

District Name: Gilroy Unified School District CD Code: 43-98484

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 13, 2011, if your LEA received a September 2010 notice letter, or **within 120 days** of receiving a February 2011 notice letter documenting a change in status. The Plan Addendum should:

In January, 2011 the Gilroy Unified School District conducted a complete revision of the Local Education Agency Plan. As part of the revision, staff analyzed student performance and conducted a self-assessment utilizing the tools developed by the California Department of Education. The following is a summary of key actions; a more detailed description can be found in the complete LEAP.

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)																								
<p>API Goal – That all schools gain a minimum of 5 API points. District API Goal of 787 (from 777 2010 API)</p> <p>Graduation Rate Goal – 85% (from 84.3% in 2010)</p> <p>AYP Subgroup Goals – to meet Safe Harbor growth targets (approx 5-6% growth required):</p> <table border="1"> <thead> <tr> <th></th> <th>2011 ELA Safe Harbor Targets</th> <th>2011 Math Safe Harbor Targets</th> </tr> </thead> <tbody> <tr> <td>All GUSD</td> <td>59%</td> <td>62%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>51%</td> <td>57%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>48%</td> <td>55%</td> </tr> <tr> <td>English Learners</td> <td>42%</td> <td>54%</td> </tr> <tr> <td>Students with Disabilities</td> <td>38%</td> <td>37%</td> </tr> </tbody> </table>				2011 ELA Safe Harbor Targets	2011 Math Safe Harbor Targets	All GUSD	59%	62%	Hispanic or Latino	51%	57%	Socioeconomically Disadvantaged	48%	55%	English Learners	42%	54%	Students with Disabilities	38%	37%				
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Develop district K-8 benchmarks to monitor student progress 	District benchmark committee, Program Admin, Student Assessment Data Management Director, Curriculum and Instruction Aug 2010-June 2011	Sub release Benchmark copies	\$4,500 \$10,000	Title I Title I

<ul style="list-style-type: none"> Provide technology tools and on-going training to enhance instruction 	<p>Fall 2010</p> <p>Ed Services, site staff 2010-2012</p>	<p>Purchase of laptops, MOBIs</p> <p>sub release for professional development</p>	<p>\$376,000</p>	<p>Measure P funding</p> <p>Site funded</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District monitoring of instructional programs- Annual visits to all sites for monitoring implementation of Essential Program Components District analysis and monitoring student progress Implement site collaborative data analysis training for staff Special education- increased access to core <ul style="list-style-type: none"> On-going collaboration Integration of special education at secondary level Ensure that special education students have core textbooks and materials 	<p>Superintendent, Asst. Supt., Ed Services 2010-11/on-going annually</p> <p>Ed Services 3-4 times yearly per benchmark cycle beginning November 2010</p> <p>Ed Services, site principals 2-3 times yearly per benchmark cycle</p> <p>Director of Special Education, special education and regular education staff, site principals</p> <p>Director of Curriculum and Instruction</p>	<p>Meetings held during staff development day, grade level / department meetings</p>		

<ul style="list-style-type: none"> ▪ Student engagement professional development- elementary 	Ed Services, principals, Elementary Teachers			
<ul style="list-style-type: none"> ▪ Standards alignment 	Ed Services, principals, elementary teachers			
<ul style="list-style-type: none"> ▪ Constructing Meaning training for secondary 	Fall 2010 secondary staff, Teachers on Special Assignment	Sub release		Site funded

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

See Title III Action Plan

- b. **Title I Program Improvement Status Only:** Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

<p>Power School</p> <p><u>After School Programs:</u></p> <ul style="list-style-type: none"> Power School After School program provides academically aligned enrichment activities, and youth health and fitness sports services for approximately 1,000 Kindergarten – 8th grade students at 9 school sites. <p><u>Before School Programs:</u></p> <ul style="list-style-type: none"> Power School Before School program provides academically aligned tutoring and enrichment services for approximately 100 Kindergarten – 8th grade students at 5 school sites. <p><u>Summer Camp Programs:</u></p> <ul style="list-style-type: none"> Super Power Summer Camp provides academically aligned enrichment activities, and youth health and fitness sports services for approximately 550 1st - 8th grade students from 9 school sites. <p><u>Supplemental Education Services (SES):</u></p> <ul style="list-style-type: none"> SES provides tutoring for 1st – 8th grade students at 5 school sites. 	<p>After School program staff, administrators, contracted partners</p> <p>Teachers, After School Program staff</p> <p>After School Program staff, contracted partners</p> <p>Contracts with providers After School Program staff</p>	<p>Salaries & benefits, instructional materials, mileage, staff development, contracts</p> <p>salaries & benefits, instructional materials, staff development</p> <p>Salaries & benefits, instructional materials, staff development, contracts</p> <p>contracts with providers</p> <p>Salaries & benefits</p>	<p>\$ 1,221,008</p> <p>\$ 73,800</p> <p>\$ 185,663</p> <p>\$240,000</p> <p>\$19,000</p>	<p>ASES & 21st CCLC funds</p> <p>21st CCLC funds</p> <p>ASES, 21st CCLC, Packard Foundation funds</p> <p>Title I</p> <p>Title I</p>
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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Gilroy Unified School District
County District Code: 43-69484
Date of Local Governing Board Approval: May 5, 2011
District Superintendent: Dr. Deborah A. Flores
Address: 7810 Arroyo Circle City: Gilroy Zip Code: 95020
Phone: 408-847-2700 FAX: 408-842-1158 E-mail: kathleen.biermann@gusd.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

Deborah A. Flores Dr. Deborah A. Flores 5/12/11
Signature of Superintendent Printed Name of Superintendent Date

Rhoda Bress Rhoda Bress 5/12/11
Signature of Board President Printed Name of Board President Date

Lorena Tariba Lorena Tariba 5/13/11
Signature of Title III English Learner Coordinator/Director Printed Name of Title III English Learner Coordinator/Director Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.