

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

LEA name:

Gilroy Unified School District

CDS code:

4369480

Link to the LCAP:

(optional)

[Provide link.]

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 district primarily utilizes federal funds to supplement and enhance student literacy and social emotional needs through instructional support and comprehensive professional development of teachers. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day. Key features reflected in the LCAP include:

Districtwide Focus Groups:

- 1) English Learners
- 2) Low Socio-economic status
- 3) Foster Youth and McKinney Vento students

Actions and Supports:

- 1) Differentiated professional development focused on meeting academic and social/emotional needs
- 2) Literacy strategies focusing on language development for ELs
- 3) Supplemental resources to support and enhance the instructional program

We have integrated Title I, Title II, Title III currently into our 2019-20 LCAP and will also integrate Title IV as planning is completed. In order to provide the extra supports needed for our students who are not meeting grade level standards, the following strategies are supplementing our primary initiatives using federal funding.

Title I funds are distributed to sites based on the percentage of unduplicated socio-economic disadvantaged, English Learner, and Foster Youth students.

Socio-Economically disadvantaged students, which make up 55% of the 59% of Title I unduplicated students continue to have a significant achievement gap on the CAASPP ELA (36% gap) and Mathematics (31% gap) tests for students meeting or exceeding standard.

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.

Actions and Services provided to align the use of federal funds

In the Gilroy Unified School District, there is a coherent plan for instruction and supporting students to reach their full potential. The District's Board of education goals align with the Local Control and Accountability Plan. Strategic planning of all state, local, and federal resources begins with a comprehensive needs assessment in areas of the eight state priorities. From the needs assessment, the district researches and defines specific goals and assigns state and local resources where appropriate. Each individual School Plan is also directly aligned with these goals. Any activities designed for students must also closely align with the goals set by the District and supported by the sites. Once state and local funding resources are assigned and accounted for, federal funds are then used to supplement the unfunded activities or increase services using current guidelines and regulations for the use of supplemental federal funds.

Examples of actions and services

- 1) Professional Development and coaching
- 2) Sobrato Early Academic Language Model- SEAL
- 3) EL Specialist
- 4) Targeted intervention supports: Lexia, Rosetta Stone
- 5) Positive Behavioral Interventions and Supports (PBIS)
- 6) Literacy Facilitators
- 7) Non Academic Supports: Social and Emotional, Equity in the Classroom, and Trauma Informed Practices
- 8) School Linked Services and parent engagement

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
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1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>
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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.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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).

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.

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.

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.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gilroy Unified School District engaged in a process to determine if there are disparities that result in low-income and minority students being taught at higher levels than other students by ineffective, inexperienced, or out-of-field teachers.

The Assistant Superintendent of Human Resources and Educational Services staff conducted an analysis of the data for the last two years. From the analysis, the following conclusions were reached:

- 1) There were no teacher misassignments for the 2019-20 school year.
- 2) Our local analysis showed that the district average for inexperienced teachers in 19-20 was 10.0%, a slight decrease from 10.4% in 18-19. Of the 4 GUSD schools that have greater than 70% high needs students, 2 of the 4 have a higher percentage of inexperienced teachers than the district average. Two of eight elementary schools were above the district average for inexperienced teachers. Both of these schools have among the highest percentage of high needs students in the district. SVMS continues to have a disproportionately high number of inexperienced teachers, as compared to the other two middle schools. (updated Jan 2021)
- 3) Three of eight elementary schools are above the district average for inexperienced teachers. Two of these three schools have the highest percentage of high needs students in the district. SVMS continues to have a disproportionately high number of inexperienced teachers, as compared to the other two middle schools.

The Assistant Superintendent of Human Resources annually reviews the district data related to teacher credentials, inexperienced and ineffective teachers. For the 2019-20 school year, the district continued significant efforts to reduce inequities at high needs schools. These included:

- 1) Reducing the number of teachers hired by outside agencies for special education assignments and filling these positions with district hires
- 2) Hiring alumni of Gilroy Unified School District, thereby reducing the attrition rate. These teachers have ties to the community and the district. As a result of these hires, the turnover rate has been reduced at two of the high needs schools. This has created greater stability at these schools.

The District's annual stakeholder survey results indicated that stakeholders consider high quality teachers to be the highest priority for our district. The survey did not reveal concerns from individual schools regarding teacher quality; however, we plan to make minor adjustments to the survey to elicit specific input related to the issue of disparities that result in low-income or minority students being taught at higher rates than other students in the district.

Through this year's analysis process, the district has identified some positive trends related to teacher stability, rates of misassignment, and levels of experience. There are, however, areas to improve. Beginning in the 2019-20, the Department of Human Resources, in collaboration with Educational Services, engaged in an in-depth study to look at the systems of identification and the issues related to teacher disparities. We are continuing to address inaccuracies in the data, especially related to the number of inexperienced teachers. We will ensure that information in our student information system aligns with the data in our Analytics Human Resources system. In addition, the Assistant Superintendent of Human Resources will work with key stakeholders such as site principals and the Gilroy Teachers

Association to study the data, identify root causes, and adjust actions to address issues that are identified.

For schools where inequity might exist, the following is in place:

- 1) Priority candidate selection based on needs of the site for district-wide teacher candidate pools during recruitment season
- 2) Signing bonuses for Special Education to reduce agency contractors and substandard credential holders
- 3) Participation in Local Solutions Grant through County Office to provide teacher pipeline and professional training and support
- 4) Offer teachers free induction support through Center for Teacher Innovation to encourage further training and credential clearance.
- 5) This program also offers coaching and professional development support

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:

Gilroy Unified School District has a written policy for parent engagement. All Title 1 schools have a Parent Involvement policy jointly developed by the school and parents. School sites annually conduct a Title 1 parent meeting. At the meeting, site administrators review and update the plan, based on input from parents. Parent input is also elicited at district level committee meetings such as District English Learner Advisory Committee and the Migrant Parent Advisory Committee. All Title I schools have a Parent/School/Student compact that is available in English and Spanish.

Parents and guardians are their children's first and most influential teachers and sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Each school has a Parent Compact that is disseminated during parent/teacher conferences. It is also in the school handbook that outlines a variety of ways parents can get involved in their child's education and also get involved in decision

Parent education events are held throughout the school year at every campus. The District partners with the California Association for Bilingual Educators (CABE) to provide parent training and leadership through Project2Inspire. Another partnership with Project Cornerstone offers parent workshops and programs such as Los Dichos. Community agencies such as Community Solutions and Rebekah Children's Services provide parenting courses and resources for families. Parents are encouraged to get involved at all levels. Representative parent groups meet regularly throughout the year to provide a forum for consultation with the district on all matters.

School sites regularly communicate with parents about grade level standards, curriculum, parent conferences, grading, graduation and other requirements. Schools offer workshop to parents on how to assist their children to

be successful in school. Schools provide many venues to support communication between home and school, such as newsletters, website information, phone, email and text outreach, and School Site Council (SSC), Home and School Club, and ELAC meetings.

The District provides funding and support for leadership training and opportunities to parents. The District assists schools in implementing meaningful parent activities and schedules these activities and meetings at flexible times to respond to the needs of parents. Annually, school sites and the District evaluate the effectiveness of the activities.

The District reserves at least 1 % of funds to support parent engagement. Funds are also reserved at school sites and activities are outlined within the School Plan for Student Achievement.

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:

Federal funds in Gilroy Unified participating schools are funded through the state's Consolidated Application process. The District operates schoolwide Title I programs which are required to establish Site Councils to annually update a School Plan for Student Achievement for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. Annually, as part of the SPSA development process, sites conduct a comprehensive needs assessment to evaluate progress and adjust actions as needed. The School Plan includes supplemental services and resources to assist students in meeting grade-level standards. These school site expenditures are based on the priorities described in the Single Plan for Student Achievement and available funds. The supplemental services and resources are meant to support the achievement of the District's LCAP Goals:

- 1) Provide high quality instruction and 21st century learning opportunities to ensure college and career readiness
- 2) Provide equitable support for all learners
- 3) School culture and engagement
- 4) Ensure high quality teachers, paraeducators and classified staff
- 5) Ensure equitable and well maintained facilities (base funded)

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:

Federal and state laws mandate that all school districts identify homeless students annually. The GUSD conducts annual verification meetings to identify eligible homeless students and provide support services. The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness. In addition, the designated District Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

- 1) Immediate Enrollment.
- 2) Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment.
- 3) Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades.
- 4) Identification of all students experiencing homelessness.
- 5) Awareness and training for school site staff on support to be provided to students and parents in transition.
- 6) Transportation assistance to school of origin.
- 7) Assist with the identification of students who may be eligible for the state AB 1806 graduation exception.

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:

Services provided to facilitate effective transitions include:

- 1) Participation of preschool teachers in Sobrato Early Academic Language training to provide consistent approach to early language and literacy
- 2) Sharing of academic data such as the Developmental Profile of Desired Results
- 3) Parent and student orientations for entering middle school and entering high school students and families
- 4) Meetings between middle school staff and counselors and high school academic coordinators for students who may need extra support, particularly English learner students

Each high school hosts a welcome/orientation night in February to explain to all incoming 9th grade students and parents the scheduling process, opportunities available for students in high school and the graduation requirements. The incoming 9th grade students are also invited to an orientation day in August prior to the first day of school. That day is led by current high school students where the incoming 9th graders get their class schedules, find their classes, get to know new students and ask questions of their peers. Throughout the four years of high school, students are working toward the transition to postsecondary. The counselors use California Colleges to assist students in planning and setting postsecondary goals. California Colleges is also accessible to students starting at the middle school level.

Each year the students focus on a different aspect of preparing for life after high school graduation. The high school counselors also offer FAFSA workshops during the school day and in the evenings for students and parents. Students are encouraged to complete FAFSA by putting their names in a drawing for prizes. While in high school, students have the opportunity to take college level course work through the District's articulation with Gavilan College. Each high school hosts a college course held at the end of the regular school day. Courses currently offered are Psychology and Criminal Justice. High school students are also encouraged to expand their learning by taking courses at the college level. Gilroy Unified School District also partners with Gavilan College to host an Early College Academy where students can simultaneously earn a high school diploma and an Associates Degree.

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:

The District has a process for identifying gifted and talented students. The District is exploring ways to provide additional services for students at their respective schools. The District has begun offering coding classes and STEAM activities to students at the elementary level.

Digital literacy is embedded in the District's core curriculum and training is provided to staff and students.

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Investing in Gilroy Unified staff is a significant priority for the District. Professional development supports teachers and staff to provide high quality instructional and meaningful learning opportunities for students. Actions related to professional growth are embedded within the District's LCAP and site School Plans.

To address the academic needs of students, the District has provide annual professional development on the adopted core curriculum materials. Support for English learners is an ongoing area of focus for staff training and coaching. This focus includes implementation of designated and integrated English Language Development standards for all levels and the Sobrato Early Academic Language (SEAL) model at the elementary level. Over the last two years, teachers and administrators have received training on the Next Generation Science Standards. Additionally, staff has received professional development in 21st century learning, including the integration of technology, student century learning and integrated lesson design. These focus areas will continue for the next school year.

The GUSD provides professional growth and improvement by hiring instructional coaches in targeted areas for continued growth. Current Academic coaches target literacy and English Learners. The coaches provide one to one support for teachers, and professional development sessions. Academic Coaches and Instructional Specialists are experienced teachers who serve as professional coaches and as a resource for all elementary teachers in the GUSD. The Academic Coach and Instructional Specialists role is to provide individualized on-going professional development in order to support student learning in the district.

To support teachers with meeting students' diverse needs, the District has planned training on differentiation, diversity and equity within classroom ,and strategies for effective intervention and enrichment.

An additional strand within each professional development day addresses the social emotional needs of students. Topics include systems for creating a positive classroom environment, trauma informed care, and de-escalation strategies. The District also offers continuing professional development in PBIS and Restorative Justice. The District provides training to administrators on topics related to LCAP focus areas. New administrators receive coaching and support to assist them in their role as leaders. Teachers who are new to the profession receive induction support through an agreement with Riverside County Office of Education.

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:

Funds will be prioritized to:

- 1) Support implementation of the Next Generation Science Standards
- 2) Support effective integration of technology, STEAM activities, and 21st century and student centered learning at all levels

- 3) Support professional development in the area of social emotional learning and responding to the non-academic needs of students
- 4) Support retention and recruitment of high quality staff

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 District engages in an annual evaluation of the activities provided and considers factors such as:

- 1) Stakeholder feedback obtained through surveys
- 2) Student performance data, including state and local metrics
- 3) Information and input highlighted through the LCAP annual review and development process
- 4) Research regarding effective instructional practices
- 5) Information gained from the district staff development committee
- 6) Addressing state content standards and compliance requirements

The District annually convenes staff development committee meetings with Gilroy Teachers Association (GTA) to discuss the evaluation of the current year professional development and the proposed plans for the upcoming school year.

The District also works collaboratively with GTA to design the LCAP survey, facilitate the stakeholder engagement process, and analyze results.

District Educational Services staff reviews benchmark and summative data throughout the year to evaluate progress and plan next steps.

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 includes professional development to support the needs of English learners in the yearly professional development plan. Professional development takes place during staff development days, early release days, during staff meetings, and with attendance at workshops.

Professional development has focused on how to effectively implement ELD standards in conjunction with content standards. Administrators and teachers have received on-going training. ELD teachers at secondary level receive training in using supplementary materials to support the curriculum.

Secondary EL specialists provide training and coaching to all teachers in English Language Development, academic language instruction, and how to address the needs of English learner students in their classrooms.

Secondary specialists receive training through the Santa Clara County Office of Education.

Elementary professional development includes designated and integrated ELD, lesson design and ongoing assessment of students' growth in language proficiency.

Sobrato Early Academic Language is implemented at five elementary schools in grades TK-3 and in all state preschool classrooms.

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:

The District conducts outreach to include immigrant students in supplementary programs and activities that provide additional language-rich, engaging and relevant learning experiences. This includes opportunities such as STEAM day which are specifically targeted to migrant students.

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:

Effective programs and activities provided to help English learner students increase their language proficiency and meet state academic standards include:

- 1) Training to support student collaborative conversations and discourse
- 2) Sobrato Early Academic Language implementation
- 3) Additional support for newcomers with Rosetta Stone
- 4) Training for dual immersion teachers to provide effective primary language instruction
- 5) Facilitated ELD lesson planning

- 6) Regular professional development and coaching for all teachers to support designated and integrated ELD instruction in for all teachers
- 7) Activities to engage and support parents of English learners and their children

The Gilroy Unified School District supports English learner students' access the Core standards through the GUSD ELA adopted curriculum, Saturday Academies, Support and Enrichment blocks incorporated in class schedules, before and after school intervention classes and differentiated instructional practices. In addition, data analysis and monitoring practices inform instructional decisions and supports for ELs. Academic Coaches, Literacy Facilitators, and Instructional Specialists provide teachers with support and supplemental instructional resources to assist with the delivery of high quality designated and integrated ELD lessons.

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 District provides oversight of English learner progress in language proficiency as well as academic achievement. Site administrators, EL designees, and Instructional Specialists monitor and analyze EL student results on ELPAC, district benchmarks, classroom assessments, and CAASPP. The District's LCAP and site School Plans contain specific goals related to English learner progress. These goals relate to academic achievement on CAASPP, ELPAC results, reclassification rates and decreasing the number of long term English learners and those at risk of becoming long term ELs. District staff analyze district-wide data and conduct an evaluation of the EL Program. The District plans to incorporate multiple sources of data in a centralized system in order to systematically monitor and track student progress, specifically for targeted student groups.

Site principals conduct walk through classroom visits using an observation tool with specific EL strategies.

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:

Title IV funds will be utilized to support a well-rounded education program with school based enrichment programs. The programs include enrichment activities such as STEAM for elementary and middle school students after school or within the school day.

To support safe and healthy students, supplemental support services will be offered for students such as counseling and student support groups, and leadership training and opportunities for students. In addition the Gilroy Unified School District will provide social and emotional training for teachers, support staff, and administrators. Positive Behavioral Interventions and Supports (PBIS) framework will be enhanced to establish a proactive system that promotes positive behaviors and school safety.

To support the effective use of technology in school, the GUSD will continue to partner with agencies such as Tech Academy, Silicon Valley Community Foundation, and iSchool Initiative to implement innovative programs designed to create engaging, problem-based student learning. These organizations provide training and leadership opportunities for staff to effectively implement and guide the programs. The programs support the District's vision and LCAP goals related to 21st century learning and preparation for college and careers.