Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Gilroy Unified School District is located in the southernmost region of Santa Clara County. Although the student population has grown from 8,448 in 1993-1994 to more than 11,000 K - 12 students over the past two decades, the district is now experiencing declining enrollment. As of March 2021, the district showed a decline of 250 students for the 2020-21 school year. The two major ethnic student groups are Hispanic (69%) and White (18%). The District now consists of seven elementary schools, three middle schools, two comprehensive high schools, one continuation high school, one college prep academy and one adult ed program. We also offer preschool at three sites in the District.

The surrounding Gilroy community has experienced growth in housing and industry. Known for its garlic fields, the agricultural areas that surround Gilroy provide a diverse array of agribusiness opportunities for its occupants. The town has also become home to commuters to Silicon Valley and the greater bay area. The district is currently one of the largest employers in the city of Gilroy. Although there has been significant residential development, families with young children have not occupied those homes. The cost of homes in the area have led to an increase in the homeless population and multiple families occupying single family residences.

The funding generated through the LCFF is dedicated to improve the learning outcomes for all students. The Gilroy Unified School District LCAP is focused on the uses of funds and the actions and services dedicated to English learners, socio-economic disadvantaged students and foster youth. In addition to the base grant, districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive a "supplemental grant." Gilroy Unified School District has 59% of our students in one of those three categories and therefore also receives a "concentration grant."

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

GREATEST PROGRESS:
The Pandemic required all personnel in the district to shift priorities and focus our time and resources into both distance learning and a reopening plan. One time funding was used to:
- Provide personal protective equipment (PPE) at all district run facilities
- Purchase Zoom for classroom instruction
- Update all HVAC systems at district run facilities
- Attendance was purchased in order to gather standardized data at the elementary level.
- District PLCs were re-established to create formative assessments, review data and adjust curriculum to meet the needs of the students.
- The daily schedules were adjusted at each level in order to provide direct instruction as well as individualized support in the distance learning format.

On the 2019 California Dashboard, the district saw successes in the following areas:
- Increase in students college/career ready by 6.4% (to 52.6%)
- Increase in overall graduate rate by 1.7% (to 92%)
- Decline in overall suspension rate by 0.5% (to 5%)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Greatest Needs

Due to the Pandemic, our students have remained in distance learning for over a year. The socio-economic divide came to the forefront as many of our families did not have the technology needed to participate in distance learning. The District provided Chromebooks and hotspots to all families in need of technology and opened access centers for any student needing technology support to access their classes. The greatest needs to be addressed in the new plan are learning loss and social emotional well-being.

- Increase in the F rate at the high school level
- English Learner progress remains low based upon ELPAC and reclassification rates
- 2019 CA Dashboard -- Overall Orange category in Chronic Absenteeism, English Language Arts and Mathematics

On the 2019 California Dashboard the district identified the following performance gaps areas of need:
- While there was an increase in the overall graduation rate, the rate for English Learners declined by 7%, to 71.6%
- While there was an overall decline in the suspension rate, the rate for foster youth increased by 3.9%

- While there was an overall increase in students prepared for college/career, the rate for English Learners declined by 4.8% to 11.4% prepared

Next Steps
The district developed new actions to directly address the issue learning loss. Much of the one time money received will address learning loss and credit recovery as seen in the actions listed in goal 2.
For support of English Learners, we are continuing to prioritize professional development in the implementation of ELA/ELD (Goal 2)
With the socio-economically disadvantaged student population making up over 50% of the GUSD student body, many key actions are formulated to support their literacy, academic success and engagement - Ongoing Coaching and Support for teachers (Goal 1) literacy training for small group instruction, (Goal 2) Align school climate goals with LCAP (Goal 3)
The district continues to implement an individualized learning academy called "Envision Academy" to directly support 9th and 10th graders that are not experiencing success in the regular comprehensive high school program (Goal 2).
Re-establish a multi-tiered systems of support (MTSS) (Goal 3)
Continue to support positive school climate and attendance efforts (Goal 3)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Provide high quality instruction and 21st Century learning opportunities to ensure College & Career Readiness
- Develop and support a comprehensive professional development plan for district staff
- Provide ongoing coaching and support to classroom teachers
- Continue use of observational tools to measure classroom practices
- Provide Common Core State Standards (CCSS) training

Goal 2: Ensure Equitable Access and Inclusion
- Continue to support training for staff and administrators on equity and cultural proficiency
- Expand professional development on diversity, equity and maintaining a healthy school climate at designated schools
- Provide explicit language acquisition instructional methods through SEAL and BeGlad to support English Learners
- Provide equitable resources
- Create a sustainable system of data analysis and support
- Provide interventions both during the school day and outside of the school day for students

Goal 3: Promote a Positive School Climate/Culture programs
- Implement the MTSS model to integrate the school climate improvement plans
- Continue to mainstream attendance intervention processes: SARB, SART, and intervention opportunity and mediation

- Continue to partner with community based agencies to promote best practices related to attendance and engagement
- Provide parent leadership, advocacy, and involvement opportunities
- Continue to provide training to school sites in equity, diversity, differentiation and healthy school climate.

Goal 4: Basic Services
- Provide standards aligned textbooks to all students
- Ensure the hiring, training and retention of highly qualified staff
- Ensure equitable and well maintained facilities

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

All schools statewide are part of California's continuous general support and improvement process. All schools will address areas of need according to the improvement model in their School Plans for Student Achievement.

South Valley Middle School is identified for: All Student: Red: Chronic Absenteeism; Orange: Suspension Rate, English Language Arts and Mathematics.
Solorsano Middle School is identified for: Orange performance level schoolwide for all four indicators: Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Supports include facilitated meetings with the South Valley Leadership team which include training and support on data analysis and root cause analysis. Each meeting focuses on identifying the root causes affecting chronic absenteeism, suspension rate, English Language Arts and Mathematics. Causal areas to be addressed in the Single Plan for Student Achievement are:
School site consistency: establish with stakeholders (students, staff and parents) school site expectations.
Student-teacher relationships: improve teacher-student relationships by 80% as measured by student and teacher feedback, increase in attendance, and decrease in referrals.
Academics: re-establish PLCs for each core academic area focusing on data analysis and root cause analysis
CSI funding will support plan implementation with a specific focus on staff training on PLCs, data analysis, root cause analysis and student progress monitoring

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA will provide monthly support at site leadership meetings to provide data, assist with data analysis and creating a system for student progress monitoring as evidenced by leadership team minutes.
The LEA will provide targeted support to continue the PBIS process with clear and consistent processes at the site as evidenced by a reduction of 5% of discipline referrals.
The LEA will help implement Benchmark assessments to help provide formative data to academic content areas as evidenced by a 10% increase in standardized test scores
The LEA will create a process for Multi-tiered System of Support at both the district and site level as evidenced by a communicated process distributed to the sites.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

2020-2021 Stakeholder Involvement

The Gilroy Unified School District (GUSD) used multiple channels, outreach strategies, and venues to engage with a diverse array of community stakeholders across the District. Using the cycle of inquiry process, the actions, data and analysis are continuously shared at Board meetings as quarterly updates on progress. Gilroy Unified School District Educational Service team developed surveys that highlighted the main LCAP goals. Trainings were provided to site administrators on how to support presenting the data to staff, parents and school site groups such as ELAC and School Site Council.

To engage stakeholders in this year's revision, meetings were scheduled during the months of April and May for the following groups/committees: District English Learner Advisory Committee (DELAC) April 27 and May 18, 2021, and Superintendent/Parent Advisory Committee (SPAC). on May 10, 2021. Principal meetings were held during April and May, and school site meetings took place during the same period. These meetings included staff meetings, during which all staff had opportunities to provide input. An LCAP overview Powerpoint presentation, was delivered to each stakeholder group. The Powerpoint provided all stakeholders provided a springboard for discussions to address other specific needs that emerged both at the site and district level. Attendees to stakeholder meetings were asked to provide suggestions and refinements of current goals and actions to reflect needs.

The bargaining units (Gilroy Teachers Association, California Service Employees Association and Gilroy Federation of Para-Educators) used their regularly scheduled meetings in April and May to review the LCAP and ask all members in their units to complete the LCAP survey. The feedback is encapsulated in the data provided in the feedback by stakeholder groups.

SELPA worked with our district's LCAP team and Santa Clara County Office of Education's (SCCOE's) District LCAP Advisory Services Department to fulfill the requirements of Assembly Bill 1808 specific to consultation with the SELPA administrator prior to consideration of the LCAP by the local board. The SELPA provided resources related to the Special Education Plan (SEP) and examples of high-leverage practices for students with disabilities aligned to the district's needs. SELPA consultation helped to ensure that the needs of students with disabilities are considered and that this required consultation is documented within the LCAP. Consultation took place during May 2021 and the meeting occurred between district, SELPA and SCCOE staff on June 14, 2021.

Staff presented the LCAP and LCP annual update to the Board on May 6, 2021 and a draft LCAP on May 20. The public hearing was held on May 20, 2021. Request for the Board to adopt the LCAP is scheduled for June 10, 2021.

The process provided members of the GUSD community the opportunity to better understand the goals and actions included in the LCAP. The stakeholder feedback provided crucial information as to how well we are meeting our goals. Based upon their feedback from actions currently in place, the LCAP goals and actions were either continued, modified, or removed in the 2021-2022 plan. The following are major trends from the stakeholder input sessions and surveys:

Goal 1:
70% of students agree that GUSD is preparing students to be college and career ready
60% of certificated staff believe that students understand the pathways leading to a career (college, trade school, military, workplace)
60% of students agree their teachers make the concepts they are learning relevant to their life and the world around them.
72% of parents believe that their child is prepared for the next grade level

Goal 2:
88% of students agree they are provided opportunities for extra help and support to improve their academic skills
79% of student agree they are provided opportunities for enrichment to improve academic skills
62% of staff agree that GUSD has supported them in meeting the needs of English Learners
53% of staff agree that GUSD has supported them in meeting the needs of students with special needs
53% of staff agree that GUSD has provided training to assist them in better meeting the needs of students who are performing below grade level
70% of parents agree that GUSD offers sufficient enrichment and intervention support.

Goal 3:
87% of staff agree that there is a positive climate at their school
90% of students agree their parents feel welcome at their school
60% of parents agree that they feel welcome at their child's school
80% of parents agree their child's school communicates with families in multiple ways
85% of students agree they feel safe at school
96% of parents feel their child's school offers options for engagement (volunteering, activities)

Goal 1
Increase student education about preparation for careers and college
Increase and update technology in the classroom

Goal 2
Decrease class size
Provide additional intervention/tutoring
Address learning gaps with a supportive approach
Continue with SEAL/GLAD/EL training
Provide PD for interventions and SPED modifications and accommodations

Goal 3
Provide engaging activities for students
Welcome and re-engage parents
SEL curriculum
Mental health support

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Much of this year's feedback centered around students' and families experiences during the 20-21 school year and their concerns upon return to school. Many students and families expressed the need for social emotional support and reestablishing social connections. A common theme was the necessity of providing additional academic support. Additional input was the request for updated technology. Based on stakeholder feedback, LCAP actions address additional mental health services, social emotional curriculum and training, and continued opportunities to help students connect to each other and their schools. Also included in the LCAP is the purchase of updated technology as well as teacher support to utilize the technology. Survey data supported the need to continue with current LCAP actions of helping students be prepared for college and career, addressing achievement gaps, continued focus on the needs of English learners and students with IEPs, and creating a safe and healthy school environment.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality instruction and 21st Century learning opportunities to ensure College & Career Readiness

An explanation of why the LEA has developed this goal.

High quality instruction is the core of any academic program. Current data shows a need to expand opportunities for professional development, increase the level of academic achievement by supporting students and staff, expand offerings for all students and increase students' 21st Century skills to ensure College and Career Readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	51.5% Met/Exceeded (2019)				58%
CAASPP Math	44% Met/Exceeded (2019)				50%
UC/CSU A-G Ready	51% (2020)				60%
Bright Bytes Collaboration	64% (2018-19)				70%
Bright Bytes Communication	18% (2018-19)				25%
Bright Bytes Critical Thinking	45% (2018-19)				50%
Healthy Kids -- Adults w/High Expectations (Very true/Pretty much true)	69% (2017-18)				85%
Observation Tool Usage	Quarterly 50%				Monthly 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce SWD students on Certificate of Completion pathway (or Increase SWD graduation rate)	77.9% (SWD 5-year cohort graduation rate)				86%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Develop and support effective instruction	Continue use of observational tools to measure classroom practices. Trend data will be analyzed and shared during APS visits. • Site leaders conduct walkthroughs at least once per quarter • Support site leaders in analysis and use of data regarding classroom practices Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources	$120,000.00	No
2	1.2 Provide common core state standards (CCSS) training	Support the effective implementation of standards and practices for all subject areas • With the newly adopted material, teacher teams will be created to update curriculum maps and course outlines which will include strategies, supplemental materials and assessments. • Provide ongoing professional development and coaching for newly adopted curriculum. • Math (6-8) Continue partnership with SVMI to support the implementation of math practices • SPED (9-12) With the newly adopted course for special education at the high school level, curriculum maps and	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		course outlines which will include strategies, supplemental materials and assessments will be written. • Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs		
3	1.3 Prepare students for college and career opportunities	The use of California Colleges will expand to include designated curriculum to be used at each grade level as will be evidenced by student usage reports within the system. Continue opportunities to expose students to careers through work-based learning • Continue to collaborate with Santa Clara Office of Education with Earn and Learn, Pilot City and Flex Factor • Continue in-house career opportunities such as Rock the Mock and Career Fairs Cal-SOAP services will be reevaluated and revised during the 2021-2022 year based upon the determination of the State of how funding will be allocated. Middle school students will participate in a minimum of three assignments on the California Colleges website that will engage them in goal setting and backwards planning preparing them for career and college readiness.	$15,000.00	No
4	1.4 Support students in mastering 21st century skills of collaboration,	Technology Hardware/Software • Increase the number of digital devices to meet the needs of all students in the use of learning management applications,	$3,650,000.00	No

Action #	Title	Description	Total Funds	Contributing
	communication, critical thinking, and creativity	instructional resources and online materials necessary to supplement the core curriculum • Provide digital learning displays and classroom instructional technology for all secondary classrooms • Continue to provide digital learning software including instructional resources and materials to supplement core curriculum for all students. • Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually. STEAM • Provide professional development focused on instructional technology, implementation of newly adopted NGSS-aligned science curriculum, and STEAM (Science, Technology, Engineering, Arts, and Math) integrated units of study • Continue to partner with The Tech Interactive to foster STEAM teacher leaders in the areas of Software and Mechanical Engineering		
5	1.5 Provide professional development to assist all staff in meeting the needs of targeted populations	Plan professional development in alignment with • LCAP goals • 20-21 data analysis with emphasis on targeted student populations • Stakeholder input Develop and support a comprehensive professional development plan for district staff • Provide multiple pathways for differentiated professional development • Provide SEL and Trauma Informed Care strand for Staff Development and afterschool trainings	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development via SCCOE and outside consultants • Provide site and district leadership with professional development in alignment with LCAP goals and site needs Continue providing professional development for Power School After School and Summer Learning Program staff based on feedback from Continuous Quality Improvement Process, including observational tool.		
6	1.6 Provide ongoing coaching to classroom teachers to support differentiation within the classroom setting.	Provide ongoing coaching and support to classroom teachers to meet the needs of targeted student populations • Continue support through Academic Coaches/Instructional Specialists • Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area with a specific focus on language acquisition and development, trauma informed care and literacy development. • Provide intensive coaching for reading intervention Professional Development • Provide professional development to all teachers to promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills • Hire Instructional Technology Coaches at the secondary level to provide professional learning and support for newly purchased classroom equipment	$845,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	1.7 Provide professional development on the needs of students with IEPs	Create a comprehensive staff development plan for all staff in order to support the needs of students with IEPs. • Use job-alike meetings in Special Education to determine professional development needs by department, grade level and specializations.	$71,500.00	No
8	1.8 Expand the Virtual Learning Academies as an Independent Study option for students	Continue and improve Virtual Learning Academies for both elementary and secondary students as an option to in person learning.	$46,000.00	No
9	1.9 Expand Career Technical Education pathways	Provide Career Technical Education (CTE) program and pathway support • Continue to audit the recruitment and retention of students in all specialized programs at the high school level. • Continue to utilizing funds and direction from the CTE Incentive Grant and Perkins Grant • Continue to develop Career and Technical Student Organization development • Continue Pathways to Community College with secondary teacher to post-secondary teacher collaboration and cooperation • Acquiring industry mentors through the K-12 SWP (Strong Workforce Program) grant in collaboration with Santa Clara Office of Education • Expand the CTE learning opportunities in middle school such Arts/Media/Entertainment sector	$40,000.00	No
10	1.10 Provide site specific support to	• Provide supplemental materials to support students in grade level classes.	$425,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	address the needs of targeted populations	• Acquire technology and tools to assist teachers in providing individualized lessons to support academic growth.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide equitable support for all learners

An explanation of why the LEA has developed this goal.
There is currently a disproportionality of academic outcomes for students in our targeted subgroups. The goals are aimed to provide supports and services that will assist all students but especially Foster Youth, Migrant, Socio-economic disadvantaged students and English learners the ability to achieve the highest level of academic success possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA % Met/Exceeded	51.5% (2019)				59%
CAASPP Math % Met/Exceeded	44% (2019)				60%
UC/CSU A-G Ready	51% (2020)				60%
% Ready/Cond -- EAP in ELA (Juniors) - 65%	62% (2019)				65%
% Ready/Cond -- EAP in Math (Juniors) - 65%	35% (2019)				41%
% of Sophomores Passing Math II or higher	76% (2019-20) (70% in 20-21)				82%
Advanced Placement Score 3 or better	44% (2019) (57% for Remote administration and modified assessments in 2020)				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading mid-year 2nd-5th	47.6% (2020-21)				54%
Math Benchmarks mid-year (Grades 1-5)	56% (2020-21)				62%
Math Benchmarks mid-year (Grades 6-8)	52% (2020-21)				58%
% of EL students making progress as measured by the ELPAC	43.6% (2019)				55%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure equitable access and inclusion	Remove barriers for historically underserved students in the following manner: • Continue to support training for staff and administrators on equity and cultural proficiency • Expand professional development opportunities on diversity, equity and maintaining a healthy school climate, working in partnership with GUSD Equity Committee and Santa Clara Office of Education Equity and Diversity Programs • Provide explicit language acquisition instructional methods through SEAL and BeGlad to support English Learners • Provide training and support to teachers in providing designated and integrated ELD • Provide resources for staff to include culturally relevant pedagogy into the school framework from academics to activities • Provide resources for staff on how to maintain Ed Code requirements of inclusivity for all marginalized groups including but not limited to LGBTQ youth	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Link services and resources for Foster Youth, McKinney Vento, Migrant Education Program, and Socio-economic disadvantaged students • Remove barriers for students with an IEP so that they have full access to general education courses		
2	2.2 Provide equitable resources and support for targeted student groups	• Support before/after school intervention • Provide students with targeted systematic reading intervention (Sonday and Fountas and Pinell) Targeted academic Intervention groups will continue based on a tiered system of support Continue to offer the following services specifically targeted for Foster Youth, McKinney-Vento and Migrant students: • Tutoring • Collaboration between Santa Clara County (SCC) Department of Family and Children's Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons, Bill Wilson Center • Post-Secondary Transition: implement a process for Foster Youth post-secondary transition • Mentoring/Counseling: implement a process for mentoring and counseling services • Collaboration with DFCS to provide transportation services when this becomes a barrier to students' education • Transportation • Provide access to meals to all low-income students, regardless of FRMP application completion • Specific subgroups Migrant Education Program, Foster Youth, McKinney Vento) will be monitored and linked to intervention services • Migrant Education students will attend intervention classes during the regular school year and summer school to support academic gaps due to school interruptions	$310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure continued priority enrollment in the after school program, Power School and Super Power Summer Camp for targeted traditionally underserved students • Continue to provide Power School Before School Intervention at targeted schools • Provide transportation for summer camp programs to ensure participation		
3	2.3 Ensure high performance standards for all students	Focus on continued academic growth for all students including our targeted subgroups and students with IEPs Strong foundational instructional reading components will be explicitly taught by classroom teachers • Use concrete learning targets to measure progress • Identify students not making progress and provide targeted support in each classroom • Use Literacy Facilitators to support/guide teachers in implementation/literacy assessment and instruction Teachers will continue to be supported in implementation K-5 ELA curriculum that includes topics in science and social studies to ensures all K-5 students have equitable access to all core subject areas Continue collaboration and articulation between elementary and preschool Support students to Complete A-G Requirements by conducting annual A-G audit to maximize course offerings and completion rates: • Identify barriers for A-G completion and create a plan to reduce barriers	$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Review and modifying curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students • Continue to offer a standardized assessment such as the PSAT • Continue the Envision Academy for academically at-risk students. • Continue the articulation scope and sequence for core subject areas grades 6-12 Continue to implement actions to provide a comprehensive course of study for secondary students. • Review student transcripts for progress towards graduation • Ensure adequate materials/college textbooks for all students • Maintain smaller core content class sizes for English Learners • Disaggregate data to improve access to all programs for all students with a particular emphasis on students with an IEP. Maintain compliance with PE requirements as evidenced by site daily schedules Make available acceleration opportunities for students by utilizing the principles of Depth and Complexity to increase critical thinking skills		
4	2.4 Create a sustainable system of data analysis and support	Systematically monitor data at sites and District level: • Establish goals and measures consistently • Assess students academic achievement regularly • Ensure common assessments are implemented • Ensure all grade levels/departments administer and analyze a minimum of two common formative assessments • Provide friendly data platforms that will be accessible to sites to regularly disaggregate and analyze data systematically • Ensure effective PLCs by providing training and ongoing support to staff and leadership	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Sites will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs to align with PBIS/MTSS model with an emphasis on targeted groups such as EL, low socio-economic ,foster youth, migrant, and students with IEPs. District team will meet regularly to review District trends and support sites in using data to effectively meet the needs of students Sites will participate in Professional Learning Communities (PLCs) 1-2 times per month at each site		
5	2.5 Provide models of classroom practices at all levels to support English Learners.	Provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. EL Specialists, Coaches and Instructional Specialists will facilitate peer observations. An Intervention/Enrichment Coordinator, intervention teachers and Instructional Specialists will continue to support sites to: • Assist teachers in effectively planning and implementing in-class intervention and differentiation • Review /evaluate intervention models EL Specialists, Coaches and Instructional Specialists will facilitate peer observations.	$290,000.00	Yes
6	2.6 Provide targeted language and literacy support to students during the school day.	Provide intervention teachers at elementary sites as part of a coordinated system of support Continue Enrichment and Support Specialists to assist with differentiation strategies at all middle schools	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	2.7 Expand upon options for students to achieve grade level standards	• Expand upon summer school at a basic level in order to provide credit recovery for students in grades 11 and 12 to support an on-time graduation rate. • Provide an online learning option for credit recovery as a 0/7 period for students • Establish an elementary and middle school program to support students in reaching grade level standards with a particular emphasis on literacy and language acquisition for English Learners.	$1,220,000.00	Yes
8	2.8 Provide site specific support to address the needs of targeted populations	Sites will receive funding based upon enrollment numbers for targeted student groups. • Support the implementation of the Single Plan for Student Achievement (SPSA) at each site. • Provide literacy facilitators, assessment para-professionals and other support staff to assist in monitoring and assessing targeted students.	$1,200,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Ensure positive school culture and increased engagement

An explanation of why the LEA has developed this goal.

Distance Learning has exacerbated social-emotional and engagement needs of students and families, which has been identified through student/parent survey responses at the beginning of the 2020-2021 school year. Particularly significant were the requests for counseling for anxiety and depression, lack of motivation and/or academic engagement, and support for students with high and chronic absenteeism and their families. There is a disproportionate number of students with chronic absenteeism, disciplinary incidents and mental health related issues within the following subgroups: English Learners, Socio-economic disadvantaged, Foster Youth and Students with IEPs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	12.7% (2018-19)				9%
Attendance Rate	95.3% (2018-19)				96%
4-year Cohort Dropout Rate	6.6% (2019-20)				4%
4-year Cohort Graduation Rate	86.6% (2019-20)				over 90%
Middle School Dropout Rate	0.4% (2019-20)				0%
Suspension Rate	4.0% (2019-20)				2%
Special Ed Suspension Rate	7.3% (2019-20)				4%
Expulsion Rate	0.14% (2019-20)				less than 0.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HKS Caring relationships: Adults in School (Agree/Strongly Agree)	60% (17-18)				75%
HKS School Connectedness (Agree/Strongly Agree)	57% (17-18)				75%
PBIS Implementation - % of sites implementing PBIS	21% with fidelity (2020-2021) 43% partially (2020-2021)				100% of sites will be implementing PBIS with fidelity.
Parent Engagement	School Linked Services, Neighborhood Safety Unit & other district family engagement workshops/series -- 17 offered				50 workshops and series offered

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Promote a positive school climate and culture	The District in collaboration with Community agencies will develop a comprehensive districtwide plan to address the "whole "child including not only academic but mental health and overall well being. This will include: • Implementation the MTSS model to integrate the school climate improvement plans • Multi-service team meetings • Multiple tiers of instruction and intervention	$148,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• PBIS systems at every site • Restorative justice • Trauma informed practices • Implementation of new social-emotional curriculum and establishment of programs • Increase access to school-based mental health providers at the elementary level • Provide support and coaching in Social emotional Learning(SEL) to staff and teachers to implement a Social-emotional learning (SEL) curriculum • Continue to provide training to school sites in equity, diversity, differentiation and healthy school climate • Decrease of disciplinary action and expulsions/suspensions. through data evaluation, progress monitoring, and oversight with a particular focus on students with IEPs, Socio-economic disadvantaged, Foster Youth and English Learners • Utilize School Linked Services and Prevention and Early Intervention to refer students to mental-health services and other community resources for youth and families • Continue partnerships with Santa Clara County Office of Education, Santa Clara County Behavioral Health Department, South County Youth Task Force and Neighborhood Safety Unit, and other community based organizations		
2	3.2 Improve student engagement	Focus on Attendance best practices • Continue to mainstream attendance intervention processes: SARB, SART, and intervention opportunity and mediation in	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		addition to partnering with the District Attorney's office and attending monthly CARE court dates • Participate in the Attendance Collaborative, train and support for Att. Specialists and counselors, as well as SEL training for all staff in including the implementation of the Second Start SEL curriculum • Continue to partner with community based agencies to promote best practices related to attendance and engagement • Address barriers to attendance: Continue focus on chronic absenteeism and establish systems of support for families • Monitoring and measurements of effectiveness. Oversight, monitoring, and sustainability of programs and processes • Parent communication and participation opportunities including monthly parent trainings offered by district staff and in collaboration with Rebekah's Children's Services and Community Solutions		
3	3.3 Increase parent engagement	Provide parent engagement opportunities: • Provide parent leadership, advocacy, and involvement opportunities for input such as: committees, volunteering, events, workshops, surveys,etc. • Continue to collaborate with School Linked Services and increasing coordination of services and dissemination of information • Continue to provide collaboration opportunities for leadership teams to sustain best practices • Continue to provide training to school sites in equity, diversity, differentiation and healthy school climate • Increase community outreach through community liaisons • Establish a schedule and measurable outcomes for parent engagement programs, events, and workshops. Provide oversight, monitoring and means of measuring effectiveness, and sustainability of programs and processes	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Supplement counseling support with additional personnel	Provide additional counselor and mental health personnel to provide additional support while targeting EL, foster-youth and socio-economic disadvantaged students.	$700,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Provide equitable and high quality basic services (materials, staffing, facilities)

An explanation of why the LEA has developed this goal.

The state priority of basic services (Priority 1) is essential to running the school district. Approximately 88.5% of the Unrestricted General Fund expenditures go towards all employee salary and benefits. In addition, maintaining adequate standards-based materials, and quality facilities are priorities for Gilroy Unified.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers appropriately credentialed	100%				100%
Routine Restricted Maintenance Match- LCFF Base funding - 3%	3%				3%
Williams report - No complaints regarding facilities	No complaints				No complaints
Common Core & ELD material availability	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Provide standards aligned	Pilot and adopt materials as determined based on prioritization and adoption cycles which will include Middle School Mathematics and High School Physics	$1,300,000.00	No

Action #	Title	Description	Total Funds	Contributing
	textbooks to all students			
2	4.2 Ensure the hiring and training of effective staff to support the target population	Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding	$9,900,000.00	Yes
3	4.3 Ensure hiring of effective staff	Ensure the hiring of effective staff at all levels -- certificated, classified & management	$97,000,000.00	No
4	4.4 Provide training and support systems for all staff	Maintain support for new teachers through: • Support for induction requirements • Professional development related to content/grade level curriculum Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff Implement new certificated staff evaluation form. Include in the pilot the evaluation process for non-teaching certificated staff Continue compliant trainings for both certificated and classified staff Continue with specific legal trainings for both certificated and classified	$190,000.00	No

Action #	Title	Description	Total Funds	Contributing
		staff		
5	4.5 Ensure equitable and well maintained facilities	The budget will maintain the 3% match to RRM. Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. Maintain appropriate budget for Deferred Maintenance • Budget will maintain the $712,000 contribution towards Deferred Maintenance.	$4,800,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.51%%	$13,070,226

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.5 Professional Development
Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. Professional development will be provided for all District staff with a specific focus on our targeted population. Trauma informed care, English language acquisition, social-emotional learning, accommodations and modifications for District curriculum and other sessions will be offered to support teachers to meet the needs of our foster youth, English learners and low-income students.

Coaches and instructional specialists will provide in-classroom support in order to help teachers support our targeted populations and adjust the curriculum to meet their individualized needs. Particular emphasis will be placed on academic language, literacy and social-emotional learning (SEL) curriculum implementation. By providing this specific type of training and coaching, teachers will expand their skills to better adjust their teaching to meet the needs of targeted groups, thus increasing students academic proficiency.

1.6 Provide ongoing coaching to classroom teachers to support differentiation within the classroom setting
Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. Academic Coaches/Instructional Specialists who are specifically trained in research based strategies proven to improve the academic success of English Learners, foster youth and socio-economic disadvantaged populations will provide coaching within the classroom in order to improve teaching practice at all levels. The effectiveness of this coaching will be assessed through teacher feedback surveys and student academic performance data and we expect to see improved student outcomes for the targeted populations.

1.10 Provide site specific support to address the needs of targeted populations
Stakeholder feedback from our school sites has shown that our English Learners, foster youth and low income student need greater access to supplemental materials and technology. Sites will receive funding based upon enrollment numbers for targeted student groups. These funds will directly support the implementation of the Single Plan for Student Achievement (SPSA) at each site. The SPSA is aligned with the LCAP and with the WASC accreditation process. Goals and actions must be written related to services targeted for EL, foster youth and socio-economic disadvantaged populations. We expect this action to be effective because each site has unique needs and having the ability to provide even more targeted supports at the site level will allow for focused implementation and monitoring.

2.1 Ensure equitable access and inclusion -- All of the actions listed focus primarily on the needs of English Learners, Foster Youth, and issues of equity
District data demonstrates disproportionate levels of achievement between subgroups. The district will continue to provide ongoing professional development on instructional practices that increase students' English language proficiency and literacy. In addition, the district will expand professional development for teachers as well as leadership in the areas of equity, inclusion, and cultural proficiency.

By providing this professional development, the district will increase staff awareness, cultural appreciation and capacity to more effectively address the unique needs of these groups to improve academic outcomes.

2.2 Provide equitable resources -- All of the actions listed focus primarily on the unduplicated target student population
District data demonstrates disproportionate levels of achievement between subgroups.

The District will purchase supplemental materials to allow for differentiation within the classroom setting during small group and targeted instruction.
Students will provide enrichment and support opportunities including additional language and literacy support for English Learners to support the acquisition of academic vocabulary for the core curriculum. Additional supplemental materials will be purchased to assist English Learners in the core areas of English and math.

We expect this to be effective because by providing oversight with an Intervention/Enrichment coordinator, intervention teachers and instructional specialists; data can be collected, disaggregated and assessed so that appropriate changes can be made when targets are not met. We expect these additional student supports, resources and staff, along with regular monitoring of student progress will result in increased academic growth for the targeted students.

2.4 Create a sustainable system of data analysis and support -- State and local assessment data shows ongoing achievement gaps between for English Learner, Foster Youth and Low-Income students. The continued training and implementation of effective Professional Learning Communities support teachers in targeting the areas of weakness of students in the targeted groups directly. These actions are being provided on an LEA-wide basis. The ongoing reflection on instruction and assessment results by teachers with this focus will result in increased local and benchmark scores for the targeted groups.

2.5 Provide models of classroom practices at all levels to support English Learners
State and local assessment data shows ongoing achievement gaps between for English Learners. Intervention/Enrichment Coordinator will train EL Specialists, Coaches and Instructional Specialists to facilitate peer observations and provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. We expect this to be effective because the assigned staff will continuously evaluation the effectiveness of how we are meeting the needs of English Learners.

2.6 Provide targeted language and literacy support to students during the school day
State and local assessment data shows ongoing achievement gaps between for English Learners, Foster Youth and Low Income students. Intervention/Enrichment and Support teachers will be hired as part of a coordinated system of support. The teachers will provide a coordinated program of learning for our targeted populations and review their progress through the MTSS process. This includes direct services for literacy intervention as well as support for classroom teachers to provide both intervention and opportunities for enrichment and acceleration of learning. This approach is designed to directly support and monitor progress of the targeted student groups. This increased support will result in improved outcomes for achievement as measured by state and local assessments.

2.7 Expand upon options for students to achieve grade level standards
State and local assessment data shows ongoing achievement gaps between for English Learners, Foster Youth and Low Income students . A summer program will be expanded to support students in earning credit toward high school graduation and/or reach grade level students. English Learners, foster youth and socio-economic disadvantaged populations will be 1st priority for all summer programs.

Credit recovery will be offered at the high school level during the school year as a 0/7 period offering. English Learners, foster youth and socio-economic disadvantaged populations will be 1st priority for these courses. We believe this will be effective because extending instructional time through added days and opportunities has show to close achievement gaps for underperforming students.

2.8 Site based funds-
Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. Sites will receive funding based upon enrollment numbers for targeted student groups. These funds will directly support the implementation of the Single Plan for Student Achievement (SPSA) at each site. The SPSA is aligned with the LCAP and with the WASC accreditation process. Goals and actions must be written related to services targeted for EL, foster youth and socio-economic disadvantaged populations. We expect this action to be effective because each site has unique needs and having the ability to provide even more targeted supports at the site level will allow for focused implementation and monitoring.

3.1 Promote a positive school climate and culture
The disaggregated data from surveys, county mental health and Healthy Kids results show that there is a need for increased mental health supports at each grade level. Students with IEPs, Foster Youth, socio-economic disadvantaged and English Learners may experience

significant difficulties which impact their ability to engage fully in the school environment. Implementing the MTSS model and providing additional mental health supports for students may improve the attendance rate which in turn may improve classroom attendance, overall graduation rates and decrease the drop-out rates.

3.3 Increase parent engagement -- Survey results and site parent meeting data shows that parents of the targeted student populations are under-represented. In order to address this disparity, a Parent Engagement Coordinator has been added to develop and oversee activities and outreach to the families of our targeted student populations. These actions are being provided on an LEA-wide basis, and the district expects an increase in parent participation at all levels.

3.4 Supplement counseling support with additional personnel
The disaggregated data from surveys, county mental health and Healthy Kids results show that there is a need for increased mental health supports at each grade level. Additional counselor and mental health personnel will provide additional support while targeting EL, foster-youth and socio-economic disadvantaged students. Addressing the basic needs and well-being of students will impact their success through improved attendance and behavior and has long term benefits for their educational careers.

4.2 Effective staff for targeted population --
Hiring and retaining highly qualified teachers has been proven to improve the academic success of students. Data on 90/90/90 (90% socio-economic disadvantaged, 90% minority, 90% at or above grade level standards) schools show that highly qualified teachers has the greatest impact on language acquisition for English Learners. In order to support the actions throughout the plan, GUSD has increased the pay rate for teachers in order to attract and retain highly qualified teachers. GUSD was among the three lowest paying districts in the county. In past years, GUSD averaged 100 new hires per year. In recent years we have reduced new hires by 40%. One of the district's goals has been to have a more stable teaching staff at the highest need schools. There has been up to a 60% turn-over rate at some schools. This has been significantly reduced over the last two years due to the pay increase. In addition, the results of the district's LCAP survey for all stakeholders indicated that high quality teachers was the number one priority. We believe, as we study this data, that the additional amounts that have been put towards teacher salaries have resulted in this lower turnover rate, and thus have provided our targeted students with a more stable and experienced teaching staff.

In addition, in order to more effectively support English Learners the district has intentionally increased the FTEs at the secondary level to reduce the class of the ELD and ALD (Academic Language Development) classes. The district has also purposefully minimized the number of combo-classes (multi-grade) at the high needs elementary sites. In so doing, the teachers can address the needs of the students to accelerate language acquisition in the smaller classes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Based on staff and stakeholder feedback and research on effective practices we are implementing LCAP Action/Services to increase or

improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY student group's academic, planning, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

The goals and actions in the LCAP that are funded with LCFF Supplemental and Concentration funds are in large part designed to support the targeted student populations, and to support teachers and administrators to improve instruction and practices first and foremost for the at risk population.

The following actions are listed to show the use of all supplemental and concentration grant funds targeted for the identified pupils, as well as funds principally directed for the unduplicated pupils.

Goal 1: Develop and support effective instruction
- Develop and support a comprehensive professional development plan for district staff
- Provide ongoing coaching and support to classroom teachers
- Continue use of observational tools to measure classroom practices

Goal 2: Ensure equitable access and inclusion
- Continue to support training for staff and administrators on equity and cultural proficiency
- Expand professional development on diversity, equity and maintaining a healthy school climate at designated schools
- Provide explicit language acquisition instructional methods through SEAL and BeGlad to support English Learners
- Provide equitable resources
- Create a sustainable system of data analysis and support
- Provide interventions both during the school day and outside of the school day for students

Goal 3: Promote a positive school climate and culture
- Implement the MTSS model to integrate the school climate improvement plans
- Continue to mainstream attendance intervention processes: SARB, SART, and intervention opportunity and mediation
- Continue to partner with community based agencies to promote best practices related to attendance and engagement
- Provide parent leadership, advocacy, and involvement opportunities
- Continue to provide training to school sites in equity, diversity, differentiation and healthy school climate.

Goal 4: Basic Services
- Ensure the hiring, training and retention of highly qualified staff

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$117,279,500.00	$6,226,000.00		$580,000.00	$124,085,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$112,050,000.00	$12,035,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Develop and support effective instruction	$120,000.00				$120,000.00
1	2	All Students with Disabilities	1.2 Provide common core state standards (CCSS) training	$20,000.00	$20,000.00		$20,000.00	$60,000.00
1	3	All	1.3 Prepare students for college and career opportunities	$15,000.00				$15,000.00
1	4	All	1.4 Support students in mastering 21st century skills of collaboration, communication, critical thinking, and creativity	$150,000.00	$3,500,000.00			$3,650,000.00
1	5	English Learners Foster Youth Low Income	1.5 Provide professional development to assist all staff in meeting the needs of targeted populations	$25,000.00				$25,000.00
1	6	English Learners Foster Youth Low Income	1.6 Provide ongoing coaching to classroom teachers to support differentiation within the classroom setting.	$345,000.00	$500,000.00			$845,000.00
1	7	All Students with Disabilities	1.7 Provide professional development on the needs of students with IEPs	$71,500.00				$71,500.00
1	8	All	1.8 Expand the Virtual Learning Academies as an Independent Study option for students		$46,000.00			$46,000.00
1	9	All	1.9 Expand Career Technical Education pathways	$40,000.00				$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	1.10 Provide site specific support to address the needs of targeted populations	$425,000.00				$425,000.00
2	1	English Learners Foster Youth Low Income	2.1 Ensure equitable access and inclusion	$50,000.00				$50,000.00
2	2	English Learners Foster Youth Low Income	2.2 Provide equitable resources and support for targeted student groups	$290,000.00			$20,000.00	$310,000.00
2	3	All Students with Disabilities	2.3 Ensure high performance standards for all students	$230,000.00	$200,000.00		$50,000.00	$480,000.00
2	4	English Learners Foster Youth Low Income	2.4 Create a sustainable system of data analysis and support	$50,000.00			$100,000.00	$150,000.00
2	5	English Learners	2.5 Provide models of classroom practices at all levels to support English Learners.	$50,000.00			$240,000.00	$290,000.00
2	6	English Learners Foster Youth Low Income	2.6 Provide targeted language and literacy support to students during the school day.	$250,000.00	$600,000.00		$150,000.00	$1,000,000.00
2	7	English Learners Foster Youth Low Income	2.7 Expand upon options for students to achieve grade level standards	$160,000.00	$1,060,000.00			$1,220,000.00
2	8	English Learners Foster Youth Low Income	2.8 Provide site specific support to address the needs of targeted populations	$1,200,000.00				$1,200,000.00
3	1	English Learners Foster Youth Low Income	3.1 Promote a positive school climate and culture	$148,000.00				$148,000.00
3	2	All	3.2 Improve student engagement					$0.00
3	3	English Learners Foster Youth Low Income	3.3 Increase parent engagement	$50,000.00				$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Supplement counseling support with additional personnel	$400,000.00	$300,000.00			$700,000.00
4	1	All	4.1 Provide standards aligned textbooks to all students	$1,300,000.00				$1,300,000.00
4	2	English Learners Foster Youth Low Income	4.2 Ensure the hiring and training of effective staff to support the target population	$9,900,000.00				$9,900,000.00
4	3	All	4.3 Ensure hiring of effective staff	$97,000,000.00				$97,000,000.00
4	4	All	4.4 Provide training and support systems for all staff	$190,000.00				$190,000.00
4	5	All	4.5 Ensure equitable and well maintained facilities	$4,800,000.00				$4,800,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$13,343,000.00	$16,313,000.00
LEA-wide Total:	$13,343,000.00	$16,313,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**5**	1.5 Provide professional development to assist all staff in meeting the needs of targeted populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
1	**6**	1.6 Provide ongoing coaching to classroom teachers to support differentiation within the classroom setting.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	$845,000.00
1	**10**	1.10 Provide site specific support to address the needs of targeted populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,000.00	$425,000.00
2	**1**	2.1 Ensure equitable access and inclusion	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	**2**	2.2 Provide equitable resources and support for targeted student groups	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,000.00	$310,000.00
2	**4**	2.4 Create a sustainable system of	LEA-wide	English Learners Foster Youth	All Schools	$50,000.00	$150,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		data analysis and support		Low Income			
2	5	2.5 Provide models of classroom practices at all levels to support English Learners.	LEA-wide	English Learners	All Schools	$50,000.00	$290,000.00
2	6	2.6 Provide targeted language and literacy support to students during the school day.	LEA-wide	English Learners Foster Youth Low Income		$250,000.00	$1,000,000.00
2	7	2.7 Expand upon options for students to achieve grade level standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	$1,220,000.00
2	8	2.8 Provide site specific support to address the needs of targeted populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	$1,200,000.00
3	1	3.1 Promote a positive school climate and culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,000.00	$148,000.00
3	3	3.3 Increase parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	4	Supplement counseling support with additional personnel	LEA-wide	English Learners Foster Youth Low Income		$400,000.00	$700,000.00
4	2	4.2 Ensure the hiring and training of effective staff to support the target population	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,900,000.00	$9,900,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		