

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

School Year

2026-2027

Date of Board Approval

8/20/2026

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 for college and career readiness
- 2) Literacy strategies focusing on language development for ELs
- 3) Supplemental resources to support and enhance a well-rounded instructional program

The 2026-2027 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 framework, we will establish school-wide implementation of high expectations in all areas and systems to identify students who need additional support and implement effective interventions.

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 in reaching 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
- Coordination with community and agency partners

- Parent Engagement
- Expanded learning opportunities through after-school and summer school enrichment programs that include community partners

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(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 CDE's 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 2025–26 school year:

- 0.4% of teachers were considered “Out-of-Field” teachers.
- The district average for “Inexperienced Teachers” was 8.28%, which is consistent with the average of the last three years.
- The district average for “Ineffective Teachers” was 2%.
- Of the three schools with over 70% high-needs students, Eliot Elementary had a higher percentage of inexperienced teachers. Glen View remained in line with the district average, while Mt. Madonna moved above the district average this year, a shift explained by the site's small staff size, where a single new hire has an outsized effect on its percentage.

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 Christopher High (CHS) and Brownell vs. growth at Gilroy High (GHS), Las Animas, and Luigi Aprea).
- Leadership transitions requiring new staff hires at specific elementary schools.
- Strategic hiring practices emphasizing 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 <i>California Code of Regulations</i> , 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 structured advisory committees, including the District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELAC), School Site Councils (SSC), the Superintendent's Advisory Committee (SPAC), and the Migrant Education Program Parent Advisory Committee (MEP PAC), to implement effective parent and family engagement under Title I. These structures provide ongoing opportunities for parents and families to participate in the joint development of district plans (LCAP) and school plans (SPSA), as well as to engage in decision-making related to programs and services for students.

The District supports meaningful participation by providing families with access to information, training, and capacity-building opportunities to engage in advisory and governance processes effectively. Engagement is strengthened through ongoing communication, multilingual support, and intentional outreach to ensure accessibility for all families, including English learner and migrant families. Input gathered through these committees is reviewed and used to inform planning, program development, and continuous improvement of district and school-level plans.

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:

ESSA Section 1112(b)(3):

In the event schools are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), parents and families are engaged in the development and review of improvement plans through site-based advisory structures such as School Site Councils (SSC), English Learner Advisory Committees (ELAC), and other school-level engagement processes. Input from families is used to inform school improvement strategies and monitor progress toward identified goals.

ESSA Section 1112(b)(7) / ESSA Section 1116:

1. GUSD maintains a written district parent and family engagement policy, and all Title I schools maintain site-level parent involvement policies that are jointly developed with parents and updated annually based on input collected through Title I meetings and advisory groups. Policies are shared with families through school communication systems and annual Title I meetings.
2. GUSD supports parents in understanding state academic standards, assessments, and student progress through regular communication, parent conferences, workshops, and school-based trainings. These supports help families understand academic expectations and how to monitor and support their child's progress.
3. Parent education events are provided throughout the year at school sites and through partnerships with community organizations to strengthen family capacity to support student learning, including literacy development and technology use. These opportunities are designed to help parents support learning at home and improve student outcomes.
4. GUSD supports staff learning on the value of family engagement and provides guidance on effective communication, outreach strategies, and building collaborative relationships with families as equal partners in supporting student success.
5. The District coordinates and integrates parent engagement activities with other federal, state, and local programs, including early learning and community-based services, to expand access and support for families across multiple systems.
6. GUSD ensures that information about school programs, meetings, and activities is provided in accessible formats and languages, primarily English and Spanish, to support meaningful participation of all families, including English learners, migrant families, and families with disabilities. Additional support is provided based on parent request and identified need.
7. Schools and the District provide additional support for parent engagement activities as requested by families, including flexible meeting times, multiple communication formats, and targeted outreach to increase participation.
8. Parent engagement activities are aligned with the LCAP educational partner engagement process to ensure that input collected through Title I structures informs broader district planning and continuous improvement. The District

intentionally supports participation of all families, including English learner, migrant, and families with disabilities, to ensure equitable access to engagement opportunities.

The District reserves at least 1% of Title I funds to support parent engagement activities, and schools allocate additional site-based resources through SPSA planning. The effectiveness of parent engagement activities is evaluated annually through parent feedback, participation data, and review of engagement processes to support continuous improvement.

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:

Not applicable. GUSD has schoolwide Title I programs.

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 lacking the normally required documentation for enrollment are referred to a trained McKinney-Vento liaison or designated staff member to ensure immediate enrollment in the school of origin or, when appropriate, placement in the school determined to be in the student's best interest. This process supports the enrollment, stability, and continuity of education for students experiencing homelessness.

The GUSD McKinney-Vento liaison and/or designee informs parents and guardians of their educational rights and supports their meaningful participation in their child's education. Using funds reserved under Section 1113(c)(3)(A), GUSD provides supplemental services to remove barriers to learning and support the academic success of homeless students, including access to academic support, school-based mental health services, social-emotional learning supports, trauma-informed practices, restorative practices, and Positive Behavioral Interventions and Supports (PBIS). Families are also connected to school and community-based resources to address basic needs and housing instability.

The liaison coordinates closely with school sites, enrollment staff, and community agencies to ensure immediate enrollment, school stability, and access to full participation in academic and extracurricular programs. This includes coordination with community partners to support housing resources and wraparound services for families experiencing homelessness.

Annual training is provided to school administrators, office staff, counselors, and other school personnel regarding McKinney-Vento requirements, identification of students experiencing homelessness, enrollment procedures, and

available supports. GUSD evaluates the effectiveness of these services through ongoing identification and enrollment data, service utilization, and coordination feedback to ensure continuous improvement in supporting the enrollment, attendance, and success of homeless children and youth.

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.

GUSD supports student transitions from early childhood programs into elementary school through coordinated professional learning, family engagement, and data sharing practices. Preschool, Transitional Kindergarten (TK), and early elementary teachers receive training in early literacy development and use common instructional resources and assessments to support consistent skill development across grade levels.

To support smooth transitions, TK and Kindergarten orientations are provided to families to welcome them into GUSD schools and provide information about school expectations, routines, and available supports. In addition, early childhood developmental data, including the Desired Results Developmental Profile (DRDP), is shared with elementary sites to inform instructional planning and support appropriate placement and early intervention for incoming students.

GUSD continues to align early learning practices with elementary instructional programs to ensure continuity in literacy development and to support successful transitions into K–12 learning environments.

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

Students and families are supported in the transition to middle school through orientation activities and early engagement opportunities designed to introduce school expectations, scheduling processes, and available academic supports. Elementary student data is shared with middle school staff to support appropriate placement, instructional planning, and identification of student needs.

High School

The transition from middle school to high school is supported through annual articulation between middle school staff, counselors, and high school academic coordinators, with particular attention to students needing additional academic or language support, including English learners. Each high school provides a spring orientation night for incoming 9th-grade students and families to review graduation requirements, course selection, and available academic and extracurricular opportunities. Students also participate in an August orientation program led by student leaders to support familiarity with the campus, schedules, and school systems.

Postsecondary Education and Career Pathways

Throughout high school, students are supported in preparing for postsecondary education and careers through counseling services and structured planning tools such as [CaliforniaColleges.edu](https://california.colleges.edu), which is accessible beginning in middle school. Counselors provide annual guidance focused on postsecondary planning, career exploration, and goal setting. Students and families are also supported through FAFSA workshops held during the school day and in the evening to increase access to financial aid opportunities. High school students have access to college-level coursework through articulation agreements with Gavilan College, including dual enrollment courses such as Psychology and Criminal Justice. The District also partners with Gavilan College to support an Early College Academy pathway, allowing students to earn both a high school diploma and an Associate's Degree.

Coordination and External Partnerships

The District's transition supports are coordinated with local higher education partners, including Gavilan College, to expand dual enrollment and early college opportunities. Counseling programs also support students in identifying interests, strengths, and postsecondary pathways through ongoing academic and career planning. District and school websites provide families with information and resources to support transitions across all grade levels.

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:

Advanced learning opportunities are supported through curriculum design, accelerated coursework, and electives at the middle and high school levels. Curriculum maps and instructional planning support teachers in integrating STEAM, inquiry-based learning, and problem-solving approaches to meet a range of student learning needs within the general education program.

Digital literacy is embedded across the district's core instructional programs, and students are provided with ongoing opportunities to develop technology skills through classroom instruction and curriculum-aligned activities. Staff receive training to support effective integration of digital tools to enhance instruction, student engagement, and academic achievement.

The District supports access to digital learning resources that contribute to students' research skills, media literacy, and technology fluency as part of overall efforts to improve academic outcomes and prepare students for college and career pathways.

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.

1. GUSD is committed to a coherent system of professional growth and continuous improvement that supports teachers, principals, and other school leaders from entry into the profession through ongoing development and advancement. The District uses Title II funds to strengthen instructional practice and leadership capacity with the goal of improving student academic achievement and ensuring equity across all schools.

2. Teachers: provides a multi-tiered system of professional growth that includes induction support for new teachers, mentoring, and ongoing coaching through academic coaches and program specialists. Teachers engage in job-embedded professional learning through Professional Learning Communities (PLCs), content-area curriculum training, and targeted support in areas such as equity in instruction, social-emotional learning, trauma-informed practices, English learner instruction, and instructional strategies aligned to district-adopted curriculum. Growth is supported through observation and coaching cycles, collaboration with peers, and the use of student assessment data to refine instruction and monitor impact over time.

Principals & Other School Leaders: professional growth is supported through ongoing leadership development focused on instructional leadership, equity-centered practices, restorative practices, and implementation of MTSS and PBIS systems. New principals receive mentoring and coaching, while experienced leaders participate in continued professional learning focused on data-driven decision-making, school improvement planning, and leading continuous cycles of improvement. Leadership growth is monitored through site-level implementation indicators, walkthrough data, student outcome trends, and progress toward school and district LCAP goals.

3. GUSD promotes continuous improvement through aligned goals in the LCAP and School Plans for Student Achievement, which include measurable outcomes related to student achievement, English learner progress, and school climate. Growth is measured using multiple sources of data, including student achievement results (CAASPP), English learner progress (ELPAC and reclassification rates), district benchmark assessments, and implementation indicators gathered through instructional walkthroughs and coaching cycles.

4. This system supports educators at all stages of their careers. Early career teachers and leaders receive structured induction, mentoring, and coaching; mid-career educators participate in collaborative professional learning and leadership opportunities within PLCs and district initiatives; and advanced educators are supported through coaching roles, facilitation opportunities, and leadership pathways within instructional and program areas.

5. GUSD evaluates the effectiveness of its professional growth system through ongoing analysis of student outcomes, site implementation data, and feedback from educators and administrators. These findings are used to refine professional learning offerings, adjust coaching supports, and strengthen alignment between professional development, instructional practice, and student achievement goals. Title II funds supplement, and do not supplant, other district, state, and federal funding sources used for professional learning and leadership development.

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:

1. GUSD determines Title II, Part A allocations using a needs-based process that prioritizes schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI), as well as schools serving the highest percentages of students counted under Section 1124(c) (Title I eligibility). Funding decisions are guided by state and federal accountability data to ensure resources are directed to schools with the greatest instructional and student support needs.

2. Title II funds are first prioritized to CSI and TSI schools, followed by schools with the highest concentrations of high-need students. Within this structure, funds support job-embedded professional learning, professional learning communities focused on instructional planning and student data, and coaching for teachers and school leaders. Additional priorities include strengthening social-emotional supports, supporting safe and inclusive school environments, ensuring consistent implementation of district-adopted curriculum, and accelerating learning for identified student groups.

3. CSI and TSI schools receive priority access to Title II-funded supports, including increased coaching, additional professional learning opportunities, and strengthened collaboration structures compared to other district schools. These supports are designed to provide more intensive capacity building aligned to school improvement needs.

Effectiveness of Title II-funded activities is evaluated through staff feedback, district professional learning committee input, and evidence of implementation from classroom walkthroughs and coaching cycles. This information is used to refine professional learning and ensure alignment with school improvement goals and student outcomes.

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.

1. GUSD uses a continuous improvement cycle that integrates Title II, Part A activities with other district initiatives, including the LCAP, School Plans for Student Achievement, and districtwide instructional improvement efforts. This ensures alignment and coherence across federal, state, and local funding sources and professional learning systems focused on improving instruction and student outcomes.

2. The District regularly analyzes multiple measures of student and instructional data, including CAASPP results, English learner progress data (ELPAC and reclassification rates), district benchmark assessments, and classroom walkthrough and coaching data. This information is reviewed throughout the year by Educational Services staff to monitor progress, identify needs, and adjust professional learning priorities and supports.

3. Ongoing consultation occurs through the District Professional Development Committee in partnership with the Gilroy Teachers Association (GTA), along with input from principals, district leaders, and site-based instructional staff. Additional feedback is gathered through staff surveys, LCAP engagement processes, and community input. This consultation informs annual planning and ongoing refinement of professional learning activities.

4. The District monitors state assessments (CAASPP), ELPAC and reclassification data, district benchmark assessments, implementation data from walkthroughs and coaching cycles, and staff feedback from professional learning sessions. Educational Services reviews data throughout the year to ensure timely adjustments to professional development and support structures.

5. The District meaningfully consults with teachers, principals, and other school leaders through the PD Committee, site leadership meetings, and ongoing professional learning cycles. Parents and community partners provide input through LCAP engagement processes and surveys. Specialized instructional support personnel and district coaches provide continuous implementation feedback based on direct support to sites. These groups collectively inform planning, implementation, and refinement of Title II activities.

6. Formal consultation occurs at least annually through PD Committee and LCAP processes, with ongoing input collected throughout the year via surveys, site-based collaboration, leadership meetings, and professional learning implementation cycles. This ensures continuous feedback and iterative improvement of Title II-funded activities.

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 is job-embedded and delivered through sustained coaching cycles, professional learning communities, staff development days, and targeted training sessions rather than one-time workshops, ensuring depth, continuity, and lasting impact on instructional practice.

Preschool through elementary teachers receive training in the adopted curriculum to support designated and integrated ELD, with a focus on lesson design, language development strategies, and ongoing assessment of English learner progress. Professional learning also supports the use of English learner assessment data, including ELPAC and local language proficiency measures, to inform instruction, monitor student growth, and adjust instructional practices.

Secondary EL specialists and instructional coaches provide training and coaching to teachers across content areas in academic language development, integrated ELD strategies, and support for English learners in all classrooms, while dual immersion staff receive additional training in bilingual instructional practices through both district and regional learning opportunities.

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.

At all levels, administrators, teachers, and support staff receive ongoing support from district Educational Services to strengthen the implementation of ELD standards alongside content standards.

The purpose of these professional development systems is to increase English learner language proficiency and strengthen educator capacity to effectively serve EL students. Title III-funded professional development activities supplement, and do not supplant, other district, state, or federal professional learning funds and initiatives.

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 support English learners in increasing English language proficiency and meeting state academic standards include research-based language instruction educational programs and supplemental Title III activities designed to strengthen both designated and integrated ELD across all grade levels.

These include explicit instruction and professional learning focused on student collaborative conversations and academic discourse, including the use of Kagan Cooperative Learning structures to increase language production, engagement, and access to grade-level content. Targeted supports are provided for newcomer English learners at both elementary and secondary levels, including tools and curricula such as Rosetta Stone, Lexia English, and Language Launch (Houghton Mifflin Harcourt newcomer curriculum), to accelerate foundational English acquisition. Teachers of dual immersion, designated ELD, and Academic Language Development receive ongoing training, coaching, and collaborative planning support to strengthen implementation of effective language development practices aligned with state standards.

These Title III-supported activities are focused specifically on English learners, enhance the district's core instructional program, and are designed to strengthen access to grade-level content while accelerating English language development. Districtwide, designated and integrated ELD instruction is supported through curriculum alignment, facilitated planning, ongoing professional development, and instructional coaching provided by academic coaches, literacy facilitators, and instructional specialists. Progress monitoring systems and English learner data, including language proficiency assessments, are used to inform instruction, group students for targeted support, and adjust interventions as needed.

In addition, support is provided to families of English learners to strengthen engagement and reinforce language development beyond the classroom. These activities are supplemental to all other district, state, and federal funding sources and are intentionally designed to increase English learner proficiency and support mastery of rigorous academic standards.

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 ensures that elementary and secondary schools receiving Title III funds are accountable for supporting English learners in achieving English language proficiency, as measured by the ELPAC, and in meeting state academic standards through a structured system of data monitoring, site accountability, and continuous improvement. Site administrators, English learner designees, and instructional staff regularly review multiple measures of EL progress and achievement, including ELPAC results, district benchmark assessments, classroom-based assessments, and CAASPP data. These data are disaggregated by site and student subgroup and are incorporated into the LCAP and School Plans for Student Achievement, which include specific goals for English learner progress, reclassification rates, academic achievement, and reducing the number of long-term English learners and students at risk of becoming long-term ELs.

Site-level accountability is reinforced through ongoing district monitoring, leadership walkthroughs, and instructional review processes that specifically look for effective implementation of designated and integrated ELD strategies. Principals conduct classroom observations using tools that include English learner instructional indicators, and findings are used to inform coaching, professional development, and site planning. District staff also maintain centralized data systems to track English learner progress over time and identify needed interventions and supports. These site-level activities and monitoring structures are supplemental to core instructional programs and other funding sources and are specifically designed to ensure that Title III supports are used to accelerate English language acquisition and improve access to grade-level academic standards.

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 are used to supplement the District's efforts to provide a well-rounded education, safe and healthy schools, and effective use of technology to support instruction and student learning. GUSD implements supplemental activities during and beyond the regular school day and partners with local community agencies and organizations with demonstrated expertise to expand student access to enrichment and support services.

To support a well-rounded education under Section 4107, the District continues to provide and expand visual and performing arts (VAPA) and STEAM opportunities, including music, theater, visual arts, dance, and science, technology, engineering, arts, and mathematics experiences that enhance student engagement and access to enriched learning opportunities.

To support safe and healthy students under Section 4108, the District implements social-emotional learning supports and partners with community-based organizations to provide supplemental services such as counseling, student support groups, leadership development opportunities, and wellness programming. In addition, staff and administrator training supports safe and inclusive school climates through practices such as restorative approaches, social-emotional learning, and culturally responsive practices that promote student well-being.

To support effective use of technology under Section 4109, the District provides classroom technology resources and supports teachers in integrating technology into instruction to enhance engagement and access to learning. The District also partners with external organizations, including Tech Academy and the Silicon Valley Community Foundation, to support instructional innovation and problem-based learning experiences for students and staff.

Program objectives include expanding student access to enrichment opportunities, improving student engagement and school connectedness, supporting safe and healthy learning environments, and strengthening the effective integration of technology into instruction. The District evaluates the effectiveness of Title IV-funded activities through student participation data, program feedback, and alignment to districtwide goals as reflected in the LCAP and site plans. The

analysis of those findings informs ongoing adjustments to programming during the three-year cycle to ensure activities remain responsive to student needs and aligned with intended outcomes.

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 IV, 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 IV, 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 IV, Part A, is 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/tivpauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

April 19, 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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