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

School Year
2025-2026

Date of Board Approval

LEA Name
Gilroy Unified School District

CDS Code:
43694840000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

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.)*

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

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

Strategy

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

The Gilroy Unified School District uses Title I, Part A, Title II, Title III, and Title IV, Part A funds to supplement and enhance the instructional program to address the needs of all learners.

Titles I, II, III, and IV are integrated into the District's LCAP. These funds provide extra support to targeted groups of students: English Learners, Low Socioeconomic status, Foster Youth, and students experiencing homelessness, identified as McKinney-Vento.

Actions and Supports:
1) Differentiated professional development focused on providing equitable access to meet all student academic and social/emotional needs
2) Literacy strategies focusing on language development for ELs
3) Supplemental resources to support and enhance a well-rounded instructional program

The 2025-26 LCAP has a particular focus on:

Structured implementation of a universal Multi-Tiered Systems of Support (MTSS) plan that encompasses the areas of academics, social-emotional learning, behavior, and attendance. Using the MTSS tier 1, 2, and 3 framework, we will establish school-wide implementation of high expectations in all areas, and systems to identify students who need additional support and develop effective interventions.

Title I funds are distributed to sites based on the percentage of unduplicated Socio-Economically Disadvantaged students, Foster Youth, and English learners.

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 (GUSD), the Local Control and Accountability Plan is the strategic plan for aligning local, state, federal, and other funds to support students reach their full potential. Strategic planning of all state, local, and federal resources begins with a comprehensive needs assessment in areas of the eight state priorities. Based on this assessment, the District identifies goals and allocates state and local resources accordingly.

Each School Plan for Student Achievement (SPSA) is directly aligned with these district goals. Federal funds are then used to supplement, rather than supplant, state and local resources. In this way, GUSD is addressing any unmet needs and is expanding services in compliance with federal guidelines. This alignment ensures all funding sources work cohesively to support equitable outcomes for students.

Examples of actions and services are:

- Professional Development and coaching
- EL Specialist and EL/ Literacy Coaches
- Targeted intervention supports for newcomers and other identified student groups
- Implementing Multi-Tiered Systems of academic support 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 after-school and summer school enrichment programs that include community partners
- Targeted Summer Learning 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 *(as applicable)*

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 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

The poverty criteria utilized by GUSD is the number of qualified free & reduced lunch applications and/or directly certified through state/federal programs.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Gilroy Unified School District (GUSD) annually reviews teacher assignment data to ensure that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers.

For the 2024–25 school year:

- 1% of teachers were considered "Out-of-Field" teachers.
- The district average for "Inexperienced Teachers" was 8.83% which is consistent with the average of the last three years.
- The district average for "Ineffective Teachers" was 4%.
- Of the three schools with over 70% high-needs students, Eliot Elementary had a higher percentage of inexperienced teachers. Glen View Elementary and Mt. Madonna Continuation High School were both below the district average.

Data analysis shows no equity gap in the assignment of ineffective or out-of-field teachers. Variations in inexperienced teacher percentages are due to enrollment trends, leadership transitions, and strategic hiring practices to support long-term retention.

Root Cause Analysis & Plan to Address Disparities:

The identified irregularities are largely attributable to:

- Enrollment fluctuations (declines at CHS and Brownell vs. growth at GHS, Las Animas, and Luigi Aprea).
- Leadership transitions require new staff hires at specific elementary schools.

- Strategic hiring practices emphasize retention and teacher quality over prior experience.

The Gilroy Unified School District does not have a persistent or systemic equity gap in the assignment of ineffective or out-of-field teachers. While some schools show higher percentages of inexperienced teachers, these are situational anomalies rather than trends correlated to low-income or minority student populations.

Moving forward, GUSD will:

- Monitor assignment data annually to ensure equity across comparable sites.
- Engage educational partners in reviewing hiring and retention practices.
- Support new teachers through targeted mentoring and professional development to mitigate the potential impacts of inexperience.
- Prioritize stability in staffing at schools with high percentages of low-income and minority students.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Gilroy Unified School District utilizes several committees such as the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), the Superintendent's Advisory Committee, and the district's Migrant Education Program Parent Advisory Committee (MEP PAC) to provide opportunities for parents to jointly develop district (LCAP) and school (SPSA) plans and develop the technical skills necessary to participate.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GUSD is committed to supporting meaningful parent engagement. Various committees such as the District English Learner Advisory Committee (DELAC), the English Learner Advisory Committee (ELAC), the School Site Council (SSC), the Superintendent's Advisory Committee, and the district's Migrant Education Program Parent Advisory Committee (MEP 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 I schools have a Parent Involvement Policy jointly developed by the school and parents. School sites annually conduct a Title I 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 as well as 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 partnerships with community organizations to provide parent training and leadership as well as parent workshops and programs to promote parent involvement during and after the regular school day. Community agencies 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.

Not applicable

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 School 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) Create rigorous and innovative learning spaces that deepen students' conceptual understanding so that students achieve successful post-secondary outcomes

2) Maximize resources that provide equitable student support

3) Build inclusive and safe schools that prioritize mental health and social-emotional well-being of all

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:

Students and families without the normally required documentation for enrollment are referred to a trained McKinney-Vento (Homeless Youth and Families) staff member to complete immediate enrollment into the school of origin or placement in schools that 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, trauma-informed practices, Positive Behavioral Intervention and Support, and Multi-Tiered Systems of Support, as well as parent and family workshops engagement activities.

In addition, the district liaison coordinates activities with other agencies and ensures that children experiencing homelessness 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, the processes of enrollment, the services offered, and the homeless liaison's responsibilities. The McKinney-Vento (Homeless Youth and Families) liaison partners with community organizations to mitigate the educational barriers of homelessness and links families to resources to assist with re-housing.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Early Childhood
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. Academic data, such as the Developmental Profile of Desired Results, is shared with elementary sites.

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:

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 takes 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 coursework 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 Associate's 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:

GUSD has curriculum maps that support teachers in integrating STEAM and problem-based learning. Accelerated classes and electives 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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 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 newcomers
- Induction and teacher mentor programs for teachers
- Trauma-Informed Practices
- Professional Learning Communities (PLCs)

The District employs academic coaches and program specialists to support teachers. 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 a diversity, equity, inclusion, and belonging lens
- Restorative Practices
- MTSS/PBIS training for data analysis, progress monitoring, and continuous improvement
- Mentoring and coaching new school leaders
- Ongoing leadership skills development

System Evaluation
GUSD evaluates and builds on a collaborative and 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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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 the 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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

- Community partner 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's professional development and the proposed plans for the upcoming school year. The District also works collaboratively with GTA to design LCAP surveys, facilitate the community partner engagement process, and analyze results. District Educational Services staff reviews benchmark and summative data throughout the year to evaluate progress and plan the 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

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 the adopted curriculum to support designated and integrated ELD. These include (but are not limited to) Creative Curriculum for PK-TK, Heggerty training for K-2, and Phonics for Reading for grades 3-5.

Elementary professional development includes enhancing designated and integrated ELD instruction, lesson design, and ongoing assessment to measure student’s 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 to participate in a larger learning community.

Elementary academic coaches will align resources and strategies for 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 academic coaches receive ongoing training from the GUSD Educational Service Department to support teaching and learning within and across the system.

Professional development will continue to focus on how to effectively implement ELD standards in conjunction with content standards. Administrators and teachers have received ongoing training. ELD and ALD teachers at the secondary level receive training in using supplementary materials to support the curriculum and provide additional language support for English learner students.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

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
- Kagan Cooperative Learning implementation to foster student learning and engagement across the curriculum
- Additional support for newcomers in the elementary and secondary level, including (but not limited to) Rosetta Stone, Lexia English, and Language Launch (Houghton Mifflin Harcourt's newcomer curriculum)
- Training for dual immersion, designated English Language Development (ELD), and Academic Language Development (ALD) teachers to provide effective language support
- Facilitated designated and integrated ELD curriculum planning and alignment
- Regular professional development and coaching for all teachers to support designated and integrated ELD instruction
- Activities to engage and support parents/guardians of English learners students

The Gilroy Unified School District supports English learner students' access to the core standards through the GUSD-adopted curriculum, support blocks incorporated in class schedules, before and after-school intervention classes, and differentiated instructional practices. In addition, data analysis and progress monitoring practices inform instructional decisions and support for ELs. Academic Coaches, Literacy Facilitators, and Instructional Specialists provide GUSD 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 SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

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 the School Plan for Student Achievement 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 evaluate the EL Program.

The District incorporates multiple sources of data in a centralized system to systematically monitor and track student progress, specifically for targeted student groups. Site principals conduct walkthroughs and classroom visits using an observation tool that includes specific EL strategies.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds will be utilized to supplement an education program to be well-rounded, safe & healthy, and support the effective use of technology. Gilroy Unified School District implements supplemental activities within and outside of the regular school day. GUSD partners with local community agencies to bring opportunities in art, music, STEAM, computer science, social-emotional wellness, fitness and movement, as well as drug prevention/education services.

To support a well-rounded education, the District will continue to provide visual and performing art (VAPA) and STEAM opportunities. GUSD will provide well-rounded educational activities including music, theater, art, dance, and STEAM.

To support the safety and health of students, 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 diversity, equity, inclusion, belonging, and restorative justice.

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.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The measure/data points used to examine the needs for improvement of the Title IV, Part A priority content area was the LCAP survey and the California Dashboard Local Indicator for Access to Broad Course of Study.

What activities will be included within the support for a well-rounded education?

Activities that will be included in the support for a well-rounded education are as follows:
Elementary after-school arts, and music program
Middle school maker spaces and STEAM labs
Middle school instrumental and choral music
Theater arts at elementary school

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation for the effectiveness of the above strategies and activities funded under Title IC, Part A are as follows:
Enrollment in after-school programs
Surveys conducted as part of the Local Control Accountability Plan process
Parent feedback
Broad Course of Study California Dashboard Indicator

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The measure/data points used to examine the needs for improvement of the Title IV, Part A priority content area was the LCAP survey and the California Dashboard Local Indicator for Access to Broad Course of Study.

What activities will be included within the support for safety and health of students?

Activities that will be included in the support for the safety and health of students are as follows:
Elementary after-school fitness program
Dance program at the elementary and middle school level
Provide training for staff and administrators in topics designed to support a safe and healthy school climate including equity, inclusion and restorative justice.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation for the effectiveness of the above strategies and activities funded under Title IC, Part A are as follows:
Enrollment in after-school programs
Surveys conducted as part of the Local Control Accountability Plan process
Parent feedback

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The measure/data points used to examine the needs for improvement of the Title IV, Part A priority content area was the LCAP survey and the California Dashboard Local Indicator for Access to Broad Course of Study.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities that will be included within the support of effective use of technology are as follows:
STEAM activities focusing on technology integration
Equip classrooms with up-to-date technology
Provide teacher support to meaningfully integrate technology into instruction.
Continue to partner with agencies such as Tech Academy with The Tech Interactive and Silicon Valley Community Foundation

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation for the effectiveness of the above strategies and activities funded under Title IC, Part A are as follows:
Surveys conducted as part of the Local Control Accountability Plan process
Parent feedback
Broad Course of Study California Dashboard Local Indicator

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

April 19, 2023