

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

LEA name:

Gilroy Unified School District

CDS code:

4369480

Link to the LCAP:

(optional)

[GUSD 2022-23 LCAP](#)

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.

GUSD will use Title I, Part A, Title II, Title III, and Title IV, Part A funds to supplement and enhance the instructional program in order to address the needs of all learners.

Title I, II, and III, and IV are integrated into the District's LCAP. These funds provide extra support to targeted groups of students. The District's LCAP reflects the focus on the following student groups: English Learners, Low Socio-Economic Status, Foster Youth and McKinney Vento students.

Actions and Supports:

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

The 2022-23 LCAP has a particular focus on:

- Structured implementation of a universal MTSS plan that encompasses the areas of academics, social emotional learning, behavior, and attendance. Using Tier 1, 2, and 3 teams, we will establish school-wide implementation of high expectations in all areas, and systems to identify struggling students and establish personalized interventions.

Title I funds are distributed to sites based on the percentage of unduplicated Socio-Economically Disadvantaged students, Foster Youth and English learners. Based on the last available state data, there continues to be a significant achievement gap for socio-economically disadvantaged pupils: 36% English Language Arts and 31% for Mathematics for students meeting or exceeding standards.

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.

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 are:

- Professional Development and coaching
- Guided Language Acquisition Design-Be GLAD and Sobrato Early Academic Language-SEAL Models
- EL Specialist and EL/ Literacy Coaches
- Targeted intervention supports: Lexia, [Lexia English](#) and Rosetta Stone
- [Implementing Multi Tiered Systems of academic supports and Positive Behavioral Interventions \(MTSS\) including social and emotional support, professional development for equitable practices, positive school climate, and Trauma Informed Practices](#)
- Literacy Facilitators/Intervention Specialists
- School Linked Services and parent engagement
- [Expanded social emotional and mental health supports](#)
- [Expanded learning opportunities through afterschool and summer school enrichment programs that include community partners.](#)
- [Targeted Summer literacy program to mitigate learning loss](#)
- [Expanded high school credit recovery program](#)

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

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, 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 2021-22 school year.
- 2) Our local analysis showed that the district average for inexperienced teachers in 21-22 was 8.9%, a slight increase from 8.5% in 20-21. Of the 2 GUSD elementary schools that have greater than 70% high needs students, 1 of the 2 have a higher percentage of inexperienced teachers than the district average. One of seven elementary schools was above the district average for inexperienced teachers. Mt Madonna Continuation High School also has over 70% high needs students, but has 0 inexperienced teachers. SVMS has reduced the number of inexperienced teachers for the second year in a row.

The Assistant Superintendent of Human Resources annually reviews the district data related to teacher credentials, inexperienced and ineffective teachers. For the 2021-22 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.

Through this year's analysis process, the district has identified some positive trends related to teacher stability, rates of misassignment, and levels of experience.

In addition, the Assistant Superintendent of Human Resources will continue to 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) Participation in Local Solutions Grant through County Office to provide teacher pipeline and professional training and support
- 3) Offer teachers free induction support through the Center for Teacher Innovation to encourage further training and credential clearance
- 4) 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:

GUSD is committed to supporting meaningful parent engagement. Various committees such as the District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC) and the district's Migrant Parent Advisory Committee (PAC) allow for opportunities to provide parents information and skills to contribute. These committees provide parents an opportunity to participate in the Local Control Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA) process. In addition the District offers a variety of parent workshops and opportunities to empower parents through parent learning classes that help them to navigate the numerous resources the district offers. Engaging and connecting families to take action to help their students improve student achievement and be career ready graduates is a priority.

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. All Title I schools have a Parent/School/Student compact that is available in English and Spanish. The compact is made available at parent /teacher conferences and in the school handbook and outlines ways parents can get involved in their child's education and in their child's school.

Parent education events are held throughout the school year at every campus. The District [has partnered](#) 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, Catholic Charities, 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 workshops to parents on how to assist their children to be successful in school.

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 (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) Ensure equitable support for all learners
- 3) [Ensure positive school](#) culture and increased engagement
- 4) Provide equitable and high quality basic services (materials, staffing, facilities)

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:

GUSD has a centralized school enrollment process for families who are requesting to enroll. Students and families without the normally required documentation for enrollment are referred to a trained McKinney-Vento (Homeless Youth and Families) assistant to complete immediate enrollment into the school of origin or placement in schools which serve the best interest of students and their families.

GUSD's McKinney-Vento (Homeless Youth and Families) liaison and/or assistant informs parents of homeless children of educational opportunities to participate in the education of their children.

GUSD is implementing a wide range of non-academic services and support within schools designed to remove social, emotional, and environmental barriers to learning. Programs and models include school-based mental health, SEL curriculum, Restorative Justice, Circle Up, Positive Behavioral Intervention and Support and Multi Tiers of Intervention System Support.

In addition, the [district](#) liaison coordinates activities with other agencies and ensures that homeless children are enrolled and have full and equal opportunity to succeed in school. The liaison, in conjunction with enrollment and site administration, ensures school stability, immediate enrollment, and access to extracurricular activities. Annual training is provided to school administrators, secretaries and counselors about the rights of students, processes of enrollment, services offered, and the homeless liaison's responsibilities. The district McKinney-Vento (Homeless Youth and Families) liaison partners with community organizations to prevent homelessness and links families to resources to assist with re-housing.

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:

Early Childhood

To support preschoolers' transition into Transitional Kindergarten (TK) and Kindergarten, each GUSD preschool has staff trained in Sobrato Early Academic Language training to provide a consistent approach to early language and literacy. Academic data, such as the Developmental Profile of Desired Results, is shared with elementary sites. [The District provides training to preschool TK, and early elementary teachers in early literacy and has common resources and measures to support students' growth in literacy. Transitional](#)

[Kindergarten and](#) Kindergarten Orientations are offered to families to welcome and provide information about GUSD's elementary schools.

Middle School

Entering middle school students and parents are offered parent and student orientations. Elementary student data is shared with middle school staff to assist with addressing needs and course placement.

High School

Articulation between middle school staff, counselors and high school academic coordinators for students who may need extra support, particularly English learner students take place annually.

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.

Post-Secondary

Throughout the four years of high school, students are working toward the transition to postsecondary. GUSD 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.

[The District's updated website provides valuable information to families to support their students at each level of their educational career. Information and resources are available to help families gain a deeper understanding of transition processes between elementary, middle, and high school.](#)

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 primary goal in differentiating instruction for students is to develop appropriate depth and complexity and provide opportunities for inquiry. Schools create differentiated plans to support GATE students as well as students exceeding grade level standards. [GUSD has curriculum maps that support teachers in integrating STEAM and project based learning.](#) Accelerated classes are offered at the middle and high school levels. 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:

GUSD is committed to ongoing professional growth for District staff. Actions related to supporting meaningful high quality instruction are embedded within the District's LCAP and site School Plans. GUSD has aligned the use of Title II funds to increase student academic achievement.

• [Equity in the classroom and school environments](#)

- Addressing students' social and emotional needs
- Content area curriculum training
- Supporting language development for English learners, including Sobrato Early Academic language (SEAL) and Guided Language Acquisition Design (GLAD)
- Induction program for teachers through Riverside County Office of Education
- Trauma Informed Practices

The District employs academic coaches and instructional specialists to support teachers in their work. These specialists provide modeling, coaching and resources and facilitate professional learning for staff.

Training is also provided to support principals and other leaders:

• [Leading with an equity lens](#)

• [Restorative Practices](#)

- MTSS/PBIS training to support the process of data analysis and progress monitoring
- Mentoring and coaching for new school leaders
- Ongoing leadership skills development

System Evaluation

[GUSD has an Instructional Leadership Team](#) to evaluate and build on a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.

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) Implementing professional learning communities to plan instruction, measure student progress and respond to student needs
- 2) Providing training to staff in addressing social emotional needs of students and establishing a safe and inclusive school environment
- 3) Supporting staff in implementing common curriculum and effective instructional practices in all content areas
- 4) Accelerating the learning of identified students

The analysis of the effectiveness of professional development is based on staff feedback from the evaluations of professional development sessions, input from the District Professional Development Committee, and evidence of implementation in the classroom as part of classroom walkthroughs. The focus is on clear, effective, and actionable feedback to employees.

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:

- Stakeholder feedback obtained through surveys
- Student performance data, including state and local metrics
- Information and input highlighted through the LCAP annual review and development process
- Research regarding effective instructional practices
- Information gained from the district staff development committee
- 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 LCAP surveys, 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 annual professional development plan. Professional development takes place during staff development days and staff meetings.

All preschool and elementary school teachers will continue to be trained in either Sobrato SEAL and BeGLAD Guided Language Acquisition Design. Teachers participate in ongoing collaboration and professional learning to support implementation of SEAL and GLAD.

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

Staff in specialized programs such as the Dual Immersion Program also receive training in dual language immersion practices and attend local conferences in order to participate in a larger learning community.

[Elementary academic coaches will align resources and strategies to teachers to address the specific language needs of ELs.](#)

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.

[EL Specialists and elementary coaches will receive training through the GLAD and Santa Clara County Office of Education.](#)

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.

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:

GUSD conducts outreach to include immigrant students in supplementary programs and activities that provide language-rich, engaging and relevant learning experiences.

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:

- Training to support student collaborative conversations and discourse

- Sobrato Early Academic Language (SEAL) and Guided Language Acquisition Design (GLAD) implementation
- Additional support for newcomers with Rosetta Stone and Lexia English.
- Training for dual immersion teachers to provide effective primary language instruction
- Facilitated ELD lesson planning
- Regular professional development and coaching for all teachers to support designated and integrated ELD instruction
- Activities to engage and support parents of English learners and their children

The Gilroy Unified School District supports English learner students' access to 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 support 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 [incorporates](#) 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. Gilroy Unified School District **implements** supplemental enrichment activities within and outside of the school day, **and has expanded these opportunities**. These activities may include music, art, theater, STEAM activities, and movement and fitness at the elementary level.

The District will continue to implement a social emotional curriculum for students and will partner with community agencies to provide supplemental support services such as counseling and student support groups, and leadership training and opportunities for students. In addition, the Gilroy Unified School District will continue to provide training for staff and administrators in topics designed to support a safe and healthy school climate including equity, inclusion and restorative justice. The District partners with the Santa Clara County Office of Education to support the implementation of Positive Behavioral Interventions and Supports (PBIS) framework that promotes positive systems of support for students.

To support the effective use of technology in school, GUSD will continue to equip classrooms with up to date technology and provide teacher support to meaningfully integrate technology into instruction. GUSD will also continue to partner with agencies such as Tech Academy and Silicon Valley Community Foundation to support teachers in designing 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.