

Morgan Hill Unified School District

Welcome/Bienvenidos

LCAP Advisory Committee
Comité Asesor LCAP

May 15, 2025



Interpretation Channels | Canales de Interpretacion

Click Interpretation at the bottom right hand side of your Zoom dashboard and choose your language.

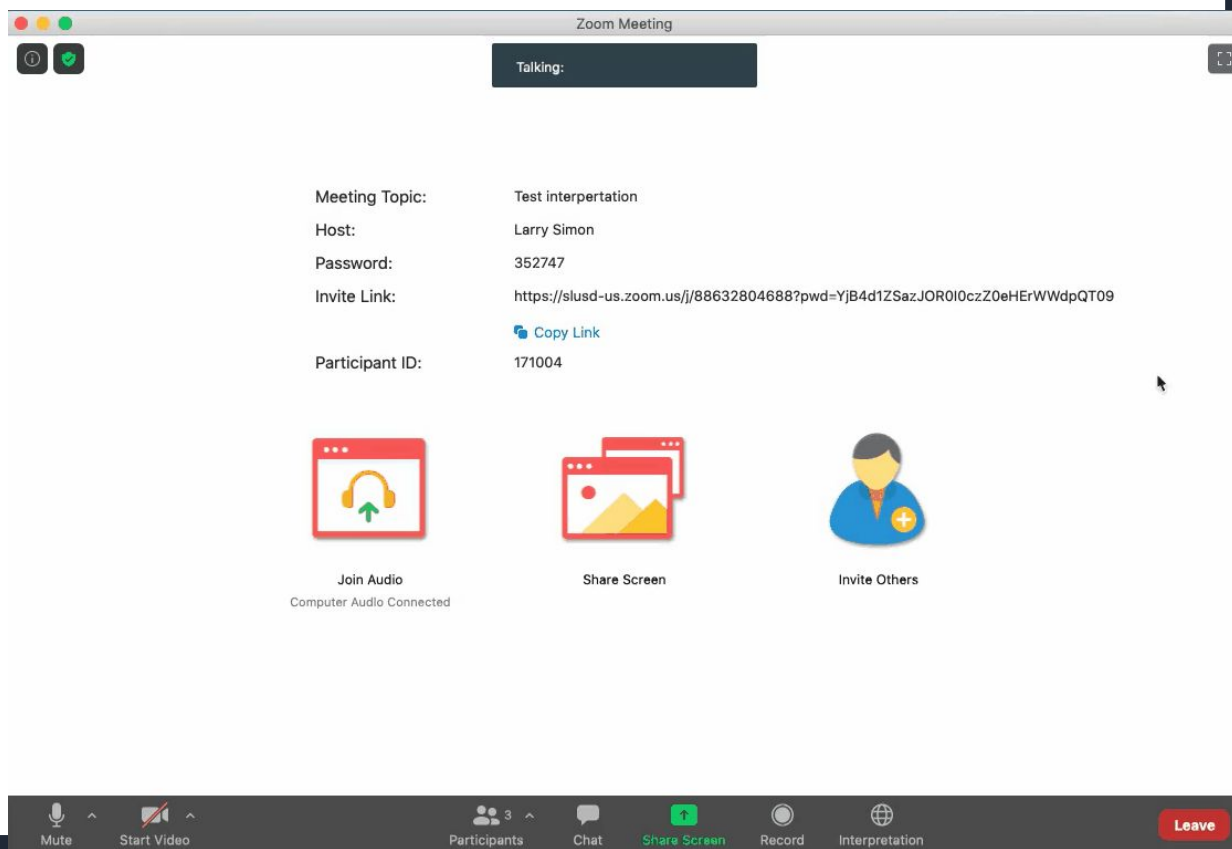
Haga clic en el botón de Interpretación que está en la parte inferior derecha de su panel de control de Zoom y elija su idioma Spanish.

Mac, PC, Android and iPhone are compatible.

Mac, PC, Android y los teléfonos iPhone son compatibles

The interpretation channels are not supported by Chromebooks.

Los canales de Interpretación no son apoyados por Chromebook.



Welcome
Introductions
Bienvenidos
Introducciones



Meeting Agenda | Agenda de la reunión

- Welcome
- Review of Orientation
- LCAP Survey Review
- Next Steps in the LCAP Process

- Bienvenida
- Repaso de la Orientación
- Repaso de la Encuesta LCAP
- Próximos Pasos en el Proceso LCAP



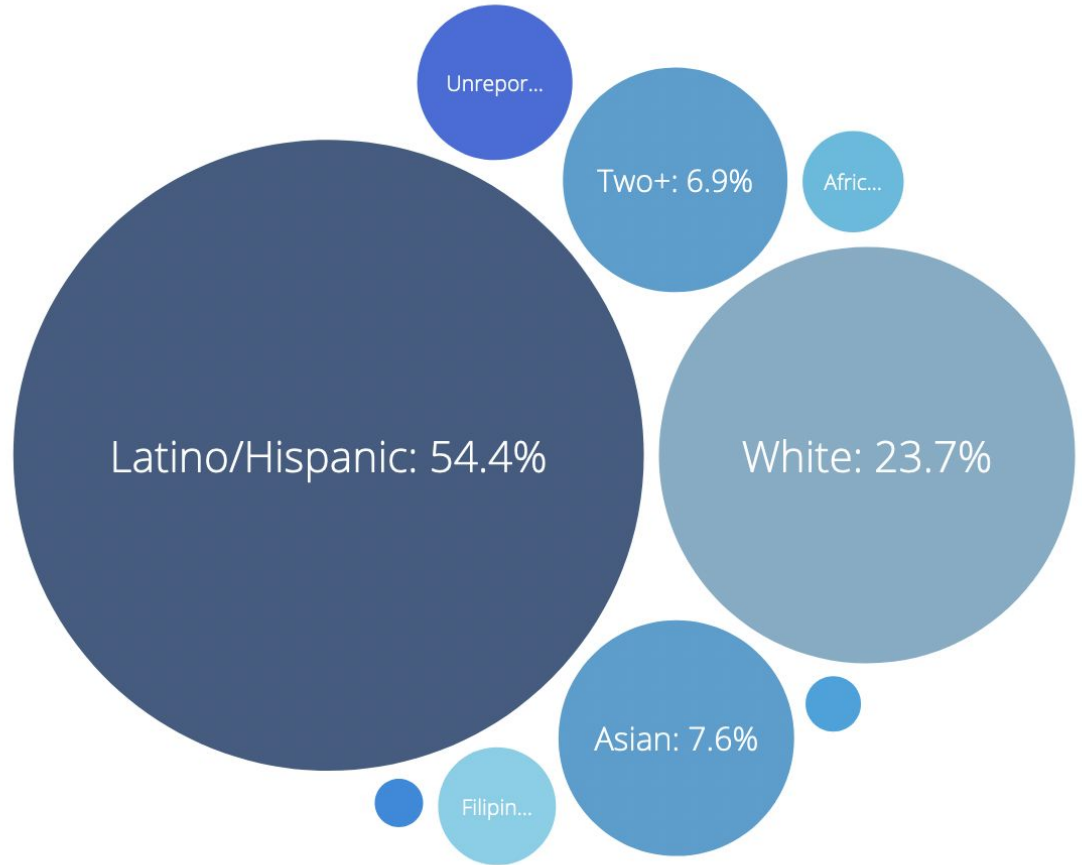
MHUSD Schools

6 elementary schools (K-5) • 2 K-8 schools • 2 middle schools • 2 high schools
1 continuation high school • 1 adult education school



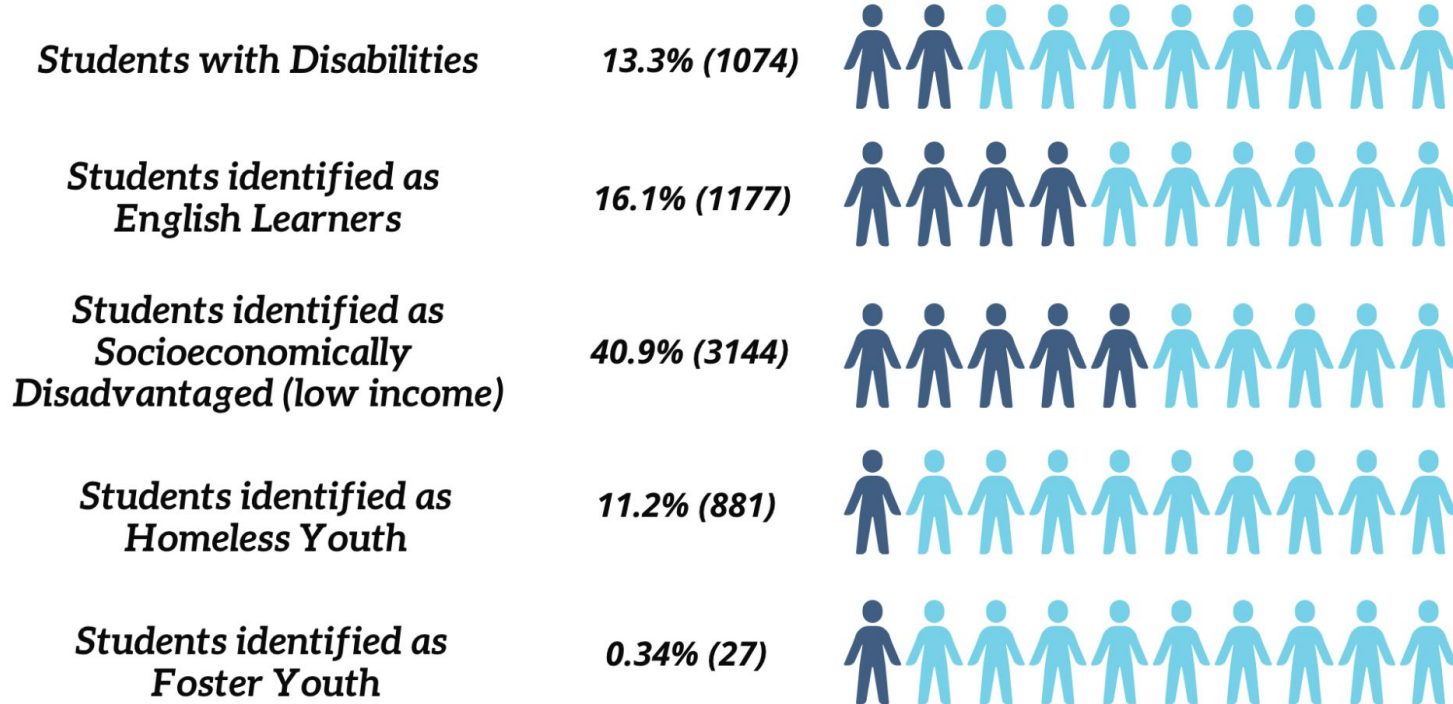
2024-2025 Student Demographics

Total Enrollment:
7,931



2024-2025 Student Demographics

Total Enrollment: 7,931



Unduplicated Student Count | Recuento no duplicado

- 45.5% of all students qualify as “Unduplicated”
- 40.9% qualify for Free/Reduced Meals
- 16.1% are English Learners
- 11.2% Unhoused

- El 45.5% de todos los estudiantes califican como "No duplicados"
- 40.9% califican para comidas gratis / reducidas
- 16.1% son estudiantes en vías aprender inglés
- 11.2% Sin hogar

LCAP Advisory Committee / Comité Asesor LCAP

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

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



LCAP Advisory Committee / Comité Asesor LCAP

The committee includes parents/guardians, district staff, high school students and community members, with an emphasis on those who represent English learners, low-income, foster youth and homeless youth. Members are asked to offer feedback and input on progress made toward meeting our LCAP goals.

El comité incluye padres/tutores, personal del distrito, estudiantes de secundaria y miembros de la comunidad, con énfasis en aquellos que representan a estudiantes de inglés, jóvenes de bajos ingresos, jóvenes de crianza y jóvenes sin hogar.



LCAP Advisory Committee / Comité Asesor LCAP

The committee meets once a month in the evenings from February through May. Members are asked to maintain regular attendance, actively participate, contribute ideas and suggestions, and work collaboratively and respectfully with the other committee members.

Se pide a los miembros que ofrezcan comentarios y aportaciones sobre el progreso realizado para alcanzar nuestras metas LCAP. El comité se reúne una vez al mes por las tardes de enero a mayo. Se pide a los miembros mantengan una asistencia regular, participen activamente, aporten ideas y sugerencias y trabajen en colaboración y respeto con los demás miembros del comité.



LCAP Advisory Committee / Comité Asesor LCAP

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Questions/Preguntas?



What is LCFF & LCAP? / ¿Qué es LCFF y LCAP?



California public schools receive state funding through the Local Control Funding Formula

Las escuelas públicas de California reciben financiamiento estatal a través de la fórmula de financiación del control local

The Goal of LCFF | El objetivo de LCFF



Under LCFF, the goal is to ensure **every student succeeds**, especially those that the school system has **historically left behind**.

Bajo LCFF, la meta es asegurar que **cada estudiante tenga éxito**, especialmente aquellos que el sistema escolar **históricamente ha dejado atrás**.

Who are these students? | Quienes son estos estudiantes



Low Income | De bajos ingresos

English Learners | Aprendices de inglés

Foster Youth | Juventud de crianza

Homeless Youth | Juventud sin hogar

Who are these students? | Quienes son estos estudiantes

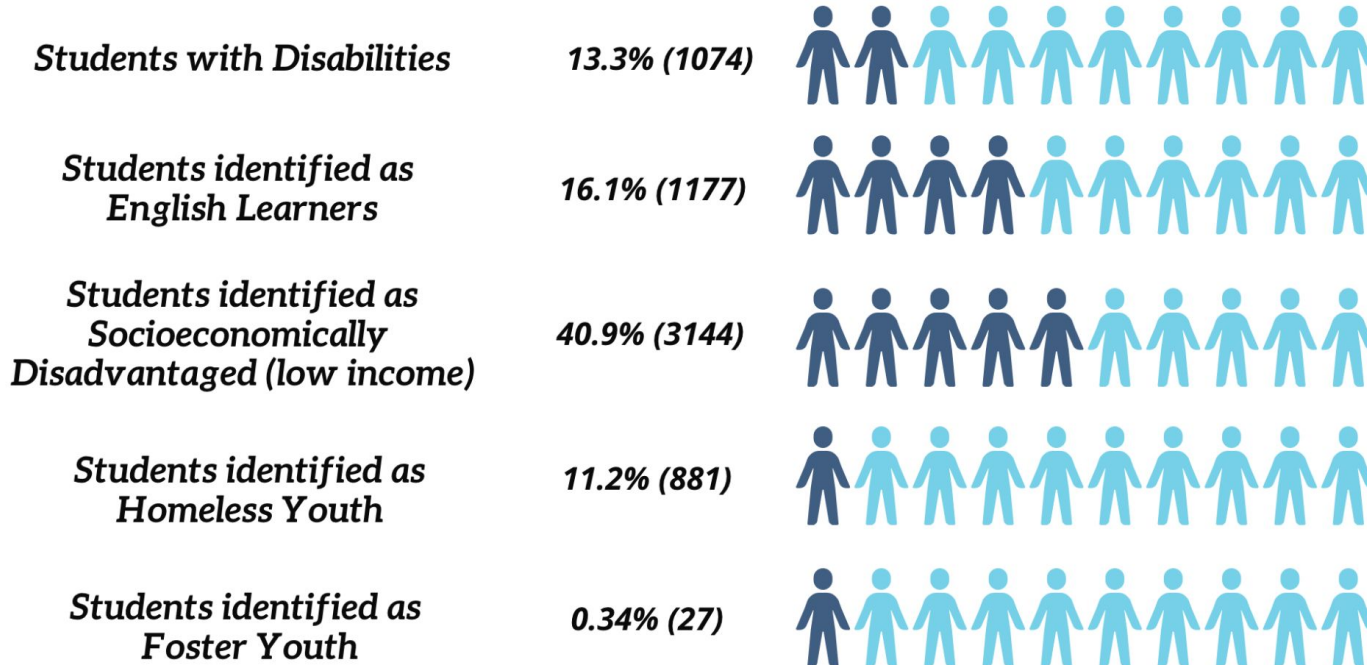
These students are referred to as **unduplicated** students, because even if they are in more than one **specifically funded** group, they are only counted once.

Estos estudiantes se conocen como **estudiantes no duplicados**, porque incluso si están en más de un **grupo financiado específicamente**, solo se cuentan una vez.



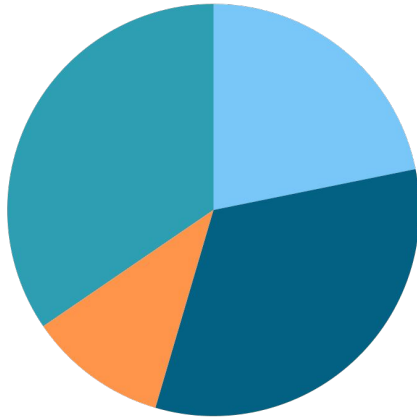
2024-2025 Student Demographics

Total Enrollment: 7931



How is the amount of money determined? | ¿Cómo se determina la cantidad de dinero?

LCFF gives us | LCFF nos da



For ALL Students (Base Funds) |
Para TODOS los estudiantes
(Fondos base)



For UNDUPLICATED Students
(supplemental funds) | Para
estudiantes NO DUPLICADOS
(fondos suplementarios)

How is the funding used? | ¿Cómo se usan los fondos?

LCFF gives us | LCFF nos da



We use this money to raise achievement for ALL students |
Usamos este dinero para aumentar el rendimiento de TODOS los estudiantes.



While showing improved services and outcomes for **unduplicated** students. |

Al tiempo que muestra mejores servicios y resultados para estudiantes no duplicados.

What is LCAP? ¿Qué es LCAP?

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

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



What is in the LCAP? / ¿Qué hay en el LCAP?

Eight State Priorities / Ocho Prioridades Estatales

The LCAP identifies 8 priority areas to measure the quality of an education program.

El LCAP identifica 8 áreas prioritarias para medir la calidad de un programa educativo.

What is in the LCAP?

The LCAP identifies 8 priority areas to measure the quality of an education program.

El LCAP identifica 8 áreas prioritarias para medir la calidad de un programa educativo.

1. Basic Services: Teacher, instructional materials, and school facilities. | **Servicios básicos:** maestro, materiales de instrucción e instalaciones escolares.

2. State standards implementation: Common Core Standards, Next Generation Science Standards, and English Language Development Standards. |

Implementación de estándares estatales: estándares de cuidado común, estándares de ciencias de próxima generación y estándares de desarrollo del idioma inglés.

3. Course Access: Ensure a broad course of study is available in all required subject areas. |

Acceso al curso: asegúrese de que haya un amplio curso de estudio disponible en todas las áreas materias requeridas.



What is in the LCAP?

The LCAP identifies 8 priority areas to measure the quality of an education program.

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4. Student Achievement: Test scores, English proficiency, and college and career preparedness. | **Logro del estudiante:** puntajes de exámenes, dominio del inglés y preparación para la universidad y la carrera.

5. Student Engagement: Engaging programs and course work that keeps students in school. | **Participación de los estudiantes:** programas atractivos y cursos que mantienen a los estudiantes en la escuela.

6. Parent Involvement: Engagement, decision-making, and participation. | **Participación de los padres:** compromiso, toma de decisiones y participación.



What is in the LCAP?

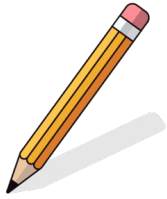
The LCAP identifies 8 priority areas to measure the quality of an education program.

El LCAP identifica 8 áreas prioritarias para medir la calidad de un programa educativo.

7. School Climate: Student health, safety, discipline, and school connectedness. | **Ambiente escolar:** salud, seguridad, disciplina y sentimiento de conexión en la escuela de los estudiantes.

8. Other Student Outcomes: Other important indicators of student performance like community service, civic engagement, arts, music, and leadership. | **Otros resultados de los estudiantes:** Otros indicadores importantes del desempeño de los estudiantes como el servicio comunitario, el compromiso cívico, las artes, la música y el liderazgo.





Basic Services |
Servicios básicos



State standards implementation |
Implementación de estándares estatales



Course Access |
Acceso al curso



Student Achievement |
Logro del estudiante



Student Engagement |
Participación de los estudiantes



Family Involvement |
Participación de las familias



School Climate |
Ambiente escolar



Other Student Outcomes
Otros resultados de los estudiantes



Local Control Funding Formula (LCFF)

- The LCFF accounts for the 76% of all funding received -El LCFF (Local Control Funding Formula) representa el 76% de todos los fondos recibidos
- Funding is provided on a per pupil basis -El financiamiento se otorga por alumno
 - Base grant per pupil by grade level (TK-3, 4-6, 7-8 & 9-12) -Subvención base por alumno según el nivel de grado (TK-3, 4-6, 7-8 y 9-12)
 - additional funding based on grade span (TK-3 & 9th-12) -Financiamiento adicional según el tramo de grado (TK-3 y 9° grado)
 - Supplemental funding for unduplicated pupils (Socio-economic disadvantaged, homeless, foster youth, English learners) -Fondos suplementarios para alumnos no duplicados (desfavorecidos socioeconómicamente, sin hogar, en hogares de acogida, aprendices de inglés)

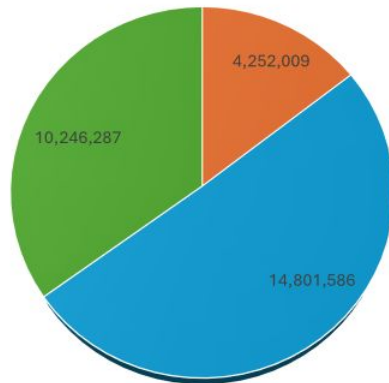


LCFF Funding by Category

- For Morgan Hill this equates to approximately \$12,622 per ADA for total LCFF funding of \$94,716,286 - \$12,622 por ADA, lo que equivale a un total de \$94,716,286 en fondos LCFF
- Supplemental funding is \$7,603,965 (8% of the total LCFF) -Fondos suplementarios: \$7,603,965 (8% del total de LCFF)

Grade Span	2024-25 Base Grant	Grade Span Adjustment	Effective Supplemental Funding
TK-3	10,025	1,043	994
4-6	10,177	-	914
7-8	10,478	-	941
9-12	12,144	316	1,119

Other Funding Sources in the LCAP



■ Federal ■ State ■ Local

- **Federal Funding \$4,252,009**
 - Title I, II, III, IV, Migrant, Special Education -
Título I, II, III, IV, Migrante, Alivio por
Coronavirus
- **State Funding \$14,801,586**
 - Educator Effectiveness, Learning Recovery Block Grant, Lottery, A-G Grant, In Person Instruction (IPI), Arts & Music Grant, CSI Grant, CTE, Ag Incentive, Perkins, Expanded Learning Opportunities Grant, ASES -Eficacia Educativa, Subvención para la Recuperación del Aprendizaje, Lotería, Subvención A-G, Instrucción en Persona (IPI), Artes y Música, Subvención CSI, CTE, Incentivo Agrícola, Perkins, Subvención para Oportunidades de Aprendizaje Ampliadas
- **Local Funding \$10,246,287**
 - Tupe Grant, SLS Grant, Wellness Grants-
Subvención TUPE, Subvención SLS

LCAP Goals/Metas del LCAP



LCAP Broad Goals

24-25 Plan

1. Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction
2. Promote family and community engagement and participation in the education process for all students
3. Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Metas amplias del LCAP

Plan 24-25

1. Preparar a todos los estudiantes para la universidad, la carrera profesional y la vida cívica a través de una instrucción equitativa, inclusiva y de alta calidad.
2. Promover la participación, compromiso familiar y comunitario en el proceso educativo de todos los estudiantes.
3. Mejorar la participación estudiantil, el aprendizaje socioemocional y el clima escolar fomentando las relaciones, el bienestar y el logro académico

Rigor, Relevance, and Relationships



Rigor, Relevance, and Relationships

The foundation of good teaching and reaching every child is differentiation. This is founded in the principles of rigor, relevance, and relationships.

Rigor doesn't mean more work, but a great depth of work. It means pushing a student to their level of work capacity in terms of the difficulty, thought, and level of work.

Relevance is especially important to this generation of students that want to know "why" they need to do this or "how" this topic has anything to do with them. They want to know the work is relevant prior to putting effort into the task.

We know that no significant learning takes place without first a **relationship**. In highly successful schools, relationships among students and staff are deliberately nurtured and a key reason for student success.

The Center for Model Schools, formerly the International Center for Leadership in Education



LCAP Survey

Total Responses: 3147

-Students: 2750 (Grades 5-12)

- Elementary: 277
- Secondary: 2473

-Parents: 224 (TK-12)

-Staff: 163

-Community Members: 10

Background & Demographic Questions			
Group	All		
Question(s) & Responses	Count	%	Sample
☐ Which of the following best describes your relationship with MHUSD? If you are both a MHUSD parent and a staff member, please select your role as a staff member.			
Student	2750	87%	3,147
Parent/Guardian of a student	224	7%	3,147
Staff member	163	5%	3,147
Community member	10	0%	3,147
☐ Which of the following best describes your relationship with MHUSD? Please select all that apply.			
Resident of Morgan Hill	8	80%	10
Community-based organization member	2	20%	10
County office member	1	10%	10
Member of the Morgan Hill Educational Foundation	2	20%	10
☐ Which of the following best describes your role at MHUSD?			
School staff (e.g., teacher, paraprofessional, administrator, support staff)	160	98%	163
District staff (e.g., administrator, district-office staff)	3	2%	163
☐ Which of the following best describes your role at your school?			
Instructional staff (e.g., classroom teacher, instructional aide)	130	81%	160
School administrator (e.g., principal, vice principal)	6	4%	160
School office staff	11	7%	160
Other school staff	13	8%	160

Review of LCAP Survey Data

Repaso de la Encuesta LCAP

Breakout Rooms

- Group 1: Goal 1, 2, 3 (Julie/Rebecca/Kristen)
- Group 2: Goal 2, 3, 1 (Corina/Jaclyn/Sarah)
- Group 3: Goal 3, 2, 1 (Jessie/Diana/Crystal)
- In your breakout room, use the survey results data to **discuss these three questions:**
 - What stood out to you?
 - What are other ways we can improve this data?
 - How can we strengthen our current actions?
 - What questions do you have?
- When we come back to the whole group, please be prepared to share

Salon de Participacion

- Grupo 1: Meta 1, 2, 3
- Grupo 2: Meta 2, 3, 1 (Espanol)
- Grupo 3: Meta
- En su sala de participacion, utilice los datos de la encuesta para **hablar sobre estas tres preguntas:**
 - ¿Qué le llamó la atención?
 - ¿De qué otras maneras podemos mejorar estos datos?
 - ¿Cómo podemos fortalecer nuestras acciones actuales?
 - ¿Qué preguntas tiene?
- Cuando volvamos con todo el grupo, prepárese para compartir



LCAP Survey Data/Datos Encuesta LCAP

Goal 1/Meta 1



Overall Recommendation/Recomendacion General



Explore instructional practices and strategies that foster a student-centered environment both in the classroom and across the school. Results indicate opportunities to increase students' motivation and engagement, with a relatively small proportion of student respondents reporting that they like school (42%), find lessons fun (35%), and think lessons make them eager to learn (35%). This suggests a need to examine how teachers currently engage students and identify areas where professional development could enhance engagement strategies. Furthermore, to strengthen students' sense that their school values their experiences and input, MHUSD should explore best practices for incorporating student voice into school decision-making processes.

Overall Recommendation/Recomendacion General



Further enhance students' college, career, and civic readiness by strengthening the offering of advanced classes and support for students' soft skill development. Overall, respondents hold high opinions about the district schools' capacity to prepare students for college, career, and civic engagement. However, student and parent respondents highlight room for improvement in offering advanced classes to all students (58%) and helping students set personal goals (38%) and improve communication skills (41%), with perceptions varying across school levels. To further enhance students' college, career, and civic readiness, MHUSD should strengthen the offerings in these areas and implement differentiated strategies and interventions tailored to each school level.

Overall Recommendation/Recomendacion General



Elaborar prácticas y estrategias de instrucción que fomenten un entorno centrado en los estudiantes tanto en el aula como en toda la escuela. Los resultados indican oportunidades para aumentar la motivación y la participación de los estudiantes, con una proporción relativamente pequeña de estudiantes que responden a que les gusta la escuela (42%), les parece que las clases son divertidas (35%) y piensan que las clases les hacen sentir ansias de aprender (35%). Esto sugiere la necesidad de examinar cómo los docentes están haciendo participar actualmente a los estudiantes e identificar áreas en las que el desarrollo profesional podría mejorar las estrategias de participación. Además, para reforzar el sentido de los estudiantes de que su escuela valora sus experiencias y sus aportaciones, MHUSD debería explorar las mejores prácticas para incorporar la voz de los estudiantes en los procesos de toma de decisiones escolares.

Overall Recommendation/Recomendacion General



Aumentar aún más la preparación universitaria, profesional y cívica de los estudiantes mediante el refuerzo de la propuesta de clases avanzadas y apoyo para el desarrollo de competencias interpersonales de los **estudiantes**. En general, los participantes tienen altas opiniones sobre la capacidad de las escuelas del distrito para preparar a los estudiantes para la universidad, la carrera y el compromiso cívico. Sin embargo, los estudiantes y los padres encuestados destacan que hay espacio para mejorar al ofrecer clases avanzadas a todos los estudiantes (58%) y ayudar a los estudiantes a establecer metas personales (38%) y mejorar las habilidades de comunicación (41%), con percepciones que varían entre los niveles escolares. Para mejorar aún más la preparación universitaria, profesional y cívica de los estudiantes, MHUSD debería fortalecer las propuestas en estas áreas e implementar estrategias e intervenciones diferenciadas a medida para cada nivel escolar.

GOAL 1 – PREPARATION FOR COLLEGE, CAREER, AND CIVIC LIFE

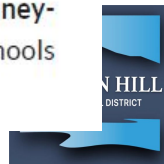
Elementary, Middle, and High School Academics (Focus Goals 1.1, 1.2, and 1.3)

Respondents hold high perceptions of schools' ability to prepare students for success, with staff respondents giving the highest opinions among groups. Respondents largely agree that their schools prepare students for high school success (students: 73%, parents: 65%, staff: 83%) and overall success (71%, 74%, 88%). Respondents also express favorable opinions about supporting underachieving students, with parents and staff indicating a more positive view than students.

Respondents report high awareness of resources and support available for students, with school staff report being more knowledgeable than students and parents. Over two-thirds of respondents indicate that they understand what resources are available to help students learn (students: 73%, parents: 69%, school staff: 88%) and help students with their feelings and relationships (69%, 68%, 89%). Additionally, respondents largely agree that students get the resources and support they need to learn (students: 71%, parents: 71%, staff: 80%).

Responses highlight different focus areas across school levels regarding developing students' college, career, and civic readiness. Less than half of respondents at elementary (46%), middle (42%), and K-8 (34%) schools indicate that their schools offer advanced classes to all students. Over half (58%) of parent respondents do not indicate that their schools offer advanced classes to all students.

Staff respondents have high perceptions of the support for students who receive foster youth, migrant education, and McKinney-Vento services. Over three-quarters of staff respondents who report working with these student populations indicate that schools provide the resources and support these students need.



High School Academics (Focus Goal 1.3)

Respondents at high schools or adult education largely report that their schools prepare students for high school and beyond (students: 67%, parents: 75%, staff: 85%). Over two-thirds of respondents at high schools or adult education and district staff indicate that their schools offer ways to earn back credits for failed classes (students: 75%, parents: 76%, staff: 95%), teach students how to get extra help if they are failing a class (67%, 80%, 88%), and give extra support to do well in A-G courses (67%, 78%, 84%).

English Learner Success (Focus Goal 1.4)

Staff and parents hold positive opinions about the school environment for students who are English learners; however, there is room for enhancing parents' perceptions of the targeted support that schools provide. Staff and parent respondents who report being involved with English learner services largely agree that students who are English learners are respected by teachers (parents: 64%, staff: 90%) and classmates (70%, 87%), accepted by their peers (60%, 85%), and treated fairly (64%, 81%). However, a significantly lower percentage of parent respondents indicate that their schools provide the encouragement (parents: 50% vs. staff: 86%) and attention (36% vs. 72%) that students who are English learners need.

Diverse Student Learners (Focus Goal 1.5)

Parent respondents express a need for schools to provide more targeted support for students who receive special education services. Compared to staff respondents, parent respondents are less likely to indicate that schools provide students with disabilities with enough resources for their families (parents: 52% vs. staff: 78%), learning resources (57% vs. 87%), attention (57% vs. 85%), and the support they need to learn (57% vs. 88%). Parent respondents (57%) also report significantly lower familiarity with the Inclusive Model than staff respondents (83%).

OBJETIVO 1 - PREPARACIÓN PARA LA UNIVERSIDAD, LA PROFESIÓN Y LA VIDA CÍVICA

Estudios de primaria, escuela intermedia y secundaria (objetivos de enfoque 1.1, 1.2 y 1.3)

Los encuestados tienen altas percepciones sobre la capacidad de las escuelas para preparar a los estudiantes para el éxito, siendo el personal encuestado el de la opinión más alta entre los grupos. Los estudiantes están de acuerdo en gran medida en que sus escuelas preparan a los estudiantes para el éxito de la escuela secundaria (estudiantes: 73%, padres: 65%, personal: 83%) y el éxito en general (71%, 74%, 88%). Los encuestados también expresan opiniones favorables sobre el apoyo a los estudiantes con bajo rendimiento, con los padres y el personal indicando una visión más positiva que los estudiantes.

Los encuestados afirman conocer muy bien los recursos y el apoyo disponibles para los estudiantes, siendo el personal escolar quien afirma que está más bien informado que los estudiantes y los padres. Más de dos tercios de los encuestados indican que comprenden qué recursos están disponibles para ayudar a los estudiantes a aprender (estudiantes: 73%, padres: 69%, personal escolar: 88%) y ayudan a los estudiantes con sus sentimientos y relaciones (69%, 68%, 89%). Además, los participantes están de acuerdo en gran medida en que los estudiantes reciben los recursos y el apoyo que necesitan para aprender (estudiantes: 71%, padres: 71%, personal: 80%).

Las respuestas destacan diferentes áreas de enfoque en todos los niveles escolares con respecto al desarrollo de la universidad, la carrera y la preparación cívica de los estudiantes. Menos de la mitad de los encuestados en las escuelas primarias (46%), intermedias (42%) y K-8 (34%) indican que sus escuelas ofrecen clases avanzadas para todos los estudiantes. Más de la mitad (58%) de los padres encuestados no indican que sus escuelas ofrecen clases avanzadas para todos los estudiantes.

El personal encuestado tiene altas percepciones sobre el apoyo a los estudiantes que reciben servicios para jóvenes en acogida, educación para inmigrantes y servicios McKinney-Vento. Más de las tres cuartas partes del personal encuestado que informan trabajar con estas poblaciones de estudiantes indican que las escuelas proporcionan los recursos y el apoyo que necesitan estos estudiantes.

Estudios de escuelas secundarias (objetivo de enfoque 1.3)

Los estudiantes de escuelas secundarias o educación para adultos informan en gran medida de que sus escuelas preparan a los estudiantes para la escuela secundaria y más allá (estudiantes: 67%, padres: 75%, personal: 85%). Más de dos tercios de los encuestados en escuelas secundarias o educación para adultos y el personal del distrito indican que sus escuelas ofrecen formas de obtener créditos para clases faltantes (estudiantes: 75%, padres: 76%, personal: 95%), enseña a los estudiantes cómo obtener ayuda adicional si están fallando a una clase (67%, 80%, 88%), y brinda apoyo adicional para aprobar los cursos A-G (67%, 78%, 84%).

Éxito de estudiantes de inglés (objetivo de enfoque 1.4)

El personal y los padres tienen opiniones positivas sobre el ambiente escolar para los estudiantes de inglés; sin embargo, hay espacio para mejorar las percepciones que tienen los padres sobre el apoyo dirigido que las escuelas brindan. El personal y los padres encuestados que informan que participan en servicios para estudiantes de inglés están ampliamente de acuerdo en que los estudiantes de inglés son respetados por los docentes (padres: 64%, personal: 90%) y compañeros de clase (70%, 87%), aceptados por sus compañeros (60%, 85%) y tratados de manera justa (64%, 81%). Sin embargo, un porcentaje significativamente menor de padres encuestados indica que sus escuelas brindan la motivación (padres: 50% vs. personal: 86%) y la atención (36% vs. 72%) que necesitan los estudiantes de inglés.

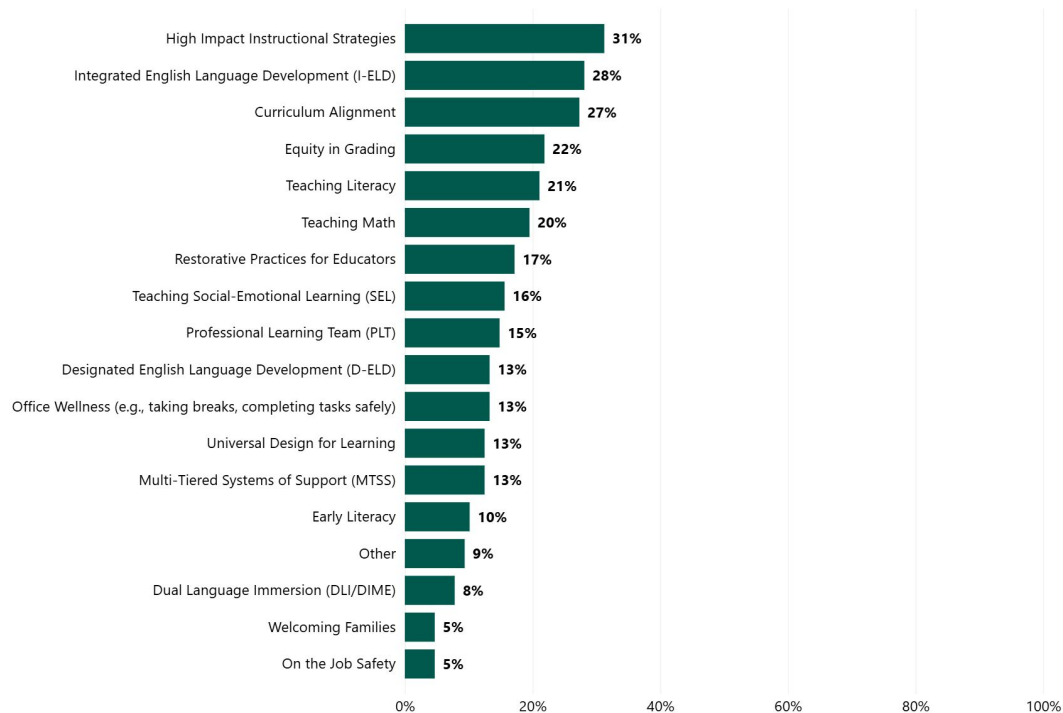
Diversos estudiantes (objetivo de enfoque 1.5)

Los padres encuestados expresan la necesidad de que las escuelas brinden apoyo más dirigido a los estudiantes que reciben servicios de educación especial. En comparación con el personal encuestado, los padres encuestados tienen menos probabilidades de indicar que las escuelas proporcionan a los estudiantes con discapacidades suficientes recursos para sus familias (padres: 52% vs. personal: 78%), recursos de aprendizaje (57% vs. 87%), atención (57% vs. 85%) y el apoyo que necesitan para aprender (57% vs. 88%). Los padres encuestados (57%) también indican una familiaridad significativamente menor con el modelo inclusivo que el personal encuestado (83%).

Feedback from Instructional Staff

Please select your top three areas of need for professional development:

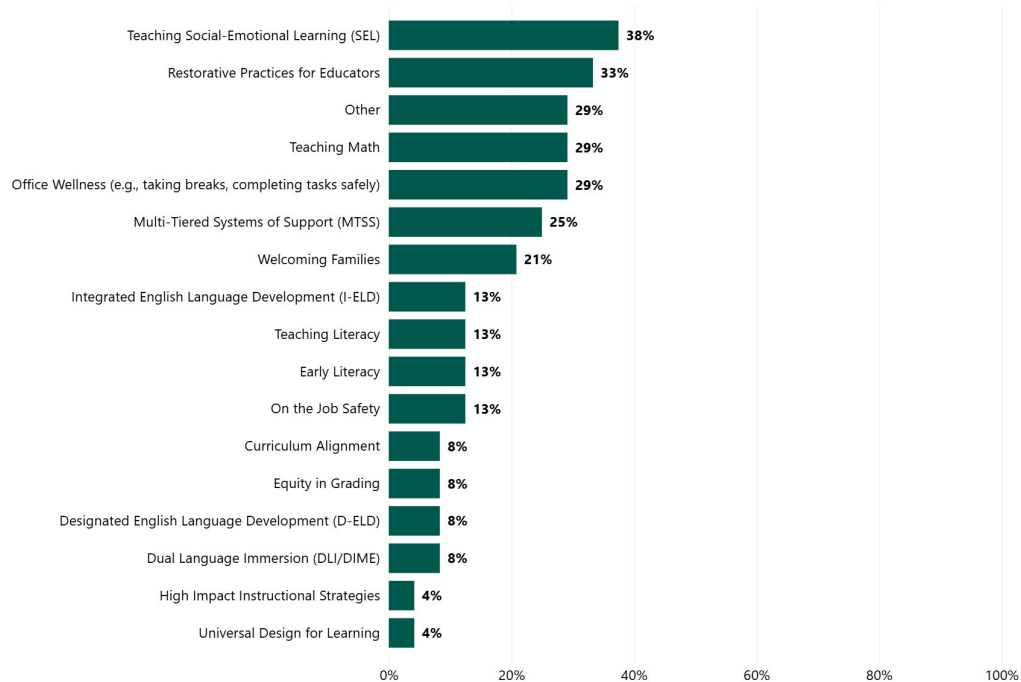
Group ● All



Feedback from Other Staff

Please select your top three areas of need for professional development:

Group ● All



Elementary Focused Actions:

- Professional Development for all K-2 teachers on Heggerty Phonics Curriculum
- Strategic Professional Development for Reading Intervention Teachers and MTSS Paraprofessionals to Provide Skills-Based Reading Intervention K-5
- P-3 Coherence Collaboration in Mathematics at two pilot sites
- Targeted support from Teachers on Special Assignment (TOSAs)
- District-wide Math Framework Committee
-  • District-wide Literacy Committee



Acciones enfocadas en la Primaria:



- Desarrollo profesional para todos los maestros de K-2 sobre la fonética de Heggerty 
- Desarrollo Profesional Estratégico para Maestros de Intervención en Lectura y Paraprofesionales de MTSS para Proveer Intervención en Lectura Basada en Habilidades K-5 
- Colaboración de coherencia P-3 en matemáticas en dos escuelas pilotas
- Apoyo específico de maestros en asignación especial (TOSA)
- Comité Marco de Matemáticas para todo el distrito
- Comité de Lectura de todo el distrito

Middle School Systems and Supports:

- School Counselors- All 6-8th grade students in MHUSD: 5 School Counselors (Murphy, Britton, SMG, JAMM)
- 6th Grade Connection - Incoming 6th graders to Britton, Murphy, SMG, & JAMM: Coordinated by middle School Counselors & TOSA & includes teachers and other staff
- AVID - AVID is offered as and elective to middle school students as part of the 6th grade elective wheel as well as an elective course to 7th and 8th grade
- Cal SOAP - All 6-8th graders at Murphy and SMG Cal SOAP Counselors provide targeted counseling, goal setting as well as coordinating with the AVID classes
- AMPLIFY Before & After School Program - All 6-8th graders can sign-up for the AMPLIFY before and after school program (programming includes homework time, enrichment activities (STEM, SEL, Community Circle, iReady), recreation, etc.)

Secundaria: Sistemas y Soportes

- Consejeros Escolares - Todos los estudiantes de 6.º a 8.º grado en MHUSD: 5 Consejeros Escolares (Murphy, Britton, SMG, JAMM)
- Conexión de 6.º Grado - Estudiantes de 6.º grado que ingresan a Britton, Murphy, SMG y JAMM: Coordinado por los consejeros escolares de la escuela secundaria y TOSA, e incluye maestros y otro personal
- AVID - AVID se ofrece como una optativa para los estudiantes de la escuela secundaria como parte de la rueda de optativas de 6.º grado, así como un curso optativo para 7.º y 8.º grado
- Cal SOAP - Todos los estudiantes de 6.º a 8.º grado en Murphy y SMG. Los consejeros de Cal SOAP brindan consejería específica, establecimiento de metas y también coordinan con las clases de AVID.
- Programa AMPLIFY Antes y Después de Clases - Todos los estudiantes de 6.º a 8.º grado pueden inscribirse en el programa AMPLIFY antes y después de clases (la programación incluye tiempo para la tarea, actividades de enriquecimiento (STEM, SEL, Círculo Comunitario, iReady), recreación, etc.)

High School: Systems and Supports

- School Counselors - All 9-12th grade students in MHUSD: 9 School Counselors (Live Oak, Sobrato, Central)
- Freshman Success Coordinators - All 9th graders at Live Oak and Sobrato: 2 Freshman Success Coordinators (Live Oak and Sobrato) + 1 Lead Student Support Specialist
- 9th Grade Connection Program - Incoming 9th graders to Live Oak and Sobrato: Coordinated by 2 Freshman Success Coordinators (Live Oak and Sobrato) & includes teachers and other staff
- AVID - AVID is offered at ASHS as a 12th grade elective during the 2024-2025 school year to assist students in learning about college, applying for college, and applying for financial aid. Live Oak offers AVID elective courses to students of all grade levels
- Credit Recovery - All students in need of making up course work with a D/F in grades 9-12 (Central, Live Oak, Sobrato high schools): Summer school and ongoing throughout the school year
- Cal SOAP - All 9-12th graders at Live Oak, Sobrato, and Central
- Boys & Girls Club Future Grads - 10th graders at Live Oak and Sobrato: 1 College and Career Readiness Advisor (Live Oak and Sobrato)

Secundaria: Sistemas y Soportes

- Consejeros Escolares - Todos los estudiantes de 9.º a 12.º grado en MHUSD: 9 Consejeros Escolares (Live Oak, Sobrato, Central)
- Coordinadores del Éxito de Primer Año - Todos los estudiantes de 9.º grado en Live Oak y Sobrato: 2 Coordinadores del Éxito de Primer Año (Live Oak y Sobrato) + 1 Especialista Líder en Apoyo Estudiantil
- Programa de Conexión de 9.º Grado - Estudiantes de 9.º grado que ingresan a Live Oak y Sobrato: Coordinado por 2 Coordinadores del Éxito de Primer Año (Live Oak y Sobrato) e incluye maestros y otro personal
- AVID - AVID se ofrece en ASHS como una optativa de 12.º grado durante el año escolar 2024-2025 para ayudar a los estudiantes a aprender sobre la universidad, solicitar ingreso a la universidad y solicitar ayuda financiera. Live Oak ofrece cursos optativos de AVID a estudiantes de todos los grados
- Recuperación de Créditos - Todos los estudiantes que necesiten recuperar trabajo de curso con una calificación de D/F en los grados 9-12 (escuelas preparatorias Central, Live Oak, Sobrato): Escuela de verano y continuo durante el año escolar
- Cal SOAP - Todos los estudiantes de 9.º a 12.º grado en Live Oak, Sobrato y Central
- Club de Niños y Niñas Futuros Graduados - Estudiantes de 10.º grado en Live Oak y Sobrato: 1 Asesor de Preparación Universitaria y Profesional (Live Oak y Sobrato)

LCAP Survey Data/Datos Encuesta LCAP

Goal 2/Meta 2

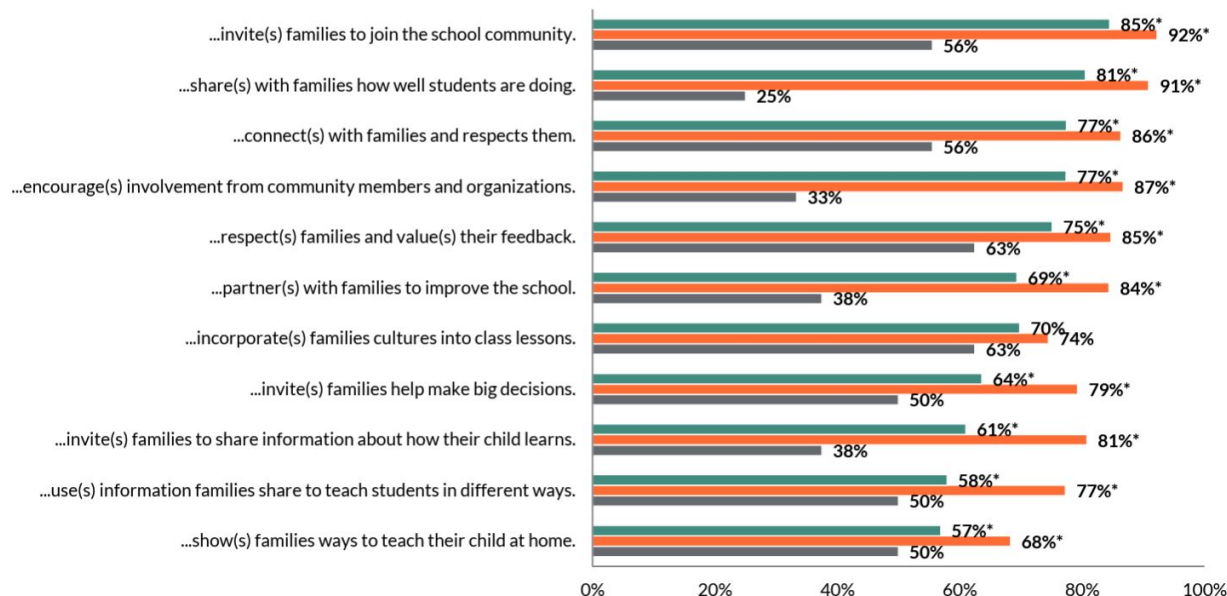


PERCEPTION OF FAMILY ENGAGEMENT

Please mark how much you disagree or agree with the following statements: [My school/My child's school/Our schools/MHUSD schools]...

%Agree + %Strongly Agree

■ Parent (n=149-182) ■ Staff (n=140-157) ■ Community Member (n=8-9)



Parents and staff largely agree that district schools regularly engage families and the greater community. Notably, three-quarters or more parent and staff respondents indicate that their schools invite families to join the school community (parents: 85%, staff: 92%), share with families how well students are doing (81%, 91%), connect with families and respect them (77%, 86%), encourage involvement from community members and organizations (77%, 87%), and respect families and value their feedback (75%, 85%).



K-12 EDUCATION

Note: * indicates statistically significant differences between groups at the 95% level.
Note: Only parents, staff, and community members answered this question.

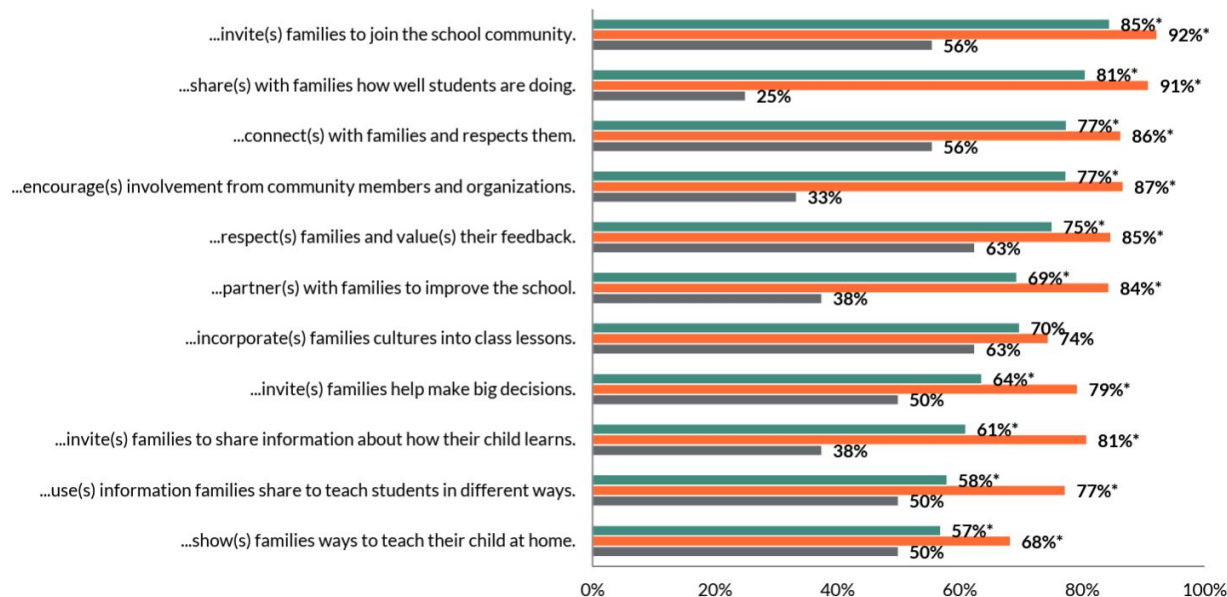


PERCEPTION OF FAMILY ENGAGEMENT

Please mark how much you disagree or agree with the following statements: [My school/My child's school/Our schools/MHUSD schools]...

%Agree + %Strongly Agree

■ Parent (n=149-182) ■ Staff (n=140-157) ■ Community Member (n=8-9)



K-12 EDUCATION

Note: * indicates statistically significant differences between groups at the 95% level.
Note: Only parents, staff, and community members answered this question.

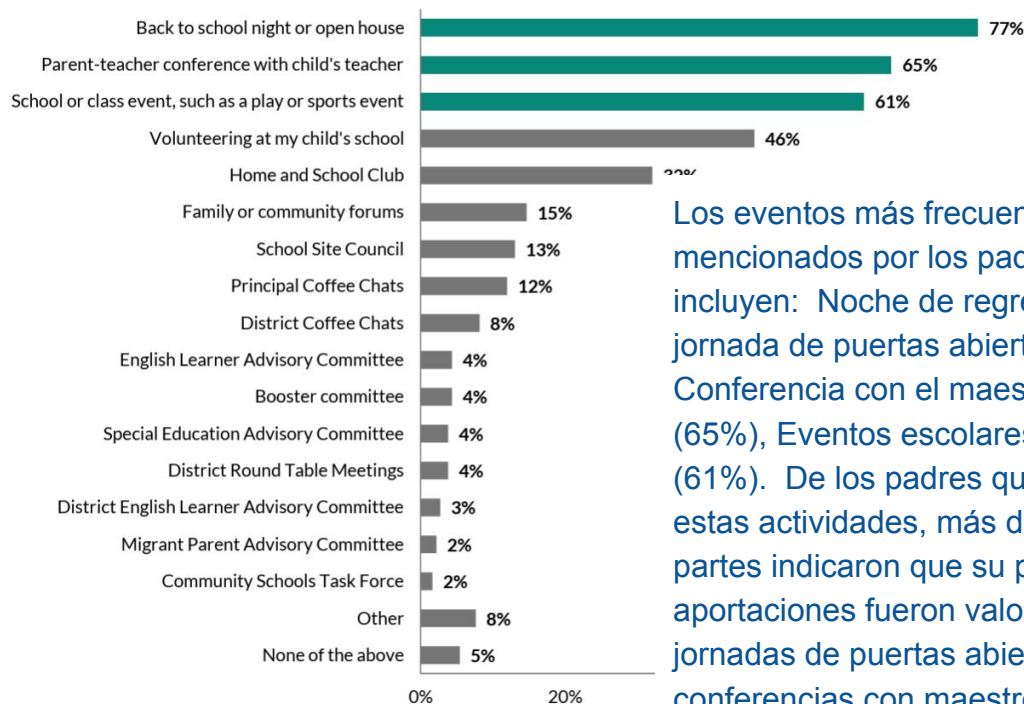
Padres y personal en su mayoría coinciden en que las escuelas del distrito se involucran regularmente con las familias y la comunidad en general. De manera destacada, tres cuartas partes o más de los encuestados (padres y personal) indican que sus escuelas: Invitan a las familias a integrarse en la comunidad escolar (padres: 85%, personal: 92%). Comparten con las familias el progreso académico de los estudiantes (81%, 91%) Se conectan con las familias y las respetan (77%, 86%). Fomentan la participación de miembros de la comunidad y organizaciones (77%, 87%) Respetan a las familias y valoran su opinión (75%, 85%)



SCHOOL ACTIVITY PARTICIPATION

ASISTENCIA DE PADRES A EVENTOS ESCOLARES

Which activities did you attend this year? Please select all that apply. (n=184)



Los eventos más frecuentemente mencionados por los padres encuestados incluyen: Noche de regreso a clases o jornada de puertas abiertas (77%), Conferencia con el maestro de su hijo(a) (65%), Eventos escolares o de clase (61%). De los padres que participaron en estas actividades, más de tres cuartas partes indicaron que su participación y aportaciones fueron valoradas: 78% en jornadas de puertas abiertas, 88% en conferencias con maestros, 81% en eventos escolares o de clase.

Parent respondents most commonly report attending back to school night or open house (77%), parent-teacher conference with their child's teacher (65%), and school or class events (61%) this year. Over three-quarters of parent respondents who report participating in these activities indicate that their participation and input are valued (78%, 88%, and 81%, respectively).



K-12 EDUCATION

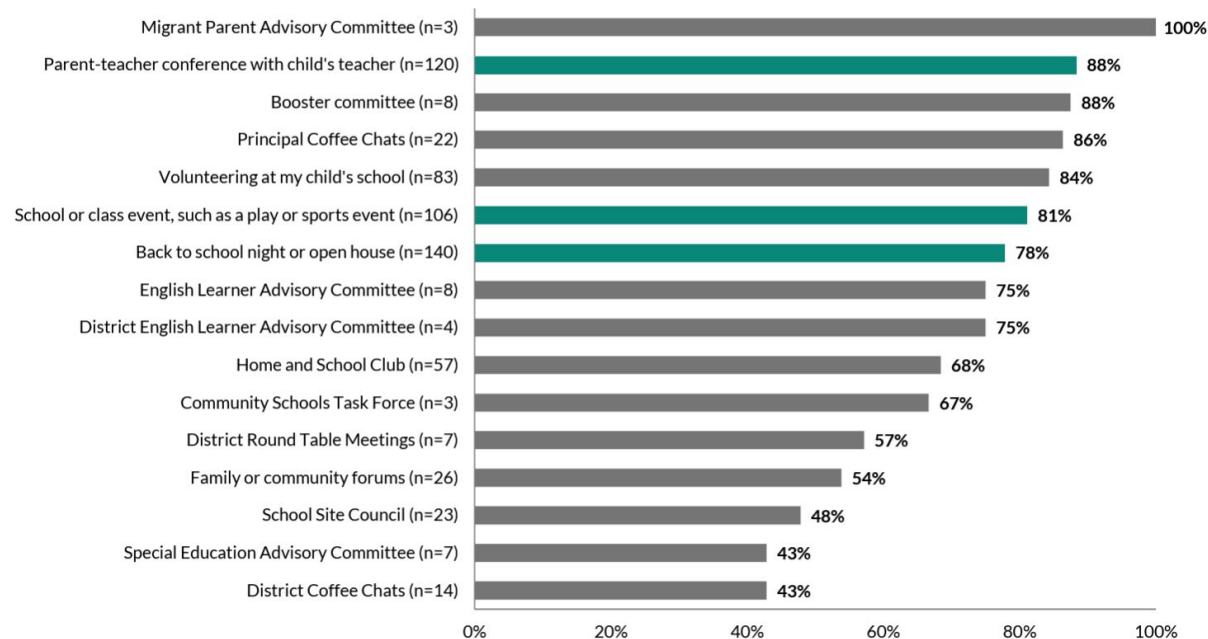
Note: Only parents answered this question. Percentages sum to 100%



PERCEPTIONS OF SCHOOL ACTIVITY

Please mark how much you disagree or agree with the following statements: I feel that the school and/or district valued my participation or input in...

%Agree + %Strongly Agree

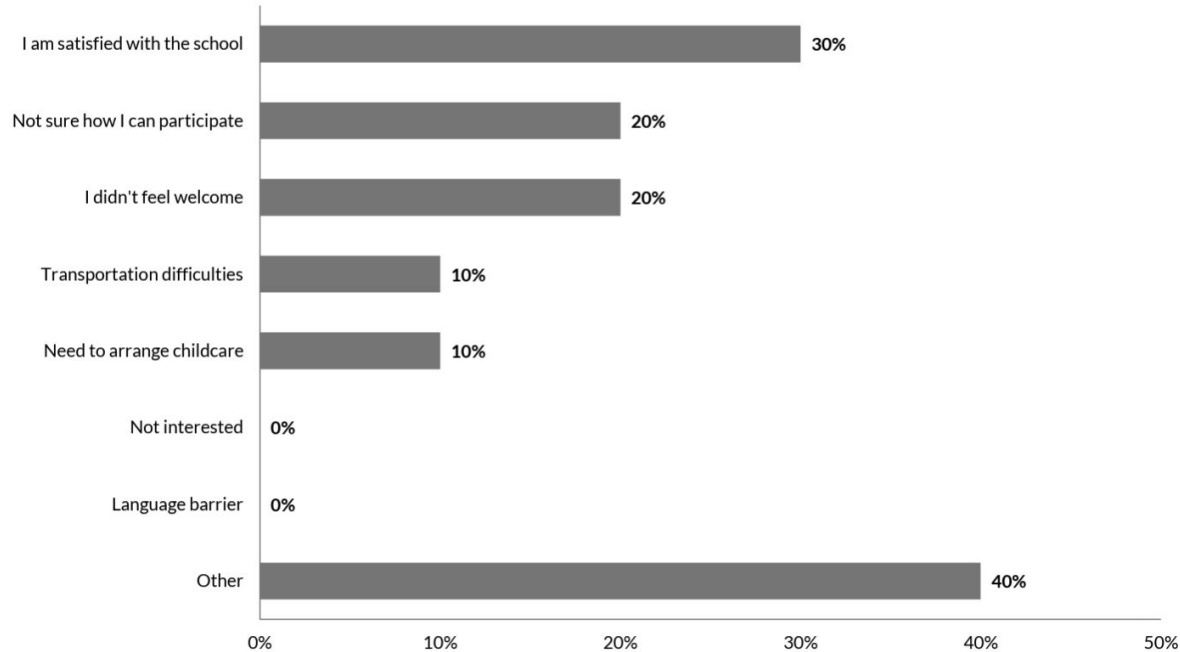


K-12 EDUCATION

Note: Only parents answered this question. Respondents only answered this question for activities that they indicated having participated in this year.

REASONS OF NOT PARTICIPATING IN SCHOOL ACTIVITIES

Why didn't you participate in family activities this year? Please select all that apply. (n=10)



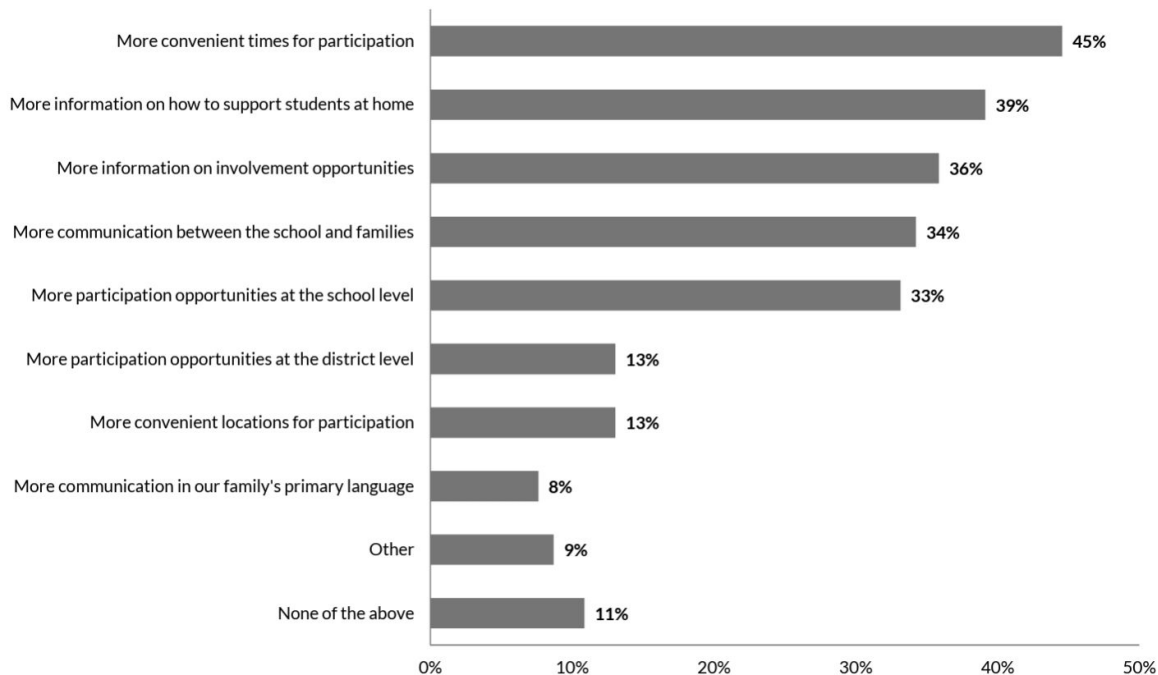
K-12 EDUCATION

Note: Only parents who indicated they did not participate in any family activities this year answered this question. Percentages sum to more than 100% because respondents could select all that apply.



FACTORS THAT ENCOURAGE ACTIVITY PARTICIPATION (TOPLINE)

What would help families participate more in MHUSD activities? Please select all that apply. (n=184)



The top two factors that would encourage activity participation include providing more convenient times for activity participation (45%) and more information on how to support students at home (39%). Additionally, about three-fifths (61%) of parent respondents with children at K-8 schools would like more participation opportunities at the school level. Currently, most parent respondents indicate getting information about their child's school through Parent Square (89%). Many also receive communications sent to them from school (56%). The majority report preferring to receive school information via emails (77%), followed by text messages (44%) and newsletters (31%).



K-12 EDUCATION

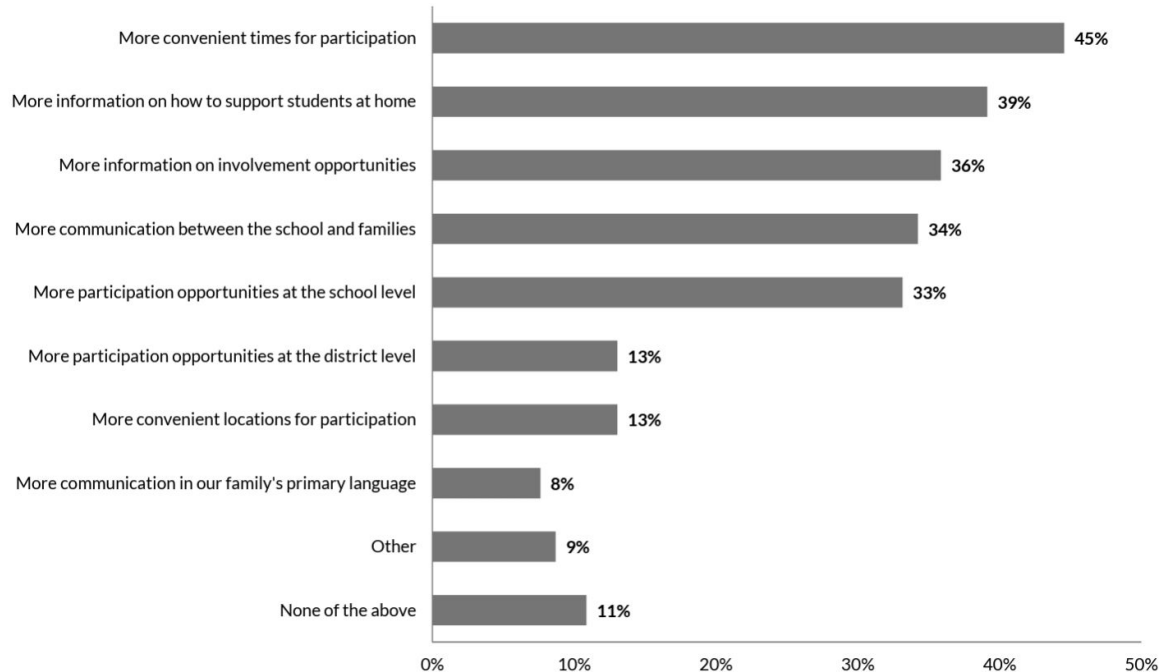
Note: * indicates statistically significant differences between groups at the 95% level.

Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.



FACTORES QUE MOTIVARÍAN MAYOR PARTICIPACIÓN

What would help families participate more in MHUSD activities? Please select all that apply. (n=184)



Los dos factores principales que motivarían a los padres a participar más en actividades escolares son: Ofrecer horarios más convenientes (45%), Proveer más información sobre cómo apoyar a los estudiantes en casa (39%). Además, aproximadamente tres quintas partes (61%) de los padres con hijos en escuelas K-8 expresaron interés en tener más oportunidades de participación a nivel escolar. Actualmente, la mayoría de los padres reciben información de la escuela a través de Parent Square (89%). Otros canales incluyen: Comunicaciones directas desde la escuela (56%); Las preferencias de los padres para recibir información escolar son: Correos electrónicos (77%) Mensajes de texto (44%) Boletines informativos (31%)



K-12 EDUCATION

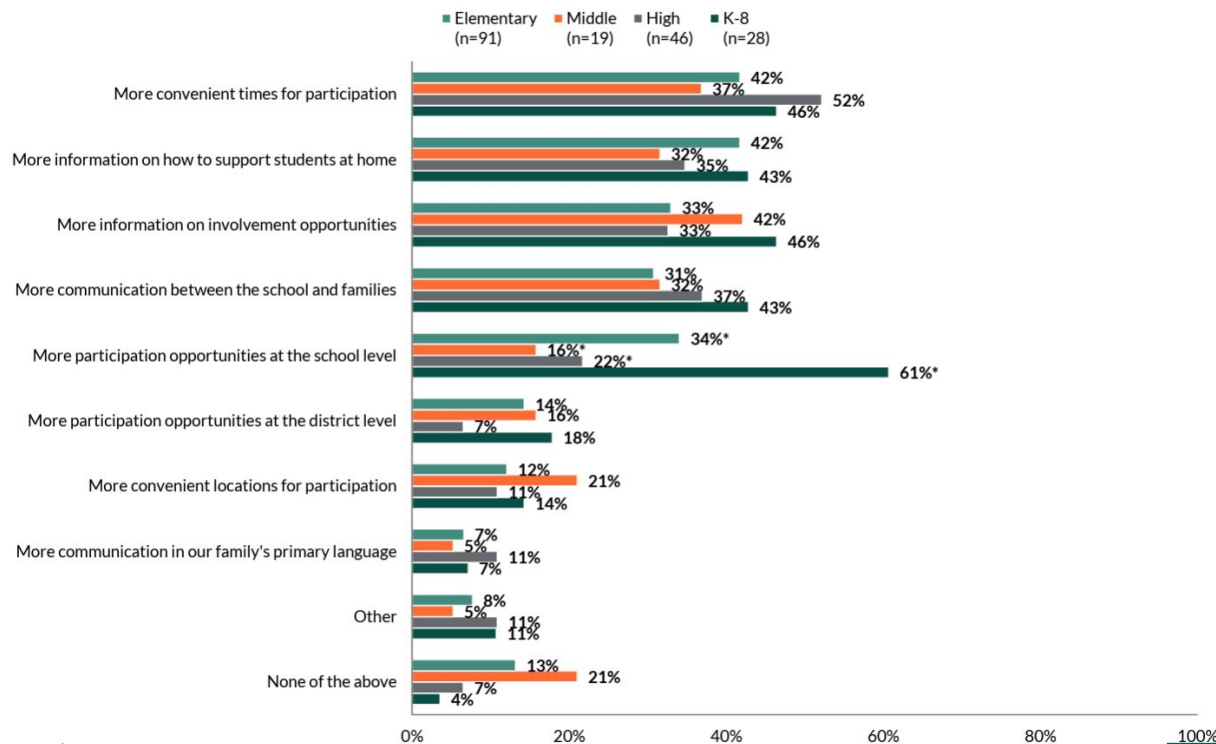
Note: * indicates statistically significant differences between groups at the 95% level.

Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.



FACTORS THAT ENCOURAGE ACTIVITY PARTICIPATION (BY SCHOOL LEVEL)

What would help families participate more in MHUSD activities? Please select all that apply.



Note: * indicates statistically significant differences between groups at the 95% level.

Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.



K-12 EDUCATION

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COMMUNICATION WITH PARENTS

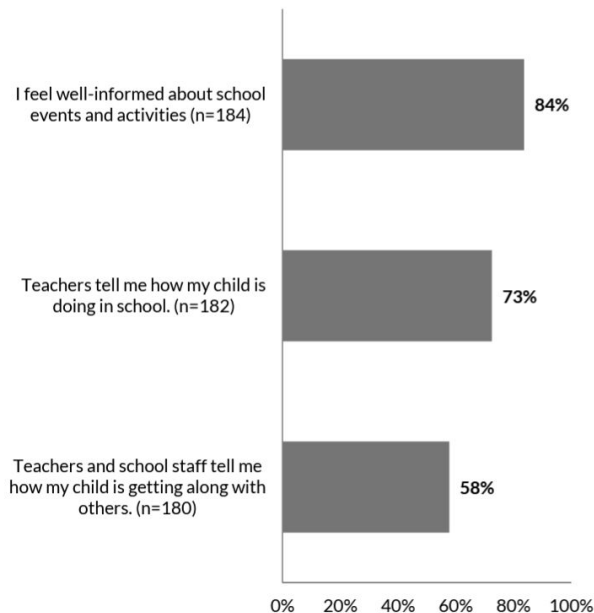
COMUNICACIÓN CON LOS PADRES

INFORMATION ON SCHOOL EVENTS AND STUDENT PROGRESS

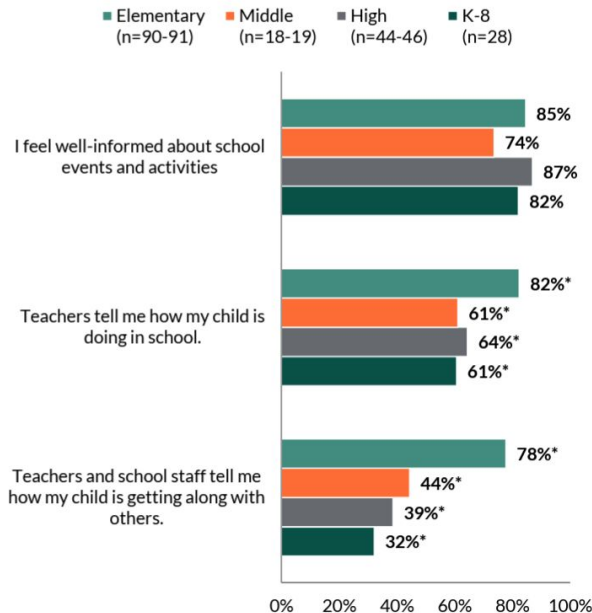
Please mark how much you disagree or agree with the following statements:

%Agree + %Strongly Agree

Topline



By School Level



Overall, parent respondents report positive communication with teachers and staff. Most parent respondents report being able to talk with teachers and staff when needed (85%) and report feeling well-informed about school events and activities (84%). About three quarters also indicate that teachers tell them how their child is doing at school (73%). Notably, however, while parent respondents at elementary schools largely agree that teachers and school staff inform them about how their child gets along with others (78%), a significantly lower proportion of respondents at middle (44%), high (39%), and K-8 (32%) schools hold such a view.



K-12 EDUCATION

Note: * indicates statistically significant differences between groups at the 95% level.
Note: Only parents answered this question.

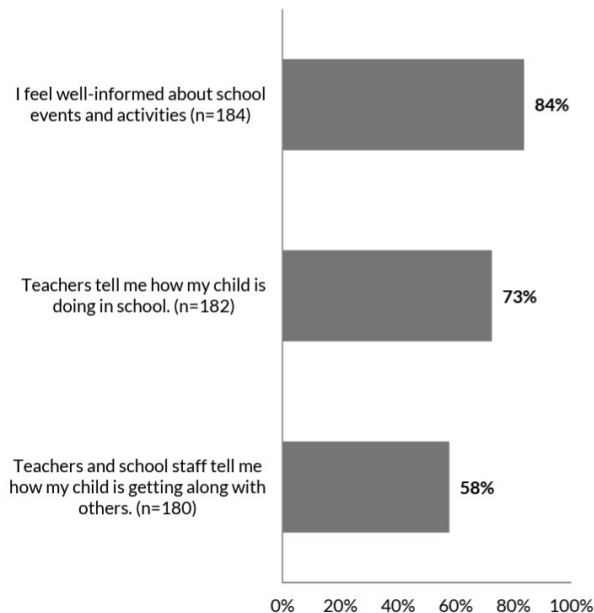


INFORMATION ON SCHOOL EVENTS AND STUDENT PROGRESS

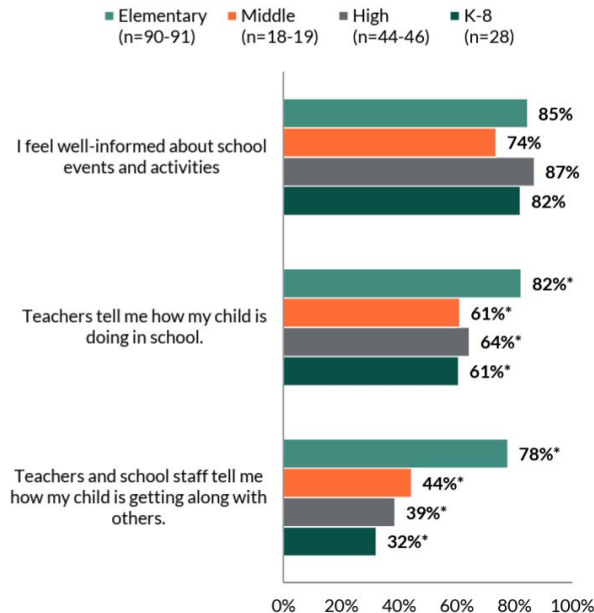
Please mark how much you disagree or agree with the following statements:

%Agree + %Strongly Agree

Topline



By School Level



Note: * indicates statistically significant differences between groups at the 95% level.
Note: Only parents answered this question.

En general, los padres reportan una comunicación positiva con maestros y personal escolar: 85% dicen poder hablar con el personal cuando lo necesitan, 84% se sienten bien informados sobre eventos y actividades escolares, 73% indican que los maestros les informan sobre el rendimiento de sus hijos. Sin embargo, se observa una diferencia notable según el nivel escolar: En escuelas primarias, el 78% de los padres dice que se les informa sobre cómo su hijo(a) se relaciona con otros. Este porcentaje baja significativamente en escuelas intermedias (44%), secundarias (39%) y K-8 (32%).



K-12 EDUCATION

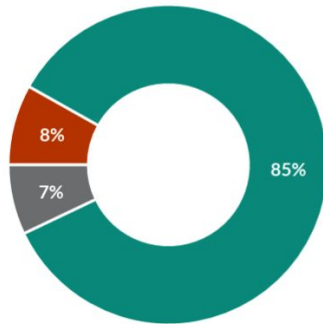


COMMUNICATION WITH TEACHERS AND STAFF

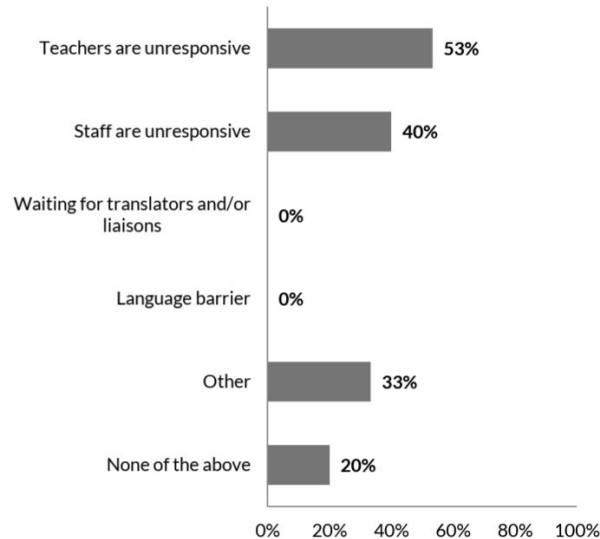
COMUNICACIÓN CON MAESTROS Y PERSONAL

Are you able to talk with teachers and staff when you need to? (n=184)

- No
- Yes
- Not applicable/ I have not needed to communicate with teachers or staff

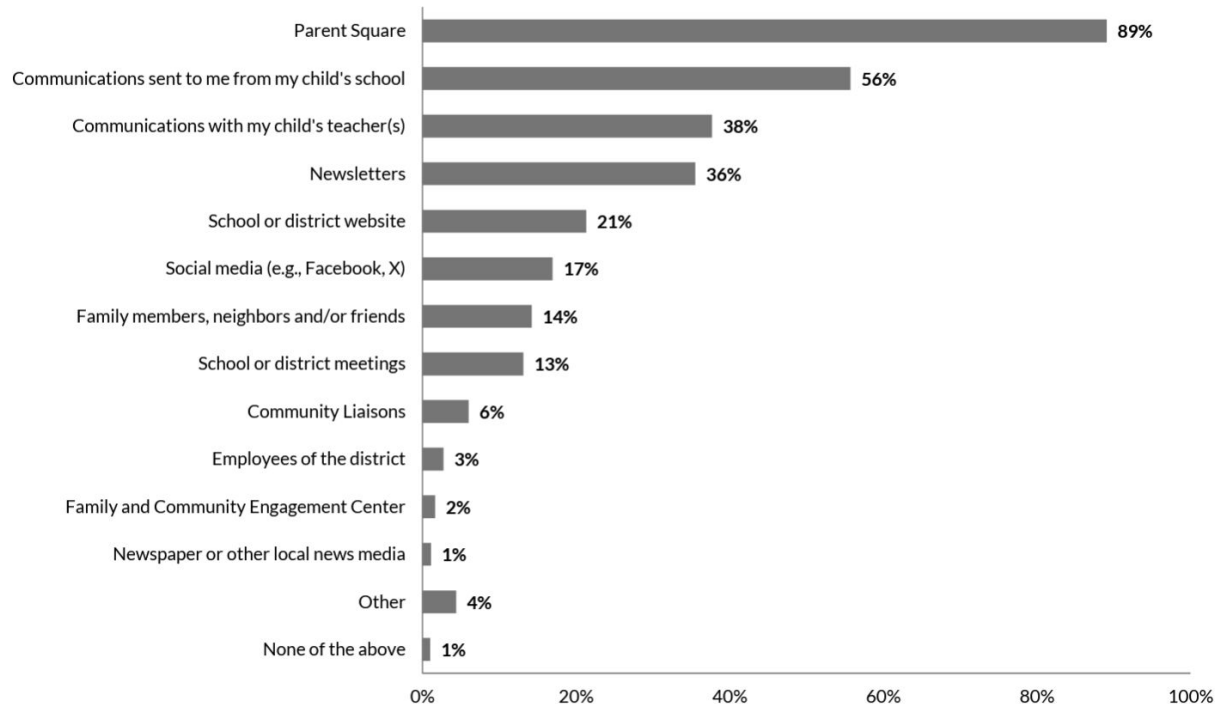


Why was it hard to talk to teachers and staff when you needed to? Please select all that apply. (n=15)



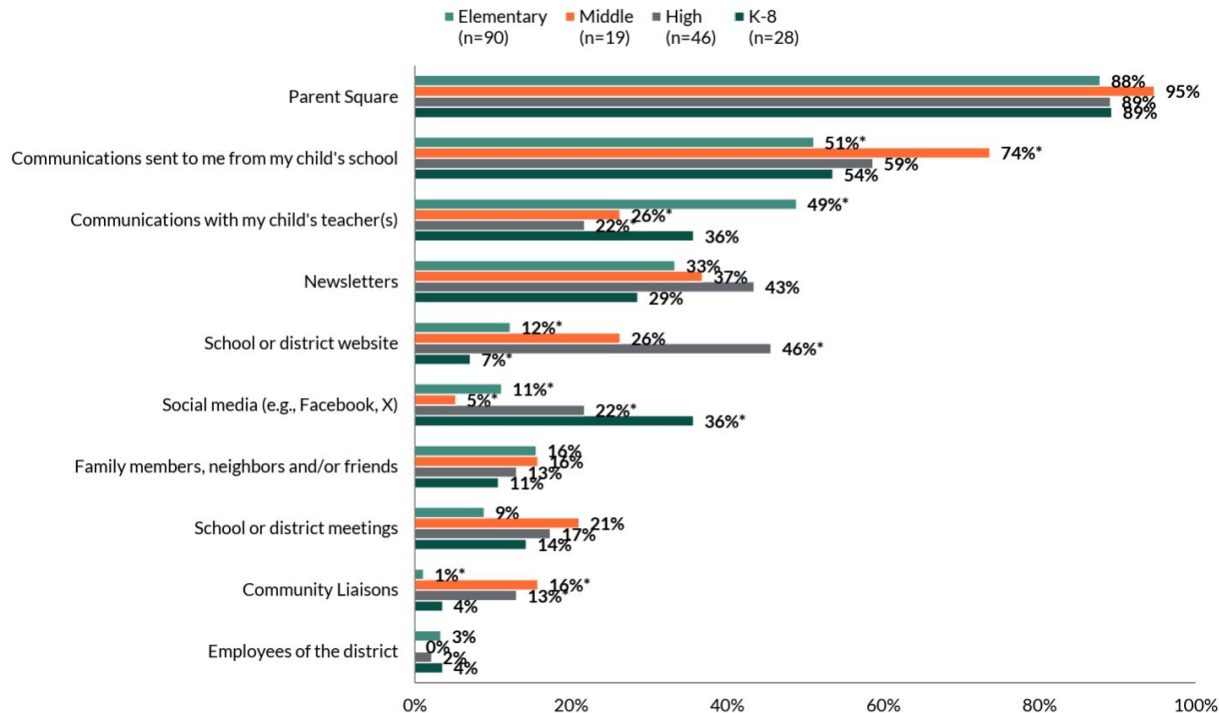
CURRENT CHANNELS FOR RECEIVING INFORMATION (TOPLINE)

How do you usually get news about your child's school? Please select all that apply. (n=183)



CURRENT CHANNELS FOR RECEIVING INFORMATION (BY SCHOOL LEVEL)

How do you usually get news about your child's school? Please select all that apply.



Note: * indicates statistically significant differences between groups at the 95% level.
 Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.
 Chart only displayed top 10 selected options.



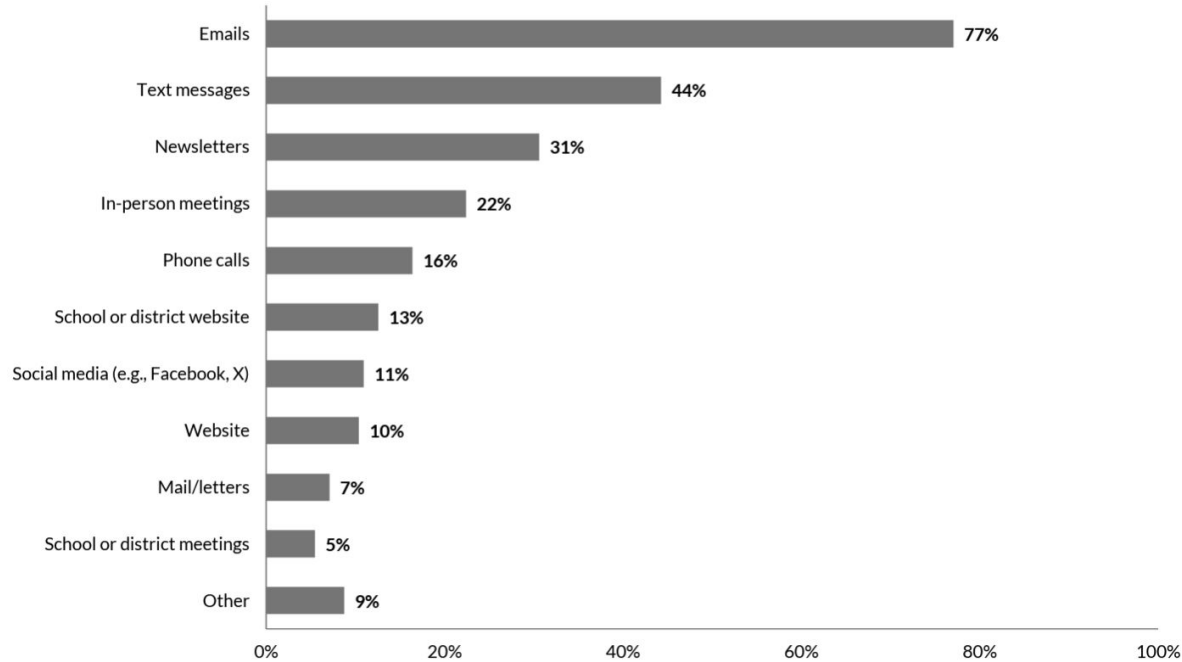
K-12 EDUCATION

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PREFERENCES FOR RECEIVING SCHOOL INFORMATION (TOPLINE)

How do you like your child's school to share information with you? Please select up to three options.
(n=183)



K-12 EDUCATION

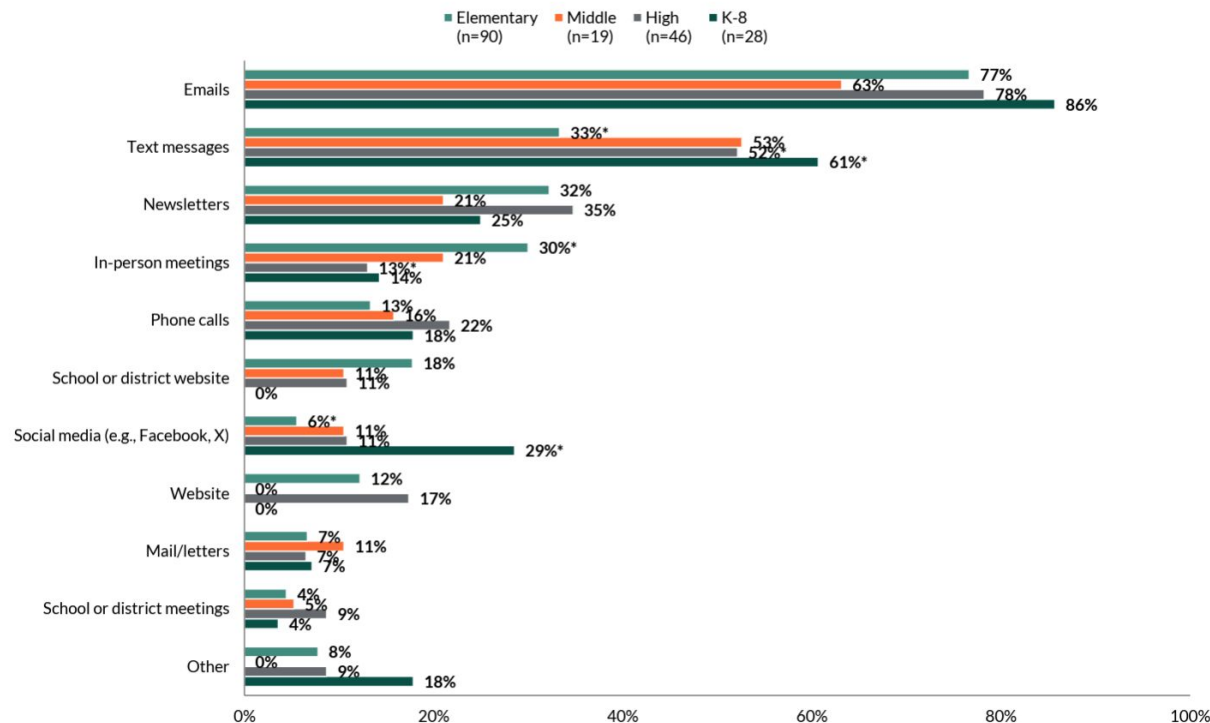
Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.

54



PREFERENCES FOR RECEIVING SCHOOL INFORMATION (BY SCHOOL LEVEL)

How do you like your child's school to share information with you? Please select up to three options.



Note: * indicates statistically significant differences between groups at the 95% level.

Note: Only parents answered this question. Percentages sum to more than 100% because respondents could select all that apply.



K-12 EDUCATION

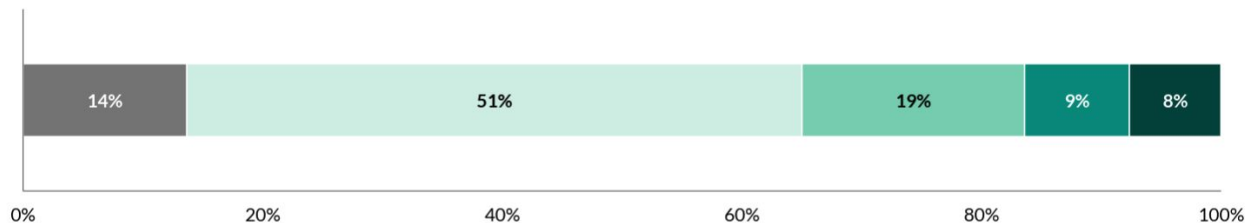


WEBSITE USAGE

USO DEL SITIO WEB ESCOLAR

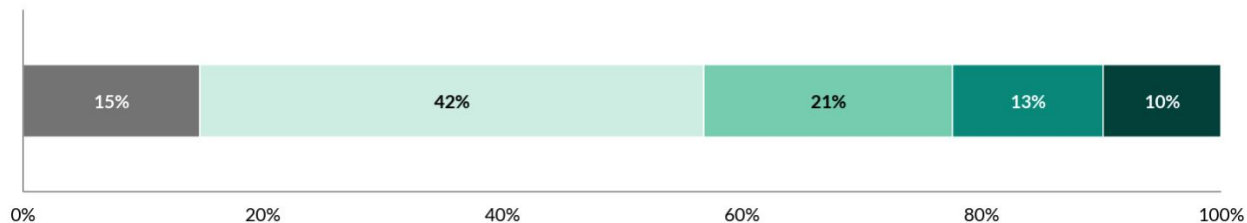
How often did you go to the District website (www.mhusd.org) in the last 6 months?

■ None ■ 1-3 times ■ 4-5 times ■ 6-10 times ■ 10 or more times



How often have you go to your student's school website in the last 6 months?

■ None ■ 1-3 times ■ 4-5 times ■ 6-10 times ■ 10 or more times



FACE Plan Implementation: 2025-2027

This plan outlines key initiatives to enhance family engagement and communication within the district for the academic years 2025-2027.

The overarching aim is to build relationships with families based on mutual respect and trust, recognizing that engagement is essential for student success and to impact entire communities

**Morgan Hill Unified Family and Community Engagement Plan
2024-2028**

Introduction

In Morgan Hill Unified School District, family engagement is a shared responsibility. **Our mission** is to cultivate a collaborative, inclusive, culturally relevant and respectful approach to family engagement that supports all youth development and social-emotional wellness.

Family engagement is continuous across a child's life and entails an enduring, motivating commitment and a collective responsibility to the values of empathy, respect, and resilience as students mature into young adulthood. **Our vision** of family engagement entails all members of our school community partnering with each other in meaningful and authentic ways to support the whole child.

This Family and Community Engagement Plan was designed in community over the 2023-2024 school year. FACE Plan history: a committee made up of teachers, parents, site admin, community liaisons and district staff, met periodically for professional learning, brainstorming, review of survey data, review of feedback and drafting. Feedback was solicited from educational partners (Parents/Guardians, Community Liaisons, site and district administrators). Actions and implementation of this plan will be based on research and are anchored on theses 6 high impact engagement strategies from the National Association for Family, School, and Community Engagement (NAFSCE):

Educating the Whole Child

Building
Building positive relationships, respect, and trust.
Compartiendo
Compartiendo relaciones positivas, respeto y confianza mutua con las familias a través de reuniones de clase.

Sharing
Sharing data with families about student and school success.
Compartiendo
Compartiendo datos con las familias sobre el éxito de los estudiantes.

Modeling
Modeling effective teaching practices so families can use them at home.
Modelando
Modelando prácticas de enseñanza efectivas para que las familias puedan usarlas en casa.

Listening
Listening to understand the culture, needs, and challenges that all families face and address them.
Escuchando
Escuchando para comprender la cultura, las necesidades y los desafíos de todas las familias y abordarlas.

Incorporating
Incorporating content from families, home, and culture into classroom lessons.
Incorporando
Incorporando contenido de las familias, el hogar y la cultura en las lecciones de la sala de clase.

Supporting
Supporting families to ensure their children are successful in school.
Apoyando
Apoyando a las familias para asegurar que sus hijos tengan éxito en la escuela.

Source: National Association for Family, School, and Community Engagement (NAFSCE)

This plan is developed to be a guide for the entire school community and is meant to be a multi-year strategy. School sites will be asked to create implementation plans and include strategies from this plan into their school level plans. Training, support, opportunities for collaboration, and monitoring will be provided at the district and

Implementación del Plan FACE: 2025-2027

Este plan describe iniciativas clave para fortalecer la participación familiar y la comunicación dentro del distrito durante los años escolares 2025-2027.

El objetivo principal es construir relaciones con las familias basadas en el respeto mutuo y la confianza, reconociendo que la participación familiar es esencial para el éxito estudiantil y para impactar a comunidades enteras.

Morgan Hill Unified Family and Community Engagement Plan 2024-2028

Introduction

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Building
Building positive relationships, respect, and trust.
Understanding each other through home visits, community walks, and other meetings.
Compartiendo
Compartiendo relaciones positivas con las familias sobre los valores de respeto mutuo y la confianza.

Sharing
Sharing data with families about student and teacher.
Compartiendo
Compartiendo relaciones positivas con las familias sobre los valores de respeto mutuo y la confianza.

Modeling
Modeling effective teaching practices so families can use them at home.
Modelando
Modelando prácticas de enseñanza efectivas para que las familias puedan usarlas en casa.

Listening
Listening to understand and learn about each other and ourselves from each other.
Escuchando
Escuchando para entender y aprender de nosotros mismos y de los demás.

Incorporating
Incorporating content from families, home cultures into classroom lessons.
Incorporando
Incorporando contenido de las familias y culturas en las lecciones de la clase.

Supporting
Supporting each other and ourselves in our own learning and growth.
Apoyando
Apoyando a los demás y a nosotros mismos en nuestro aprendizaje y crecimiento.

Source: National Association for Family, School, and Community Engagement (NAFSCE)

This plan is developed to be a guide for the entire school community and is meant to be a multi-year strategy. School sites will be asked to create implementation plans and include strategies from this plan into their school level plans. Training, support, opportunities for collaboration, and monitoring will be provided at the district and

LCAP Survey Data/Datos Encuesta LCAP

Goal 3/Meta 3



Overall Recommendation/Recomendacion General



Investigate student perceptions of school climate. While over three-quarters of students report making friends at school, only about two-fifths report that bullying is not a problem. Additionally, a significant percentage of students feel that peers do not consistently respect each other's differences (44%) or demonstrate kindness (53%), and many feel uncomfortable approaching school staff for support (39%). To better understand these concerns, MHUSD should consider conducting in-depth interviews or focus groups to gain deeper insight into students' perceptions of the school environment and identify underlying issues. Furthermore, evaluating and expanding existing social and emotional services and supports may further improve student perceptions of both student-to-student and staff-to-student relationships, fostering a more positive and inclusive school climate.

Overall Recommendation/Recomendacion General



Investigar las percepciones de los estudiantes sobre el clima escolar. Si bien más de las tres cuartas partes de los estudiantes informan que hacen amigos en la escuela, solo unos dos quintos informan que el bullying (acoso escolar) no es un problema. Además, un porcentaje significativo de estudiantes siente que los compañeros no respetan constantemente las diferencias (44%) o demuestran amabilidad (53%), y muchos se sienten incómodos al acercarse al personal escolar para buscar apoyo (39%). Para comprender mejor esas preocupaciones, MHUSD debería considerar la posibilidad de realizar entrevistas a fondo o grupos focales para conocer más a fondo las percepciones de los estudiantes sobre el entorno escolar e identificar las cuestiones subyacentes. Además, la evaluación y la ampliación de los servicios y apoyos sociales y emocionales existentes pueden mejorar aún más las percepciones de los estudiantes sobre las relaciones entre estudiantes y personal entre estudiantes, fomentando un clima escolar más positivo e inclusivo.

GOAL 3 - STUDENT ENGAGEMENT, SEL, AND SCHOOL CLIMATE

Respondents largely agree that students engage in school and classes. About three-quarters or more respondents indicate that students want to do well in school (students: 94%, parents: 92%, school staff: 87%), come to class prepared (84%, 94%, 73%), and learn in many ways in school and after school (75%, 76%, 88%). Two-thirds or more respondents report that students care about their school (68%, 85%, 78%), and that schools let students share their ideas to help with learning (66%, 68%, 82%).

There is room for enhancing students' interest in and connection with school and learning. Compared to parent and school staff respondents, student respondents are significantly less likely to indicate that students like school (students: 42%, vs. parents: 80%, school staff: 76%), and that lessons at school are fun and grab students' attention (35%, vs. 68%, 75%), make students eager to learn (35% vs. 67%, 74%), connect to students' lives (35% vs. 60%, 75%), and include stories and facts from many different cultures (56% vs. 70%, 76%). Furthermore, only about half (53%) of student respondents report that their teachers make class fun and interesting.



GOAL 3 - STUDENT ENGAGEMENT, SEL, AND SCHOOL CLIMATE

Despite generally high opinions across groups about the academic environment, student responses highlight the potential to foster a more student-centered school environment. The majority of respondents across groups indicate that their schools want students to succeed (students: 83%, parents: 87%, staff: 96%), teach a variety of things (79%, 79%, 93%), and care about how students act (79%, 81%, 85%). However, compared to parent and staff respondents, student respondents are significantly less likely to indicate that schools care about students' experiences (students: 65% vs. parents: 76%, staff: 88%) and value student input (60% vs. 68%, 88%). Additionally, student respondents are less likely to report that teachers listen to students (students: 66% vs. parents: 77%, staff: 85%) and build community (65% vs. 77%, 85%).

Student respondents express a desire to have more fair treatment and a safer environment at school. Compared to parent and school staff respondents, student respondents are significantly less likely to report that school rules are fair (students: 57% vs. parents: 81%, staff: 80%), and that all students are treated fairly (56% vs. 72%, 73%). Additionally, student respondents are less likely to indicate that students feel safe at school (60% vs. 83%, 77%), and that students feel okay talking to the school staff (61% vs. 81%, 84%).



Social-Emotional Learning and Development (Focus Goal 3.1)

While most respondents believe that students make friends at school, there is room for enhancing a respectful social environment. Most respondents agree that students have friends at school (students: 80%, parents: 92%, staff: 91%), and that students from different cultural backgrounds become friends (79%, 91%, 89%). However, roughly half of student respondents report that students respect teachers and staff (51%), respect differences among one another (56%), and are kind to each other (47%). Additionally, only about two-fifths of respondents agree that bullying is not a problem at school (students: 43%, parents: 43%, staff: 41%).

Student and parent responses indicate opportunities to enhance the development of soft skills. A notable proportion of parent respondents feel that their children's schools could better support students in setting personal goals (38%). Additionally, about two-fifths (41%) of student respondents report that their schools do not teach communication skills, with varying perceptions across elementary (89%), middle (58%), and high (56%) school respondents.

OBJETIVO 3 - PARTICIPACIÓN DE LOS ESTUDIANTES, APRENDIZAJE EMOCIONAL Y SOCIAL (SEL) Y CLIMA ESCOLAR

Los encuestados están ampliamente de acuerdo con que los estudiantes participan en la escuela y las clases. Alrededor de las tres cuartas partes o más participantes indican que los estudiantes quieren que les vaya bien en la escuela (estudiantes: 94%, padres: 92%, personal escolar: 87%), vienen a clase preparados (84%, 94%, 73%), y aprenden de muchas maneras en la escuela y después de la escuela (75%, 76%, 88%). Dos tercios o más participantes refieren que los estudiantes se preocupan por su escuela (68%, 85%, 78%), y que las escuelas dejan a los estudiantes compartir sus ideas para ayudar con el aprendizaje (66%, 68%, 82%).

Hay espacio para mejorar el interés y la conexión de los estudiantes con la escuela y el aprendizaje. En comparación con los participantes de padres y personal escolar, los estudiantes encuestados tienen significativamente menos probabilidades de indicar que a los estudiantes les gusta la escuela (estudiantes: 42%, vs. padres: 80%, personal escolar: 76%), y que las clases en la escuela son divertidas y captan la atención de los estudiantes (35%, vs. 68%, 75%), hacen que los estudiantes estén ansiosos de aprender (35% vs. 67%, 74%), conecten con la vida de los estudiantes (35% vs. 60%, 75%), e incluyen historias y hechos de muchas culturas diferentes (56% vs. 70%, 76%). Además, solo alrededor de la mitad (53%) de los estudiantes encuestados informan que sus docentes hacen que la clase sea divertida e interesante.

OBJETIVO 3 - PARTICIPACIÓN DE LOS ESTUDIANTES, APRENDIZAJE EMOCIONAL Y SOCIAL (SEL) Y CLIMA ESCOLAR

A pesar de las opiniones generalmente favorables en todos los grupos sobre el entorno académico, las respuestas de los estudiantes destacan el potencial para fomentar un entorno escolar más centrado en los estudiantes. La mayoría de los participantes en todos los grupos indican que sus escuelas quieren que los estudiantes tengan éxito (estudiantes: 83%, padres: 87%, personal: 96%), enseña una variedad de cosas (79%, 79%, 93%) y se preocupan por cómo actúan los estudiantes (79%, 81%, 85%). Sin embargo, en comparación con los padres y el personal encuestados, los estudiantes encuestados significativamente menos propensos a indicar que las escuelas se preocupan por las experiencias de los estudiantes (estudiantes: 65% vs. padres: 76%, personal: 88%) y valoran las opiniones del estudiante (60% vs. 68%, 88%). Además, es menos probable que los estudiantes encuestados informen que los docentes escuchan a los estudiantes (estudiantes: 66% vs. padres: 77%, personal: 85%) y construyen la comunidad (65% vs. 77%, 85%).

Los estudiantes encuestados expresan su deseo de tener un trato más justo y un entorno más seguro en la escuela. En comparación con los padres y el personal escolar participantes, los estudiantes encuestados son significativamente menos probable que denuncien que las reglas de la escuela son justas (estudiantes: 57% vs. padres: 81%, personal: 80%), y que todos los estudiantes reciben un trato justo (56% vs. 72%, 73%). Además, es menos probable que los estudiantes encuestados indiquen que los estudiantes se sienten seguros en la escuela (60% vs. 83%, 77%) y que los estudiantes se sienten cómodos al hablar con el personal escolar (61% vs. 81%, 84%).

OBJETIVO 3 - PARTICIPACIÓN DE LOS ESTUDIANTES, APRENDIZAJE EMOCIONAL Y SOCIAL (SEL) Y CLIMA ESCOLAR

Aprendizaje y desarrollo socioemocional (objetivo de enfoque 3.1)

Si bien la mayoría de los participantes cree que los estudiantes hacen amigos en la escuela, hay espacio para mejorar para alcanzar un entorno social respetuoso. La mayoría de los participantes están de acuerdo en que los estudiantes tienen amigos en la escuela (estudiantes: 80%, padres: 92%, personal: 91%), y que los estudiantes de diferentes orígenes culturales se hacen amigos (79%, 91%, 89%). Sin embargo, aproximadamente la mitad de los estudiantes encuestados informan que los estudiantes respetan a los docentes y al personal (51%), respetan las diferencias entre ellos (56%) y son amables entre sí (47%). Además, solo unos dos quintos de los encuestados están de acuerdo en que el bullying (acoso escolar) no es un problema (estudiantes: 43%, padres: 43%, personal: 41%).

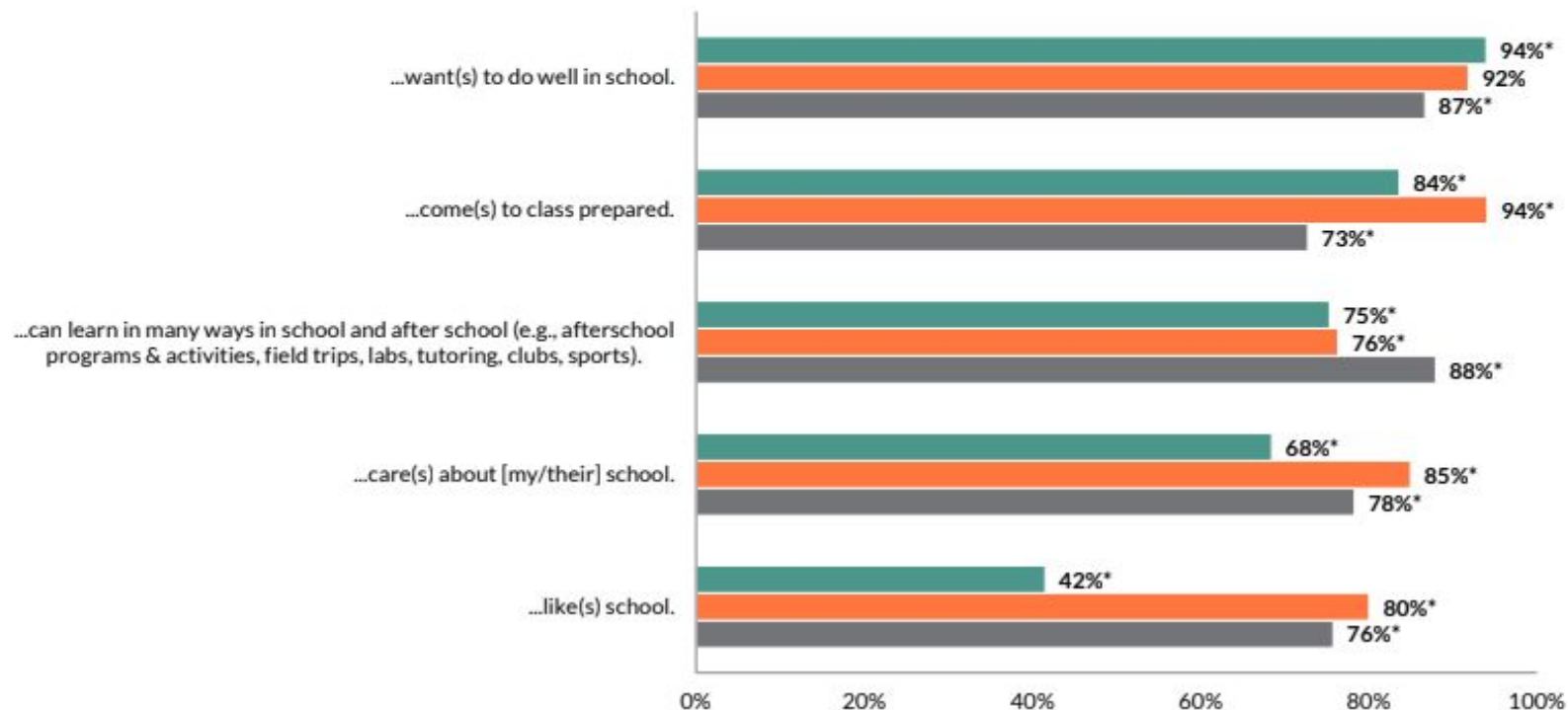
Las respuestas de los estudiantes y los padres indican oportunidades para mejorar el desarrollo de las competencias interpersonales. Una importante proporción de padres encuestados considera que las escuelas de sus hijos podrían apoyar mejor a los estudiantes a establecer objetivos personales (38%). Además, alrededor de dos quintas partes (41%) de los estudiantes encuestados indican que sus escuelas no enseñan habilidades de comunicación, con percepciones variables en todas las escuelas primarias (89%), intermedias (58%) y secundarias (56%) encuestadas.

PERCEIVED STUDENT SCHOOL EXPERIENCE

Please mark how much you disagree or agree with the following statements: [I/My child/Students at my school]...

%Agree + %Strongly Agree

■ Student (n=2574-2698) ■ Parent (n=220-221) ■ Staff (n=157-158)

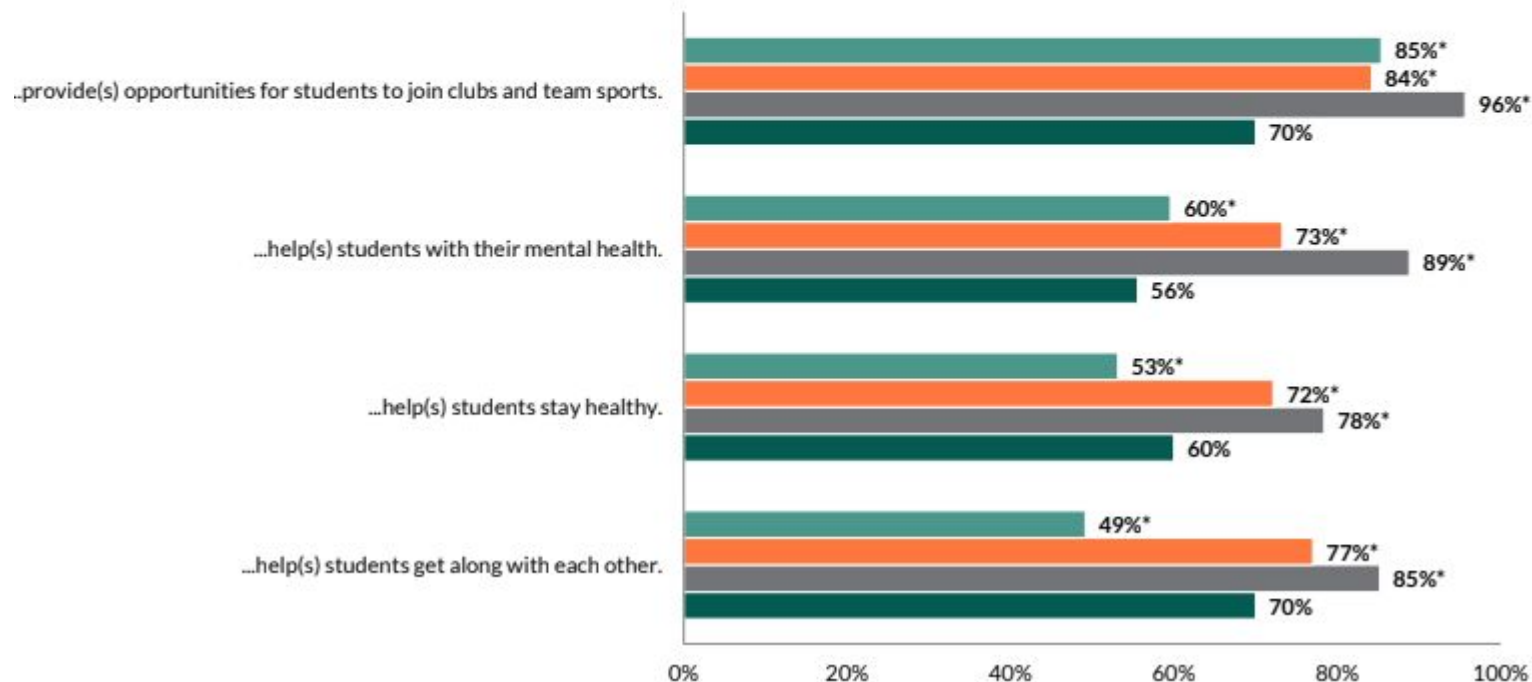


EXPECTATIONS (2/2)

Please mark how much you disagree or agree with the following statements: [My school/My child's school/Our schools/MHUSD schools]...

%Agree + %Strongly Agree

■ Student (n=2410-2531) ■ Parent (n=95-212) ■ Staff (n=92-162) ■ Community Member (n=9-10)

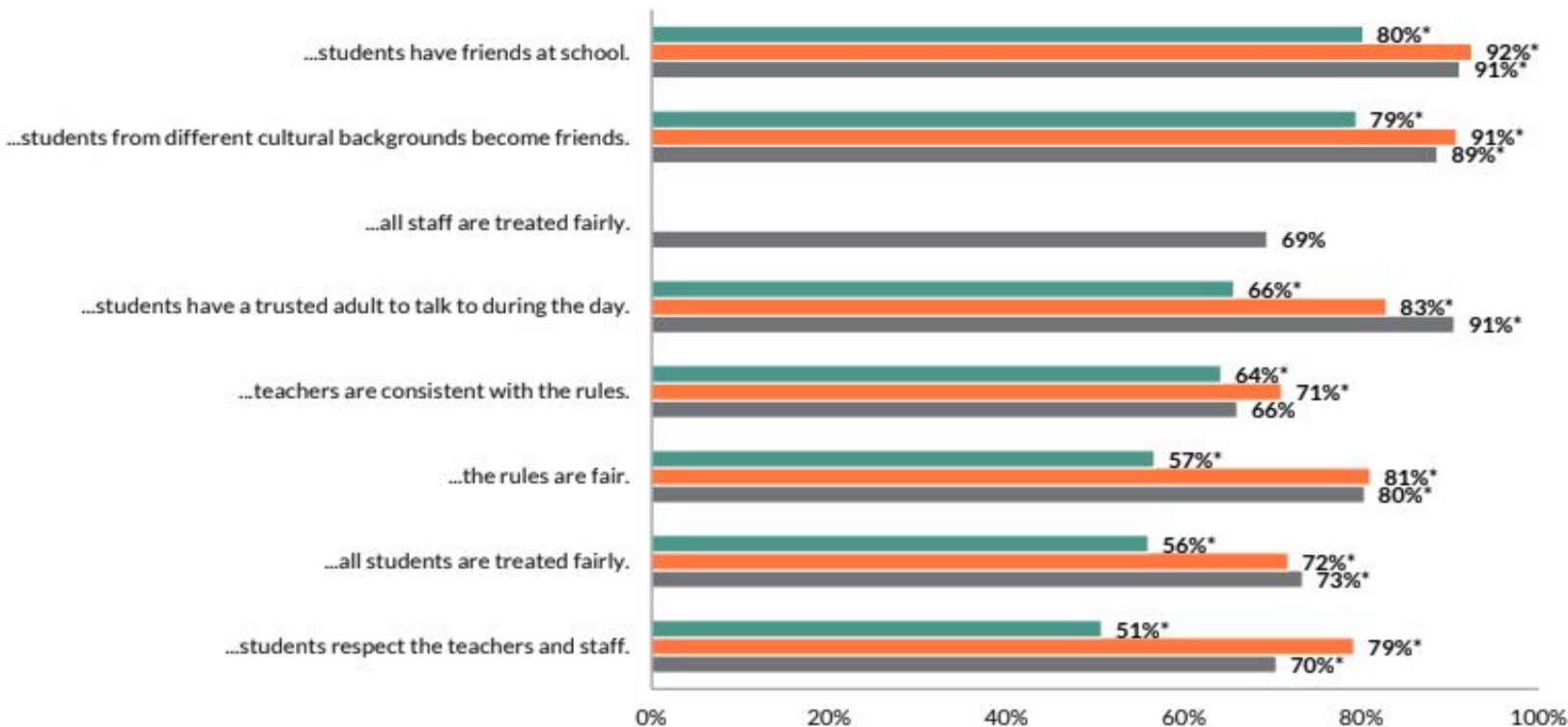


SOCIAL CLIMATE (1/2)

Please mark how much you disagree or agree with the following statements: At [my/my child's school]...

%Agree + %Strongly Agree

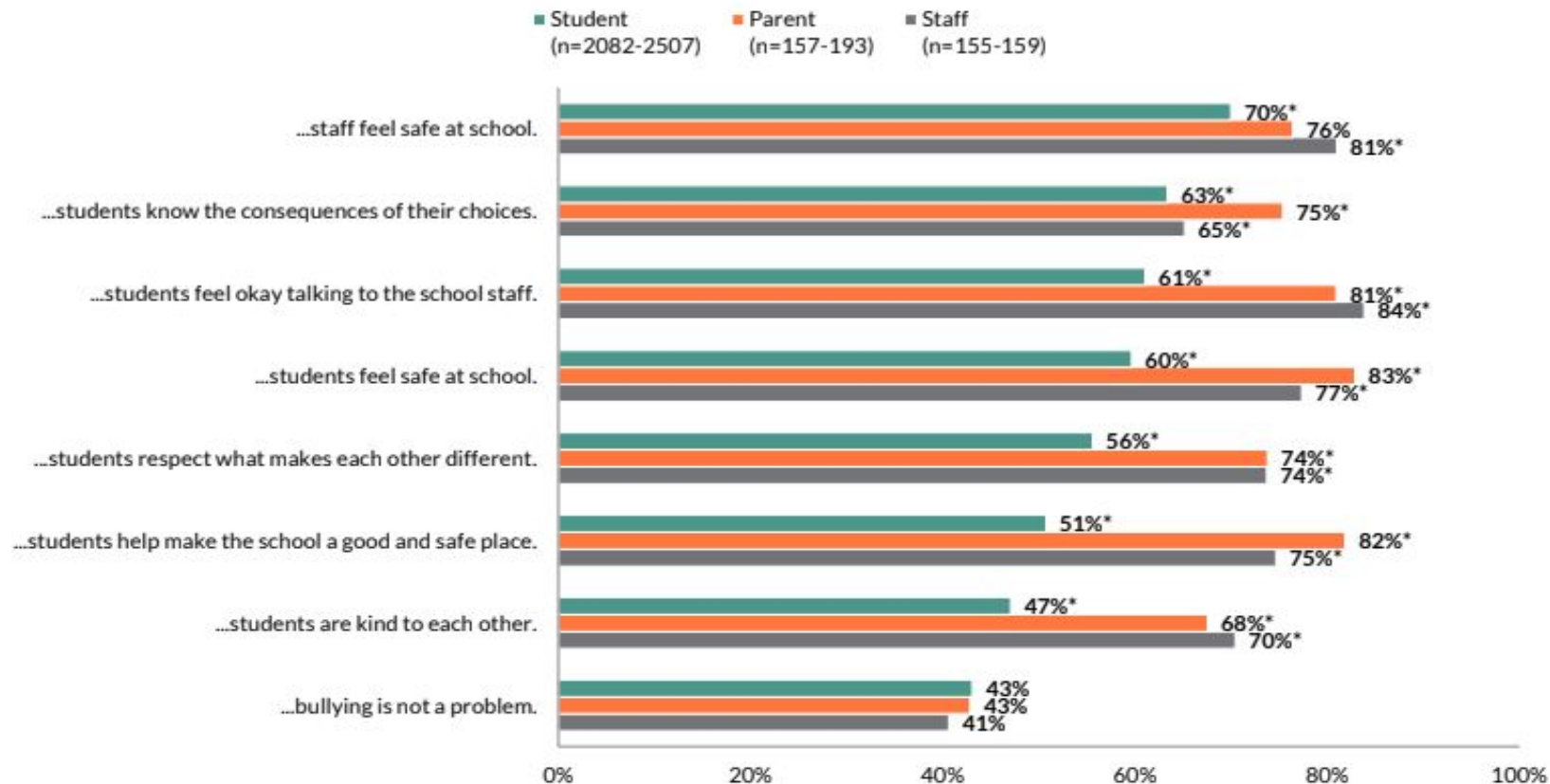
■ Student (n=2468-2605) ■ Parent (n=195-213) ■ Staff (n=156-159)



SOCIAL CLIMATE (2/2)

Please mark how much you disagree or agree with the following statements: At [my/my child's school]...

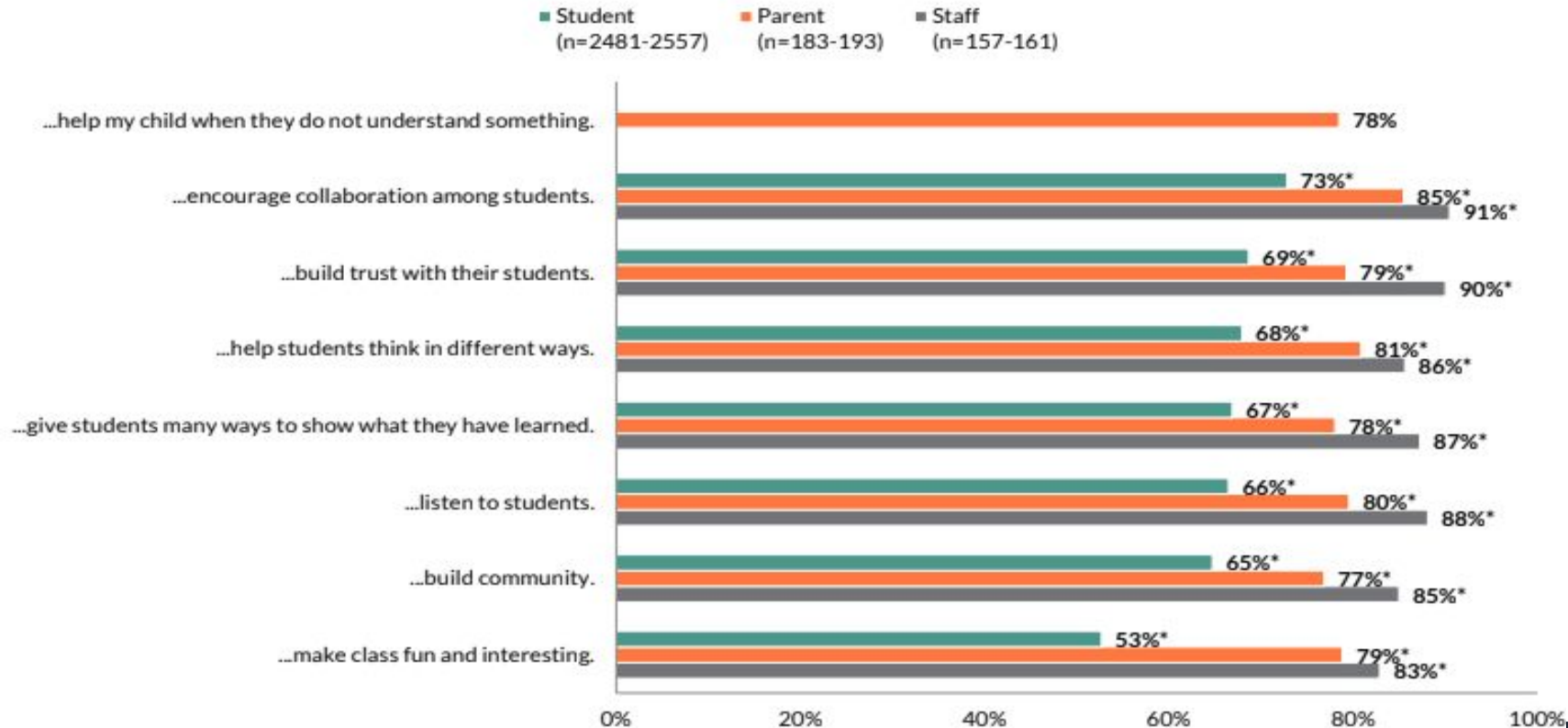
%Agree + %Strongly Agree



INSTRUCTIONAL CLIMATE

Please mark how much you disagree or agree with the following statements: [My teachers/My child's teachers/Teachers and staff at my school/Teachers and staff at our schools]...

%Agree + %Strongly Agree



Goal 3 Focused Actions:

- Provided PBIS PD for Admin, teachers and Climate and Culture teams
 - 1 District wide PD day
 - 6 Coaching sessions per site (to date)
 - 3 half days broken up by elementary and secondary.
- CARE has 10 members that support district wide focus on providing resources, supporting attendance efforts, and building positive relationships.
- All administrators have been trained in Tier 1 Threat assessment, All sites have an admin trained in tier 2 threat assessment, and we have 3 train the trainers that support the district in ongoing trainings.
- We have yearly attendance challenges, support site and district Truancy processes and work with families year around to improve attendance.
- All Secondary sites have a wellness space and a full time wellness counselor.

Meta 3: Acciones enfocadas:

- Se proporcionó desarrollo profesional PBIS para administradores, maestros y equipos de clima y cultura.
 - 1 día de desarrollo profesional en todo el distrito
 - 6 sesiones de coaching por sitio (hasta la fecha)
 - 3 medios días divididos por primaria y secundaria.
- CARE tiene 10 miembros que apoyan el enfoque de todo el distrito en brindar recursos, apoyar los esfuerzos de asistencia y construir relaciones positivas.
- Todos los administradores han recibido capacitación en evaluación de amenazas de nivel 1, todos los sitios tienen un administrador capacitado en evaluación de amenazas de nivel 2 y contamos con 3 capacitadores que apoyan al distrito en capacitaciones continuas.
- Tenemos desafíos de asistencia anuales, apoyamos los procesos de ausentismo escolar del sitio y del distrito y trabajamos con las familias durante todo el año para mejorar la asistencia.
- Todas las escuelas secundarias tienen un espacio de bienestar y un consejero de bienestar a tiempo completo.

Share/Compartir



LCAP Development Process/Desarrollo y Proceso del LCAP

- Presenting, gathering and reviewing all educational partner feedback
 - Analyze a large number of district data points
 - LCAP Survey, academic data, qualitative data, quantitative data, survey information, student participation, program participation, parent participation, etc.
 - Collecting and updating metrics
 - Analysis of metrics
 - Working closely with Business Services
 - Writing, consultation and more writing
 - Collaboration and approval form SCCOE
 - **Public Hearing: Board Meeting, June 10**
 - **LCAP Draft available for public review at the District Office and Website**
 - **Adoption: Board Meeting, June 24, 2025**
- Presentar, recopilar y revisar todos los comentarios de los socios educativos.
 - Analizar una gran cantidad de puntos de datos del distrito.
 - Encuesta LCAP, datos académicos, datos cualitativos, datos cuantitativos, información de encuestas, participación de estudiantes, participación en programas, participación de padres, etc.
 - Recopilar y actualizar métricas
 - Análisis de métricas
 - Trabajando estrechamente con Servicios Empresariales
 - Redacción, consulta y más escritura.
 - Formulario de colaboración y aprobación SCCOE
 - **Audiencia Pública: reunión de la Mesa Directiva, 10 de junio**
 - **Copia del LCAP disponible al público Oficina del Distrito y en el sitio web del distrito**
 - **Adopción: Reunión de la Mesa Directiva, 24 de junio de 2025**



THANK YOU
GRACIAS
