

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

## LEA Name

Ceres Unified School District

## CDS Code:

50-71043-0000000

## Link to the LCAP:

*(optional)*

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

## 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.*

## 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.

Ceres Unified School District employs the following strategies to focus on the learning, behavioral, and social-emotional needs of our students: hiring and training highly qualified staff, providing quality professional learning opportunities, building and implementing a multi-tiered system of support (MTSS), employing positive behavioral intervention systems (PBIS), offering a broad course of study, and developing a response to intervention (RTI) model.

## 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.

Ceres Unified School District uses Title I dollars to provide instructional support largely in the form of staffing, professional development, and materials, supplementing LCAP funds used to meet the instructional needs of students. Title II funds are used to provide instructional coaches to support our instructional staff. Title III funds are used to provide instructional coaches and opportunities for staff to attend professional development conferences focused on the language and academic needs of English learners. Title III immigrant funds are used to provide instructional support in the form of paraprofessionals for immigrant students to help them acculturate to our schools. Title IV funds are used to supplement our arts, music, and technology programs and support the behavioral and social-emotional needs of our students.

## 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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

Ceres Unified uses free/reduced lunch counts to determine poverty.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ceres Unified reviewed 2018-2019 student enrollment and Human Resources credential data to compare each school. In reviewing these data, low income and minority students are not taught at higher rates by ineffective/misassigned (0%) or out-of-field teachers (0%). In addition, there is no consistent pattern when it comes to the percentages of high minority and low-income schools and the percentage of inexperienced teachers at each school within each grade span.

Low-income percentages for K-6 schools range from 74%-94% and inexperienced teacher rate ranges from 7.4%-39.1%. There is wide variability in percentages of inexperienced teachers assigned to different schools, ranging from 7.4% to 39.1%. The school with the highest percentage of inexperienced teachers and the highest low-income percentage is Don Pedro Elementary School, which is also a CSI school. However, other schools with high low-income percentages include Adkison (90%) and Walter White (91%) but also have relatively low percentages of inexperienced teachers (Adkison at 15.4% and Walter White at 11.5%).

Low-income percentages for grades 7-8 schools range from 85%-90% and inexperienced teacher rate ranges from 9.4%-30.3%. There is again no correlation between low-income and inexperienced teachers; for example, the highest low-income school (Blaker Kinser at 90%) is taught with the lowest percent of inexperienced teachers (9.4%).

Low-income percentages for grades 9-12 schools range from 82%-90% and inexperienced teacher rate ranges from 17.4% - 22.2%. All schools are within approximately the same low income (+/- 8%) and inexperienced (+/- 5%) range.

Low-income percentages for Patricia Kay Beaver Leadership magnet, which is a K-8 school, is 66% and the inexperienced teacher rate is 20%. Low-income percentages for the K-8 charter school is 41% and the inexperienced teacher rate is 18.2%. Low-income percentages for grades 9-12 charter school is 27% and the inexperienced teacher rate is 21.4%.

Minority percentages for K-6 schools range from 81%-94% and inexperienced teacher rate ranges from 7.4%-39.1%. There is wide variability in percentages of inexperienced teachers assigned to different schools, ranging from 7.4% to 39.1%. Again, the school with the highest percentage of inexperienced teachers and a high minority percentage (91%) is Don Pedro Elementary School, also a CSI school. Aside from that, there is no pattern when it comes to minority and inexperienced teacher rates. For example, Hidahl has 91% minority students but 15% inexperienced teachers.

Minority percentages for grades 7-8 schools range from 84%-92% and inexperienced teacher rate ranges from 9.4%-30.3%. The highest low-income school (92%), which is Blaker Kinser, is taught with the lowest percent of inexperienced teachers (9.4%).

Minority percentages for grades 9-12 schools range from 83%-92% and inexperienced teacher rate ranges from 17.4% - 22.2. All are within approximately the same minority (+/- 7%) and inexperienced range (+/- 5%).

Minority percentage for Patricia Kay Beaver Leadership Magnet, a K-8 school, is 73% and the inexperienced teacher rate is 20%. Minority percentages for the K-8 charter school is 64% and the inexperienced teacher rate is 18.2%. Minority percentages for grades 9-12 charter school is 49% and the inexperienced teacher rate is 21.4%.

Data from every school site in each grade span was reviewed, and it was determined that there is no relationship between inexperienced teacher percentages and increased low-income or minority percentages. As seen in the data, all of our schools have high low-income and high minority rates in each grade span. District staff will continue to examine these data and established practices in order to balance and/or reduce the percentage of inexperienced teachers across the district and particularly at struggling school sites. Ceres Unified hiring practices include: Site administrators are on the interview panel in teacher interviews. The purpose of this practice is to hire the best teachers for the district as a whole. The district works collaboratively with local universities and teaching credentialing programs in order to support and recruit quality teachers. Administrative staff voluntarily present and participate in local universities credential courses, mock interviews, and job fairs. Careful consideration was given to the placement of staff at and within school sites, taking experience and skill level into consideration.

District staff reviews data, hiring, and retention practices to parent, community and staff stakeholders. They had an opportunity to identify equity gaps and suggest additional strategies for hiring and retention, but none was given. Upon the annual review of the data, district staff will work with site administrators at the highest low income and minority schools on strategies to recruit and retain experienced teachers.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Ceres Unified believes that parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. To support this belief, we provide opportunities for parents and guardians to attend FACTOR (Families Acting Toward Results) classes to continually learn how to support their children's learning and behavioral needs. Ceres Unified annually reviews its parent involvement policy with the District Advisory Committee/District English Learner Advisory Committee and provides annual training for all school site council members to assist them in carrying out their legal responsibilities.

LEA staff shared the following with DAC/DELAC, Parent Advisory Council, and Certificated, Classified, and Community Stakeholders during the Spring of 2019: data that qualified schools for CSI and ATSI, suggested research-based strategies to address improvement needs, and provided an opportunity for stakeholders to give feedback and additional ideas for the plan. District staff worked with site leaders of CSI and ATSI schools to support them in seeking school site stakeholder input through School Site Council and ELAC for school plan development. Parents will continue to review data with site staff as they monitor the implementation and results of their plans.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ceres Unified believes that parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. To support this belief, the district provides opportunities for parents and guardians to attend FACTOR (Families Acting Toward Results) classes to continually learn how to work with their children's teachers to support their children's learning and behavioral needs. It empowers parents, including pre-school parents, to navigate the school system and achieve a technical career or college education for their children. It also provides parents with tools to help their children acquire skills that will help them gain success in life. Parents have access to the Student Information System Infinite Campus Parent Portal so they can access and monitor their children's grades and academic progress. The district supports the sites to provide Literacy and math workshops to address the challenging academic state standards and the local and state assessments, technology programs, and college readiness activities that are provided at the school sites. The district supports each site's Parent Engagement Team, as needed, to set specific goals and actively solicit engagement of those who may not already feel connected and welcome on campus.

Parent Square, the district's electronic communication system for families and staff, is used to send voice messages, text messages, and emails in English and Spanish. The district and the sites utilize this system to communicate important messages to families and staff. Written notices in English and Spanish are also utilized to communicate district and school site activities, parent conferences and meetings for parents. When necessary, district and site staff personally call the parent to communicate pertinent information, including parents who have limited English proficiency and/or family members with disabilities.

Ceres Unified annually reviews its parent involvement policy with the District Advisory Committee/District English Learner Advisory Committee which is dispersed through our parent notifications document distributed to all students at the beginning of each school year. This document is also posted on our district website. The district provides annual training for all school site council members, ELACs, DAC and DELAC to assist them in carrying out their legal responsibilities. Three parent stakeholder groups are involved in the development of the LCAP throughout the school year. District staff worked with site leaders of CSI and ATSI schools in seeking stakeholder input for school plan development.

Ceres Unified provides translated documents and interpreters at meetings with parents of limited English proficiency. Parents and family members with disabilities are provided opportunities for reasonable accommodations when needed, including sign language interpretation. Families with accessibility and other special needs are provided special accommodations where otherwise communication would be a challenge. To help children overcome educational disruption, parents and families of migrant students are provided opportunities to meet with site staff before they leave for an extended period of time and upon their return to school.

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.

SWP: The district supports each school in their systems in their review of formative and summative student assessment data which assesses progress toward meeting CA State Standards, especially essential standards. Educational Services provides professional learning on evidence-based methods and instructional strategies for learning. The district Learning Framework, Ceres Unified Instructional Norms, the 5E Model and Ceres Certification for Direct Instruction certification programs along with content standards maps guide much of the professional learning facilitated by the district Instructional Coaches. Systems for intervention are developed and are provided for struggling students both within the school day and through after school and summer school programs. The ultimate goal is to identify the barriers students may have and/or encounter for mastering standards and minimize the effects of those barriers ultimately leading them to a high school diploma with the option to attend college and/or immediately enter the workforce.

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:**

N/A

**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 in transition are identified through a series of questions asked during the enrollment process. A District Homeless Community Liason works with site Community Liaisons who provide support at the sites to identify resources and coordinate services for students at the school sites. Homeless funds are used to ensure attendance at school by providing resources for transportation, such as gas vouchers, bus passes, and taxis when needed. To support achievement, supplemental instructional materials, such as school supplies to be used at home and school clothing, are provided. Other funds are used for field trips, outdoor education, college assessment fees such as AP and SAT and caps and gowns.

**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.

Our preschool classes are located on Elementary School Sites. There are various transition activities that take place, including field trips to the kindergarten classroom, eating lunch in the cafeteria, touring other places on campus, i.e. library, school assemblies, etc. The school sites also have a parent meeting that specifically focuses' on Transitional Kindergarten or Kindergarten Transition. The preschool classes arrange for a kindergarten teacher to come and present what to expect when their children enter kindergarten. The preschool program staff also assist families in getting the appropriate enrollment packet that is needed to become enrolled in Kindergarten.

Educational Services and Educational Options divisions work together and with school sites to ensure programs are provided efficiently to maximize resources and increase effectiveness for students. Management and program meetings are used strategically to ensure articulation and communication between programs. For example, quarterly data meetings are held during which student performance data is examined and professional development needs are assessed. This data is broken down into subpopulations, for example, special education, English learners, Migrant students and students at risk of retention. Curriculum and instruction needs are reflected upon and plans are made to ensure students can be successful in both the core curriculum and the 21st Century learning needs of today's students. Preschool programs follow district instructional expectation through the implementation of the CUSD Lesson Design and Norms. Articulation regarding standards and grade-level expectations and assessment occur between the Director of Preschool Programs and the Director of Elementary Education.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**

Ceres Unified provides after school and summer school programs as well as transition activities to support the transition from elementary to junior high, junior high to high school, and high school to college. Learning Directors from the junior high and high schools visit the upcoming group of students at their elementary and junior high schools to share information about their new schools and classes. They assist them in balloting for the classes they will need to enroll in and the electives they may enroll in. Sixth graders visit the junior highs and 8th graders visit the high school prior to the year of enrollment. High school students attend college visits, workshops with college representatives and receive information regarding dual and concurrent enrollment opportunities. Students in grades 6-12 have California College Guidance Initiative (CCGI) accounts that allow for career and college exploration. College Transition Learning Directors work with district graduates enrolled in college to ensure a smooth transition to their post-secondary program of choice.

**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:**

Ceres Unified tests all third-grade students for identification for the Gifted and Talented Education program. Referral testing is available for grades 4-6. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with extension opportunities related to that standard. All GATE identified students are invited to participate in a summer school program specifically designed extend learning opportunities in STEM and Performing Arts. School libraries are developed and updated annually through the purchase of novels and other reading material, both print and digital. Each student (TK-12) is provided a Chromebook at the beginning of the school year as a tool for learning purposes. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research and problem-solving. Evidence-based methods and instructional strategies, the District Learning Framework, Ceres Unified Instructional Norms, the 5E Model and Ceres Certification for Direct Instruction certification programs along with content standards maps guide much of the professional learning facilitated by the district Instructional Coaches.

## 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:**

NA

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

NA

### **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:**

NA

### **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:**

NA

### **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:**

NA

**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:**

NA

**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:**

NA

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

## **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:**

Ceres Unified offers a wide variety of professional learning opportunities for all staff members. Interns, student teachers, resident student teachers, and new teachers are provided Summer Institute/Boot Camp trainings to ensure they have the foundational knowledge needed to be successful in Ceres classrooms. Mentors/Peer Coaches are also provided. As teachers come to us out of credential programs, they are supported through the Ceres Induction Program. This allows for teachers to earn their professional clear credential in a program that is directly aligned to district and site goals. In addition, Ceres Unified offers an annual Leadership Academy to aspiring district leaders. Emerging teacher leaders are identified and teachers leadership opportunities are provided as appropriate. Both required and optional professional learning opportunities are offered throughout the school year, including Ceres Summer Institute, the Ceres Instruction and Technology Summit, release days, conference attendance, etc. Instructional Coaches provide support to teachers, classified staff, and administrators. Feedback is collected after professional learning is provided. Feedback is taken into account as next steps are planned. New administrators participate in the Stanislaus County Office of Education Administrator Induction Program and are assigned a District Office partner. Study sessions and management meetings provide on-going job-embedded support throughout the year for administrators.

Professional Learning Planning Meetings are held annually for each site. Included in these meetings are Ed Services admin, site admin, site coaches/ed techs. These collaborative meetings allow for open communication and clarity around site goals.

The district also develops a professional learning plan in order to meet the needs of the sites. Coaches and site admin assist with the implementation of the district and site plans. Informal and formal site visits monitor implementation of the plan. Data conversations and Focus on Achievement are held annually to share goals and celebrations.

Growth and improvement are measured by looking at state/ local outcomes, implementation data, and evidence of the district's roadmap goals. Data sources include the California Dashboard, CAASPP data, district and site level formative, and summative assessments, annual school site visits, informal observational data, instructional certifications, Google certifications.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

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

District staff works closely with site leaders of the three schools who are implementing comprehensive support and improvement activities. District staff provided guidance and technical assistance to site leaders as they revised school plans. Needs assessments focused on the analysis of California School Dashboard indicator data as well as locally-collected data pertaining to the indicators. Site leaders solicited input from school site council members when revising the school plan for 2019-2020.

CSI schools are supported through Solution Tree Embedded Coaching and consultants, supporting the implementation and refinement of the instructional cycle. Additional instructional coaching support, math/ELA consultant support, and conferences are provided to CSI sites.

### **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:**

District staff will continue to work closely with site staff to provide ongoing consultation about the implementation of the comprehensive support and improvement activities. Monthly classroom visits, monitoring of assessment and indicator data, and coaching related to research-based practices and interventions will take place. Feedback from professional development and from annual formal/informal site visits is provided regularly during the year. Monitoring of the implementation of professional learning plans occurs throughout the year. The Educational Services Advisory has been formed to act as a Guiding Coalition for the Educational Services department. Stakeholder groups (parents, certificated/classified staff, DAC and DELAC committees, community members, students) are consulted three times per year as part of the LCAP development process. External coaches/consultants and county office staff are consulted throughout the year.

## **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. Specifically, attendance at California Association for Bilingual Education (CABE) will be paid for using Title III funds, and attendees will provide professional learning site-wide to those unable to attend the conference. 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 late start 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:

- (C) 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
- (D) 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.
- Annual Focus on Achievement presentations. Site staff presents an analysis of data as well as a plan for school improvement to the district administration. Specific goals are identified, including goals for English learners in the areas of academics, behavior, social-emotional, and other areas.
- 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.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ceres Unified utilizes Title IV funds to implement the district's LCAP goals. Specifically, the funds are used to supplement art, music, and technology programs as a means of offering a broad course of study; supplement the implementation of social-emotional learning and positive behavior intervention and support programs to promote safe and healthy students; and provide a supplemental curriculum focused on developing financial literacy to 12th grade students through a partnership with Able Works, a non-profit organization. The district will continue to review outcome and survey data to determine the effectiveness of these programs and their impact on LCAP goals.

Stakeholders representing parents, students, community, certificated staff, classified staff, and administrators, meet three times a year to review the needs of the students related to art, music, technology, social-emotional learning, positive behavior, and other broad course of study options. Needs are discussed, options are discussed and feedback is solicited from them using discussion prompts and written feedback opportunities.

Our goal with Title IV funding is to enhance our STEM program and provide students with access to coursework that they might not get otherwise. Site observations and professional development surveys will be used to monitor the effectiveness of this support.

Our district is in the implementation phase of our PBIS programs. The money will be designated to purchase a program to help sites monitor attendance and behavior. Data reports will help stakeholders make well-informed decisions regarding student attendance and discipline.

A small portion of the money will be designated to support teachers in the professional learning of instructional technology to enhance learning for students. Teachers will be asked to bring back key takeaways and share with staff. Classroom observations and student products can be used to evaluate effectiveness.

\$181,840 is designated to support a well-rounded education. CUSD will use Title IV money to provide STEM support to Ceres teachers through a Science Instructional Coach. This coach will work in collaboration with our county office of education at various points in the year to look at data and provide targeted, job-embedded support to teachers as we implement NGSS aligned courses district-wide. Financial literacy education will be provided to secondary students through a partnership with Ableworks. Career tech field trips/experiences will be provided to students at Argus/Endeavor Alternative Schools.

\$47,500 is designated to support a safe/healthy school environment. HERO will be purchased and used district-wide to support the implementation and monitoring of each site's Positive Behavior Intervention and Support programs. Secondary administrators will attend the innovative Schools summit. This conference provides an opportunity to learn about new insights and strategies for reaching students. The content aligns to the School Plan and District LCAP goals. The conference will support our goals on decreasing our suspension indicator on the California Dashboard. Team members will bring back key takeaways and disseminate information to the rest of the teacher teams.

Approximately \$4,000 will be used to provide professional learning in the areas of digital literacy and instructional technology to enhance learning for students.

## California Department of Education

## LCAP Federal Addendum System

Submission  
Dashboard

Ceres Unified (50710430000000)

**Status: Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Cathy Pietanza**LEA Contact Email: **cpietanza@ceres.k12.ca.us**LEA Contact Phone: **2095561520 (ext. 1526)**[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

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## Title I, Part A, Educator Equity

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## Title III, Part A

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## Title IV, Part A

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