

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

LEA name:

Morgan Hill Unified School District

CDS code:

43 69583 0000000

Link to the LCAP:

(optional)

[Link to MHUSD LCAP Site](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate

their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

The [Morgan Hill Unified School District LCAP](#) is arranged by three goals established by the Governing Board: Student Achievement, Parent Engagement, and Student Engagement/School Climate. Each goal has actions structured by the multi-tiered system of support (MTSS) model which organizes initiatives as part of the core program or supplemental program. Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized as a Multi-tiered system of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Status, English Learner, Migrant, and Foster/Homeless). The LCAP contains "at glance" summary tables of state funds as well as Federal Title dollars. That table references the related LCAP action which the federal dollars enhance broken down by the Federal Title program (see pages 100-101 of the 2018-19 LCAP screenshots below). These tables illustrate how Federal dollars are allocated side by side to enhance supplemental programs--the narratives descriptions of which will follow in this addendum.



The following table provides an "at-a-glance" view of the allocation of California State resources throughout the LCAP. You have seen three major sections of the LCAP: The [Plan Summary](#), the [Annual Outcomes Report](#), which looks back on the 2017-18 year in review; and the [Strategic Plan](#), which provides a budget allocation plan for the upcoming 2018-19 year. Use the links in the left column below to jump back to the annual report or upcoming budget to review information on the actions of your choice.

State Funding Summary by Action: *LCFF Base column reflects deficit spending for purpose of reducing reserve

	LCFF Base/State Aid/EPA	LCFF Supplemental	One Time Discretionary	State IDEA Funds	Grants (State, Federal and Local)
Estimated Revenue	\$68,624,836.00	\$5,863,643.00	\$2,784,302.00	\$16,608,637.00	\$1,155,573.00
Allocated in LCAP	\$70,427,025.00	\$5,784,903.00	\$2,784,302.00	\$16,608,637.00	\$1,155,573.00
Unallocated Available	-\$1,802,189.00	\$78,740.00	\$0.00	\$0.00	\$0.00
LCAP Action Links	LCFF Base, State Aid, EPA	LCFF Supplemental	One Time Discretionary	State IDEA Funds	Grants (State, Federal and Local)
Action 1.1 2018-19 Budget Action 1.1 2017-18 Report	\$52,294,480.00	\$937,764.00	\$65,762.00		\$86,529.00 (LEA)
Action 1.2 2018-19 Budget Action 1.2 2017-18 Report	\$161,497.00	\$1,738,465.00		\$7,377,051.00 (SpEd)	\$46,746.00 (SLS)
Action 1.3 2018-19 Budget Action 1.3 2017-18 Report	\$211,538.00	\$248,300.00			\$3,500.00 (LEA)
Action 1.4 2018-19 Budget Action 1.4 2017-18 Report	\$945,910.00	\$62,928.00			\$61,438.00 (CTE)
Action 1.5 2018-19 Budget Action 1.5 2017-18 Report	\$366,104.00	\$1,098,250.00		\$101,579.00 (M.Hlth)	\$453,150.00 (ASES/CDC)
Action 1.6 2018-19 Budget Action 1.6 2017-18 Report	\$1,155,903.00	\$500,000.00			\$371,475.00 (LO Found)
Action 1.7 2018-19 Budget Action 1.7 2017-18 Report	\$14,934,620.00	\$457,104.00	\$2,708,539.00	\$9,130,007.00 (SpEd)	\$114,735.00 (LEA)
Action 2.1 2018-19 Budget Action 2.1 2017-18 Report	\$233,478.00	\$215,048.00			
Action 2.2 2018-19 Budget Action 2.2 2017-18 Report		\$105,800.00			
Action 3.1 2018-19 Budget Action 3.1 2017-18 Report	\$43,800.00	\$45,000.00	\$10,000.00		
Action 3.2 2018-19 Budget Action 3.2 2017-18 Report	\$79,695.00	\$376,244.00			\$18,000.00 (LEA)



The following table provides an "at-a-glance" view of the allocation of Federal Grant resources throughout the LCAP. Use the links in the left column below to review information on the actions of your choice. Also, see our [LEA ADDENDUM HERE](#) for narrative description on the use of Federal Grant funds.

Federal Funding Summary by Action: Use bookmarked Action links in the left column to navigate to actions for more detail.

	Federal Title 1-A	Federal Title 1 C Migrant	Federal Title II	Federal Title III	Federal IDEA Funds
Estimated Revenue	\$720,047.00	\$439,452.00	\$166,701.00	\$131,244.00	\$1,799,073.00
Allocated in LCAP	\$720,047.00	\$439,452.00	\$166,701.00	\$131,244.00	\$1,799,073.00
Unallocated Available	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LCAP Action Links	Federal Title 1-A	Federal Title 1 C Migrant	Federal Title II	Federal Title III	Federal IDEA Funds
Action 1.1 2018-19 Budget Action 1.1 2017-18 Report	\$61,153.00	\$28,933.00	\$150,328.00		
Action 1.2 2018-19 Budget Action 1.2 2017-18 Report		\$237,615.00			\$1,567,270.00
Action 1.3 2018-19 Budget Action 1.3 2017-18 Report	\$72,007.00			\$58,941.00	
Action 1.4 2018-19 Budget Action 1.4 2017-18 Report					
Action 1.5 2018-19 Budget Action 1.5 2017-18 Report		\$143,808.00		\$49,511.00	
Action 1.6 2018-19 Budget Action 1.6 2017-18 Report	\$525,033.00				
Action 1.7 2018-19 Budget Action 1.7 2017-18 Report					\$114,735.00
Action 2.1 2018-19 Budget Action 2.1 2017-18 Report					
Action 2.2 2018-19 Budget Action 2.2 2017-18 Report		\$500.00		\$14,423.00	
Action 3.1 2018-19 Budget Action 3.1 2017-18 Report					
Action 3.2 2018-19 Budget Action 3.2 2017-18 Report	\$15,000.00				
Indirect Costs	\$46,854.00	\$28,596.00	\$10,847.00	\$8,369.00	\$117,068.00
Transfer outs			\$5,526.00		

Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs. For example, an extended day program is funded to provide additional time for academic support as well as to connect students with the school through a variety of supplemental opportunities. Supplemental expenditures are primarily found in the LCAP under actions 1.2: intervention and support staff; 1.3:

Professional Development related to the needs of underperforming students; 1.5: Supplemental Instructional Programs; 2.2: Parent Engagement Programs for parents of underperforming students; and 3.2: Student Engagement programs for students with poor behavior or attendance.

The LCAP is intended to be a living and working document and includes a myriad of links to related plans that provide greater detail. Such plans include the English Learner Master Plan, Visual and Performing Arts Plan, Assessment Plan, Family Engagement Plan and more. Also included in our district's LCAP are all of the federal and grant dollars received which are aligned to LCAP goals and actions. The federal dollars are reviewed with the district's DELAC and MPAC each year along with feedback shared through each school site's Annual ELAC Needs Assessment. The district reports to the school board regarding the Consolidated Application for federal funds each school year.

Alignment

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

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high risk groups is ensured through the English Learner Advisory Committee, District English Learner Advisory Committee and Migrant Parent Advisory Committee.

Monitoring metrics are found throughout the LCAP attached to each of the three major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions. Although not required in the state's LCAP template, the district includes a funding summary at the end of the LCAP to provide an "at a glance" overview of how all funds are allocated, including federal dollars.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

The LEA is on schedule with the implementation of new core frameworks, instructional shifts and the adoption of instructional materials. New core programs have been adopted in Math and English Language Arts, History programs are being evaluated, and the instructional shifts in support of the Next Generation Science Standards are embedded in our professional development. Implementation status is monitored in our LCAP metrics and coaches through new teacher induction, veteran teacher assistance, and Teachers on Special Assignment.

A comprehensive assessment plan based on multiple measures is used to identify student needs. Annual State assessments, Triannual NWEA MAP benchmark assessments, and Fountas and Pinnell reading assessments are used to illuminate student needs in English and Math. Local assessments begin in Kindergarten to inform early literacy needs so crucial to later success. In addition, our district screens all third grade students for GATE identification. Other mandatory assessments such as the ELPAC and SBAC are scheduled as required and needed.

Educational assistance is provided through a variety of multi-tiered systems of support. For example, to support literacy we use the core English program (base funded); with instructional support strategies for English Learners in the regular classroom setting such as GLAD and Constructing Meaning (State supplemental and/or Federal Title funded); with more intensive supports such as extended day learning and access to instructional support programs, such as Rosetta Stone, System 44 and Read 180 (State supplemental and/or Federal Title funded); finally supported by very small group intensive intervention using Levelled Literacy Intervention (State supplemental and/or Federal Title funded).

Conditions for student learning is also addressed using the MTSS model with a variety of social emotional support programs. These include additional monitoring and parenting supports; connecting students and families with community based support program such as food and clothing banks; and providing tiered behavioral supports such as Positive Behavior Intervention and Support and Restorative Justice.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high

rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The District has committed to a multi-year, multi-cohort training sequence to implement PBIS. The first cohort of schools will complete their 3 year training cycle by the end of the 2017 - 2018 school year. In addition, in the 2018 - 2019 school year the District will fund an initiative to expand the implementation of Restorative Practices/Restorative Justice at the secondary schools

Career Technical and Work-based Opportunities

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

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

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

MHUSD supports career technical education pathways at both comprehensive high schools, one continuation high school and one adult school. We offer a variety of CTE pathways; Ag and Natural Resources, Arts, Media & Entertainment, Building & Construction Trades, Hospitality, Tourism & Recreation and Information & Communication Technologies. Our high schools are also in partnership with Gavilan Community College to offer a variety of articulated courses and dual enrollment pathways, including Public Safety, Drone Technology, Multimedia, Culinary and Early Childhood Education. All high school pathways include a Career Technical Student Organization, either FFA or SkillsUSA. Students in capstone courses can participate in our annual citywide Job Shadowing event, along with other industry events like Manufacturing Day. These work-based learning opportunities, along with internships in industry and industry class visits, are providing all CTE students with workforce training and preparation. Students in CTE courses have access to industry certifications that enhance and validate their career skills and knowledge that they have developed. Our district's CTE Advisory Committee includes stakeholders from school sites, the district office, community members, industry representatives and community college. They give valuable feedback on our CTE curriculum, work-based learning, industry needs and more.

TITLE II, PART A

Title II, Part A Activities

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

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

The Morgan Hill Unified School District has extended its Multi Tiered System of Support philosophy to include teacher assistance in support of maximum teacher efficacy. In collaboration with the **New Teacher Project (LCAP 1.1.1.b)**, the district maintains one of the premier teacher induction programs in the Bay Area and one of the few to provide full time in house coaching and mentoring for new teachers. The program assists new teachers clearing their preliminary credentials and welcoming new teachers as part of the district team, and the program provides effective training, vetting, and retention of high quality instructors. In addition to **new teacher induction (LCAP 1.3.3.a)**, our **Teacher Support Network (1.1.1.b, & 1.3.1a)** also assists veteran teacher in keeping current with evolving standards and practices by working with peer master teacher mentors. To continue to stretch exemplary practice and promote highly effective teachers, our collective bargaining agreements allow for formal administrative review, as well as peer and project review to empower highly effective teachers in the design and implementation of innovative programs. In addition to formal induction or evaluation, the district provides professional development focusing on state frameworks, instructional shifts and the implementation of newly state board approved instructional materials (LCAP 1.3.4.a, 1.2.1.a, and 1.4.4.a). Training is ramped up specifically at our title 1 schools which employ additional teachers on special assignment (LCAP 1.1.1.f) to assist with new curriculum implementation as well as staff a demonstration teaching lab to focus on instructional shifts and engagement strategies (LCAP 1.2.1.i). Finally, the district uses supplementary funds to increase equity staffing (LCAP 1.2.1.c) in high needs areas to support greater course offerings and provide for somewhat smaller classes. The District is compliant with federal and state mandates that includes distribution of Title II funds to participating private schools.

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

MHUSD's Family Engagement Plan is aligned to Priority 3, Parent Involvement and Priority 6, School Climate. Priority 3 is displayed in Goal 2 of the LCAP: 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. Priority 6 is exhibited in Goal 2 and Goal 3, Increase student

engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

More specifically for parents and family of English Learners, MHUSD has updated the district's EL master plan, Morgan Hill IMAGINE (Inspiring Multilingualism Achievement: a Growth Initiative for National Excellence). In addition, we are preparing our final district Family Engagement Plan for board approval. Both documents describe objectives and actions to engage parents, families, and the community for EL college and career readiness.

MHUSD supports multiple levels and sessions of CAFE Project to Inspire for parents of immigrant students and English Learners. In addition, our district's adult school supports ESL courses for parents at no cost. Our district's DELAC is representative of all schools in the district. Throughout the year, DELAC reviews and discusses compliance issues and data. DELAC members provide input on all EL federal funds as well as the district's LCAP. DELAC, site ELACs, and School Site Council teams all provide input on the development and annual review of the Family Engagement Plan.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Our district has five Title 1 schools that were determined off of a greater than forty percent enrollment of free and reduced status students. Four of the schools are elementary schools and one is a continuation high school in order to provide additional services and programs that will make the biggest impact for students of poverty.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless

the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This is not an issue for MHUSD, but if it became a concern there would be a plan to assist teachers in completing credential work. Considerations for transfers of teachers would also be a likely part of the plan. Professional development is already an ongoing commitment for all teachers, but there is specific support in our district for struggling teachers. Teachers can self select or qualify based on overall evaluation rating for the Teacher Support Network. This is a network of mentor teachers and an oversight panel of union representatives as well as school administrators. Struggling teachers are paired with a mentor and share their progress with the panel throughout their school year. A recommendation is made to the Superintendent by the panel at the end of the TSN cycle.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Morgan Hill Unified School District is committed to providing Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. In order to ensure parent participation in all schools, the District supports a parent volunteer clearing service. All sites maintain

District parent advisory and support groups such as DELAC, MPAC, meeting supplies, hospitality and childcare. We believe that providing forums for parents regarding LCAP consulting and advising opportunities can further enhance our relationships.

At some of our Title 1 schools we host CAFE's Project to Inspire parent academies to support parents of immigrant students and English Learners. In addition, MHUSD offers college readiness nights for parents in K-8, middle and high school through a partnership with Cal-SOAP. All Title 1 Schools hold an annual meeting to inform parents of their school's participation and the requirements of Title 1. Schools offer flexible times for the meeting and provide translation services. Title 1 Schools also create Parent/School Compacts with their families. All Principals receive training on how to plan and implement effective parent involvement activities.

Here is a link to the [MHUSD Family Engagement Plan](#) and [Timeline](#). Ultimately, this plan will help to mitigate the impact of socioeconomic disadvantages, low parent engagement levels, and deficits to early literacy is essential to improving student outcomes. Parents provided feedback on the development of the Family Engagement Plan during Home & School Club meetings, ELAC meetings and SSC meetings. Staff and administrators were also asked to review the plan and share ideas. Each year we survey our parents districtwide to evaluate the effectiveness of school activities including identifying barriers to greater participation.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD contracts with the Santa Clara County Office of Education's Alternative Education division to provide a community school program for students who have been expelled from the district. Students are identified as they go through the expulsion process.

MHUSD operates a sheltered educational program for high school aged youth who are on court-ordered group home placements and living with the district attendance boundaries. This program was developed collaboratively with school site and group home staff.

There are five Title I schools in our district, four of them are elementary schools and one is a continuation high school. All of our Title 1 schools have School wide programs and are compliant with all state and federal requirement such as the Parent/School Compact, Parent Involvement Policy and Annual Title I meeting. Each Title 1 School conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. Decisions

to spend Title 1 funds are tied to outcomes that could increase the amount and quality of learning time, help provide enriched and accelerated curriculum and address the needs of those at risk of not meeting academic standards.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD has developed, staffed and deployed a team of certificated and classified employees to provide **direct service to homeless children and youth and to ensure that their educational needs are met.** Three full time PPS-credentialed counselors serve homeless students in the middle and high schools while two classified Student Support Specialists serve the elementary schools. The Coordinated Advocacy and Resources for Education (CARE) team, in coordination with community-based organizations and the district's School Linked Services program, provides academic counseling; mental health services; food resources; school supplies; clothing, shoes and personal hygiene supplies; referrals to low- or no-cost medical, dental and vision services, links them with district services such as free school lunches and free school bus transportation; refers families to housing resources and provides city transit passes during the school year and summer.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD has state preschool programs at three school sites and a Migrant preschool program at two school sites. In addition, our district offers Transitional Kindergarten at some of

our elementary schools. All of these programs benefit our young students by helping them to be better prepared for Kindergarten and beyond. Preschool teachers across the district spend time collaborating on assessments and curriculum planning. The District plans a **Kindergarten Round Up event** each year to share orientation information and help families better prepare for their child to transition to Kindergarten. The Migrant preschool program includes a parent training component each week. Families spend time learning how to read, play and learn with their children with guidance from the teacher.

Our district hosts **parent education nights about high school and college readiness** in order to assist parents in supporting their child's future. We provide childcare to families in attendance and always have translation available. Our high school sites coordinate college readiness events for families, such as college financial aid guidance. Students in high school can take **AP and CTE courses** which can earn them college credits and advancement opportunities. Each high school plans **college and career fairs** along with participating in the **annual CTE Job Shadowing event** in the community.

There are five focus academy schools in our district that have themes in the areas of Math and Music, Environmental Science, STEAM, Health Science and Engineering. They create career pathways for students starting in the elementary grades and allow students to explore learning in specialized labs and with thematic classroom projects. The District continues to grow pathways between that span grades TK-12 and that includes the technology, STEAM and visual and performing art programs at our middle schools. When students transition to high school they will have experienced and explored a variety of fields of study and career pathways.

As our CTE programs become more comprehensive, our high school students have **increasing access to dual enrollment courses and articulated courses** through Gavilan Community College. Our district is partnering with Gavilan College to provide dual enrollment courses in Administration of Justice, Drone Technology and two levels of Early Childhood Education. In addition, we have an articulated Multimedia course with Gavilan College and an articulated Culinary course with Mission Valley Community College. CTE programs like Welding, are gaining **strong industry partnerships** with local manufacturers that are supporting **internships, job training and employment for students**.

Students, parents and staff in grades six through twelve have access to Naviance. **Naviance is an online platform that all students can access to explore colleges and careers.** The District leads information Naviance nights for parents to assist them with the online tools they can explore as a family with their student(s). High school students use Naviance to complete all college applications and scholarships. High school staff, including counselors, utilize Naviance to manage letters of recommendation and other college documents that students need. Teachers in middle and high school use Naviance curriculum during dedicated time in the school day, including career interest and strength surveys and inventories.

This year our **District expanded its partnership with the California Student Opportunity and Access Program (Cal-SOAP)** to include a Morgan Hill center located at one of our District's comprehensive high schools. The College and Career Center at Live Oak High School is open before school, during school and after school and staffed with advisors and office staff from Cal-SOAP as well as the high school counselors. Cal-SOAP Staff and Advisors provide additional help with college planning, college applications and financial aid assistance at all of the high schools in the District.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All third grade students are screened for GATE identification. Services for GATE students include classroom enrichment as well as before and after school programs. Each elementary school has a teacher who serves as the Enrichment Coordinator. They facilitate GATE testing, communicate with parents and ensure that GATE identified students have access to enrichment opportunities.

The LEA provides funding through the LCAP to enhance library services (action 1.4.4.d) with the procurement of digital databases. Student access is supported by providing **all students in grades 6-12 with one to one chromebook devices** and by providing class sets of chromebooks at lower grades (action 1.4.8.a). To ensure that students are mastering the skills necessary to effectively use technology as a tool for learning, the school staff has developed and the governing Board has approved a **K-12 technology scope and sequence**.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Morgan Hill Unified School District has extended its Multi Tiered System of Support philosophy to include teacher assistance in support of maximum teacher efficacy. In collaboration with the New Teacher Project (LCAP 1.1.1.b), the district maintains one of the premier teacher induction programs in the Bay Area and one of the few to provide full time in house coaching and mentoring for new teachers. Beyond assisting new teachers to clear their preliminary credentials and welcoming new teachers as part of the district team, the program helps to attract and hire high quality new teachers and provides effective training, vetting, and retention of high quality instructors. In addition to new teacher induction (LCAP 1.3.3.a), our Teacher Support Network (1.1.1.b, & 1.3.1a) also assists veteran teachers in keeping current with evolving standards and practices by working with peer master teacher mentors. To continue to stretch exemplary practice and promote teacher leadership, our teacher evaluation process allow for formal administrative review, as well as peer and project review to empower highly effective teachers in the design, implementation, and ownership of

innovative programs. New administrators also have a professional learning community team that works hand in hand with assistant superintendents.

The district also provides a comprehensive professional development program focusing on state frameworks, instructional shifts and the implementation of newly state board approved instructional materials (LCAP 1.3.4.a, 1.2.1.a, and 1.4.4.a). The district employs 5 district wide teachers on special assignment who assist in the integration of technology in support of the the implementation of the frameworks and instructional shifts. These expert practitioners are instrumental with constructing a MTSS to ensure that all students including English Learners and Students with Disabilities have the supports that they need to succeed in an inclusive classroom environment.

District wide professional development also includes social emotional training focusing on suicide prevention, healthy relationships, teaching through trauma strategies,

Finally, the district also provides a weekly collaboration period structured on the DuFour Professional Learning Community model which allows teacher to share planning and practices. To further refine the sharing of practice, all sites also have established classroom visits using the Instructional Rounds protocol.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding is prioritized using the MTSS philosophy to target programs and resources based on individual student needs. That said, the number of students in high need does vary by school site among our neighborhood schools. The baseline of tiered supports is defined in the district LCAP and the additional needs unique to each school are provided through the school plans or Single Plans for Student Achievement (funded based on the unduplicated count of high needs students by school site in action 1.6 of the LCAP).

District level support available through the LCAP includes: tiered staffing as provided in action 1.2, tiered professional development in action 1.3, tiered instructional programs in action 1.5, tiered parent engagement in action 2.1 and tiered student engagement and behavioral supports in action 3.2. This design facilitates transparency and monitoring of program effectiveness as well as the responsible use of support funding.

This structure allows us to monitor students based on need whether those be enrichment for gifted students, students needing academic support, students needing social emotional supports, or students needing guidance towards meeting graduation requirements and preparation for college and career.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Morgan Hill Unified School District has been pioneering a much wider use of data, including piloting new assessments, participating in research projects, and working closely with our County Office of Education and Consultants Northwest Evaluation Association and Schoolwise Press to further the meaningful analysis of school data. Our goal has been to isolate causal factors that affect student achievement and scale the allocation of resources to the relative effects of those factors. **We maintain a wide array of monitoring metrics in both our LCAP and School Plans (SPSA's) to assist in targeting needs, allocating resources, and evaluating program effectiveness.** Although we applaud the “California Way” as a more comprehensive accountability system, we have found the need for a wider array and more specific metrics to guide our work in the most strategic and effective manner possible. This work continues to be instrumental for informing the development as MTSS and our role as the knowledge development district for Santa Clara County. Moreover, it has provided great justification for addressing the “whole child,” with multi-tiered social emotional as well as academic supports. The evolution of our data practices is continuing with earnest during this innovative window in education; and in conjunction with our professional colleagues, we are developing, refining and sharing practice.

Data is regularly reported to our stakeholders including our employee groups, governing board, parents and the community. Disaggregated data is analysed to guide the responsible allocation of resources to ensure safe, productive learning environments with the best overall educator effectiveness.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

All school sites have teachers who have completed GLAD or Constructing Meaning training which both provide a wide assortment of instructional strategies to assist English Learners (ie. academic vocabulary, discussion starters, sentence frames, engagement strategies etc.). Each secondary school site has a Constructing Meaning Lead teacher that provides ongoing professional development and training for fidelity and sustainability. Each Constructing Meaning Lead assists the

District in leading cohort trainings for teachers each school year. The District also has teachers at elementary school sites who are GLAD Trainers and lead trainings for teachers.

Our district runs a summer school program for English Learners, Migrant students and Students with Disabilities. Prior to the start of summer school, staff receive training on working with diverse populations. Teachers for the English Learner program are given specific curriculum training. This year the theme will be the “A” in STEAM, the arts.

Each school site has an English Learner Facilitator that works to facilitate the success of all EL students on their campus. They assist the Community Liaison with ELPAC testing and parent communication. They maintain EL records and manage the reclassification and monitoring process. EL Facilitators meet monthly to collaborate and receive training in frameworks, ELPAC testing, best instructional practices for ELs and more.

There is an English Learner Teacher on Special Assignment for the district. This position manages many of the EL platforms (Rosetta Stone), curriculum, assessments and records monitoring. They also provide professional development to teachers on best practices and strategies for English Learners. As the EL TOSA they coordinate all EL professional development, including Constructing Meaning and the CM Lead Team.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We support supplemental online curriculum for immigrant students to core reading and academic language skills. Our district has a Migrant Education program that also serves immigrant students and their families. There is a team of staff, including a Migrant Education Teacher on Special Assignment, that work together to coordinate events like Saturday Academy, health screenings, educational excursions and summer school.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to the core ELA and ELD adopted curriculum, our **teachers have access to a variety of supplemental supports to assist our ELs with English proficiency.** Among those available to

teachers, we use Title III funds to provide Rosetta Stone licenses that assist newcomers with foundational English vocabulary and phonemic awareness.

Our district organizes a summer school program specifically designed to enhance the English proficiency of all EL students. The target audience is our newcomers, LTELs and other ELs with emerging English proficiency. We continue to track the progress of our LTELs and RFEP students through the EL monitoring process.

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

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Morgan Hill Unified School District provides ongoing professional development in support of English Language Learners and the Implementation of ELD programs. The Principals are supervised by the Assistant Superintendent of Educational Services. During evaluation meetings and visits, the progress, achievement and programs for English Learners are included specifically.

Here is an overview of the professional development provided this current school year:

--Tier 1: Provide implementation PD for newly State Board and district adopted ELA/ELD programs (McGraw Wonders at grades K-5 and McGraw Study Sync at grades 6-12) with a focus on content specific vocabulary development and writing throughout the curriculum.

--Tier 1: Provide instructional strategies professional development using Construction Meaning (EL Achieve) and GLAD (Guided Language Acquisition by Design).

--Tier 2: Provide extended day and extended year (summer school) training using Systematic ELD (EL Achieve).

--Tier 2-3: Provide professional development for the delivery of strategic and intensive intervention using LLI (leveled literacy intervention) as well as System 44 and Read 180.

In addition to program professional development, the effective implementation of programs is supported with district level teachers on special assignment, as well as new teacher induction and veteran teacher assistance mentors, and by monitoring and sharing practice through the instructional rounds and professional learning communities collaborative programs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MHUSD does not receive Title IV, Part A funds at this time, but will be applying on this year's CONAPP. If we receive funds, we will be focusing efforts on **supporting safe and healthy students**. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges. Support provided would be achieved through the District obtaining a partnership with a provider.