

Local Control & Accountability Plan Summary

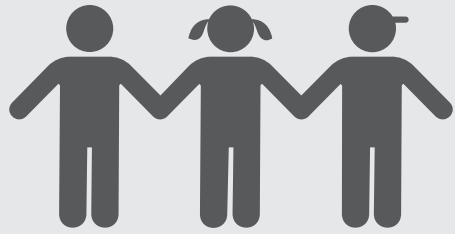
2019-20

Ceres Unified School District

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DISTRICT STORY

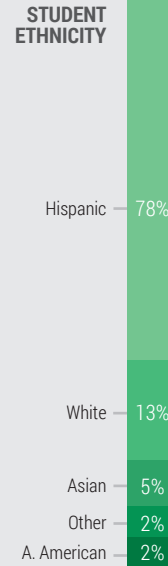


14,437 K-12 Students

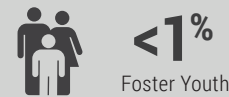


20 SCHOOLS

High School:	2
Junior High:	3
Elementary:	13
Alternative Ed:	1
Charter:	1



STUDENT GROUPS



District Motto

Committed to Excellence, Responsive to Every Student



District Vision

Students are academically prepared to achieve their full potential, supported by & contributing to the community



District Mission

Quality instruction & support programs resulting in equitable achievement & college & career-ready students



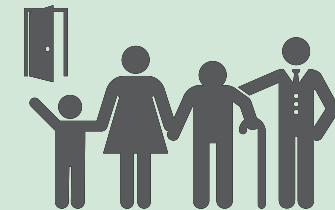
LCAP HIGHLIGHTS



Excellent Learning Conditions



Ensure Access, Equity, & Achievement



Family & Student Engagement

GOAL

A

Highlighted Actions

- A1 - Hire & maintain highly qualified teachers & staff
- A3 - Standards-aligned instructional materials & technology
- A9 - Access to a broad course of study

GOAL

B

Highlighted Actions

- B3 - Academic counseling to ensure college & career-ready students
- B6 - EL reclassification & ongoing achievement
- B8 - Support AP student success

GOAL

C

Highlighted Actions

- C1 - Research-based family engagement practices
- C6 - At-risk student identification to reduce dropout rates
- C8 - Provide safe & civil school environments



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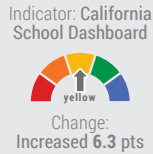
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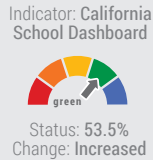
GREATEST PROGRESS



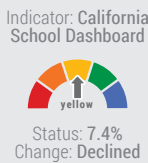
Improved ELA Performance



Increased College/Career Readiness



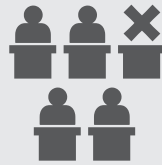
Decreased Suspension Rate



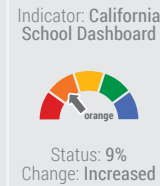
Planned Actions to Maintain Progress:

- B1** - Support student achievement (academic planning & counseling, review student data & plans, PL, research-based intervention, outdoor education, etc.)
- B3** - Academic counseling to ensure college & career-ready students
- C8** - Provide safe & civil school environments (extracurriculars, PL, cyber-safety, anti-bullying, FY networking, additional campus supervision, mentoring, school resources officers, ASES program, etc.)

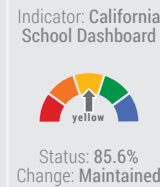
GREATEST NEEDS



Decrease Chronic Absenteeism



Increase Graduation Rate



Planned Actions to Address Needs:

- C5** - Active family intervention to support attendance (monitoring systems, home visits, Community liaisons, etc.)
- C6** - At-risk student identification to reduce dropout rates (ongoing assessment cycles for intervention, professional learning, & infant care program)
- C9** - Healthy decision making & citizenship evidence (analyze student recognition & discipline data, PL unique to high needs students, systems of support)

PROGRESS GAPS

Subgroup in Need:



State Indicators:

- 1. Chronic Absenteeism
- 2. Suspension Rate
- 3. English Learner
- 4. Graduation Rate
- 5. College/Career Readiness
- 6. ELA Assessment
- 7. Math Assessment

African American



Foster Youth



Students with Disabilities



Planned Actions to Address Performance Gaps:

- A9** - Access to a broad course of study (least restrictive environment for SWD, inclusion model)
- C3** - Ensure subgroup representation on advisory teams (EL, FY, LI, migrant, homeless, SWD)
- C7** - Professional learning & FY Liaison for intervention (data analysis release time, trauma informed strategies, annual luncheon for HS FY, conferences, workshops, alternative education programs)

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOLS

- Endeavor High School
- Cesar Chavez Junior High
- Don Pedro Elementary

PROVIDE SUPPORT FOR SCHOOLS

Ceres Unified supported these schools in developing CSI plans through:



- School-level needs assessments
- Evidence based interventions
- Identifying resource inequities

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Site-based meetings
- Quarterly plan reviews
- Data monitoring using multiple measures

