

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA) Federal Addendum  
Title III Plan 2022-2023**

**LEA Name**

Ceres Unified School District

**CDS Code:**

50-71043-0000000

**Link to the LCAP:**

*(optional)*

[https://www.ceres.k12.ca.us/Information/local\\_control\\_accountability\\_plan](https://www.ceres.k12.ca.us/Information/local_control_accountability_plan)

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

District staff, particularly instructional coaches, continue to provide professional learning to site administrators, elementary and secondary teachers regarding research-based strategies to supplement and strengthen instruction. Instructional Coaches are partially funded by Title III funds.

Professional learning is a significant focus in Ceres Unified. Staff will continue to attend conferences related to meeting English learner needs. Upon return from conferences, attendees will complete a reflection form and develop a plan for implementing the learning, specifically addressing ways to remove barriers and ensure meaningful access for English learners. Educational Services staff and principal visits to schools and classrooms will evaluate the implementation of conference take-aways.

District staff meets individually with each school site's administrative and coach teams to identify areas of need and approve their plan of professional learning for the school year. Instructional Coaches facilitate grade level and department release days to focus on selected content and specifically, meaningful access for English learners in the focused content area. In addition, instructional coaches provide short professional learning, including strategies specific to addressing language for English learners, during staff meetings and Planning Days. Feedback from participants is elicited through questionnaire forms, reviewed, and addressed.

Instructional coaches are focused on implementing research-based strategies, including specific strategies aimed at building positive learning environments for English Learners as well as providing surface, deep, and transfer learning opportunities. Coaches will provide professional learning that will take place at school sites, and follow-up will occur through Educational Services and principal classroom visits to ensure that implementation is occurring.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Provide supplemental instructional support and transitional assistance to US schools in primary language. Personnel are hired short term and only for the sole purpose of providing this instructional assistance for the student(s) during class time. This para may also provide assistance to the family related to transitional needs. While each student is issued a chromebook, supplemental digital resources specific to the student(s) needs may be necessary.

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Staff will continue to provide high-quality instruction focused on developing English language proficiency as well as teaching the academic content standards. Strategies for this include utilizing digital and supplemental instructional resources to develop the academic language. Instructional coaches will work with teachers and site administrators to use research-based practices aimed to help English learners build language proficiency. One focus will be on helping teachers employ strategies to build self-efficacy in English learners so that they can identify strategies they can use to foster their own growth. We use our Title III funds for digital and supplemental instructional resources to develop academic language. Instructional coaches, partially funded by Title III, provide professional learning for teachers, paraprofessionals and administrators on effective strategies and additional resources that focus on meaningful access for English learners in all academic content areas and language development, especially for our Long Term English Learners and those at risk of becoming Long Term English learners.

## **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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ongoing data analysis is built into the everyday practices in Ceres Unified through the implementation of the PLC process. Specifically, teams work through the Instructional Cycle which includes regularly monitoring evidence of student learning. Sites engage in CAASPP and ELPAC review and analysis as well as looking at the performance of English learners on local measures (district assessments and common formative assessments).

There is a multitude of strategies used by district staff to hold sites accountable for ensuring academic growth for English learners. These include:

- School Plan evaluation and revision process. An annual needs assessment is completed, which includes a comprehensive review of state indicator and local indicator data, and because English learners are a significant student group in Ceres, EL data is included in this review, and therefore, stakeholders are included in the evaluation and revision of the School Plan.
- Annual instructional site visits. Visits include district and school staff, and the focus is on identifying evidence of student learning, including a focus on English learners.
- Accountability also occurs through regular informal classroom walkthroughs from district administration, monitoring of the work of the PLC team, and progress through the instructional cycle.
- Using a data management system, Ellevation, funded by Title III, is specifically used for monitoring and analyzing the progress of English learners.

Another focus will be on the formative use of data and feedback from English Learners so that teachers can make effective real-time decisions to strategically support English Learners in both English language skills and content knowledge.