g have provided training and resources directly to students at both the Universal Instruction and Targeted Support levels. Local data from iReady Reading shows that students are making progress toward proficiency. For instance, in Fall 2023, Diagnostic 1 revealed that 28% of 1-8 grade students were at or above grade level, while 39% were behind two or more grade levels. By Winter 2023/24, Diagnostic 2 showed improvement, with 39% of K-8 students at or above grade level and only 32% two or more grade levels

behind. This data indicates not only progress toward grade level but also advancements beyond it. Twelve reading intervention staff were trained in using the University of Florida Literacy Institute (UFLI) Toolbox and 30 staff were trained in the Orton-Gillingham approach from the Institute for Multi-Sensory Education, including reading intervention staff and resource support providers.

Additionally, actions 1.1.c, 1.1.d, and 1.1.e involve staffing dedicated to providing direct instructional support to students at the Targeted Support level through small-group instruction provided by the Reading Intervention Teachers, MTSS Paraeducators, and Bilingual Paraeducators. Local data collected during these small group interventions also reflects positive progress towards proficiency.

Overall, the focus on strengthening Universal Instruction and providing Targeted Support has yielded encouraging results, as evidenced by the improvement in student performance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As the new LCAP is developed, MHUSD is changing its goals to better serve elementary students. One significant change is consolidating Focus Goals 1.1 and 1.2 into a single Elementary Focus Goal. This allows staff to streamline efforts and focus resources more effectively.

Throughout this process, staff have strongly emphasized fostering a culture of collaboration. MHUSD has implemented new communication methods and processes to enhance engagement with educational partners. By ensuring alignment and support for initiatives, staff can work together more effectively to achieve goals and support student success.

Update to Metrics:

After reviewing the metrics, staff have identified the need to make some adjustments to track progress and success better. This means adding new metrics, removing outdated ones, and refining existing metrics to provide clearer insights into performance. By aligning metrics with the indicators used to evaluate student growth and proficiency based on state and local data, staff can ensure that accurate measurement of progress and make informed decisions to support student achievement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.2	Elementary Math Excellence: Using an equity in education framework that promotes cultural responsiveness, inclusion and access for all students. Collaboratively develop a timely and effective multi-tiered, data-driven, system of support that assists all students to achieve grade level proficiency in math by the end of 5th grade during the three year plan cycle by June 2024

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 5 Math proficiency meet or exc. (CAASPP)	All: 34.1% Latx: 19.9% Non-EL Latx: 26.3% Wht: 51.2% SWD: 6.5% SED: 15.9% (2018-19)	Data unavailable due to suspension of CAASPP administration during the 21-22 school year; NWEA was administered as a local assessment in lieu of the CAASPP	2021-22 CA Dashboard - Grade 5 Math All: 31.6% Latinx: 19.5% Non EL Latinx: 32.3% White: 47% SWD: 11.7% SED: 18.9%	2022-23 CA Dashboard - Grade 5 Math All: 47.7% Latinx: 37.2% Non EL Latinx: 48% White: 60.7% SWD: 16.9% SED: 30%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
MAP grade 5 MAP RIT scores (Datazone)	All: 209 Latx: 204 Non-EL Latx: 208 Wht: 217 SWD: 193 SED: 209 (2020-21)	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 209 Latinx: 205 Non-EL Latinx: 209 White: 215 SWD: 192 SED: 201	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 210 Latinx: 205 Non-EL Latinx: 204 White: 215 SWD: 194 SED: 198	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 5th Grade (209.13 to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					218.75) with a minimum increase of 5 points for all students and student groups.
K-5 Math Professional Development # Teachers Trained	TBD baseline 2021-22	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.
Elementary Math Implementation Rubric	4.3	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MHUSD staff implemented an equity-focused approach in mathematics instruction, promoting cultural responsiveness and inclusion practices, in professional development for instructional planning and classroom practices related to mathematics instruction. Professional Learning Teams (PLTs) received on-going training and support through monthly District Guiding Coalition meetings in the process of evaluating the effectiveness of collaborative planning, sharing of best practices, and PLT actions to enhance teacher capacity to address diverse student needs. As part of the PLT process, teams analyze the effectiveness of the data-driven system in identifying students' mathematical needs, monitoring progress, and providing targeted interventions. As PLTs and District staff analyzed the progress made towards the goal of achieving grade-level proficiency in reading by the end of fifth grade. Teams also assessed whether students were on track to meet this benchmark and identify any areas of concern or areas where additional support is needed. Professional development was provided in partnership with the Santa Clara County Office of Education (SCCOE) Inclusion Collaborative to provide elementary teachers with the training and support needed to create inclusive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

Early Math Supports

Through the Universal Pre/Transitional Kindergarten (UPK/UTK) work with the SCCOE, MHUSD was identified to engage in a grant-funded partnership with California Education Partners on a Pre-K to 3 Coherence Collaborative. Next year, two MHUSD elementary schools will engage in work together and with cross-functional teams from other participating districts to address the challenge of making the transition from pre-school to kindergarten (and beyond) as seamless as possible. Throughout the three-year program, district teams will work alongside and be supported by expert thought partners in the field, teams from other districts, and California Education Partners staff. Over the course of the three-year program, the mathematical practices and learnings will expand across all elementary schools in the district.

The Educational Services Team, in partnership with the Elementary Curriculum Council, engaged in ongoing evaluation of the types of data collected (e.g., formative assessments, standardized test scores, progress monitoring data) and the impact on informing instructional decisions. Through the evaluation of the systems in place for monitoring and evaluating the progress towards the goal, including the use of benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as needed, assessment tools have been changed to facilitate teacher access to assessment data and supporting instructional tools.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.2.a - Membership less expensive than anticipated

1.2.b - Supplemental materials included with iReady licenses. No additional cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.2.a provided teachers with professional learning opportunities and supplemental math materials. The partnership with the Silicon Valley Math Initiative also led to a professional development series that provides training to teachers on the new state-adopted CA Mathematical Framework.

Action 1.2.b provided students with access to supplemental math resources through iReady. Local data (iReady Math) indicates that students are progressing towards proficiency. In Fall 2023, Diagnostic 1 indicated 15% of 1-8 grade students were at or above grade level and 43% of students were two or more grade levels below. In Winter 2023/24, Diagnostic 2 indicated 25% of K-8 students were at or above grade level and 32% of students were two or more grade levels behind. This data indicates that not only are students progressing toward grade level, but they are also advancing beyond grade level.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned changes to the goal include consolidating Focus Goals 1.1 and 1.2 into one Elementary Focus Goal. In developing the new LCAP, MHUSD has focused on fostering a culture of collaboration by implementing new communication methods and processes to improve educational partner engagement and ensure alignment and support for initiatives.

Update to Metrics:

A review of the metrics indicates a need to adjust the metrics to better capture progress and success. This will involve adding new metrics, removing ones no longer relevant, and refining existing metrics to provide clearer insights into performance. The current metrics will be adjusted to reflect indicators that are currently used to evaluate student growth and proficiency based on state and local data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.3	Middle School Readiness to High School: Using equity in education frameworks, collaboratively design and actualize a research-based middle school readiness model that focuses on building community and a supportive learning environment by providing an equitably rigorous and culturally responsive curriculum, healthy and positive relationships, restorative practices, and preparation for on-track for high school success as evidenced in the California Dashboard and MHUSD local indicators of middle student success by the end of the three-year plan cycle by June 2024. (addresses state priorities: 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Grade Distributions (GD) (Datazone)	2020-21 Grades by Grade Level %A/B 6th - 61% 7th - 57% 8th - 57% %D/F 6th - 24% 7th - 28% 8th - 29%	2021-22 Semester 1 Marks By Grade Level %A/B 6th - 64% 7th - 65% 8th - 65% %D/F 6th - 18% 7th - 19% 8th - 20%	2022-23 Semester 1 Marks By Grade Level %A/B 6th - 70% 7th - 67% 8th - 70% %D/F 6th - 13% 7th - 14% 8th - 14%	2023-24 Semester 1 Marks By Grade Level %A/B 6th - 76% 7th - 66% 8th - 68% %D/F 6th - 10% 7th - 17% 8th - 15%	Increase A/B rates to >65% and decrease D/F rate <15%
GPA Grade 8 by number of students (Datazone)	2020-21 Number of Students 4.0 GPA - 61 students 3.0-3.99 GPA - 189 students	2021-22 Semester I Grade 8 GPA Number of Students 4.0 GPA - 93 students	2022-23 Semester I Grade 8 GPA Number of Students 4.0 GPA - 87 students	2023-24 Semester I Grade 8 GPA Number of Students 4.0 GPA - 77 students	Decrease students in 0 to 1.99 range to <60

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.0-2.99 GPA - 125 students 1.0-1.99 GPA - 43 students	3.0-3.99 - 199 students 2.0-2.99 - 132 students 1.0-1.99 - 95 students 0-0.99 - 138 students	3.0-3.99 - 184 students* 2.0-2.99 - 120 students 1.0-1.99 - 67 students 0-0.99 - 108 students *Correct number of students is 170; a DataZone error was detected and corrected. DataZone was missing student information when info was originally pulled	3.0-3.99 - 184 students 2.0-2.99 - 136 students 1.0-1.99 - 60 students 0-0.99 - 20 students	
Chronic Absentee rates: (Dataquest)	District Rate:15.3% State Rate:12.0%	Middle School Chronic Absenteeism (2020-21) District Rate: 8.4% State Rate: 14.3%	Middle School Chronic Absenteeism (2021-22) District Rate: 26.1% State Rate: 26.8%	Middle School Chronic Absenteeism (2022-23) District Rate: 24% State Rate: 23.7%	Reduce below State Rate
Reclassification EL (# of EL # of RFEP by grade Datazone)	Number of English Learners by Grade 6th - 104 students 7th - 133 students 8th - 101 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 74 students 7th - 87 students	2021-22 Number of English Learners by Grade 6th - 105 students 7th - 99 students 8th - 109 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 95 students	2022-23 Number of English Learners by Grade 6th - 90 students 7th - 103 students 8th - 90 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 82 students	2023-24 Number of English Learners by Grade 6th - 96 students 7th - 88 students 8th - 77 students Data unavailable as ELPAC results for the Spring 2024 administration for the 2023-24 school year	Decrease the number of EL remaining by 8th grade by 30% (<70)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th - 123 students	7th - 94 students 8th - 121 students	7th - 115 students 8th - 113 students	has not yet been released by the CDE: Number of Reclassified Fluent English Proficient Learners by Grade	
MAP Math NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms	Grade NPR Growth 6 36 -0.26 7 43 +0.26 8 58 +0.20	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
MAP English NWEA Growth Report National IPercentile Rank and Growth Index: Grade Level Norms	Grade NPR Growth 6 49 -2.47 7 33 +0.14 8 43 +0.05	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
Reading/ Literacy Lexile mean scores	Grade Lexile 6 - 870	Data not available. NWEA MAP did not	2022-23	Not available due to programmatic	Improve to CCR recommended levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NWEA MAP)	7 - 944 8- 1042	generate Lexile scores.	Grade Lexile 6 - 878 7 - 934 8- 1031	changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Gr.6 925 Gr.7 1020 Gr.8 1130
MAP English Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP ELA (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 36% Grade 7: 36% Grade 8: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 40% Grade 7: 45% Grade 8: 57% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in English and students in grade 8 will improve their conditional growth percentile by 15% in English.
MAP Math Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP Math (Fall to Winter)	NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 51% Grade 8: 55%	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 44% Grade 8: 58%	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in Math and students in grade 8 will improve their conditional growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		percentile by 15% in Math.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The primary objective of this goal was to enhance the smooth transition for students moving from middle school to high school. Out of the eight planned actions, MHUSD successfully implemented five. However, staff encountered some staffing challenges along the way. Budgetary constraints and difficulty filling specific roles, such as AVID Tutors, posed significant hurdles.

The Math Teacher on Special Assignment (TOSA) is a strategic support for middle school students and teachers. She has undertaken various actions to enhance math achievement, including meeting with individual teachers and teacher groups to provide tailored strategies and support for teaching all students, including English Learners, Foster Youth, and those from socioeconomically disadvantaged backgrounds.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 1.3.b - Position not staffed
- 1.3.c - Position closed due to budgetary constraints
- 1.3.d - Added three additional stipends to help support and monitor English Learner services and programs
- 1.3.e - Needed to expand student access by increasing the number of licenses
- 1.3.f - Fewer sites participated in AVID professional development than budgeted. Electives at TK-8 sites are program-specific
- 1.3.g - Positions not staffed
- 1.3.h - Position closed due to budgetary constraints.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions to support and increase math achievement by the Math TOSA include but are not limited to, attending/supporting Professional Learning Team (PLT) meetings at school sites, classroom observations, meeting with teachers, and providing supports/strategies for teaching all students including English Learners, Foster Youth, and Socioeconomically Disadvantaged, teacher coaching, data analysis (grades; common formative assessments), facilitated book studies (e.g. Building Thinking Classroom), and supported the implementation of teaching practices.

The data shows a positive trend in academic achievement. The percentage of 6th graders who earned A and Bs increased to 76%. The number of 8th-grade students with a GPA between 3.0-3.99 and 2.0-2.99 grew compared to the previous year (184 students and 136 students respectively). The number of 8th-grade students with a Semester 1 GPA 0-0.99 decreased significantly from the previous year (from 108 in 22-23 to 20 during the 23-24 school year). Additionally, we are seeing a steady decline in chronic absenteeism. Our internal data shows an 8.8% decline in chronic absenteeism between the 22-23 and 23-24 school years.

iReady Diagnostic data shows growth in both Math and Reading for students in grades 6-8. From Diagnostic #1 (beginning of the year) to Diagnostic #2 (middle of the year), there was an average growth of 7% in the number of students meeting grade-level standards in reading; for math, a growth of nearly 6% of students meeting grade-level standards or above was observed.

Further, the Reclassification data for our English Learners indicates a growth year-over-year in the number of students meeting reclassification criteria from 143 students during the 2022-23 school year to a preliminary 197 students for the 2023-24 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Strong academic performance in middle school is the cornerstone of high school success. By continuing to prioritize middle school achievement in the coming year, we can ensure a smoother transition to high school and set students on a path for long-term academic achievement. Positions closed this school year because of budgetary constraints and will not be moving forward next school year.

Update to Metrics:

For the upcoming 24-27 LCAP we will be removing the metrics that are no longer available via CDE or in use in the district.

During the 23-24 school year, the District transitioned to a more comprehensive assessment system for both reading and math (iReady). Reading and Math iReady metrics will be included for the coming year. We will also be including middle school specific English Learner Proficiency metrics from the CA Dashboard.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.4	High School Student Success: Using equity in education frameworks and Freshmen-On-Track Toolkit collaboratively design and actualize a research-based transition to high school system and model that encompasses community, healthy relationships, restorative justice and practices, transition from middle to high school, support for on-track to graduation, college and career preparation, CTE completion and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success during the three year plan cycle by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate (Dataquest)	All: 87.0% Latx: 82.4% Wht: 88.5% SWD: 72.6% SED: 78.4% (2019-20)	Class of 2021 Graduation Rate: All Students: 89.2% Latinx: 87.2% White: 89.3% Asian: 94.6% SWD: 54.8% SED: 84.9%	Class of 2022 Graduation Rate: All Students: 92.4% Latinx: 88.4% White: 96.4% Asian: 98.5% SWD: 85.7% SED: 86.9%	Class of 2023 Graduation Rate: All Students: 92.8% Latinx: 88.8% White: 95.7% Asian: 98.9% SWD: 78.5% SED: 86.5%	>90% All Student groups green or blue on dashboard
A-G Graduation Rate (Dataquest)	All: 54.1% Latx: 35.6% Wht: 66.2% SWD: 11.6% SED: 35.5% (2019-20)	Class of 2021: Meeting UC a-g Requirements All Students: 56.6% Latinx: 36.5% White: 66.5% Asian: 77.1% SWD: 11.8% SED: 40%	Class of 2022: Meeting UC a-g Requirements All Students: 54.4% Latinx: 39.4% White: 67.2% Asian: 81.3% SWD: 12.3% SED: 38%	Class of 2023: Meeting UC a-g Requirements All Students: 55.1% Latinx: 39.5% White: 64.4% Asian: 84.3% SWD: 11.3% SED: 35.1%	All Student group to exceed county mark of 63.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Golden State Diplomas (Dataquest)	All: 39.1% Latx: 22.9% Wht: 46.9% SWD: 5.8% SED: 22.1% (2019-20)	Class of 2021 Golden State Diploma All Students: 19.6% Latinx: 8.5% White: 19% Asian: 51.4% SWD: 1.6% SED: 13.2%	Class of 2022 Golden State Diploma All Students: 33% Latinx: 20.8% White: 31.4% Asian: 65.9% SWD: 9.7% SED: 16.8%	Class of 2023 Golden State Diploma All Students: 27%* Latinx: 11.3%* White: 29.2%* Asian: 68.5%* SWD: 9.7%* SED: 12.2%* *Internal calculation indicates 35.5% as the correct number (with impacts to student groups) however DataQuest shows 27% overall due to a discrepancy in reporting	>41% All student group to exceed county mark of 35.9% + 5%
Seal of Biliteracy (Dataquest)	All: 17.1% Latx: 18.2% Wht: 12.6% SWD: 1.4% SED: 15.3% (2019-20)	Class of 2021 Seal of Biliteracy All Students: 7% Latinx: 8.3% White: 3.6% Asian: 13.5% SWD: 0% SED: 10.3%	Class of 2022 Seal of Biliteracy All Students: 10.8% Latinx: 15.1% White: 5.6% Asian: 4.6% SWD: 1% SED: 11%	Class of 2023 Seal of Biliteracy All Students: 6.3%* Latinx: 7.6%* White: 1.5%* Asian: 11.2%* SWD: 0%* SED: 8.4%* *Internal calculation indicates 12.5% as the correct number (with impacts to	>22% All student group to exceed county mark of 21.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				student groups) however DataQuest shows 6.3% overall due to a discrepancy in reporting	
AP Test Participation and Pass Rate (Dataquest)	Participation: 40.4% Score >=3: 61% (2019-20)	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Metric retired due to state reporting changes. Exceed Cty and CA part. 39% 25% Score 3+: 78% 64%
SAT Test Participation and Performance (Dataquest)	Participation: 38.9% Meet ERW: 79.6% Meet Math: 67.4.% (2019-20)	2020-21 Participation: 1.9% (College Board) Meet ERW: See note below Meet Math: See not below Data is no longer available and published because the CDE has discontinued the creation and publication of the AP Report. Benchmark data for ERW and Math is unavailable	2021-22 Participation: 5.8% Meet ERW: 96% Meet Math: 80% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only representative of test sessions that had sufficient participation (>10) as deemed by College Board.	2022-23 Participation: 4.3% Meet ERW: 91% Meet Math: 78% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only representative of test sessions that had sufficient participation (>10) as deemed by College Board.	Metric retired due to state reporting changes. Exceed County rates of Participation: 27.1% Meet ERW: 85.2% Meet Math 74.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		via the College Board due to low participation (<10 students).			
Gr.11 ELA CAASPP Test Data Meet or Exceed (CAASPP)	All: 59.4% Latx: 42.4% Wht: 71.8% SWD: 12.5% SED: 39.0% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 59% Latinx: 42.3% White: 71% Asian: 86.9% SWD: 8.5% SED: 42.3%	Spring 2023: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 58.2% Latinx: 44.4% White: 73.3% Asian: 88.7% SWD: 15.6% SED: 36.8%	Exceed state marks of All 57.3% +5% Latx 48.3% +5% Wht 69.5% +5% SWD 15.7% +5% SED 47.2% +5%
Gr. 11 Math CAASPP Test Data Meet or Exceed (CAASPP)	All: 39.5% Latx: 21.9% Wht: 51.4% SWD: 6.7% SED: 20.1% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 36.5% Latinx: 16.3% White: 47.7% SWD: 3.5% SED: 17.8%	Spring 2023: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 30.3% Latinx: 15.1% White: 41.7% SWD: 3.9% SED: 12.3%	Exceed state marks of All 32.2% +5% Latx 20.3% +5% Wht 44.6% +5% SWD 5.1% +5% SED 20.9% +5%
Gr. 11 MAP test National Percentile Rankings	ELA All: 70%ile Math All: 85%ile (Fall 2020 benchmarks)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		metric has replaced this metric.	metric has replaced this metric.	metric has replaced this metric	ELA: Exceed 75%ile Math: Exceed 87%ile
College and Career Ready (Dashboard)	54.7% (2018-19)	Data unavailable due to suspension of the 2020 and 2021 CA School Dashboard.	Data unavailable because the 2022 CA School Dashboard did not publish this data.	2023 CA Dashboard Metric: Medium; 51.7% prepared Specific percentage unavailable because the 2023 CA School Dashboard did not publish this data; they published a 'status only' metric for the 2023 dashboard.	63.5% Meet or exceed high of county unified district rates
CTE Pathways Completers (Local Data)	182 (2019-20)	Total Pathway Completers 2020-21 All Students: 169 students Latinx: 69 students White: 73 students Asian: 12 students SWD: 26 students SED: 45 students EL: 5 students Homeless: 7 students Armed Forces Family: 5 students Male: 106 students Female: 62 students	Total Pathway Completers 2021-22 All Students: 202 Latinx: 88 students White: 72 students Asian: 21 students SWD: 41 students SED: 61 students EL: 7 students Homeless: 7 students Armed Forces Family: 9 students Male: 100 students Female: 101 students	Total Pathway Completers 2022-23 All Students: 282 Latinx: 125 students White: 102 students Asian: 37 students SWD: 61 students SED: 75 students EL: 16 students Homeless: 15 students Armed Forces Family: 9 students Male: 168 students Female: 113 students	Improve to 250

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Non-binary: 1 student	Non-binary: 1 students	Non-binary: 1 students	
Dual or Concurrent College Enrollment (from High Schools)	33 (LOHS) 46 (ASHS) (2020-21)	2021-22* Live Oak HS: 21 students Sobrato HS: 33 students *Most coursework offered virtually by the local community colleges	2022-23 Live Oak HS: 19 Sobrato HS: 32 *A lot of coursework offered virtually by the local community colleges (High Step)	2023-24 Live Oak HS: 28 Sobrato HS: 124 students *CCAP Dual Enrollment students; enrollment is per semester	Monitoring Metric, maintain or improve.
Freshmen-on-Track for Graduation (Datazone)	On-Track: 444 (65%) Slightly Off: 130 (19%) Moderately Off: 26 (4%) Extremely Off: 83 (12%) (3/2021)	As of March 2022: On-Track: 512 (72.3%) Slightly Off: 79 (11.1%) Moderately Off: 66 (9.3%) Extremely Off: 51 (7.2%)	As of March 2023: On-Track: 577 (82.6%) Slightly Off: 40 (5.73%) Moderately Off: 39 (5.59%) Extremely Off: 42 (6%)	As of May 2024: On-Track: 602 (84%) Slightly Off: 50 (6.9%) Moderately Off: 22 (3%) Extremely Off: 43 (6%)	Increase to 80% on track and 10% moderately or extremely off track.
College Acceptance /Application (Naviance)	1.4 per graduate (Class of 2020)	1.4 college acceptances per applicant in the Class of 2021	1.4 college acceptances per applicant in the Class of 2022	1.6 college acceptances per applicant in the Class of 2023	Monitoring Metric, maintain or improve.
College Enrollment Data (Naviance)	64% attended college (Class of 2020)	58.2% matriculated to college (Class of 2021)	56% matriculated to college (Class of 2022)	70% matriculated to college (Class of 2023)	Monitoring Metric, maintain or improve.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Persistence Rate (Naviance)	63% still enrolled (Class of 2020)	Class of 2020: 38% returned for 2nd year of college Class of 2021: College persistence rates are not yet available	Class of 2021: 60% still enrolled	Updated information is not yet available per Naviance.	Monitoring Metric, maintain or improve.
AP Test Participation and AP Exams with a 3+ (College Board)	2020-21 Number of Students taking AP Exams: 580 students Percent of AP Exams with a score of 3 or higher: 43.4%	Not yet available for the 21-22 school year because AP data is not released until the summer by the College Board. This metric is replacing the AP exam metric listed above.	2021-22 Number of Students taking AP Exams: 742 students Percent of AP Exams with a score of 3 or higher: 64.1%* *correct value is 54.5% due to a calculation error that was discovered with the College Board reporting	2022-23 Number of Students taking AP Exams: 960 students Percent of AP Exams with a score of 3 or higher: 56.1% 2023-24 Number of Students Registered to take AP Exams in May 2024: 1,096 students	Increase the number of students taking AP Exams to 800 students and increase the percent of students earning a 3+ on AP exams to 60%
Grade 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	Winter 21-22 Conditional Student Growth Percentile ELA: 44% Math: 52%	Not available because the 2021-22 school year is the baseline year for this new metric.	Winter 22-23 Conditional Student Growth Percentile ELA: 46% Math: 50%	Winter 23-24 Conditional Student Growth Percentile ELA: 52% Math: 54%	Students in grade 11 will improve their median conditional student growth percentile by 15% English and Math.
Percentage of graduates that have successfully met UC/CSU a-g university entrance	Class of 2020: 15.2% of graduates	Class of 2021: 17.6% of graduates	Class of 2022: 13.4% of graduates	Class of 2023 18.8% of graduates	Increase to 30% of high school graduates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements and completed a CTE pathway Class of 2021: 17.6% of graduates Class of 2021: 19.8% of graduates					

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions and services were implemented with minimal issues, leading to multiple successes. Freshman Success Coordinators were crucial in organizing and operating the 9th Grade Connection Summer Program. Throughout the school year, they continued to plan and oversee support activities for 9th-grade students at both comprehensive high schools, ensuring consistent student assistance.

In addition to these efforts, high school sites provided students with opportunities for credit recovery and robust academic support through counselors, the CalSOAP program, and other initiatives. This comprehensive support framework, which proved to be highly effective, stands as a testament to the program's success.

As a result of these combined efforts, the number of students completing the A-G UC/CSU college entrance requirements rose to 55.1%. Furthermore, high school graduation rates improved significantly, reaching 92.8%. These outcomes highlight the effectiveness of the implemented actions and the dedication of the staff in promoting student achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 1.4.a - Staffing cost was less than projected
- 1.4.b - Increase is to cover cost of benefits
- 1.4.d - Increase in licenses to provide student access

1.4.e - This expenditure was captured using action 1.4.d

1.4.f - The expenditures in the MOU came out less than what we budgeted for because we did not include all of the middle schools

1.4.g - Estimated expenditures were less than anticipated

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our high school student success initiatives have shown positive results based on data from years two and three. This validates the need for continued specialized support in grades 9-12.

As a result of our implementation of the Freshmen Success program in grade 9 there has been an increase in the number of students on track for high school graduation. From 22-23 to 23-24 there was an increase of over 11% in the number of students earning a C or better in all 7 classes at the end of Semester 1 in high school, thus remaining on track for UC/CSU a-g eligibility entering 10th grade. These results are supported by Freshmen on Track (FOT) Coordinators and access to in-school opportunities for credit recovery.

Moreover, other data points are moving in a positive direction. Graduation rates for the district held steady at 92.8% (2023). There was a 2.1% increase in the graduation rate for English Learners. Over the last two years, the graduation rates for English Learners increased 10.5%.

The number of students taking AP Exams in 2023 grew to 960 students, up from 742 students the previous year. Internal data suggests for Spring of 2024 the number of students registered to take AP Exams in May 2024 will be close to 1,096 students. Additionally, the percentage of AP Exams with a score of 3 or higher grew from 54.5% in 2022 to 56.1% in 2023.

The Class of 2023 saw 18.8% of graduates successfully meet UC/CSU A-G university entrance requirements and complete a CTE pathway compared to 13.4% the previous year. English Learners saw a 3.7% increase in their A-G rates.

The CCAP dual enrollment program was launched during the 2023-24 school year and saw an enrollment of 148 students during Semester 1 and 151 students during Semester 2. Additionally, the number of students completing Career Technical Education pathways has increased year-over-year. During the 21-22 school year, there were 202 CTE Completers compared to the 282 CTE Completers at the end of the 22-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Update to Metrics:

For the upcoming 24-27 LCAP we will be removing the metrics for this goal that are no longer available via CDE or in use in the district.

To empower educators and personalize learning for all students, during the 2024-25 school year the district will be selecting and implementing a new, comprehensive internal assessment system at the high school level. This system will replace NWEA MAP and provide a deeper understanding of student progress, allowing teachers to tailor instruction to individual needs and ensure all students are on track for success.

This school year saw the inaugural launch of our CCAP Dual Enrollment program. In the coming school year, the LCAP will include metrics specifically related to Dual Enrollment (CCAP agreement).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal 2.0	Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement: Parent/Guardian Input in Decision Making (Survey)	School encourages input in decision making 3.8 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Engagement: Parent/Guardian participation in programs for unduplicated students (Survey)	School encourages Parent/Guardian participation 3.9 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Local Metric: Parents/Guardians completing CABE Project to Inspire and PIQE	16	CABE Project to Inspire: CABE Level I - 19 parents CABE Level II - 14 parents	CABE Project to Inspire: CABE Level I - 4 parents CABE Level II - 4 parents	CABE Project to Inspire: 27 parents this school year to date	Increase to >25 annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CABE Level III - 14 parents CABE Total - 47 parents PIQE Total - 23 parents	CABE Level III - 4 parents CABE Total - 12 parents PIQE Total - 63 parents attended at least 1 session 24 parents completed Literacy Workshops with at least 3 sessions attended	PIQE Total - 61 parents attended at least 1 session this school year to date Literacy Workshops: None offered to date this school year	
Local Metric: parents/guardians completing Parent-Project	20 (during pandemic)	Twenty (20) parents completed Parent Project during the 2021-22 school year.	Twenty-two (22) parents completed Parent Project during the 2022-23 school year.	Seven (7) parents have completed Parent Project to date this school year. Four (4) are currently in the process of completing this programming	Increase and maintain over 40
Local Metric: Key Survey responses: Encourage Volunteers Feel like valued partners Satisfactory communication School is safe School values diversity Appropriately challenging Satisfactory Environment	5 point rubric, scoring low to high 4.0 3.9 3.8 3.9 4.0 3.6 3.7 3.9	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to programmatic changes Improve rubric scores on parent/guardian survey questions to > 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
My Child likes school					
Engagement: Parent/Guardian Involvement in Decision-making process at child's school (Hanover Research LCAP Survey)	2021-22 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 44% agree or strongly agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 51% agree or strongly agree	2023-24 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 49% agree or strongly agree	Improve and maintain at 70% agree or strongly agree
Local Metric: Hanover Research LCAP Survey (Parents) My child's school(s)... <ul style="list-style-type: none"> Effectively communicate s with parents/guardians regarding their child's progress Offers challenging classes Students feel safe at school Sets high expectations for student achievement 	2021-22 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 69% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 74% agree or strongly agree Sets high expectations for student achievement:	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 74% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 76% agree or strongly agree Sets high expectations for	2022-23 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 67% agree or strongly agree Offers challenging classes: 56% agree or strongly agree Students feel safe at school: 72% agree or strongly agree Sets high expectations for	Improve and maintain at 85% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Students have a trusted adult to talk to during the day Encourages parental/guardian involvement Builds personal relationships, respect, and mutual understanding with families Incorporates content from families' homes cultures into classroom lessons: Aligns family engagement activities with school improvement goals Hosts events where effective teaching practices are 	<p>62% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 79% agree or strongly agree</p> <p>Encourages parental/guardian involvement: 65% agree or strongly agree</p> <p>Builds personal relationships, respect, and mutual understanding with families: 62% agree or strongly agree</p> <p>Incorporates content from families' homes cultures into classroom lessons: 51% agree or strongly agree</p> <p>Aligns family engagement activities with school improvement goals: 52% agree or strongly agree</p>		<p>student achievement: 64% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 78% agree or strongly agree</p> <p>Encourages parental/guardian involvement: 74% agree or strongly agree</p> <p>Builds personal relationships, respect, and mutual understanding with families: 65% agree or strongly agree</p> <p>Incorporates content from families' homes cultures into classroom lessons: 60% agree or strongly agree</p> <p>Aligns family engagement activities with school improvement goals: 55% agree or strongly agree</p>	<p>student achievement: 59% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 77% agree or strongly agree</p> <p>Encourages parental/guardian involvement: 69% agree or strongly agree</p> <p>Builds personal relationships, respect, and mutual understanding with families: 62% agree or strongly agree</p> <p>Incorporates content from families' homes cultures into classroom lessons: 50% agree or strongly agree</p> <p>Aligns family engagement activities with school improvement goals: 47% agree or strongly agree</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>modeled for parents</p> <ul style="list-style-type: none"> • Hosts high school and college and career readiness workshops • Listens to families about their children's interests and challenges, then using this information to differentiate instruction • Shares data with families about student skill levels 	<p>Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 32% agree or strongly agree</p> <p>Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 54% agree or strongly agree</p> <p>Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 52% agree or strongly agree</p> <p>Shares data with families about student skill levels: 65% agree or strongly agree</p>		<p>Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 37% agree or strongly agree</p> <p>Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 64% agree or strongly agree</p> <p>Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 52% agree or strongly agree</p> <p>Shares data with families about student skill levels: 67% agree or strongly agree</p> <p>Note: 563 district parents participated in</p>	<p>Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 34% agree or strongly agree</p> <p>Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 51% agree or strongly agree</p> <p>Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 40% agree or strongly agree</p> <p>Shares data with families about student skill levels: 69% agree or strongly agree</p> <p>Note: 471 district parents participated in</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 22-23 survey; 5,595 families in grades TK-12 districtwide	the 23-24 survey; 5,579 families in grades TK-12 districtwide	
Parents/Guardians completing Round 1 Parent University	2022-23 Baseline Year Round 1: 59 parents attended at least one session			2023-24 105 parents have attended at least one session this school year to date	Increase to 100 annually

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was fully implemented.

MHUSD Bilingual Community Liaisons

A Community Liaison links home and school to facilitate communication with all school families. They welcome new families, cultivate positive family relationships, and help school leaders and faculty build partnerships with families that promote a sense of community, remove barriers, and engage all families within the district to strengthen academic and socio-emotional success for all students. The Community Liaisons coordinate access to school, district, and community services to connect families to resources that assist and enrich the whole family. This year, the community liaisons collaborated on the development of a handbook in support of the Welcoming Families initiative. This tool provides guidance to staff on the role of the community liaison in connecting families with the school and provides access to valuable resources community liaisons can use to help families navigate the school system.

Family & Community Engagement (FACE) Center

The FACE Center, which opened its doors in November 2023, has demonstrated substantial impact through its programs and activities, such as Parent University, community resource fairs, dental services, and migrant services, which draw hundreds of participants. This engagement supports student educational outcomes and fosters a strong sense of community, enhancing public trust and cooperation with the school district. This center is centrally located adjacent to one of our middle school campuses. The FACE center is a place where parents/guardians can receive support, resources, and attend workshops and/or meetings.

The FACE center continues to develop and is meant to be a long-term project. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal expansion in terms of space as staff work on securing grant funding for the development of additional programs. In the coming years, the vision is a one-stop shop for families that will include laundry facilities, a child-care center, meeting rooms, counseling services, medical services, legal services, a food pantry, a clothing closet, etc. Currently, the center has three meeting spaces, including a parent and childcare center, a fun and welcoming space for children to play, do homework, and hang out in a safe and supervised space. In addition, their parents engage in workshops and meetings on the site.

Workshops and classes

Various parent workshops and classes were offered at the FACE center. FACE holds an ongoing series of free Parent University classes and engages with local community agencies to host these courses at the FACE Center. Childcare and a meal were provided for all participants. This year, there have been three rounds of Parent University, with 105 parents participating. Online opportunities through Project 2 Inspire by California Association of Bilingual Educators (CABE) were offered. To date, 27 parents participated.

This year, FACE offered a series of two online workshops in English and Spanish via the Parent Institute for Quality Education (PIQE): The Socio-Emotional Learning Program for 4th and 5th-grade families and Bridge to College for High School Freshman and Sophomore families. A total of 61 parents participated. Classes offered at the FACE Center included English and Spanish as a second language, Basic Computer Literacy, Brain Health and Dementia Prevention, Parent Project, and Triple P parenting classes. One of the Community-Based Organizations (CBOs) also hosted their annual toy drive at the FACE Center.

District English Learner Advisory Committee (DELAC)

All DELAC meetings are held at the FACE center and facilitated by the FACE director. The MHUSD DELAC committee has met every month to advise district leadership on the development of procedures, policies, and data regarding English Learners. This year DELAC spent considerable time learning, reviewing and providing feedback/input on the development of the new Local Control and Accountability Plan (LCAP).

Opportunities for Learning and Building Leadership Capacity

FACE works with organizations such as the California Association of Bilingual Educators (CABE) and Parent Institute for Quality Education (PIQE) to provide parents with an engagement program that focuses on implementing strong family and community partnerships. These sessions build leadership capacity at various levels, aiming to cultivate groups of parents trained as trainers to support continued family engagement leadership among parents.

FACE simultaneously works with other community-based organizations to support family engagement programs at school sites by sharing knowledge and developing skills to partner with schools and communities to ensure their students are college and career ready upon graduation. Families gain new skills, tools, and resources to help their student(s) succeed in school today and into the future. The goal is to educate, empower, and foster partnerships between home and school while building community and a peer-to-peer network.

Welcoming Families Initiative

Since June 2023, three professional development workshops have been provided to classified staff in response to feedback from families that not all of them felt welcome on school campuses. These workshops focused on building a positive school culture and providing excellent customer service. A total of 150 staff have participated in at least one training session. Site office staff and community liaisons have received three trainings this year. The plan is to continue to offer training to office staff and community liaisons throughout the coming years. A

January 2024 survey of 189 randomly selected families revealed 91.7% of respondents reported feeling welcome at their child's school and 84.4% reported that they had experienced positive interactions with school staff.

FACE Plan Meetings

This year, in partnership with the Learner-Centered Collaborative, the FACE team organized educational partners to collaborate on revising and modernizing the FACE Plan. Beginning with an evaluation of the district's current state in November 2023, the team worked together to gather educational partner input and draft an updated plan. The plan is anticipated to be completed by the end of the 2023-24 school year.

Roundtable Meetings

These meetings took place every quarter at the District Office. Parent leaders such as Home & School Club presidents, English Learner Advisory Committee (ELAC), District English Learner Advisor Committee (DELAC), and School Site Council (SSC) representatives; school and district administrators; MHUSD Board Members; and the Superintendent were formally invited to participate in these meetings. In 2023-24, Roundtable participants covered various topics. The Educational Services Department used these meetings as opportunities to gather information and input from family and school communities for the Local Control and Accountability Plan (LCAP). Input from these meetings also informed our School Plans for Student Achievement (SPSAs), English Learner Plan for Student Success (EL Masterplan), and acted as catalysts for major district initiatives. One such initiative was the Welcoming Families Initiative, a series of three professional development workshops focused on training classified staff to make school campuses more welcoming and focused on providing outstanding customer service.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.0.b - Increase due to salary increase

2.0.c - A strategic decision was made not to expand the FACE center this year, resulting in a focus on maintaining and operating the current center.

2.0.d - The position was filled for only a portion of the year.

2.0.h - Services have not been needed at the budgeted amount as some translation services were funded through special education.

2.0.j - Costs for childcare, hospitality, and materials were lower than anticipated

2.0.k - Facilitated IEP trainings were not implemented due to several other important district initiatives that kept district administrators engaged in other focus areas of the LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.0.a - This action was fully implemented. The position of the Director of Family and Community Engagement was filled during the 2022-2023 school year. The focus of the director has been to provide leadership around thoughtful, intentional, and strategic approaches to advancing family and community engagement within MHUSD. Major activities have included work with the community liaisons and site leadership to enhance their effectiveness in partnering with families; the Welcoming Families Initiative, which is a series of professional development workshops around creating welcoming school environments; engaging community partners to provide parent education and services; and the opening and managing of the Family and Community Engagement Center. During the 2023-2024 school year, and moving forward, the FACE Director oversees the Community Adult School and Migrant Education Program, as well as the monitoring of federal programs.

2.0.b - This action was fully implemented. Community liaisons meet and collaborate monthly. The community liaisons and the FACE director created a handbook that guides their work. They also participated in the Welcoming Families Professional Development series initiated by the FACE director.

2.0.c - This action was fully implemented. The Family and Community Engagement (FACE) Center, which opened its doors in November 2023, has demonstrated substantial impact through its programs and activities, such as Parent University, community resource fairs, dental services, and migrant services, which draw hundreds of participants. This engagement supports educational outcomes and fosters a strong sense of community, enhancing public trust and cooperation with the school district. This center is centrally located adjacent to one of our middle school campuses. The FACE center is a place where parents/guardians can receive support, and resources, and attend workshops and/or meetings.

The FACE center continues to develop and is meant to be a long-term project. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal expansion in terms of space as staff work on securing grant funding for the development of additional programs. In the coming years, the vision is a one-stop shop for families that will include laundry facilities, a child-care center, meeting rooms, counseling services, medical services, legal services, a food pantry, a clothing closet, etc. Currently, the center has three meeting spaces, including a parent and childcare center, a fun and welcoming space for children to play, do homework, and hang out in a safe and supervised space. In addition, their parents engage in workshops and meetings on the site. This year, various events were offered at the FACE center, including Parent University, Nutrition Classes, Business Classes, and meetings such as DELAC, ELAC, Padres Empoderados, other meetings, and staff development with district staff.

2.0.d - This action was partially implemented. The position was only filled for a portion of the year due to a resignation of the hired candidate early in the year.

2.0.e - This action was fully implemented. All schools used the Language Line, especially for IEP interpretation. Although it is not ideal for IEP interpretation, it is effective for other types of communication with non-English-speaking families. Community liaisons received training on how to use the Language Line more effectively.

2.0.f - This action was fully implemented. Many family education opportunities were offered this year, including English and Spanish as a Second Language, Basic Computer Literacy, PIQE, Project 2 Inspire, Brain Health and Dementia Prevention, resource fairs, parent

leadership training, and attendance at the California Association of Bilingual Educators Conference. There was a significant increase in the number of parents who completed Parent University from 59 in 2022-2023 to 105 during the 2023-2024 school year.

2.0.g - This action is anticipated to be fully implemented by the end of the 2024-25 school year. The Family and Community Engagement plan is near completion. A committee was convened during the 2022-2023 school year and will be viewing the final plan later this month. The plan is currently being converted into a website format and will be ready for use and implementation by the fall.

2.0.h - This action was fully implemented. Services were provided when needed.

2.0.i - This action was fully implemented. Virtual meetings allowed for more parents and community members to engage with MHUSD meetings and learning opportunities.

2.0.j - This action was fully implemented. English Learner Advisory Committee (ELAC) and Migrant Parent Advisory Committee (MPAC) meetings were regularly conducted. District English Learner Advisory Committee (DELAC) leadership participation among parents has increased over the past year.

2.0.k - The action was not implemented due to time constraints.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.0.a - During the second half of the 2023-2024 school year and moving forward, the Family and Community Engagement (FACE) Director will also oversee the Community Adult School, the Migrant Education Program, and monitor federal programs. The salary will be multi-funded, resulting in a significant drop in funding from Local Control Funding Formula (LCFF) funds.

2.0.b - Community liaisons will continue to collaborate and participate in professional development activities, including training on providing interpretation services for Individualized Education Plan (IEP) meetings and conducting home visits. Funds will be allocated in the new LCAP specifically for this purpose.

2.0.c - Completing the center will be a multi-year project whose development and expansion will ebb and flow as funding opportunities present themselves. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal space expansion as staff work on securing grant funding to develop additional programs.

2.0.d - A change in position role and increase in compensation is planned to attract more qualified candidates.

2.0.e - The Language Line will continue to be used, but a slight reduction in the allocated amount will be made to reflect actual usage more accurately. Because the Language Line is not the best resource for IEP interpretation, Community Liaisons will receive training in IEP interpretation to reduce the need for it for all IEPs.

2.0.f - Due to low participation rates, the Project 2 Inspire workshops will not be offered next year.

2.0.g - The plan will be completed in the 2023-24 school year. This item will not appear in next year's LCAP; however, items for implementing the plan will be added.

2.0.h - This item will be combined with the Language Line item into one action, and the allocated funds will be reduced to reflect current usage.

2.0.i - This item will continue into the next LCAP.

2.0.j - More economical ways to provide hospitality and materials meant the committee operated successfully but at a lower cost. For the coming year, the allocation will be reduced to \$3,000.

2.0.k - The special education department will promote parent/guardian, family, and community engagement through other methods requiring fewer resources.

Update Metric Changes

Local Metric: Hanover Research LCAP Survey (Parents) - a change to the number of families listed under the 22-23 metric was updated to show the accurate number of district families. New LCAP will reflect metrics to specific parent education programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal 3.0	Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	97.08%	2021-22 Attendance Rate: 92.21% (as of April 2022)	2022-23 Attendance Rate: 92.39% (as of April 2023)	2023-24 Attendance Rate: 92.22% (as of April 2024)	Maintain >97%
Chronic Absenteeism Rates	7.02%	2021-22 Chronic Absenteeism Rate: 23.7% (as of May 2022)	2022-23 Chronic Absenteeism Rate: 23.6% (as of May 2023)	2023-24 Chronic Absenteeism Rate: 19.8% (as of April 2024)	Reduce and maintain below 7%
Middle School Dropout Rate	0%	2020-21 Middle School Dropout Rate: 0% (Aeries SIS)	2021-22 Middle School Dropout Rate: 0% (Aeries SIS)	2022-23 Middle School Dropout Rate: 0% (Aeries SIS)	Maintain below state level of .003
High School Dropout Rate	8.9%	2020-21 High School Dropout Rate: 3.3%	2021-22 High School Dropout Rate: 5.1%	2022-23 High School Dropout Rate: 2.8%	Reduce below state level of 7.0%
High School Graduation Rate	87%	2020-21 Graduation Rate: 89.2%	2021-22 Graduation Rate: 92.4%	2022-23 Graduation Rate: 92.8%	Increase and maintain >90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	3.9% (2019-20)	2020-21 Suspension Rate: 0.10%	2021-22 Suspension Rate: 4.8%	2022-23 Suspension Rate: 5.3%	Reduce below state rate of 2.6%
Expulsion Rate	0.11% (2019-20)	2020-21 Expulsion Rate: 0%	2021-22: Expulsion Rate: 0.20%	2022-23 Expulsion Rate: 0%	Reduce below state rate of 0.06%
Local Metric: Key questions on Student Survey (4 pt rubric) I feel safe at school I have a staff connection I participate in activities I am happy I am proud of my school	Grade Bands K-2 3-5 6-8 9-12 3.8 3.5 3.2 3.3 2.5 3.2 2.7 2.5 3.0 3.2 3.3 3.2 3.6 3.2 2.9 2.8 3.0 3.2 2.9 2.9	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	Metric retired due to programmatic and survey instrument changes. Improve 4 point student survey responses to 3.5
Local Metric: Hanover Research Student Survey Questions Grades 6-12 • I like going to school. • I want to do well in school.	2021-22: Hanover Research Student Survey Results I like going to school: 38% agree or strongly agree I want to do well in school: 90% agree or strong agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: Hanover Research Student Survey Results I like going to school: 37% agree or strongly agree I want to do well in school: 94% agree or strong agree	2023-24: Hanover Research Student Survey Results I like going to school: 34% agree or strongly agree I want to do well in school: 94% agree or strong agree	Improve and maintain at 85% agree or strongly agree. Improve "I want to do well in school" to 95% or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> • Instruction at school is relevant to students' lives. • Rigorous and inclusive of diverse learners • Includes student voice for decision making and learning • Takes time to build trusting relationships in class • Motivates students • Care about their school • Students receive the resources and supports they need • School offers challenging classes • Students feel safe at school • Sets high expectations 	<p>Instruction at school is relevant to students' lives: 46% agree or strong agree</p> <p>Rigorous and inclusive of diverse learners: 54% agree or strongly agree</p> <p>Includes student voice for decision making and learning: 52% agree or strongly agree</p> <p>Takes time to build trusting relationships in class: 54% agree or strongly agree</p> <p>Motivates students: 38% agree or strongly agree</p> <p>Students care about their school: 64% agree or strongly agree</p> <p>Students receive the resources and supports they need: 58% agree or strongly agree</p>		<p>Instruction at school is relevant to students' lives: 50% agree or strong agree</p> <p>Rigorous and inclusive of diverse learners: 54% agree or strongly agree</p> <p>Includes student voice for decision making and learning: 52% agree or strongly agree</p> <p>Takes time to build trusting relationships in class: 60% agree or strongly agree</p> <p>Motivates students: 41% agree or strongly agree</p> <p>Students care about their school: 70% agree or strongly agree</p> <p>Students receive the resources and supports they need: 66% agree or strongly agree</p>	<p>Instruction at school is relevant to students' lives: 50% agree or strong agree</p> <p>Rigorous and inclusive of diverse learners: 58% agree or strongly agree</p> <p>Includes student voice for decision making and learning: 54% agree or strongly agree</p> <p>Takes time to build trusting relationships in class: 59% agree or strongly agree</p> <p>Motivates students: 45% agree or strongly agree</p> <p>Students care about their school: 69% agree or strongly agree</p> <p>Students receive the resources and supports they need: 65% agree or strongly agree</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>for student achievement</p> <ul style="list-style-type: none"> Students have a trusted adult to talk to during the day 	<p>School offers challenging classes: 70% agree or strongly agree</p> <p>Students feel safe at school: 53% agree or strongly agree</p> <p>Sets high expectations for student achievement: 67% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 55% agree or strongly agree</p>		<p>School offers challenging classes: 72% agree or strongly agree</p> <p>Students feel safe at school: 64% agree or strongly agree</p> <p>Sets high expectations for student achievement: 65% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 64% agree or strongly agree</p> <p>Note: n=262 student responses for 22-23; 4419 students in grades 6-12 in the district</p>	<p>School offers challenging classes: 70% agree or strongly agree</p> <p>Students feel safe at school: 53% agree or strongly agree</p> <p>Sets high expectations for student achievement: 65% agree or strongly agree</p> <p>Students have a trusted adult to talk to during the day: 64% agree or strongly agree</p> <p>Note: n=2092 student responses for 23-24; 4874 students in grades 5-12 in the district</p>	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between the planned actions and the actual implementation of these actions.

MHUSD staff implemented an equity-focused approach to enhance student engagement, social-emotional learning, and school climate that fosters relationships, well-being, and achievement through professional development for instructional planning and classroom practices related to social-emotional skill-building positive behavior interventions and trauma-informed practices. Culture and Climate teams received ongoing training/support through district and site-based PBIS meetings to evaluate the effectiveness of collaborative planning, share best practices, and work within the Multi-Tiered Systems of Support (MTSS) model to enhance support and interventions for all students. Staff continually monitored data for progress -- to date, internal data shows a decrease in chronic absenteeism, a decrease in high school drop-outs, and an increase in students completing high school (92.8%) compared to the previous year. Further, District staff analyzed the progress of student connections, focusing on whether students were on track to meet various benchmarks and identifying any areas of concern or areas where additional support is needed. Professional development was provided by the SCCOE and other outside partnerships to provide elementary teachers with the necessary training and support to create positive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

The District MTSS Team continued to evaluate the structure and effectiveness of the MTSS for student wellbeing, including the identification of students needing additional support, the provision of interventions at different tiers of support for attendance, mental health, social-emotional wellness, and other at-risk behaviors, and the monitoring of progress over time. The MTSS team is in the process of developing a handbook to guide site-level Student Success Teams (SSTs) to provide structured interventions for students who are chronically absent, show high numbers of suspensions or have been expelled, are off track for graduation, or have are not connected to school. Over the course of this LCAP, educational partners, including teachers, administrators, school counselors, parents, and community members, have been involved in developing this handbook to support the goal of reducing adverse behaviors and improving student engagement.

The Educational Services Team, in partnership with the various educational partners and the school sites, engaged in the ongoing evaluation of the types of data collected (e.g., survey results, discipline data, attendance data, etc.) and the impact on informing decisions around school climate and culture. Through evaluating the systems in place for monitoring and assessing the progress towards the goal, including using benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as needed, assessment tools have been changed to facilitate teacher access to assessment data and supporting instructional tools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.0.b - This survey was covered by a grant this year

3.0.c—We did not require as many subs as initially planned. The sites used staff that did not require subs, and we scheduled training outside the school day.

3.0.d - Added partnerships to support student's social and emotional needs.

3.0.e - Added services to include TK and the Los Dichos programs.

3.0.g - Did not need to order as many SEL teacher curriculum kits because the sites already have some SEL teacher curriculum kits on hand

3.0.h - Added secondary curriculum mid-year, additional staff login-ins for the program, and parent meetings (including Spanish) to review the curriculum regarding Erin's law.

3.0.i - Needed to increase our DocuSign (envelope) usage due to increased mental health and independent study contracts and referrals processed through this platform.

3.0.j - This is a grant; the Santa Clara County Office of Education increased the grant amount mid-year due to increased funding; with this money, we hosted additional tobacco prevention events at the school sites and provided transportation to the annual TUPE conference in Berkeley.

3.0.l—Continue to spend this on supplies for McKinney-Vento students; this has been spent now. We were also able to use the Homeless grant to support some of the supplies and transportation needs.

3.0.m - Cost increased due to increased salaries due to negotiations/new contract agreement

3.0.o - The Santa Clara County Office of Education paid for this program this year

3.0.p - Over 85% of paraprofessionals and special education teachers assigned to specialty classrooms received QBS training. Much of the training was provided before school and during work hours as coaching to reduce the need for guest teachers (substitutes).

3.0.q - Could not find guest teachers to offer this training

3.0.r - Provided additional training to TK assistant teachers, paraeducators, and site administrators. Provided coaching support to previous cohort of classroom teachers.

3.0.s - Not completed due to staffing challenges

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The social-emotional, engagement, and school climate actions have supported students by strengthening Universal Supports (formerly Tier I) and providing additional Targeted Support (formerly Tier II) for students who need additional intervention and support. The data in most areas validate the need to continue to provide on going foundational supports in grades TK-12 as well support the higher level of needs (e.g. an increase in the number of student behavior incidents and suspensions, etc.). With social-emotional well-being needs at an all-time high and family dynamics always changing, we are constantly working to meet the needs of students and their families.

Data indicates an overwhelming majority of students surveyed want to do well in school (94%), with an increased perception of curriculum being rigorous and inclusive of all learners (increased to 58% over the previous year). There was also an increase in student voice in decision-making and learning (increased to 54%) and increase in curriculum motivating students (up to 45%).

Further, the data continues to highlight areas of growth such as the need for building relationships with students, students feeling welcomed/safe at school, and setting high expectations academically and behaviorally for all students.

Specifically, Actions 3.0.c,3.0.d, 3.0.q, provided training and resources for direct support to students at the Universal supports and interventions as well as Targeted Support levels. Dashboard data (chronic absenteeism and graduation rates) indicates that there is a reduction in chronic absenteeism rates and increase in graduation rates. Chronic absenteeism dropped from 23.6% (2023) to 19.8% (as of April, 2024). The district's high school dropout rate decreased from 5.1% (2022) to 2.8% (2023).

Actions 3.0.i and 3.0.m include staffing to provide direct support to students and families experiencing homelessness, foster youth, or at-risk. They connect families to resources and bridge the gap between school and home. In addition, they are another trusted adult for our most vulnerable populations.

Lastly, action 3.0.p., teachers (inclusive of general education and special education) would benefit from receiving training on de-escalation techniques to support student behavior that would help improve relationship building, welcoming environment/safety perceptions, and suspension rates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the feedback received and outcome data, there are several planned changes moving forward including:

- consolidating actions 3.0.c, 3.0.q, 3.0.p, 3.0.o into School Culture and Climate Supports and Training,
- consolidating 3.0.c and 3.0.d into Collaborative Partnerships for Comprehensive Social Emotional Supports
- Combine 3.0.d. with 3.0.e, 3.0.g, 3.0.h, and 3.0.j to address Student Health and Wellness Curriculum.
- Support 3.0.e will be combined with 3.0.f and 3.0.l to be Foster and Homeless Support.

In developing the new LCAP, MHUSD focused on fostering a culture of collaboration by implementing new communication methods and processes to improve educational partner engagement and ensure alignment and support for initiatives. Additionally, there will be a shift from Action 3.1.e to 3.0 I School Linked Services and 3.1 F to 3.0 H School Resource Officer to better align with the goals and actions of 3.0. Also, in order to streamline the work and progress monitoring, 3.0.p: Additional de-escalation training will be provided to general education staff and special education staff will move to Focus Goal 1.5 in 2024-2025 LCAP.

Update to Metrics:

A metrics review indicates a need to adjust metrics to better capture progress and success. This will involve adding new metrics, removing ones no longer relevant to the actions, and refining existing metrics to provide insights into performance. The metrics will be adjusted to reflect indicators currently used to evaluate student growth and proficiency based on state and local data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 3.1	Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools to improve timely student and community access to our growing inventory of social-emotional and school linked services. Provide social-emotional learning strategies and practices that are intentionally designed, assessed, and monitored for student outcomes within multi-tiered systems of support. Build a community of practice in collaboration with staff and students on establishing culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Base Program Usage 6-12 Social Emotional Learning (SEL)	2021-22: 907 students have started at least one lesson/unit	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: 2228 students have started at least one lesson/unit	The metric has been discontinued as the district no longer offers the BASE program.	Desired outcome updated for 22-23 LCAP At least 2000 students completing at least 1 lesson/unit by Spring 2024. Each school site with BASE will have a scope and sequence mapped out for the school year.
Teachers Trained in Cultivating a Safe and Brave Space	2021-22: The data is not available due to inability to implement the PD due to staffing	Not Applicable.	Not Applicable.	Not Applicable.	Metric discontinued due to programmatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shortages and lack of substitute availability. This metric is being discontinued due to programmatic changes.				
Wellness Center Visits and Referrals by Site	<p>2021-22 (as of end of April 2022)</p> <p>Britton Middle School</p> <p>9,368 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)</p> <p>2,779 Aeries documentation of Visits to the Wellness Center or counseling or self-regulation during class times.</p> <p>151 total referrals (5 family referrals, 107 staff referrals, 39 students made self-referrals)</p> <p>Martin Murphy Middle School</p>	Not available because the 2021-22 school year is the baseline year for this metric.	<p>2022-23 (as of end of April 2023)</p> <p>Britton Middle School</p> <p>3,407 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)</p> <p>4,403 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times.</p> <p>257 total referrals (15 family referrals, 1 peer referral, 145 staff referrals, 96 students made self-referrals)</p> <p>Martin Murphy Middle School</p>	<p>2023-24 (as of end of April 2024)</p> <p>Britton Middle School</p> <p>6,870 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)</p> <p>2,259 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times.</p> <p>153 total referrals (9 family referrals, 96 staff referrals, 53 students made self-referrals)</p> <p>Martin Murphy Middle School</p>	<p>Desired outcome updated for 23-24 LCAP</p> <p>Increase in the number of students visiting the Wellness Centers during non-class time (break, lunch, before school, after school)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3,199 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1,474 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.</p> <p>58 total referrals (6 family referrals, 50 staff referrals, 2 students made self referrals)</p> <p>Live Oak High School</p> <p>2442 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>686 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.</p>		<p>9,105 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>3,063 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p> <p>110 total referrals (5 family referrals, 101 staff referrals, 4 students made self referrals)</p> <p>Live Oak High School</p> <p>1,679 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1,961 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p>	<p>13,855 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>2,652 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p> <p>99 total referrals (5 family referrals, 83 staff referrals, 11 students made self referrals)</p> <p>Live Oak High School</p> <p>2482 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>2484 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>104 total referrals (8 family referrals, 90 staff referrals, 6 students made self referrals)</p> <p>Sobrato High School</p> <p>8,534 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1,373 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.</p> <p>203 total referrals (14 family referrals, 5 peer referrals, 124 staff referrals, 59 students made self referrals)</p>		<p>125 total referrals (5 family referrals, 4 peer referrals, 98 staff referrals, 18 students made self referrals)</p> <p>Sobrato High School</p> <p>5,047 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>2,293 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p> <p>348 total referrals (11 family referrals, 0 peer referrals, 274 staff referrals, 63 students made self referrals)</p>	<p>145 total referrals (2 family referrals, 130 staff referrals, 13 students made self referrals)</p> <p>Sobrato High School</p> <p>5371 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1733 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.</p> <p>325 total referrals (11 family referrals, 215 staff referrals, 99 students made self referrals)</p>	
Wellness Center Workshop Participants	2021-22 7 families participated in the Saturday Wellness Center Workshops.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 0 families participated in the Saturday Wellness Center Workshops. The	Saturday Wellness Center Workshops are not being held this year in lieu of other supports.	Desired outcome updated for 22-23 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			workshops were not held this year in lieu of other supports.		250 families per year will participate in Wellness Center workshops. Metric discontinued due to programmatic changes.
PEI/School Linked Services: # served	130	92 students received individual services, 20 full classes of skill streaming, and 2 social skills groups. In 2021-22 SCCOE Behavioral Health expanded services to all sites due to the pandemic, services resumed to only PEI/SLS sites for this year.	68 students received individual services, 25 full classes of skill streaming, and 5 social skills groups.	153 individual referrals to services (65 specifically PEI/SLS agencies), 16 skills streaming/social skills groups/classes	Maintain or improve
School Resource Officer Proactive Student Support:	2021-22 Parent-Project Sessions: 1 Restorative Justice circles: 2 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Parent-Project Sessions: 0 Restorative Justice circles: 0 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	2023-24 To Date Parent-Project Sessions: 1 scheduled Restorative Justice circles: 0 Restorative Justice training: Yes (1) Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Desired outcome updated for 22-23 LCAP Parent-Project: 6 total sessions Diversion completers: 90% Parent/Guardian Workshops: 6 total

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Staff, community, and student surveys: 1 per year
Behavior Infractions Total Number: Non-Suspension: Suspension: (Datazone)	2019-2020 (in-person: August 2019 - March 2020) Total Number: 7370 6501 / 88.2% 869 / 11.8%	2021-22 Behavior Incidents Total Number: 3753 Non-Suspension: 3087 Suspension: 666 (out of school, in-school and class suspensions included)	2022-23 Behavior Incidents Total Number: 2807 Non-Suspension: 2083 Suspension: 724 (out of school, in-school and class suspensions included)	2023-24 Behavior Incidents to Date: Total Number: 2835 Non-Suspension: 2324 Suspension: 511 (out of school, in-school and class suspensions included)	Desired outcome updated for 22-23 LCAP Reduce suspension percentage 90%
Restorative Justice MHUSD Staff Trainings	2021-22 Restorative Justice Trainings: 88 adults (administrators, teachers, school counselors, support staff)	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Restorative Justice Trainings: 93 adults (administrators, teachers, school counselors, support staff)	2023-24 Restorative Justice Trainings: 7 adults (school psychologists) + an overview of RJ with all new secondary teachers during the new teacher orientation	By <ul style="list-style-type: none"> December 2022: 85% of all non-teaching staff (Administrators, Counselors, Support Staff, etc) will be trained in RJ practices June 2023: One third of school sites will be fully trained (All teachers and staff)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> June 2024: All school sites and all adults on campus will be trained in Restorative Justice practices
Social Emotional Learning Competencies	Baseline data will be collected during the 2022-23 school year.	Not available	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	<p>Metric discontinued due to programmatic changes.</p> <p>By June 2024, students will score proficient in 3 out of 5 of the CASEL Competencies for social emotional wellness.</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for this goal were fully implemented.

In an effort to meet the social-emotional needs of students and maximize academic achievement a significant amount of work and effort has gone into supporting student wellness. This commitment is evidenced by Aeries reporting data, student referral data to community-based organizations, school-linked services, and the expansion of school-based mental health clinicians and Wellness spaces to support TK-12 school sites. School-based Mental Health Clinicians (Wellness Counselors) actively engage students in Tier 1 support during non-class time at comprehensive high schools and middle schools. Students utilized Wellness Centers to self-regulate and engage in activities promoting

healthy coping strategies. The nine Wellness Counselors provide support through one-on-one mental health counseling, group therapy, psychoeducation, and resources. They convene regularly to discuss mental health patterns and student activities and engage on topics such as suicide prevention, drug use signs and symptoms, anxiety, depression, eating disorders, and self-care.

Multi-tiered wellness supports include student groups and one-on-one case management by community partners identified by the coordinator of school-linked services that provide direct connections and warm hand-offs for Prevention Early Intervention (PEI) and SLS services through behavioral health. Further, the School Resource Officer (SRO), provides direct support to school sites and is proactive in building and supporting community relations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1.c - Increase is due to the increase in staffing that was added to support elementary sites

3.1.f - Decrease in spending because the SRO retired and there was a short lapse in rehiring a new SRO

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The outcome of student Wellness Center visits has exceeded that of the previous year with 28,578 student visits during non-class time through April 2024. A contributing factor to this improvement is the proactive approach taken by the Wellness staff, who have presented the wellness referral process at multiple school and district staff meetings. This process facilitates referrals made by staff, parents, and self-referring students. For the 2023-24 school year, the referral data for sites with a Wellness Center are as follows: Ann Sobrato with 325 referrals, Britton with 153 referrals, Live Oak with 145 referrals, and Martin Murphy with 99 referrals.

The Wellness Counselors provide mental health support across K-5, K-8 elementary sites, middle schools, and high schools, resulting in 1247 district-wide referrals. Student access to wellness services has increased at our elementary sites due to the hiring of additional Wellness Counselors. For the 2023/2024 school year, 13,049 counseling supports were provided to students, and 36,044 visits districtwide were made to Wellness spaces during non-class time. Class time supports included 330 elementary, 535 middle, and 335 high school visits to mental health-related groups.

The School Linked Services Coordinators also saw a 128% increase in the number of referrals over the previous year and a large increase in the number of skills streaming/social skills groups/classes offered during the 2023-24 school year. Further, while the number of student behavior incidents appears to be on the same space as the previous school year, the number of student suspensions has decreased by 29% from 724 to 511 as of April 2024.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are restructuring positions and consolidating goals to support ongoing transitions and address budgetary constraints. The following goals will be incorporated into Goal 3.1: 3.1e (School Linked Services) and 3.1.f (School Resource Officer). Additionally, the position of District Coordinator of Academics and Wellness position associated with Action 3.1.b. will be eliminated, as well as the corresponding action item 3.1.d. The District will transition to utilizing the internal student information system to address 3.1.d.

Update to Metrics:

Our metrics review has highlighted the need to refine our evaluation criteria to capture progress and success more accurately in the areas of Wellness Center/Spaces, School Resource Officer, and social emotional growth and student wellbeing. This will involve introducing new metrics, eliminating no longer relevant metrics, and refining existing metrics for enhanced precision. These adjustments will ensure that our metrics align with current indicators used to assess student growth and proficiency based on state and local data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal 4.0	Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. MHUSD will provide equity and access for students through inclusive opportunities in the least restrictive environment (LRE) by ensuring that all educational partners are responsible for every learner. This provision will improve post-secondary outcomes for students by focusing on the whole child through additional instructional support for students and professional development for staff by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD ELA Performance (CA dashboard)	<p>2017: 89.3 points below standard Declined 11.2 points # of students: 520</p> <p>2018: 102.4 points below standard Declined 12.2 points # of students: 610</p> <p>2019: 94.6 points below standard Increased 10.3 points # of students: 642</p> <p>2020: N/A 2021: N/A</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>CA Dashboard SWD ELA Performance</p> <p>2022 101.3 points below standard Declined 6.7 points (from 2019) # of students: 581</p>	<p>CA Dashboard SWD ELA Performance</p> <p>2023 114.8 points below standard Declined 13.5 points # of students: 573</p>	CA Dashboard Spring 2023: 60 points or fewer below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD Mathematics Performance (CA dashboard)	<p>2017: 112.5 points below standard Declined 13.8 points # of students: 520</p> <p>2018: 122 point below standard Maintained -1.6 points # of students: 607</p> <p>2019: 122.8 points below standard Maintained 1.2 points # of students: 642</p> <p>2020: N/A 2021: N/A</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>CA Dashboard SWD Math Performance</p> <p>2022 137.3 points below standard Declined 14.5 points # of students: 579</p>	<p>CA Dashboard SWD Math Performance</p> <p>2023 145.8 points below standard Declined 8.4 points # of students: 574</p>	CA Dashboard Spring 2023: 80 points or fewer below standard
SWD in Least Restrictive Environment: 80% or more of their day: State Target: >52.20%	<p>2019-2020: 46.90%</p> <p>Nov 2020: 51.0%</p> <p>Sept 2021: 51.1%</p> <p>April 2022: 54.8%</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>2022-2023</p> <p>September 2022: 56.13%</p> <p>April 2023: 56.31%</p>	<p>2023-2024</p> <p>September 2023: 56.5%</p> <p>March 2024: 60.06%</p>	Spring 2024: >60%
SWD in Least Restrictive Environment 40% of less of their day: State Target: <21.60%	<p>2019-2020: 23.31%</p> <p>Nov 2020: 22.4%</p> <p>Sept 2021: 19.9%</p> <p>April 2022: 18.2%</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>2022-2023</p> <p>September 2022: 11.91%</p> <p>March 2023: 11.04%</p>	<p>2023-2024</p> <p>September 2023: 16.4%</p> <p>March 2024: 14.9%</p>	Spring 2024: <14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD Graduation Rate (CA dashboard)	<p>2017: 75% Graduated Declined 8.9% # of students: 60</p> <p>2018: 72.2% Graduated Declined 2.8% # of students: 72</p> <p>2019: 58.5% Graduated Declined 13.7% # of students: 94</p> <p>2020: N/A 2021: N/A</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>Class 2022 SWD Graduation Rate</p> <p>2022 85.7% Graduated Increased 27.5% # of students: 105</p>	<p>Class 2023 SWD Graduation Rate</p> <p>2023 78.5% Graduated Decline: 7.2% # of students: 62</p>	CA Dashboard Spring 2023: 80% Graduated
MHUSD students enrolled in programs outside of the district	<p>Enrollment in SCCOE Programs: 2020-2021: 56 2021-2022: 45</p> <p>NPS: 2020-2021: 20 2021-2022: 19</p> <p>Residential: 2020-2021: 3 2021-2022: 1</p>	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	<p>Enrollment in SCCOE Programs: 2022-23: 36</p> <p>NPS: 2022-23: 15</p> <p>Residential: 2022-23: 1</p>	<p>Enrollment in SCCOE Programs: 2023-24: 31 (April 2024)</p> <p>NPS: 2023-24: 12 (April 2024)</p> <p>Residential: 2022-23: 1 (April 2024)</p>	<p>Enrollment in SCCOE Programs: 2023-2024: 35</p> <p>NPS: 2023-2024: 20</p> <p>Residential: 2023-2024: 0-1</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

After analyzing statewide data from the California dashboard and local indicators, MHUSD has made extensive efforts to create an inclusive educational environment that meets the diverse needs of its students.

MHUSD is dedicated to promoting equity, accessibility, and inclusivity to enhance academic performance and social-emotional well-being. Key to this mission has been the addition of more certified and classified staff and the provision of training and support in universal design for learning (UDL) principles and behavioral de-escalation techniques for educators, administrators, and support staff.

The district has also focused on professional development for administrative staff, equipping them with the skills needed to lead inclusive initiatives effectively. Schools with inclusive programs have benefited from significant onsite coaching and specialized professional development, including help with co-teaching, co-planning, and integrating UDL.

Understanding the need for adequate staffing, MHUSD has allocated additional resources to secondary schools to accommodate more students in inclusive settings. Furthermore, the district has worked to improve the skills of psychologists and administrators in supporting and evaluating students with diverse learning needs.

These proactive measures highlight MHUSD's strong commitment to creating an environment where every student can thrive academically and socially. As a result, more MHUSD students are being educated in the least restrictive environment, with fewer students placed out-of-district and more included in the general education environment.

Despite these efforts, MHUSD faced significant challenges due to unexpected events, such as the mid-year departure of the Inclusion TOSA. To address this, MHUSD partnered with the Santa Clara County Office of Education (SCCOE) Inclusion Collaborative to bridge the gap in resources, coaching, and professional development. Additionally, although there were plans to establish an inclusion preschool program for the 2023-2024 school year, delays in finalizing an agreement with a partner preschool program and difficulty finding qualified staff mid-year caused further setbacks.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.0.a - Inclusion TOSA was partially implemented. The position was filled from Aug.2023 to October 2023 and then closed. The remaining funds were not expended on this action.

4.0.c - Contract with SCCOE Inclusion Collaborative was increased to provide professional development when the Inclusion TOSA position closed.

4.0.d - Inclusion MOU with Catalyst was approved midyear, and the position could not be filled mid-year. The funds were not able to be spent this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

California's educational landscape has seen a complicated mix of changes post-COVID, especially for students with disabilities (SWD). Before the pandemic, the district was making academic strides, but recent data shows a decline in English Language Arts (ELA) and Math scores for SWD, as well as lower graduation rates. On the bright side, more students are now being educated in the least restrictive environment (LRE). Least Restrictive Environment (80% or more of their day) went up from 56.31% (2022) to 60.06% (as of March, 2024), and there are fewer placements outside the district, indicating a positive shift toward inclusion.

This shift toward more inclusive settings is partly due to efforts to increase staffing and improve administrators' understanding of diverse learning needs. By providing teachers and paraprofessionals with training in Universal Design for Learning (UDL) and behavioral de-escalation techniques, MHUSD has supported a broader range of students within general education classrooms.

Additionally, MHUSD has focused on professional development for administrators and psychologists to enhance their skills in inclusive practices and assessments of diverse learners. This includes a deeper understanding of UDL and better support for neurodiverse students. These initiatives have laid a solid foundation for continued progress in creating a more inclusive and supportive educational environment for all students.

While the post-COVID academic outcomes have been challenging, the increase in LRE placements and the decrease in out-of-district placements suggest MHUSD is moving in the right direction. The ongoing commitment to equity, access, and inclusion is crucial as staff work to improve every student's academic performance and social-emotional well-being.

4.0.a - TOSA was effective in supporting school sites in co-teaching and inclusion professional development.- At Nordstrom 53% of SWD made annual growth projections for Reading and 50% of SWD for Math on iReady data. All special education co-teachers reported satisfaction with their co-teaching partnerships and a desire to continue those partnerships.

4.0.b - Admin Inclusion PD was partially effective; only 3 admin (2 middle school & 1 high school) attended PD conference. Site administrators at Martin Murphy and one administrator and two co-teachers at Sobrato brought back to their sites, information they learned regarding anti-bias and social justice and using innovation and creativity in Universal Design for Learning.

4.0.c - Co-teaching and inclusion PD continued the support of co-teaching and inclusion professional development and coaching at inclusion sites. Thirty-four teachers were trained in various aspects of UDL and inclusion from three school sites.

4.0.d - Was not implemented and cannot be determined to be effective or ineffective

4.0.e - Secondary Inclusion staffing was effective in supporting additional sections of collaboration at the high school level from the 2023-2024 school year as 31 sections of collaborative classes were taught, in all subjects and nearly every range of basic high school diploma-required courses. In the 2024-2025 school year, 38 sections of collaborative classes are planned.

4.0.f - Professional Development and Coaching - will be adjusted to focus support on professional development and coaching for paraprofessionals. One hundred percent of site administrators received training on specific IEP practices to assist with compliance and legal implications for IEP monitoring. One hundred percent of psychologists received training on implications and best practices for assessment and for students who are English Learners, while four others received specific targeted coaching on best practices in evaluation and reporting. These actions resulted in a half-percent drop in number of special education students this year. Compliance areas increased by

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

With the development of the new Local Control and Accountability Plan (LCAP), MHUSD is making significant changes to better support students. One major change is moving goal 4.0 to a more prominent position as focus goal 1.5, concentrating on enhancing inclusive practices throughout our district.

The 2023 performance indicators for students with disabilities showed a decline in English Language Arts (ELA) and Math scores for 2022 and 2023. Given this analysis and other data points, MHUSD is prioritizing efforts in multi-tiered systems of support (MTSS) to address these deficits. This will involve strengthening first instruction practices and putting extra focus on Universal Design for Learning (UDL) in schools that are actively working on inclusion. By increasing the understanding of UDL among educators and administrators, especially at sites showing progress in Least Restrictive Environment (LRE) efforts, MHUSD aims to create a more supportive and effective learning environment for all students. Other changes include:

4.0.a - Position eliminated

4.0.b - Admin Inclusion PD - site administrator PD will focus on on-the-job coaching at specific inclusion sites specifically in UDL

4.0.c - Co-teaching and Inclusion PD - will continue at elementary inclusion sites and expand to high schools, focusing on expanded methods of co-teaching and UDL.

4.0.d - Preschool Inclusion Staff - continue and expected to be fully implemented in 2024-25

4.0.e - Secondary Inclusion Staffing - reduced by 1, and move funding source to categorical funding.

4.0.f - Professional Development and Coaching - will be adjusted to focus support on professional development and coaching for paraprofessionals

Update to Metrics:

Reviewing the metrics, staff identified the need to make some adjustments to better capture progress and success. This means staff will be adding new metrics, removing outdated ones, and refining existing metrics to provide clearer insights into performance. The current metrics will be updated to reflect the Differentiated Assistance and State and Local indicators used to evaluate student growth and proficiency.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023