

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## School Year

2024-25

## Date of Board Approval

June 18, 2024

## LEA Name

Morgan Hill Unified School District

## CDS Code:

43695830000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Morgan Hill Unified School District's Local Control and Accountability Plan (LCAP) prioritizes equity and utilizes a Multi-Tiered System of Support (MTSS) model. This framework categorizes initiatives as core programs or supplemental programs. Core programs form the foundation for all students. Supplemental programs provide targeted interventions for underperforming student groups, including socioeconomically disadvantaged, English Learners, migrant students, foster youth and homeless youth. Federal Title dollars supplement state supplemental funds to bolster these strategic interventions. The Expenditure Tables in the LCAP summarizes how all funding sources (LCFF, state, local, and federal Title dollars) are allocated. This table connects to detailed descriptions of each federal program's breakdown within the LCAP document.

Our district employs a multi-measure approach, utilizing state and local standardized assessments, to identify student needs. By analyzing local and state assessment data, our district can pinpoint areas where specific student groups need extra support. This data becomes a roadmap for targeted initiatives that supplement existing school programs funded by local and state resources. The goal is to identify evidence-based strategies that directly address the academic struggles of these at-risk students. Analysis of both school and district data reveals a critical need to prioritize mathematics, literacy, and English language development. To address these areas, federal and state funding work together to strengthen core programs and provide targeted intervention initiatives.

The Local Control and Accountability Plan (LCAP) serves as a dynamic roadmap for our district's educational goals. Morgan Hill Unified School District casts a wide net to gather input for its LCAP (Local Control and Accountability Plan). This includes parents, students, school staff (both classified and credentialed), administrators, community partners, and community members. Morgan Hill Unified School District actively engages these groups at both the district and school levels. This focus on school sites ensures a ground-up approach, with the District English Learner Advisory Committee, English Learner Advisory Committees, Migrant Parent Advisory Committee, School Site Councils, and LCAP Advisory Committee playing a key role in generating ideas and feedback.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

A key part of the Local Control Funding Formula (LCFF) is the Local Control and Accountability Plan (LCAP). This plan requires all districts to outline how they'll achieve annual goals for every student. The LCAP includes specific actions to address both state and local priorities for education. At MHUSD, we believe in collaboration. That's why parents, educators, employees, and the entire community are involved in developing our LCAP.

The Morgan Hill Unified School District's Local Control and Accountability Plan (LCAP) reflects a collaborative effort between the community and the District. This partnership identified three key goals that will guide our plan:

- Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction
- Promote family and community engagement and participation in the education process for all students
- Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

The LCAP process starts by working together to identify areas for improvement. We conduct a thorough needs assessment and data analysis to pinpoint root causes. This data is then reviewed by a collaborative group of educational partners, including parents, students, community members, staff, and employee groups. Through this collaboration, stakeholders provide valuable feedback, both qualitative and quantitative, to address the identified needs. This ensures that the LCAP is built on a strong foundation of diverse perspectives and reflects the priorities of our entire educational community. To empower a wide range of perspectives and ensure strong representation, the district actively solicits input through formal committees like the English Learner Advisory Committee, District English Learner Advisory Committee,

School Site Council, Migrant Parent Advisory Committee, District Roundtable and the LCAP Advisory Committee.

The Local Control and Accountability Plan (LCAP) outlines a series of actions and services designed to boost academic achievement for all students. This includes a strong focus on narrowing the achievement gap for socio-economically disadvantaged students, homeless youth, foster youth, and English Learners. These initiatives directly align with our schools' School Plans for Student Achievement (SPSAs). To ensure continuous implementation, monitoring, and evaluation, relevant LCAP actions and services are also incorporated as actions within the SPSAs. This creates a cohesive framework for driving educational progress for all students.

To ensure a strong alignment between federally funded activities and the district's LCAP, this process takes a two-step approach. First, we identify the specific LCAP actions being implemented at each school. Then, we develop Title I, Title II, Title III, and Title IV programs that directly support those actions. This approach guarantees that federal funding is strategically targeted to achieve the district's LCAP goals.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Our district has nine Title I schools that were determined to have a greater than forty percent enrollment in the free and reduced-price meal count. Qualifying schools include four (K-5) elementary schools, one TK-8 campus, two middle schools, one comprehensive high school, and one continuation high school campus. This criteria is also described in the ConApp.



## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The District leverages the CDE LCAP Addendum to identify any inequities in access to qualified teachers, particularly for low-income and minority students. This includes examining disparities in ineffective, inexperienced, and out-of-field teacher assignments.

Based on the state's definition and the most recent teacher assignment data available on DataQuest (21-22), the results for the comparison schools were:

1. Are minority students taught at higher rates than other students by ineffective teachers?

At the elementary grade levels (K-5), the overall rate of students identified as minority is 75.1%, with an average rate of teachers identified as ineffective per the CDE definition (see below) of 5.2% (5.5 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as minority is 74.9%, with an average rate of teachers identified as ineffective of 10.9% (5.7 FTE). At the high school level (9-12), the overall rate of students identified as minority is 70.8%, with an average rate of teachers identified as ineffective of 11.1% (12.7 FTE). Based on this information, MHUSD students identified as minority in elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as ineffective.

2. Are low-income students taught at higher rates than other students by ineffective teachers?

At the elementary grade levels (K-5), the overall rate of students identified as low-income is 43.1%, with an average rate of teachers identified as ineffective per the CDE definition (see below) of 5.2% (5.5 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as low-income is 43.9%, with an average rate of teachers identified as ineffective of 10.9% (5.7 FTE). At the high school level (9-12), the overall rate of students identified as low-income is 38.5%, with an average rate of teachers identified as ineffective at 11.1% (12.7 FTE). Based on this information, MHUSD

students identified as low-income in elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as ineffective.

3. Are minority students taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years of teaching experience)?

At the elementary grade levels (K-5), the overall rate of students identified as minority is 75.1%, with an average rate of teachers identified as inexperienced at 8.4% (9 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as minority is 74.9%, with an average rate of teachers identified as inexperienced of 13.8% (7.3 FTE). At the high school level (9-12), the overall rate of students identified as minority is 70.8%, with an average rate of teachers identified as inexperienced of 12.3% (or 14.2 FTE). Based on this information, MHUSD students identified as minority in elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as inexperienced.

4. Are low-income students taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years of teaching experience)?

At the elementary grade levels (K-5), the overall rate of students identified as low-income is 43.1%, with an average rate of teachers identified as inexperienced at 8.4% (9 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as low-income is 43.9%, with an average rate of teachers identified as inexperienced of 13.8% (7.3 FTE). At the high school level (9-12), the overall rate of students identified as low-income is 38.5%, with an average rate of teachers identified as inexperienced of 12.3% (or 14.2 FTE). Based on this information, MHUSD students identified as low-income elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as inexperienced.

5. Are minority students taught at higher rates than other students by out-of-field teachers?

At the elementary grade levels (K-5), the overall rate of students identified as minority is 75.1% with an average rate of teachers identified as out-of-field is 0.1% (0.1 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as minority is 74.9%, with an average rate of teachers identified as out-of-field at 2% (1.0 FTE). At the high school level (9-12), the overall rate of students identified as minority is 70.8%, with an average rate of teachers identified as out-of-field is 2.3% (2.7 FTE). Based on this information, MHUSD students identified as minority in elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as out-of-field.

6. Are low-income students taught at higher rates than other students by out-of-field teachers?

At the elementary grade levels (K-5), the overall rate of students identified as low-income is 43.1%, and the average rate of teachers identified as out-of-field is 0.1% (0.1 FTE). For middle school grades (6-8) districtwide, the overall rate of students identified as low-income is 43.9%, with an average rate of teachers identified as out-of-field is 2% (1.0 FTE). At the high school level (9-12), the overall rate of students identified as low-income is 38.5%, with an average rate of teachers identified as out-of-field is 2.3% (2.7 FTE). Based on this information, MHUSD students identified as minority in elementary, middle, and high school are not taught at a higher level rate than other students by teachers identified as out-of-field.

MHUSD attracts highly motivated teachers with strong skills and recent training. However, our district's location leads many to seek closer jobs after gaining experience.

We're committed to building a dynamic and inclusive work environment. By fostering collaboration, we'll attract, develop, and retain a talented workforce that reflects the diversity of our community.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"><li data-bbox="451 1854 1466 1908">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li></ul>

	<ul style="list-style-type: none"> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Building a strong partnership with our Morgan Hill learning community is a top priority at MHUSD. We value your feedback and believe parents are essential in shaping student success. Research shows that involved parents benefit their children and contribute to a positive learning environment for everyone.

MHUSD is committed to parent involvement and offers a variety of opportunities to get engaged. These contribute directly to improving our programs throughout the year. School and district advisory committees play a key role in this. Parents can participate in councils and committees required by specific categorical funding a school receives. These committees provide valuable input and contribute to the planning process.

Here's an overview of some of these advisory committees in MHUSD:

- School Site Council
- English Learner Advisory Committee
- Migrant Parent Advisory Committee
- LCAP Advisory Committee
- District English Learner Advisory Committee (DELAC)
- District Roundtable
- Home and School Club

Beyond the abovementioned committees, MHUSD fosters strong parent involvement through engaging events. These include Back-to-School Nights, Parent-Teacher conferences, Open Houses, and various other school-sponsored

activities.

Furthermore, our Family and Community Engagement Center (FACE) is one of the district hubs for parent outreach, education, and engagement. 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 and resources and attend workshops and/or meetings.

Central Continuation High School is the designated site for Comprehensive Support and Improvement (CSI), which is focused on improving graduation rates. The CSI team and ELAC members have endorsed continuing full-time counseling support, individualized learning plans, and intervention/education services in the CSI plan. This plan prioritizes both credit recovery and career exploration, aiming to equip students with the tools for success. The team's dedication to continuous improvement is shown through their ongoing data collection, analysis, monitoring, and evaluation process.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with

disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Every year, parents and guardians receive the District's Family Engagement Policy alongside our Annual Notices. Parent advisory groups, like DELAC, provide valuable input during any revision of this process. The Family Engagement Policy has been translated into Spanish to allow parent access. School sites review the Family Engagement Policy during their Title I informational meetings.

The district offers a range of resources to help parents navigate state academic standards, assessments (including CAASPP), Title I requirements, and how to monitor their child's progress. This includes access to results on the AERIES website, explanations of what the scores mean, and comparisons to state expectations. Parents can discuss these results further with their child's teacher during parent-teacher conferences or by contacting school staff directly. Schools integrate these topics into Title I information meetings, School Site Council meetings, and English Learner Advisory Committee meetings, giving staff opportunities to explain how standards and assessments contribute to student success and progress.

Parent involvement in DELAC meetings and the LCAP development process creates opportunities for parents to learn about the standards, assessments, and how they can support their children's education. The district shares information through presentations that explain the eight State Priorities, District goals, actions and services, and assessment data. To gather feedback on these initiatives, an online survey is conducted with students, parents, and staff.

Through our Family and Community Engagement Center (FACE) we hold ongoing series of free parent workshops and classes. This year have have hosted three rounds of Parent University classes, online opportunities through Project 2 Inspire by California Association of Bilingual Educators (CABE), 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. 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.

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). 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.

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.

This year, in partnership with the Learner-Centered Collaborative, the FACE team organized educational partners to collaborate on revising and modernizing the Family and Community Engagement 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 took place every quarter at the District Office. Parent leaders such as Home & School Club presidents, English Learner Advisory Committee (ELAC) members, District English Learner Advisor Committee (DELAC) members, 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 covered various

topics, including soliciting input for the Local Control and Accountability Plan (LCAP). Input from these meetings also informed our School Plans for Student Achievement (SPSAs), and the English Learner Plan for Student Success (EL Masterplan).

To ensure all students reach their full potential, our schools leverage advisory committees like School Site Councils and English Learner Advisory Committees. These groups collaborate on developing School Plans for Student Achievement (SPSAs), a requirement of both ESSA and the state's ESSA plan. Aligned with the Local Control and Accountability Plan (LCAP), these SPSAs strategically use Title I funds to supplement and strengthen existing LCFF-funded programs and services.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Through Schoolwide Programs (SWP), Title I schools provide targeted assistance to qualifying students. Our Student Services Department is a central hub, connecting students facing challenges with the right resources. This support can take many forms, from evaluation by our Multi-Disciplinary Team or Coordinated Advocacy and Resources for Education (CARE) team to referrals to community-based organizations or county programs. In more difficult situations, students are referred to our Student Assistance and Review Board (SARB) for further intervention.

MHUSD contracts with the Santa Clara County Office of Education's Alternative Education division to provide a community school program for students who have been expelled from the district.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District does not operate any targeted assistance school (TAS) programs. All schools operating Title I programs in the MHUSD qualify as schoolwide programs.

MHUSD takes a comprehensive approach to supporting student achievement. All schools leverage Title I funding alongside other federal, state, and local resources to strengthen their entire educational programs. This creates a strong foundation for all students. A key component of this approach is the School Plan for Student Achievement (SPSA). Developed in collaboration with School Site Councils, SPSAs establish ambitious goals and identify specific strategies to meet the needs of all students, particularly those who are low-performing or at risk of falling behind. These plans outline methods to enhance the academic program, increase quality learning time, and provide an enriched curriculum. Many Title I schools within MHUSD utilize additional supports to maximize student success. These include paraeducator assistance for targeted interventions, Professional Learning Communities (PLCs) to foster collaboration among educators and supplemental programs that offer individualized instruction. Additionally, Positive Behavioral Interventions and Supports (PBIS) alongside Social and Emotional Learning (SEL) programs promote positive behavior and build student growth mindsets.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Morgan Hill Unified District has developed, staffed, and deployed a team of certified and classified employees to provide direct service to homeless children and youth and ensure their educational needs are met. The Coordinated Advocacy and Resources for Education (CARE) team, in coordination with community-based organizations and the district's School Linked Services program, provides academic counseling; mental health services; food resources; school supplies; clothing, shoes and personal hygiene supplies; referrals to low- or no-cost medical, dental and vision services, links them with district services such as free school lunches and free school bus transportation; refers families to housing resources and provides city transit passes during the school year and summer. They also offer small group academic coaching and support, social-emotional check-ins, and help develop student achievement plans with the site personnel.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

MHUSD offers a variety of early learning programs to prepare young students for success. These programs include state preschool at three schools, a Migrant preschool program at three schools, and Transitional Kindergarten at all elementary schools except one. Preschool teachers across the district collaborate on assessments and curriculum, ensuring a cohesive learning experience for all students. Additionally, the district hosts an annual TK and Kindergarten Round Up event with school tours to familiarize families with the transition process. The Migrant preschool program uniquely incorporates a weekly parent training component. This program empowers families to actively participate in their child's education by learning how to read, play, and learn together.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our district offers five Focus Academy elementary schools, each with a unique theme: Math & Music, Environmental Science, STEAM, Health Science, and Engineering. These academies create career pathways for students as early as elementary school, allowing them to explore their interests through hands-on learning in specialized labs and engaging thematic projects. Looking beyond the academies, the district is committed to building strong pathways across all grade levels (TK-12). This includes our middle school programs in technology, STEAM, visual arts, and performing arts. To help students transition smoothly, we offer a two-day 6th-grade Summer Connection program. This program introduces students to all aspects of middle school, fostering connections with peers and staff and building a strong school community from the start.

Our district offers a range of resources to help parents navigate their child's journey toward high school and college. Parent education nights provide clear information about both stages, with childcare and translation services available to ensure everyone can participate. High school sites host college readiness events, including financial aid workshops, to equip families with the necessary knowledge. We offer Advanced Placement (AP) and Career Technical Education (CTE) courses in high school, allowing students to earn college credits and get a head start on their future. Recognizing the importance of inclusivity, we've partnered with Equal Opportunity Schools to support our staff in expanding AP access to underrepresented groups. This collaborative effort ensures a wider range of students can benefit from these rigorous courses. Each high school organizes college and career fairs, exposing students to diverse options.

Entering high school is a big step. To help ease the transition, 9th graders may attend our Freshman Summer Connection program. Similar to our 6th-grade program, Summer Connection allows students to explore the exciting world of high school: clubs, classes, sports, and all the activities beyond the classroom. This three-day program is designed to help freshmen get familiar with their new school, meet staff, and build friendships with classmates. It's a great opportunity to feel like part of the community before the school year begins. Support for freshmen continues via our Freshman Success program. Our Freshman Success program is available to all ninth graders throughout the entire year. Freshman Success provides ongoing support as students adjust to the high school setting, offering help with academics, social needs, and life skills like organization and time management. They'll also receive guidance on reviewing grades, self-reflection, communication, and celebrating their achievements along the way.

High schoolers now have access to a wider range of dual enrollment courses through local community colleges, complementing our growing Career Technical Education (CTE) programs. Currently, we have 16 CTE pathways and 8 dual enrollment courses. For 24-25, we're expanding dual enrollment options with 13 new courses. Students, parents, and staff can explore colleges and careers using Naviance, a comprehensive online platform. High school students can use Naviance to complete college applications and scholarships. Additionally, counselors leverage Naviance to manage recommendation letters and other college documents. Teachers across middle and high schools integrate Naviance curriculum into their classes, allowing students to take career interest and strength surveys throughout their academic journey. Our district partners with the California Student Opportunity and Access Program (Cal-SOAP). Cal-SOAP counselors provide additional help with college planning, college applications, and financial aid assistance at all of the high schools in the District.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our district is committed to providing enrichment opportunities to all students. We strongly believe that all students will reach their full potential and talents if they have every opportunity to succeed and are exposed to a number of activities that will enhance their learning, natural talents, and skills.

The LEA provides funding through the LCAP to enhance library services by procuring digital databases. Student access is supported by providing all students in grades TK-12 with one-to-one Chromebook devices and hotspots for families that do not have access to internet services.



## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD does not receive Title I, Part D funds.

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Morgan Hill Unified School District fosters a culture of continuous learning for all staff. From robust induction and ongoing support programs for teachers, principals, and leaders to a network of internal trainers developed in the past years, the district equips educators with the skills and resources for success. This focus on capacity building empowers educators at all levels to thrive in their roles and ultimately benefit student learning. Our professional development prioritizes equipping educators to deliver high-quality instruction from the start, closing the achievement gap, and preparing all students for college and successful careers.

In collaboration with the New Teacher Project, the district maintains one of the premier teacher induction programs in the Bay Area and one of the few to provide full-time in-house coaching and mentoring for new teachers. Beyond assisting new teachers in clearing their preliminary credentials and welcoming new teachers as part of the district team, the program helps to attract and hire high-quality new teachers. It provides effective training, vetting, and retention of high-quality instructors. In addition to new teacher induction, our Teacher Support Network assists veteran teachers in keeping current with evolving standards and practices by working with peer master teacher mentors. To continue to stretch exemplary practice and promote teacher leadership, our teacher evaluation process allows for formal administrative review and peer and project review to empower highly effective teachers in the design, implementation, and ownership of innovative programs. New administrators also have a professional learning community team that works hand in hand with assistant superintendents.

The district also provides a comprehensive professional development program focusing on state frameworks, instructional research-based best practices, and implementing newly board-approved instructional materials. The district focuses on developing the staff's capacity for Professional Learning Community practices, early literacy, mathematics, and English Language Development. In addition, the district employs five district-wide Teachers On Special Assignment (TOSA) who provide a robust professional development program, including workshops, 1:1 coaching, classroom demonstrations, and committee expertise. TOSAs have also constructed specialized professional development sessions for various audiences, including educators new to teaching. Our TOSAs are expert practitioners who, with an MTSS lens, ensure that all students, including English Learners and Students with Disabilities, have the support they need to succeed in an inclusive classroom environment. Additional district-wide professional development includes social-emotional training focusing on restorative practices, Positive Behavioral Interventions and Supports (PBIS), suicide prevention, healthy relationships, teaching through trauma strategies, and equity and inclusion training.

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In MHUSD, only Central Continuation High School has been identified for CSI. CSI funding is prioritized to serve the needs of Central Continuation High School students. The site receives support that is offered schoolwide. There are no school sites designated TSI.

**Data and Ongoing Consultation to Support Continuous Improvement**

**ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

MHUSD leverages data and continuous feedback (as outlined in Section 2102[b][3]) to continually enhance activities supported under this section. We prioritize consultation and feedback throughout the LCAP development and evaluation process. This includes collaboration with all Educational Partners (parents, students, administrators, associations, advisory committees, community-based organizations, and community members). Additionally, district surveys, School Site Councils, DELAC, and DAC committees provide ongoing feedback. The LCAP defines the data we collect, the metrics we measure, and how we evaluate the effectiveness of district goals and activities. To ensure high-quality professional learning, MHUSD utilizes various data sources for planning, implementation, and assessment:

- Student achievement data
- School climate and culture indicators (including Summer Connection, Freshman Success, PBIS, Wellness, etc.)

- Educational Partner feedback includes surveys (LCAP, Healthy Kids, DELAC, Professional Development Needs, etc.)
- Data from district initiatives (PLC, PBIS, MTSS, etc.) linked to California Standards for the Teaching Profession

MHUSD's commitment to ongoing consultation with Educational Partners has highlighted the need for a more streamlined and timely feedback mechanism. To facilitate input, we are actively developing a simplified survey or community outreach option.

Data is regularly reported to our Educational Partners, including our parents, staff, and community. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments and the best overall educator effectiveness.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District provides professional development to teachers that specifically supports instructional outcomes for English Learners (ELs), with the goal that all will achieve English proficiency. We are committed to ensuring that all ELs have access to intellectually rich and comprehensive curricula and meet the challenging State grade level and graduation standards.

All school sites have teachers who have completed Constructing Meaning training, which provides a wide assortment of instructional strategies to assist English Learners (i.e., academic vocabulary, discussion starters, sentence frames, engagement strategies, etc.). Each secondary school site has a Constructing Meaning Lead teacher who provides ongoing professional development and training for fidelity and sustainability. Each Constructing Meaning Lead assists the District in leading cohort trainings for teachers each school year.

Our district runs a summer school program for all students, specifically focusing on the needs of English Learners, Migrant students, and Students with Disabilities. Before the start of summer school, staff receives training on working with diverse populations. Teachers for the English Learner program are given specific curriculum training. Each school site has an English Learner Facilitator who works to facilitate all EL students' success on campus. They assist with ELPAC testing and parent communication, maintain EL records, and manage the reclassification and monitoring process through ELlevation (an online data management platform). EL Facilitators meet monthly to collaborate and receive training in frameworks, ELPAC testing, best instructional practices for ELs, and more.

The district has an English Learner Teacher on Special Assignment (TOSA). This instructional leader manages many of the EL platforms, curriculum, assessments, and records monitoring. She also provides teachers with professional development on best practices and strategies for English Learners. The EL TOSA coordinates all EL professional development, including Constructing Meaning, ELlevation, and other professional development related to English Learners.

To ensure continuous improvement, the district prioritizes teacher-requested professional development. To better serve English Learners (ELs), teachers have requested additional professional development focusing on a) a more in-depth understanding of the ELD curriculum, b) effective literacy strategies, and c) ongoing support for ELs in designated ELD classes.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We support supplemental online curriculum for immigrant students to help them develop core reading and academic language skills. Our district has a Migrant Education program that also serves immigrant students and their families. A team of staff, including a Student Support Specialist, ensures students attend tutoring sessions offered at elementary, middle, and high schools. They work together to coordinate events like Saturday Academy, health screenings, educational excursions, and summer school.

**Title III Programs and Activities**

**ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

To ensure targeted language development, the district utilizes a state-adopted ELD curriculum for designated English Learner classes at both elementary and secondary levels. This curriculum is further strengthened by incorporating computer-based, adaptive language software programs. These programs offer students individualized practice, allowing them to focus on specific areas for improvement while complementing their classroom learning.

Elementary English learners receive daily Designated English Language Development (D-ELD) instruction tailored to their proficiency level. This targeted support complements their regular participation in mainstream classes. Similarly, in secondary schools, D-ELD instruction takes two forms: an additional dedicated class period and ongoing language acquisition support integrated within core content area lessons and support with Constructing Meaning research-based best practices. This combined approach ensures all English learners receive the necessary language skills to succeed in all their classes.

Our district organizes a summer school program specifically designed to enhance the English proficiency of all EL students, including newcomers, LTELs, and other ELs with emerging English proficiency. Through the EL monitoring process, we continue to track the progress of our LTELs and RFEP students.

The District uses ELlevation to manage and share EL data, information, forms, progress, reclassification, monitoring, and more. This detailed level of EL data that all staff will now have access to will enhance the District's MTSS model and give access to multiple data points about ELs that can inform decision-makers and educational partners. Furthermore, it will assist the district and school sites with restructuring, reforming, or upgrading programs relating to language instruction, educational programs, and academic content instruction for English learners, immigrant children, and youth.

**English Proficiency and Academic Achievement**

**ESSA SECTIONS 3116(b)(2)(A-B)**



Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MHUSD keeps a close eye on English learner (EL) progress using a multi-pronged approach. This includes state dashboards, Aeries analytics, iReady, Literably, NWEA, and data monitoring in ELLevation. Schools analyze this data to identify students needing extra support and determine the appropriate intervention level. The district also regularly monitors progress to aid in reclassifying students who have achieved proficiency. Additionally, MHUSD maintains clear communication with EL students who are falling behind and proactively identifies those at risk of becoming Long-Term English Learners (LTELs).

MHUSD monitors individual English Learners through multiple measures, including the ELPAC, CAASPP, district common assessment data, and formative assessment from the classroom. Schools are held accountable for EL achievement. We review the completion of mandatory EL data analysis related to student academic data, progress monitoring, and observations of staff supporting English Learners. Regular data discussions at the district level with school administrators allow for collaborative support and progress monitoring. A dedicated ELD TOSA oversees quality and skill development within our EL programs and provides professional development and coaching. This school year MHUSD has been actively revising and editing its Plan for English Learner Success (EL Master Plan). MHUSD hopes to have the plan adopted in the Fall of 2024. The Plan for English Learner Success will serve as a resource to support the school community in understanding English learner accountability requirements.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

These funds support activities related to a well-rounded education and are used to support programs like Advancement Via Individual Determination (AVID), contracts with Equal Opportunity Schools (supports parity in AP and Dual Enrollment courses), and the Visual and Performing Arts. The district also launched its own parent project by training its own presenters. This project is in partnership with community partners.

The district's goal for these funds is to further enhance educational outcomes for students who are particularly at risk. The effectiveness of activities and programs supported with these funds will continue to be monitored through various metrics and reported in the district's annual LCAP report and each school's School Plan for Student Achievement.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
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