DRAFT

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Morgan Hill Unified School District
Contact Name and Title	Steve Betando, Superintendent

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[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them.

Morgan Hill Unified School District:

Morgan Hill Unified School District encompasses 296 square miles and serves the ethnically diverse populations of Morgan Hill, San Martin, a small portion of South San Jose, and other unincorporated areas of Santa Clara County. The community prides itself on being family oriented and is well situated in an area with beautiful landscapes, a peaceful atmosphere, and a superior quality of life. The city and schools work together to offer a number of quality amenities, both facilities and program, that are youth oriented and consistent with their joint commitment to the asset-building philosophy of Project Cornerstone.

Our diverse student body enjoys equitable access to a comprehensive program with a wide array of services, activities and enrichments to support their success. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal. Strategic planning is guided by a developing Multi-Tiered System of Supports (MTSS) philosophy and structure which seeks to meet all students at their current level and to support maximum learning from intensive intervention to advanced enrichment. In fact, our district is serving as the model knowledge development district for the Santa Clara County Office of Education and is working closely with West Ed as the MTSS structure develops.

MHUSD has experienced success in student outcomes with all comprehensive secondary schools being recognized as California Gold Ribbon Distinguished Schools, high graduation rates, national recognition for a strong Advanced Placement program, and A-G college readiness measures a full 10% above statewide rates. That said, we acknowledge and own the challenges to address achievement gaps among various subgroups and are working strategically and analytically to determine cause and effect so that programs and resources can be deployed for maximum effect.

MHUSD serves approximately 8200 students and is poised to grow with the economic recovery throughout Silicon Valley. MHUSD is a TK-adult public school district with 14 schools and new schools under development. There are six K-5 elementary schools, two K-8 elementary/middle schools, two 6-8 comprehensive middle schools, two 9-12 comprehensive high schools, one 10-12 continuation high school, and one community adult school. Five of the elementary schools are focus academies with themed interdisciplinary curriculum around STEAM, Math & Music, Health Science, Environmental Science, and Engineering. One of the 6-8 schools includes an English-Spanish Dual Immersion program. An additional K-5 elementary school, 6-12 digital secondary school and 9-adult Career

Technical Education center are in various stages of development, supported by a local general obligation bond.

Cultural and linguistic diversity is an asset, and while English Language Development remains the priority, multilingualism for all students is a goal supported by our growing Biliteracy and Dual Immersion programs. District enrollment is approximately 52% Latino, 32% White, 8% Asian, 2% Filipino, 2% African American and 1% American Indian. The district has an unduplicated disadvantaged student percentage of 44%, where 21% are English Language Learners, 40% are Socioeconomically disadvantaged and 10% have learning disabilities.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The Local Control Accountability Plan (LCAP) represents our district's allocation of resources towards specific actions designed to meet Board established goals. The goal-setting process is based on the school district's **vision, mission and values statement**. Our local Governing Board goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in the LCAP and they are monitored throughout the year by maintaining an LCAP annual report included in this document**.** Throughout the year, the report is monitored and progress is reported out to **stakeholders groups** who are consulted and provide recommendations for revisions to the plan which can be found in the bottom box of each action annual report. Updates are posted on the **district website** in both English and Spanish. The overarching goal of the Local Control Accountability plan is constant improvement of the educational outcomes for all students.

The current three year LCAP continues to be organized under three goal areas:
1. **College and Career Readiness**: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness .
3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready .

There are a total of 45 actions described in the 16-17 LCAP.   Highlighted refinements and revisions to the prior LCAP plan include:

1. Consolidation and organization of actions under each goal to reflect a sharper focus on a Multi-Tiered System of Support.
2. New core curriculum adoptions and supporting professional development with a focus on high quality tier 1 instruction.
3. Comprehensive local assessments to measure individual student current status and growth to determine tiered academic support needs, inform staff collaboration and drive program development.
4. Expanding tiered student services to connect students with counseling, social emotional assistance and other community-based support services.
5. A growing Career Technical Education program that is A-G approved and that fosters both Career and College readiness.
6. Greater alignment between the LCAP and other strategic plans such as: EL master plan, technology plan, LEA plan, parent engagement plan and school plans with links to supporting documents.
7. Increased transparency by greater alignment of the LCAP to the overall District operating budget.
8. Embedded contact and survey links to support additional avenues for stakeholder input and engagement.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Sharpening our focus and implementing strategic actions by using the LCAP process to build a Multi-Tiered System of Supports:

MTSS is a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to excel. Our initial MTSS work includes implementing a district-wide assessment plan to provide real time student achievement status and growth measures. Assessment results can be used to create individual learning plans that link students to strategic content at their level, whether below or above grade. Social-emotional monitoring and intervention is growing on a parallel track, linking students with expanded counseling services and community-based organizations across all tiers. MHUSD is leading the way as the MTSS knowledge development site for Santa Clara County.
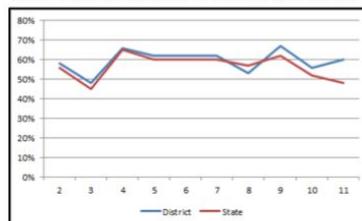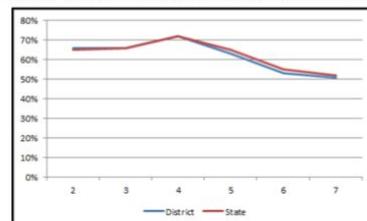
GREATEST PROGRESS

Implementation of State Standards:
In addition to being on schedule with the adoption of new instructional materials in all core areas, there is strong indication of relative success of early implementation visible in student achievement results. The following graphs indicate a significant improvement in relative standing between district and state results in both ELA (left two graphs) and Math (right two graphs) from the last year of the CST results (top two graphs) to the first year of CAASPP results (bottom two graphs).
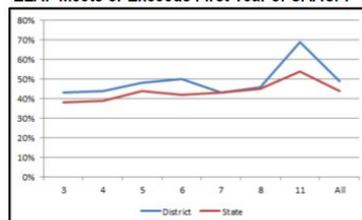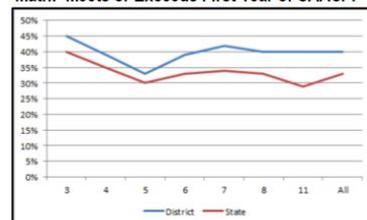
**Steady improvement in Academic Performance among our two major subgroups:**

The improvement of student performance visualized as a time sequence against the 14 most comparable California districts by enrollment demographics is shown below with MHUSD in gold. The vertical axis is Latino student achievement and the horizontal is white student achievement, our district's two largest subgroups. The origin represents the average distribution of the group of 14 districts. The clear upward right trend indicates achievement gains for all students as we work to close performance gaps. The relative placement of MHUSD student achievement from the lower left cluster toward the upper right cluster is also clearly apparent indicating strong positive growth among a group of fellow districts all working to improve student achievement--any movement within such a group is highly significant (graph using standardized math scores).

Comparison Group: New Haven, Newark, Novato, Natomas, Ramona City, Lucia Mar, Paso Robles, So. San Francisco, Morgan Hill, Cotati-Rohnert Park, Windsor, Moorpark, Petaluma, Selection based on District similarities of subgroup enrollment (PEL, EL, and SES) during the 14-15 school year. Ranges: PEL (23% to 44% no college, 40%); EL (14% to 29%, 21%), Low SES (27% to 53%, 40%)
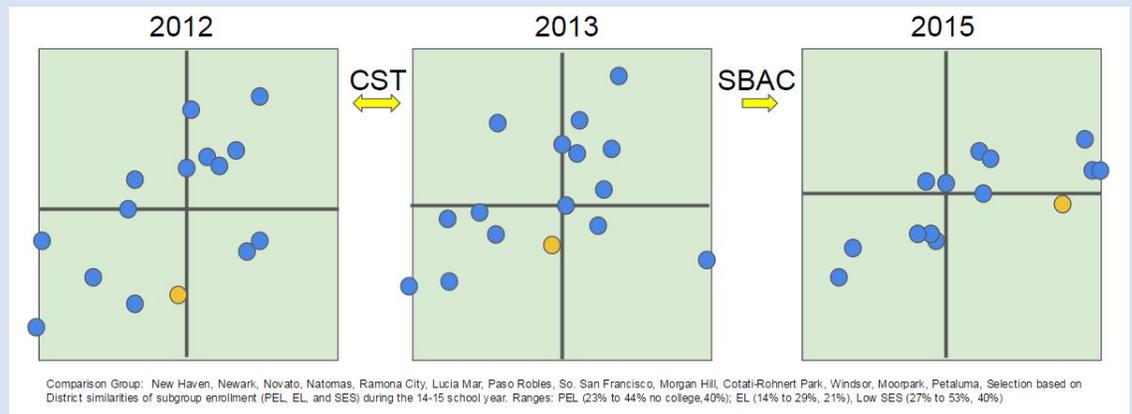
GREATEST PROGRESS

Significant trend and improvement in suspension rates and equity:

The following chart shows a significant and steady trend in reducing suspension rates across the district. There have been numerous programs offered at school sites, including anti-bullying, healthy relationships, Positive Behavior Intervention and Supports (PBIS) and Restorative Justice (RJ) which have had deepening implementations over the past several years. Ethnic suspension rates closely mirror overall enrollment demographics as demonstrated by the pie charts to the right. Although this represents significant progress, inspection of our state metrics indicates that suspension rates continue to be an area of need at some school sites and among some subgroups; most commonly students with disabilities and students who are socioeconomically disadvantaged.
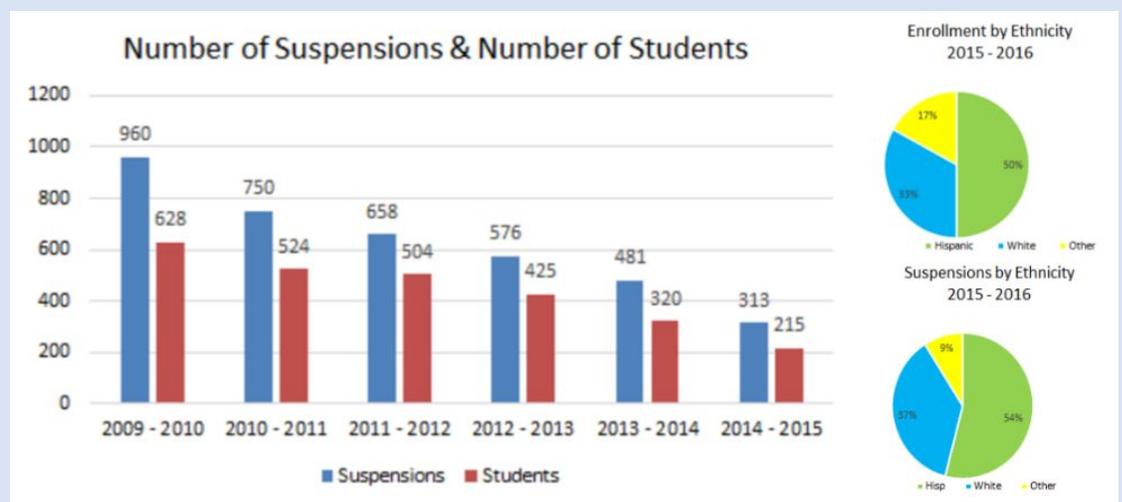
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The Morgan Hill Unified School District is not a candidate for State or County Tier 2 or 3 intervention (the new form of program improvement in the new accountability system).

The Morgan Hill Unified School District Dashboard indicates that there are no metrics where the district has an overall red or orange result. The District meets all local performance metrics. Individual student groups in the Red or Orange performance categories are shown below. As none of the subgroups have a red performance level in two or more state priority areas, the District is not a candidate for strategic assistance or intensive intervention

District Equity Report: Identify number of underperforming student groups as indicated by **RED** or **ORANGE** metrics.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	1
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		9	1
Mathematics (3-8)		9	2

Suspension
- **Pacific Islander**
- **American Indian**
- **African American**

Graduation
- **Students with Disabilities**

English Language Arts
- **Students with Disabilities**

Mathematics
- **Students with Disabilities**
- **African American**

Although, not clearly visible in the new metric, the greatest need is still to close the gaps between disadvantaged students with disabilities, English Learners, and socioeconomically disadvantaged to our mainstream student body in ELA and Math achievement. There is also a continuing need to deepen and expand implementations to reduce suspension rates with effective alternatives such as PBIS and Restorative Justice.

Analysis of graduation rates for Students with Disabilities indicates that although they have a lower graduation rate, the exclusion of students with certificates of completion and fifth-year graduates from the metric greatly understates the group's actual outcomes.

Closer examination of the Pacific Islander, American Indian and African American results demonstrate that these groups are so small as to not appear as underperforming groups on any site level reports. Historical review indicates that these metrics are volatile due to their small size and so are generally lacking as a basis for reliable conclusions that might justify targeting these particular groups with specific supports. Instead, these results indicate a general need to direct actions towards alternatives to suspension such as continuing to refine PBIS and RJ implementation at all sites.

By school site, the following chart illustrates those schools with a red or orange result by metric and by subgroup. The right column references LCAP actions addressing those needs.

State Metric:	Needs: School, Subgroup & Level	Local Control Accountability Plan Actions:
Suspension Rates	Live Oak: SED, SWD, Hisp, Wht Britton: Asian, Wht Murphy: SED, SWD, Hisp, EL, Asian, Wht Los Paseos: SWD, SED, Hisp, Wht Paradise Valley: SWD Nordstrom: SWD Jackson: SWD	School Climate and Student Engagement (Goal 3) • Positive Behavior Intervention & Supports • Restorative Justice • MTSS: Social Emotional Tiered Supports
Graduation Rates	Ann Sobrato: EL, SED, Hispanic	• Graduation Requirements and Alternative Pathways
English Language Progress	Britton: EL Progress Murphy: El Progress San Martin Gwinn: EL Progress Paradise Valley: EL Progress Los Paseos: EL Progress	• Completing GLAD training cohorts at Elementary • Building internal coaching capacity for CM and GLAD • Initial implementation of EL Master Plan "Imagine" • ELA framework integrates ELD standards, New materials piloting
Math Achievement	Britton: EL, SWD Murphy: EL San Martin Gwinn: SWD Paradise Valley: SED P. A. Walsh: EL, SED Barrett: EL Jackson: SWD	• First year of new math adoption in place • Ongoing professional development including differentiation • Assessments for individual needs and growth • Supplemental resources based on assessments (Individual Learning Plans-ILP's). • Curriculum Council Special Education Math task force.
English Achievement	Britton: SWD Murphy: SWD San Martin Gwinn: SWD Los Paseos: SWD P. A. Walsh: Hisp, EL, SED	• ELA/ELD Framework training • ELA/ELD Adoption process in progress • GLAD and Constructing Meaning Professional Development • Assessments for individual needs and growth • Supplemental resources based on assessments (ILP's).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

All Student Result	Subgroups 2+ levels below	Next Steps
Suspension (Green)	American Indian Pacific Islander African American	-Examine Longitudinal data to determine volatility vs. trend. Expand PBIS and Restorative Justice Implementations
Graduation (Green)	Students with Disabilities	Review graduation requirements and tiered supports for SWD. Produce 5th year and Certificate of Completion data for context.
ELA Achievement (Green)	Students with Disabilities	Ensure SpEd curriculum alignment as part of adoption process. Implement tiered supports based on more frequent formative assessments.
Math Achievement (Yellow)	African American	Examine longitudinal data to determine if trend or volatile. Ensure MTSS apply to all students equitably.

There are great concerns with the validity, reliability and methodology behind this new state metric. Most notably, there is faulty logic in the calculation based on comparing a part (student group) to a whole (all students) to which it is a member. Consider a low performing subgroup which may actually be a majority of students—this calculation would not demonstrate a gap. Or in this case, there are three ethnic subgroups that are so small in membership that the resulting gap metric is subject to wide swinging volatility year to year. For example, Pacific Islanders moved from a zero suspension rate (blue) to a high suspension rate (red) based on a single two student incident. Finally achievement measures involving students with disabilities being compared to a majority of students without disabilities suggests that students with moderate to severe learning disabilities will achieve the same academic outcomes and do so in the same time—a notion that is not supported by research. The metric would be improved by measuring gaps between each district group and comparing how a matched group is doing statewide outside the district. Stakeholders concerned about this metric should write to the California Department of Education at: lcff@cde.ca.gov .

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Tiered academic supports informed by adaptive status and growth assessments administered several times per year to ensure that student needs are monitored and students are connected with appropriate tiered supports.

Tiered social-emotional supports with designated CARE(Coordinated Advocacy for Resources in Education) counselors monitoring and targeting students with counseling, School Linked Services, and community-based organizations for a wide range of prevention and intervention support services based on need.

Improving student information system, data collection and student identification procedures for Foster and Homeless students to ensure that students can be identified, monitored, and served effectively.

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BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ TBD
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ TBD

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General operating costs such as transportation, maintenance, facilities, or funding passed directly through to school sites have not historically been included in the district LCAP. Increasing the range of budgeted expenses listed in the upcoming LCAP to provide a more comprehensive and transparent picture of the overall school district budget is one revision to this year's plan in response to stakeholder input.

$ TBD	Total Projected LCFF Revenues for LCAP Year