



2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	327	87.5%	1.4%	0.8%	9.7%	0.5%	0.1%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

In the 2024-25 academic year, MHUSD will continue advancing its initiatives with Professional Learning Communities, curriculum alignment, and data-driven instruction and decision-making. The district remains committed to providing professional development through the PLC/Professional Learning Teams (PLT) model, focusing on curriculum alignment, literacy, and math instruction, social-emotional learning and student wellness, school counseling practices, and the development of equitable learning environments via a Multi-Tiered System of Supports (MTSS). These efforts have begun to show promising results over the past 1-2 years.

Throughout this journey, MHUSD has been dedicated to deepening the understanding and use of data by offering grade-level/content teams the training they need to reflect on and improve curriculum, instruction, and assessment. This includes developing instructional strategies that boost student engagement and facilitate meaningful learning.

The ultimate goal is to deliver a Guaranteed & Viable Curriculum to all students from TK through 12th grade, ensuring vertical and horizontal alignment across all school sites and grade levels. This alignment will help ensure that all students achieve high levels of learning and graduate college, career, and civic life ready.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Through an analysis of educational partner data and input, MHUSD demonstrates several strengths and notable progress in building relationships between school staff and families. In June 2023, based on educational partner feedback, MHUSD launched a Welcoming Families initiative that saw the training of hundreds of staff across the district from June 2023 to June 2024, intending to create schools and offices where all feel welcome.

Furthermore, positive feedback/survey data indicates that communication from school sites is robust, encourages parent/family involvement, and helps to build personal relationships, respect, and mutual understanding between schools and families. Overall, parents indicate that they are well informed about events, activities, their student's academic progress, and there is increased two-way communication between the home and school. Local data also

indicates that parents/families often participate in activities hosted by the school/district, such as back-to-school night/open house, school/class events, parent-teacher conferences, volunteering, Home & School Club, School Site Council, principal and district coffee chats, and forums/other meetings.

Overall, these strengths indicate that MHUSD is committed to creating a collaborative and supportive environment where parents/families are important partners in the education of their children. The progress made in these areas reflects a strategic focus on enhancing family-school connections, which is essential for student success and community well-being.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MHUSD continues the work it began last school year on making extensive efforts for all schools and site personnel to create welcoming, inviting, and friendly environments for all students and families. Further, through the District's ongoing efforts to solicit feedback via surveys, focus groups, parent meetings, and forums from parents of all backgrounds with a particular focus on families of unduplicated students, families of individuals with exceptional needs, and families of underrepresented students, several topics emerged including the need for more robust language and communication supports for parents (i.e. Spanish), increased information regarding volunteer opportunities including a variety of opportunity options, and additional ways for parent advocacy, participation in decision making, and parent education.

Through site and district parent engagement programs (e.g. workshops, family nights/events, volunteer opportunities to build on community), the district plans to continue to foster a sense of community and collaboration at the site/district level. This includes continued professional development for staff on welcoming family environments, engagement techniques, and effective communication strategies including families whose primary language is not English. Lastly, continued exploration of feedback mechanisms including surveys, focus groups, and parent groups (SSC, ELAC, DELAC, Home & School Club, and others) to ensure that parent/guardian voices are heard and valued in the decision-making processes so that family perspectives are integral to school practices/practices.

By focusing on these areas, MHUSD aims to create a more robust supportive and collaborative environment that strengthens the partnership between school staff and families, ultimately enhancing student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented parents/families MHUSD will continue with several targeted strategies to strengthen the relationship between school staff and families. Key initiatives are focused on dismantling the barriers that prevent underrepresented and underserved families from feeling welcomed and included on campus and therefore maximize their engagement.

By enhancing communication efforts via more robust communication and language support/translation services that are effective, clear, and professional, the District can ensure that all Spanish speaking families receive information, making it easier for them to stay informed and involved. Further, bilingual Community Liaisons will take part in professional development in the areas of translation skills, conducting home visits, engagement strategies for 1:1 and group efforts, etc. to maximize their effectiveness and ensuring continuous support for families districtwide.

Parent education is another topic important to parents as they seek to help their children at home to ensure their college and career readiness. This includes workshops, classes, events on campus/district where parents/families can learn effective strategies to support students academically and social-emotionally at home.

Lastly, by strategically partnering with schools that have identified cultural proficiency as a key concern, MHUSD will work to bring in professional development to equip school staff, students, and parents with the skills needed to better understand, communicate with, and support individuals from diverse backgrounds.

Ultimately, parents/families are looking for new, flexible ways to support their children to become successful, thriving citizens of the world. Through practices such as personalized outreach, opportunities for feedback, targeted engagement opportunities, flexible scheduling, and inclusive practices that provide opportunities for parents/families to connect with each other and with school staff in a welcoming environment, MHUSD can begin to eliminate those things that impact the home-school relationship for underrepresented and underserved families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

As part of its school community and LCAP Goal #3: Student Engagement, the District continues making strides to increase student voice and agency. Examples of strengths in this area include seeking strategic and timely input from students across the district to voice their perspectives on student needs, campus climate, roles and responsibilities, etc., a Student Board Member and an Alternate Student Board Member role, and introduction of a wide range of courses (i.e. Advanced Placement, Career Technical Education Pathways, College Dual Enrollment, college prep electives) at the high school level, along with specialized programming at the elementary (visual and performing arts; academy school focus). Data shows that schools foster student engagement, maintain a positive school climate, students want to do well in school, and many maintain strong friendships on campus.

Further, school administrators are encouraged to meet regularly with student leadership and other student groups to establish/growth two-way communication and receive direct input from students on matters that impact academics/school climate and culture. District leadership and staff also routinely engage with student groups throughout the district and seek input through student surveys and focus groups on a variety of topics.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Analysis of educational partner data, as part of LCAP Goal #3: Student Engagement, the District has identified areas for improvement in this category around enhancing student motivation, school connectedness, and fostering a sense of belonging across all schools. Areas of focus include: delivering high quality, inclusive, engaging instruction to all students to improve student outcomes, strengthening interpersonal relationships among students to create a supportive community and reduce bullying, and collaborating with staff and teachers to build trust and positive connections with students, both in the classroom and with non-classroom personnel, including school administration.

Amplifying student voice and agency, empowering students to take charge of their educational journey, and ensuring that students become active participants in their school community remain top priorities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, MHUSD will improve the engagement of underrepresented families by focusing on building partnerships for student outcomes through several key areas: parent education, access, communication (including bilingual materials and translation), events, volunteer opportunities, input gathering/feedback loop, and academic supports and opportunities for students. The recruitment, marketing, and awareness efforts for programs designed to engage students from underrepresented families will ensure all students have access to academic and extracurricular opportunities. These programs include Equal Opportunity Schools, Career Technical Education, CCAP Dual Enrollment, AP Capstone Diploma, and specials rotations at the elementary level. Special attention will be given to engaging families from these backgrounds to ensure their active participation, support, and use of these supports to improve student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

A priority for MHUSD is to continually engage with educational partners to actively support a shared vision of student achievement. The District has planned ongoing engagement through meetings with purposeful agendas designed to solicit input and feedback on programming, activities, procedures, and various topics. These groups include but are not limited to, staff (certificated, classified, and administrators), students and their respective groups, parents and their respective groups, community-based organizations, and parent groups such as District/Parent Roundtable, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, and Home & School Club. Additionally, the Superintendent hosts monthly coffee chats open to all parents, staff, and community members (with Spanish translation available) throughout the community to discuss successes, areas for improvement, and different approaches to enhance the school community's experience. The Superintendent also visits each school site regularly throughout the school year to be available for any staff member to discuss topics of interest to them during times when site staff can drop in.

Moreover, the Board of Education holds Themed Study Sessions aligned with the district LCAP goals, covering topics such as Student Achievement and Professional Learning Teams, College and Career Readiness (Career Technical Education/Dual Enrollment), Community Schools, and Special Education (these vary by year). Staff facilitate these sessions, which are designed to engage Board members and guests and provide insight into various topics.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on input and data analysis, MHUSD has identified several key areas to improve input-seeking for decision-making at both the site and district levels through improved stakeholder engagement. These areas include but are not limited to, enhancing communication about parent meetings to ensure better attendance and participation, ensuring parent representation on task forces/committees reflects the student body's diversity with a particular focus on including parents/families from underrepresented backgrounds, collecting purposeful input from the community, parents, students, and staff on various topics relevant to each group and providing a feedback loop to demonstrate the importance in their voice/input, organizing family and community engagement activities tailored to community needs at both site and district levels.

Additionally, MHUSD aims to prioritize and leverage activities that traditionally see high parent and family participation, such as back-to-school night/open house, school/class events, parent-teacher conferences, and other site/district events. The district also plans to leverage preferred communication methods—emails, text messages, and newsletters—to disseminate information and gather valuable feedback from families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, MHUSD will continue its work to improve the engagement of underrepresented families in decision-making through several targeted strategies. Key in this is the development of the Family and Community Engagement Plan and the development of clearer and more accessible communication regarding opportunities for input, ensuring that all parents, including those from underrepresented backgrounds, are well-informed about meetings and events; actively recruiting parents from underrepresented backgrounds to serve on advisory task forces/committees, ensuring that these groups are fairly represented and their perspectives included in decision-making processes; organizing specific community and family engagement activities that cater to the unique needs and preferences of underrepresented families, making participation more accessible and meaningful; using preferred communication methods such as text messages, personal phone calls, email, and newsletters to reach out to underrepresented families, ensuring they receive information in the most effective way possible; and establishing mechanisms for gathering feedback during high-participation events like back-to-school night/open house/parent-teacher conferences, thereby ensuring their voices are heard and considered.

By implementing these strategies, MHUSD aims to create a more inclusive environment where all families feel valued and engaged in the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Morgan Hill Unified School District surveys students' perceptions of their school using a survey tool developed in conjunction with Hanover Research. The tool includes questions regarding school safety, connectedness, academics and opportunities, and belonging. Additionally, MHUSD administers the California Healthy Kids Survey every other year and holds student focus groups at the middle and high school levels.

There were a total of 2092 student responses to the survey tool, and several key topics/questions related to school safety, connectedness, and academics, among others, were covered. Students in grades 6 through 12 responded using a 5-point Likert scale ranging from 'do not agree' to 'strongly agree,' and students in grade 5 responded to the same questions using a more age-appropriate 3-point Likert scale. The topics/questions highlighted in the LCAP include:

- Doing well in school
- Feeling safe at school
- Likeability of going to school
- Caring about their school
- Student voice for decision-making and learning
- High expectations for student achievement
- Trusted adults on campus
- Coursework rigor and inclusivity of all learners

Based on the 2024 survey results, 94% of students surveyed agree/strongly agree that they want to do well in school, 69% care about their school, 59% report that their teacher takes the time to build trusting relationships in class, 64% reporting they have a trusted adult on campus, and 53% indicated that they feel safe at school. Further, 34% reported that they like going to school. Additionally, 54% agree they have a voice in decision-making and learning, 65% believe their school sets high expectations for student achievement, and 58% indicate that their coursework is rigorous and inclusive of diverse learners.

Survey data indicates that 84% of students report having friends at school, and 84% become friends with people from different cultural backgrounds; fewer students (56%) report school rules are fair for everyone.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, the data indicates the social climate is positive among students; however, there are areas of growth to improve student experiences and perceptions about their schooling. A high number of students want to do well in school (94%). However, the data also highlights school connectedness/interpersonal relationships as an ongoing area of growth, including trusting relationships, bullying, and fairness. More specifically, the data around school safety indicates a need for more robust student supports in the area of bullying, particularly in grades 6-8 (53%). As a result, over the last number of years, middle schools have leaned into their Climate and Culture teams to help build more positive school culture and implement Positive Behavioral Interventions and Supports (PBIS) with fidelity along with restorative justice practices.

Furthermore, student focus groups at the high school level highlighted the need to emphasize the importance of educators' active participation and dedication in the classroom to aid in student engagement and provide professional development for teachers to enhance their instructional skills, effectiveness, and ability to meet the diverse needs of students.

At the elementary level, 72% of students indicated they like attending school, while middle and high school students, including K-8 and comprehensive sites, hover around the mid-30s. The strong relationships built with students at the elementary level, along with special programming, seem to be big factors in student connectedness at the K-5 school sites, which underscores an area of need districtwide to enhance student experiences, build trusting relationships on campus, and minimize factors such as bullying.

Furthermore, challenging/rigorous coursework can impact school climate and student perceptions--48% of students at the middle school level indicated that their school offered challenging coursework compared to 82% of high school students. Strengthening academic offerings and curriculum continues to be an area of need.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The data collected via the student survey, feedback sessions, and student focus groups highlights the need for the District's continued focus on school connectedness, student supports, and academic opportunities including remediation and rigorous coursework. The interconnected nature of the work by the Wellness Counselors, Academic Counselors, Freshman on Track, Climate and Culture Team, MTSS Committee, among others is crucial for providing students with a learning environment that will allow them to flourish in their own right.

Staff/school site focus on building trusting relationships will be key in plans moving forward and will factor into professional development districtwide. Initiatives like PBIS, restorative justice and asset based social emotional wellbeing monitoring tools will aid in the enhancement of positive school climates. Further, the District is exploring further learning and training around consistent behavior protocols and procedures around bullying, classroom management, student safety for administrators and staff (classified and certificated) as well as professional development around emphasizing the importance of active participation to aid in student engagement, instructional skills, effectiveness, and ability to meet the diverse needs of students.

Further, as a response, the District will continue to bring additional opportunities for student voice/agency at the elementary, middle, and high school levels. Some work has begun in this area but student feedback indicates a strong need to continue and grow efforts. The district continues working toward a TK-12 counseling plan that will help continue to address these topics with all students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

In MHUSD, enrollment is open and heterogenous in courses. All courses of choice including college prep, advanced, honors, Advanced Placement, Career Technical Education (CTE), and CCAP Dual Enrollment including elective courses, are monitored by enrollment demographics via Aeries Analytics Student Information System, DataZone, internal analysis, and in high school via Equal Opportunity Schools (EOS). Further analysis of these courses have also been included in Themed Study Sessions for the Board of Education including some information on student groups including socioeconomically disadvantaged, racial/ethnic groups, Students Identified as English Learners, Students with Disabilities, grade levels, among others. For students currently in elementary school, the district uses internal dashboards and platforms to measure/track student enrollment and performance outcomes in various subjects including reading and mathematics that also inform School Plans for Student Achievement (SPSAs) and Professional Learning Team (PLT) conversations. These platforms include iReady, NWEA MAP, Literably, ESGI, Aeries, DataZone, and the College Board. In some cases, students with disabilities find themselves in courses that can be separated (e.g. Special Day classes) but these are monitored closely by the Special Education Department. The District's Special Education Program also monitors inclusion opportunities districtwide and these addressed as they come to light; the district is currently in year 3 of an inclusion model approach at two elementary schools and has expanded co-taught coursework at the secondary grade levels quite a bit over the last several years.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Courses that are offered at the high school level are aligned to UC/CSU a-g university entrance requirements and are open enrollment; in fact, these opportunities have been expanded over the last 3 school years, and there has been an 89% increase in the number of students taking AP exams and a 63% increase in the number of students completing Career Technical Education pathways. For graduation requirements, students who earn a high school diploma from a comprehensive site complete coursework in History/Social Science, English, Mathematics, Science, World Languages, Visual and Performing Arts, and additional elective options. Schools offer a variety of AP courses and dual enrollment courses. For several years, MHUSD has partnered with EOS to increase enrollment in AP coursework, particularly among student groups that are historically underrepresented in advanced courses and postsecondary study. Over the years, excluding 21-22 (pandemic), AP enrollment has steadily increased. New programs/courses have allowed more students in earlier grades to participate—e.g., 9th graders are now able to take AP Human Geography, and the AP Capstone Diploma Program, now in its second year, encourages more students to enroll in AP. At the middle school level, students are prepared for the coursework seen at the high school level. Special Education Program Indicators demonstrate a need for growth in inclusion opportunities for students with disabilities. However, it is growing at the elementary level through targeted inclusion programming and co-taught classes at the secondary level. Participation and student outcomes are monitored in multiple courses/pathways to better understand student needs and educator support – e.g., CTE 'completers' have been steadily increasing over the years and, as referenced above, have seen an increase of 63% over the last two academic years. The additional period at the high school has allowed students who are historically 'boxed' in with certain course requirements to expand their options (e.g. English Learners, band students, students taking AP courses, student-athletes, students who need to make up credits in courses to meet graduation requirements, etc.) and broaden the scope of course options available each year.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While the District would like to offer additional expanded course programming (to meet more student choice) across all levels inclusive of middle and high school, it continues to be limited by funding and staffing constraints. Student preparation and success at the secondary level are impacted by their preparation across all levels in the district (TK-12). Further, student course failure can be high depending on the subject and academic struggles (e.g. math), which also directly impacts their ability to participate in additional elective courses beyond the requirements, as they may need to make up failed coursework during the school day or have trouble succeeding in certain courses; the additional period in high school has helped. Regardless, access for all is available; however, student groups (and individual students) often struggle to participate in a more broad course of study based on these barriers—these groups often include (but are not necessarily limited to) Students with Disabilities, Students Identified as English Learners, Homeless and Foster Youth, and socioeconomically disadvantaged students. Lastly, access to quality first-time, Tier 1 instruction continues to be a top priority districtwide for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

While additional opportunities for students to participate in a more broad course of study have been created, a commitment remains to find additional opportunities. MHUSD has added more specialized courses such as dual enrollment, Advanced Placement, Career Technical Education pathways, visual and performing arts (choir, theatre, dance, etc), among others. Further, with high expectations for academic rigor comes the need for a high level of academic supports. At the high school level, we are entering year 3 of a 7th period day for students that has eliminated many of the constraints of a traditional 6th period day, and increase student choice and support that can be provided within the school day. At the elementary level, a rotation of ‘Specials’ was implemented so students take visual and performing arts, physical education, music, and other opportunities during the school day and allow teachers planning time to work on curriculum alignment, etc. Middle school added a handful of new course electives as well. Professional development districtwide focuses on Professional Learning Communities that enhance student supports and ensure everyone learns at high levels so students are prepared to take rigorous and broad coursework. MHUSD continues to work diligently toward creating a true Multi-Tiered System of Support, were the goal is to ensure that all students have the foundational preparation to exercise course choices with confidence and readiness, and an English Learner Master Plan will help address areas of focus for students learning English to ensure their success in the school system. Lastly, high school graduation requirements are aligned to UC/CSU a-g entrance requirements, dual enrollment options via a CCAP agreement with the local community college has expanded potential course offerings into double-digits for next school year, and CTE pathways/courses have expanded to include additional sections to meet student demand.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					