LCAP STAKEHOLDER FEEDBACK ANALYSIS

Prepared for Ceres Unified School District

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HANOVER RESEARCH

INTRODUCTION

Ceres Unified School District (Ceres USD) recently collected open-ended feedback from students, staff, families, and community members to inform the district's Local Control and Accountability Plan (LCAP) decisions. Students provided feedback on school strengths, school weakness, and other school-specific considerations. Other respondents provided feedback on graduation rates, support for different student populations, English Language Arts (ELA), and math. In the following report, Hanover Research (Hanover) presents Ceres USD with findings and recommendations from an analysis of this feedback.

Hanover excludes blank and illogical student responses from the analysis. Additionally, in this report, Hanover reproduces quotes nearly verbatim but makes edits to correct significant spelling errors. Sample sizes vary throughout the report, as not every respondent answered every question, and determining an accurate count of respondents proved difficult, as participants did not complete a traditional survey and instead provided feedback as desired. Therefore, stakeholder feedback tables do not show response frequencies.

This report contains two sections:

- **Section I: Stakeholder Survey Responses** presents stakeholder survey feedback regarding graduation rates, ELA, math, English learners (ELs), homeless students, and special education students.
- **Section II: Student Survey Responses** reviews the student responses to the LCAP survey, which collects student opinions on the strengths and improvement areas of Ceres USD, the changes they would make to their schools, and the education they receive at school.

KEY FINDINGS

STAKEHOLDER SURVEY FEEDBACK

- **The most commonly supported Top Actions proposed by the district all highlight the desire of stakeholders for additional academic and social-emotional student supports**. Related to academics, stakeholders commonly support the provision of academic interventions during the day for struggling students, credit recovery courses after school, and more instructional coaches. Stakeholders also commonly support training for general education teachers to better support special education students. Related to students' physical and emotional needs, stakeholders commonly support increasing the number of school psychologists, as well as providing emergency resources for homeless students.

- **In open-ended comments, stakeholders emphasize that all grade levels should receive more academic support, particularly Grades K-6**. Feedback indicates a strong desire for more ELA, math, and EL resources at early stages in students' education. Stakeholders also express that Ceres USD should provide certain supports to secondary students (e.g., post-secondary education resources and skills for special education students).

- **Respondents prefer site-specific and subject-specific supports as opposed to supports shared across the district.** For example, a staff member notes a preference for each school to have a psychologist who is present five days per week, and other stakeholders express the opinion that instructional specialists and paraprofessionals should focus on one subject. One non-staff stakeholder notes the perceived need for more intervention teachers so they can each focus in math or ELA.

- **Staffing and professional development often appear as key areas of improvement for the district.** Parents, community members, and staff members consistently indicate the need for more

academic and social-emotional support personnel. Furthermore, when asked about ELA, math, ELs, and special education students, staffing receives the highest counts of responses as an area of need. Some stakeholders also express the need for staff with safety-related skills, such as more school resource officers.

STUDENT SURVEY FEEDBACK

Student survey responses generally reflect positive school climates and learning experiences. For example, 50 percent of all analyzed responses on school strengths indicate that students feel supported, safe, and happy in their schools. Students feel positive about their interactions with teachers and express positive attitudes toward the school community more broadly as well.

The greatest student concerns are around health and wellbeing. Students would like healthier lunch options, and also express the need for improved anti-bullying and mental health supports.

Students identify scheduling as another concern. Students indicate that they do not have enough time to eat or play outside before having to return to class. Certain students express that they leave recess still very active and unable to fully engage in the lesson. Additionally, multiple middle school students write that as they get older, they need more sleep or sleep different hours, so a later start time would align with this change. Different end times also appear in responses as students suggest earlier end times, shorter school days on Wednesdays, and end times that align with their siblings.

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SECTION I: STAKEHOLDER SURVEY RESPONSES

In this section, Hanover presents stakeholder survey feedback regarding graduation rates, ELA, math, ELs, homeless students, special education students, and other areas of inquiry. Each survey component below includes the "Top Actions" and counts identified by Ceres USD, as well as a summary table of stakeholder feedback. The leftmost columns of the feedback tables provide: the survey component's central themes, the number of responses, sample quotes from survey responses, and key findings for the survey component. Additionally, the counts for each *theme* represent:

- The number of original responses in this theme; and
- The number of other stakeholders who agree with the original responses in this theme.

GRADUATION RATE

This section contains the main themes identified by Ceres USD and Hanover when reviewing parent, community, and staff member feedback on the district's graduation rates. Figure 1.1 illustrates the "Top Actions" summarized by Ceres USD and their count of responses for each stakeholder group. These three actions align with the themes that Hanover provides according to responses: academic support and services, scheduling and school operations, staffing, student mental health, and family engagement. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by more than one stakeholder.

Figure 1.1: Top Actions for Graduation Rates

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
Academic intervention during the school day to help struggling students	15	16
Credit recovery courses after school (to make up credits)	16	14
More learning directors (lower student to counselor ratio)	14	8

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.2: Stakeholder Feedback on Graduation Rates

THEME	COUNT	SAMPLE QUOTES
Academic Services	34	▪ "Can we create a cohort of at-risk students (freshman) to support the transition to high school?" ▪ "District-wide focus on college is great." ▪ "Providing programs such as AVID. Not all students need this support but it would help for the students who don't have the support at home."
Scheduling and School Operations	14	▪ "Standards Based Grading!" ▪ "Zero period or after school intervention instead of taking away elective opportunity."
Staffing	7	▪ "Get learning directors into elementary early and often"
Student Mental Health	2	▪ "More social/emotional staff. Three isn't enough." ▪ "There could be a little more education about suicide prevention."
Family Engagement	1	▪ "How are we keeping families informed, involved and connected…"

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

ACADEMIC SERVICES

- Many parents, community members, and staff highlight the need to support and create more programs for at-risk students, such as credit recovery programs. Additionally, these responses often appear in the form of questions, possibly indicating a lack of knowledge around Ceres USD's current supports. Questions are also used to make suggestions. For example, "Credit recovery only offered after school? Any offered before school or on weekend for working students?" [Family, Community, and Staff Members]

- Respondents highlight both ends of K-12 spectrum as key areas to support academic outcomes. Stakeholders note the importance of elementary-level support staff (i.e., learning directors), as well as college and career planning through communicating options to students for post-secondary opportunities. [Family and Community Members]

SCHEDULING AND SCHOOL OPERATIONS

- The desire for an extra period in student schedules often appears in feedback regarding this theme. Many stakeholders express an interest in a supplemental period to support students, which should not detract from elective opportunities or work schedules. [Staff Members]

- Multiple stakeholders agree that Ceres USD should implement and adhere to standards-based grading. Although stakeholders do not expand on their interest in this practice, five stakeholders agree that this initiative could support improving graduation rates. [Staff Members]

STAFFING

- Stakeholders would like to see an increased prevalence in learning directors and mental health specialists. [Family and Community Members]

STUDENT MENTAL HEALTH

- Family and community members express a concern with mental health supports when considering graduation rates and would like to see more social-emotional staff and suicide prevention awareness. [Family and Community Members]

ENGLISH LANGUAGE ARTS

This section contains the main themes identified by Ceres USD and Hanover when analyzing stakeholder feedback on the district's ELA education. Figure 1.3 illustrates the "Top Actions" summarized by Ceres USD and the count of responses for each stakeholder group. Hanover then presents the overarching themes, including staffing and professional development, reading and writing strategies, Grades K-6 support, out-of-class support, scheduling and school operations, community involvement, and student engagement. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.3: Top Actions for ELA

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
More instructional coaches to support teachers	12	17
Intervention paras	11	15
Intervention staff at secondary level (learning center and intervention period)	10	14
Intervention teacher at elementary	9	13
Literacy instructional coach	9	10

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.4: Stakeholder Feedback on ELA

THEME	COUNT	SAMPLE QUOTES
Staffing and Professional Development	37	▪ "Intervention teacher K-3, 4-6. 2 teachers." ▪ "Change the role of instructional coaches. Grade Specific, Focus, Job specific." ▪ "I love that the district hired an intervention teacher for those students who do not qualify for resources. Also the intervention paras."
Reading and Writing Strategies	24	▪ "I would like to see literacy night at the school sites for families." ▪ "Continued focus guided reading and small group instruction."
Grades K-6 Support	17	▪ "How about more intervention starting at kinder for kids struggling with English?" ▪ "One site based coach, rather than sharing, one per elementary site."
Out-of-Class Support	14	▪ "Are there any summer school programs to assist ELA students? For elementary level." ▪ "Learning center is good but it should be mandatory for students to attend."
Scheduling and School Operations	8	▪ "I disagree with adding more instructional coaches. it takes time out of classroom instruction…" ▪ "How are we preparing students for SBAC?"
Community Involvement	6	▪ "Get parent volunteers to come in and sit and read with students. Helps with reading fluency." ▪ "Hire college students to run homework clubs after school."
Student Engagement	2	▪ "There is LCAP funding for CLASS SIZE REDUCTION in primary grades. What about for the intermediate grades?" ▪ "Common writing handbook for K-12. Common practices, revision marks."

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

STAFFING AND PROFESSIONAL DEVELOPMENT

▪ Stakeholders often suggest hiring additional staff members (e.g., specialists, paraprofessionals) to support ELA instruction and language development at all grade levels. Many staff members agree that the district should provide a coach for every elementary school rather than having schools share coaches. [Family, Community, and Staff Members]

▪ Stakeholders also highlight support for additional staff training in ELA instruction, but would like this to occur outside of class time. [Family, Community, and Staff Members]

READING AND WRITING STRATEGIES

- Stakeholders suggest a wide variety of reading and writing strategies for K-12 students to improve ELA skills, including reading programs, small group interventions, paraprofessional programs, and books and handbooks. The most popular strategy among family and community members promotes literacy nights at schools for families. [Family, Community, and Staff Members]

GRADES K-6 SUPPORT

- Many staff members and some parents and community members specifically reference elementary school students in their questions and ideas regarding ELA in Ceres USD. These references highlight possibilities of kindergarten interventions, smaller class sizes, and summer programs to support young readers.

OUT-OF-CLASS SUPPORT

- Stakeholders also raise ideas for out-of-class approaches to support ELA, such as literacy nights, summer programs, and after-school programs. These may include incentives for reading or operate as clubs to encourage involvement. [Family, Community, and Staff Members]

SCHEDULING AND SCHOOL OPERATIONS

- Schedules and student time spent on learning appear as common sub-themes for how scheduling and school operations affect ELA skills. For example, conducting instructional coaching during the school day takes away from classroom instruction and increases "busy work" under substitutes. [Family, Community, and Staff Members]

- Testing, specifically the Smarter Balanced assessments (SBAC), presents a key concern for stakeholders, as staff members question how teachers prepare students and how seriously students engage in testing. [Staff Members]

COMMUNITY INVOLVEMENT

- Stakeholders highlight multiple populations with whom students could work with to improve ELA skills, such as college students and parents. [Family and Community Members]

STUDENT ENGAGEMENT

- Staff members note an interest in smaller class sizes in elementary and middle school grades and instructional resources with which all students can engage. [Staff Members]

MATH

This section contains the main themes identified by Ceres USD and Hanover when analyzing stakeholder feedback on the district's math education. Figure 1.5 illustrates the "Top Actions" summarized by Ceres USD and the count of responses for each stakeholder group. Hanover then presents the overarching themes, including staffing and professional development, instructional practices, community engagement, Grades K-6 support, designated resources, out-of-class support, and measuring student growth. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.5: Top Actions for Math

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
Intervention teacher at elementary	10	10
Intervention paras	9	12
Math instructional coaches	9	10
More instructional coaches to support teachers	9	7

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.6: Stakeholder Feedback on Math

THEME	COUNT	SAMPLE QUOTES
Staffing and Professional Development	49	▪ "Intervention paras should have time to collaborate with teachers to ensure they understand math strategies before intervening with the student." ▪ "Coaches specifically for intervention teachers and paras." ▪ "I feel like we need an intervention teacher just for math. Intervention teacher has small groups in for ELA all day. I don't see her doing both." ▪ "Can we bring in interns (students going to college to become teachers) to help assist teachers and intervention staff?"
Instructional Practices	18	▪ "Find a way to recognize progress from students who might not be a 3.0-4.0 GPA but still have made a huge increase from where they were at. They'll feel like they can do it!!" ▪ "It would be great if teachers were willing to let kids who "got" the lesson to move forward to the next lesson." ▪ When I tutor kids in the library, it worries me about the lack of fundamental math which students know. We're building from middle up not from bottom up."
Community Engagement	15	▪ "Math training night for parents by the grade level…" ▪ "Link with local math professors at JC or Stan State to help teachers build competency and knowledge in certain standard areas/domains to support math instruction. Even offer to veteran teachers."
Grades K-6 Support	11	▪ "I think it would be great that they add an elementary math tutor to help children who really have a hard time learning math - also something for parent to learn who struggle."
Designated Resources	8	▪ "not enough translators for English Spanish speakers to connect." ▪ "More funds from AIP to pay for a second intervention teacher."
Out-of-Class Support	8	▪ "Are there any summer school programs that can assist students with basic skills?" ▪ "Have additional tutoring for homeless students or group studying."
Measuring Student Growth	4	▪ "Stick to a program/model for more than 1 year. @ CC there was a lot of work done to put in an RTI program and we basically started over this year. Are we going to stay the course and look at long term?…" ▪ "IXL for all students so teachers can select a standard to help support the gaps"

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

STAFFING AND PROFESSIONAL DEVELOPMENT

- Stakeholders highlight the need to hire additional staff members (e.g., paraprofessionals, intervention teachers) to support students in all grade levels in math. Feedback highlights that additional support should focus specifically on math rather than having intervention staff for multiple subjects. [Family, Community, and Staff Members]

- Stakeholders also prioritize staff training in their comments and would like to see teachers and paraprofessionals receive professional development and instructional coaching for math. [Family, Community, and Staff Members]

INSTRUCTIONAL PRACTICES

- Practices such as small-group instruction and tutoring appear as suggestions related to math, and stakeholders note the need to support struggling and homeless student subgroups specifically. [Family, Community, and Staff Members]

- Staff responses highlight content and the importance of teaching fundamental skills and real-world math applications (e.g., money, time). [Staff Members]

- Parents and community members indicate that math classes need to engage all students. These respondents offer suggestions, such as allowing students to move ahead if they understand the current lesson, recognizing student progress at all ability levels, or creating math-based contests. [Family and Community Members]

COMMUNITY ENGAGEMENT

- Respondents suggest community engagement opportunities to support student math skills, which could connect Ceres USD students and instructional staff with college students or professors in various ways. [Family, Community, and Staff Members]

- Multiple family and community stakeholders indicate that they also struggle with math and would like resources for students and themselves. [Family and Community Members]

GRADES K-6 SUPPORT

- Family and community members would like elementary school students and their parents to have access to an elementary math tutor. [Family and Community Members]

DESIGNATE RESOURCES

- Respondents highlight monetary and personnel resources as important for improving math skills and outcomes. For example, staff members note that the district needs to allocate funding toward additional intervention teachers, and family and community members emphasize the need for additional translators. [Family, Community, and Staff Members]

OUT-OF-CLASS SUPPORT

- Multiple stakeholders express an interest in tutoring opportunities, summer programs, and test score improvement strategies in addition to current classroom instruction. [Family, Community, and Staff Members]

- Stakeholders highlight the importance of evaluating student progress over time and maintaining consistent initiatives that can improve student outcomes. [Family, Community, and Staff Members]

ENGLISH LEARNERS

This section contains the main themes identified by Ceres USD and Hanover when analyzing stakeholder feedback on educating ELs. Figure 1.7 illustrates the "Top Actions" summarized by Ceres USD and the count of responses for each stakeholder group. Hanover then presents overarching themes, including staffing and professional development, bilingual services, student engagement, measuring student growth, community engagement, Grades K-6 support, out-of-class support, and reading. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.7: Top Actions for ELs

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
EL paras at some schools	10	15
Professional development for teachers on how to support English learners	5	17
ELTAs to help tracks student growth and achievement	5	9
EL Learning Director at high schools	8	6
More ELD teachers and staff at secondary sites	5	6

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.8: Stakeholder Feedback on ELs

THEME	COUNT	SAMPLE QUOTES
Staffing and Professional Development	35	▪ "EL paras for languages other than Spanish." ▪ "Collaboration time with EL paras…" ▪ "Bring back ELD Coach - expert on EL standards"
Bilingual Services	14	▪ "When students do math exams they should have translated the exam because sometimes they know how to do math but do not understand the questions." ▪ "…provide technology tools to translate as they learn more English, use it less." ▪ "…open more dual language schools…"
Student Engagement	13	▪ "Need more student to student to student to paras and teachers not overseers." ▪ "Class size for ELD class…"
Measuring Student Growth	13	▪ "Stress the importance of the ELPAC testing early…" ▪ "New comer support – intensive work when student comes with no English. Older students especially."
Community Engagement	11	▪ "Ask for parent volunteers to get students reading in both languages in class daily." ▪ "…Weekly email with tips and strategies for EL students."

THEME	COUNT	SAMPLE QUOTES
Grades K-6 Support	8	▪ "We need an EL intervention teacher at each site to work with our 1's/2's…"
Out-of-Class Support	7	▪ "What summer programs are there for EL's?" ▪ "Bring in college students to run "homework" clubs after school to get additional assistance."
Reading	6	▪ "Allot more reading time so that children can improve on their English and math."

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

STAFFING AND PROFESSIONAL DEVELOPMENT

▪ Parents, community, and staff members all comment on the need for more EL personnel in schools, including specialists, to support targeted needs. [Family, Community, and Staff Members]

▪ Responses also indicate a need for more EL paraprofessionals and concerns for how schools assess the need for and effectiveness of paraprofessionals. [Family, Community, and Staff Members]

BILINGUAL SERVICES

▪ Stakeholders would like to see additional translation tools and services for multiple languages, which may include additional staff members, technology (e.g., Google Translate), or potentially dual-language schools. [Family, Community, and Staff Members]

STUDENT ENGAGEMENT

▪ Staff members emphasize the need for more engagement with teachers and paraprofessionals through smaller class sizes, fewer "overseers," and more interaction. [Staff Members]

MEASURING STUDENT GROWTH

▪ Stakeholders note the importance of professional development and review of the English Proficiency Assessments for California (ELPAC), as well as testing students early to ensure they receive the necessary supports. [Family, Community, and Staff Members]

COMMUNITY ENGAGEMENT

▪ Stakeholders indicate that the community can support ELs through tutoring by college students, parents volunteering to help with reading, and staff members working with EL parents and serving as a bilingual school resource. [Family, Community, and Staff Members]

GRADES K-6 SUPPORT

▪ Responses highlight the need for more EL support at younger grade levels to ensure students can be successful early in their academic careers. They also indicate a need to utilize learning directors and EL paraprofessionals. [Family, Community, and Staff Members]

- Stakeholders express interest in afterschool tutoring and summer programs to support EL students specifically. [Family, Community, and Staff Members]

READING

- Respondents note that Ceres USD should increase the time ELs spend reading, and suggest designating additional time to in-class reading with the support of parent volunteers. [Family and Community Members]

HOMELESS STUDENTS

This section contains the main themes identified by Ceres USD and Hanover when analyzing stakeholder feedback on educating homeless students. Figure 1.9 illustrates the "Top Actions" summarized by Ceres USD and the count of responses for each stakeholder group. Hanover then presents overarching themes, including health and safety, community engagement, academic support, identification, and staffing and professional development. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.9: Top Actions for Homeless Students

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
Provide emergency clothing cards, fuel vouchers, bus passes, backpacks/school supplies, graduation and/or promotion regalia for homeless students	18	12
Professional development for staff regarding the specialized needs and services for homeless students	14	10
More homeless liaisons to lower student-liaison ratio and increase the frequency of tracking academic achievement through face to face check-ins	12	8
Check-in with homeless students regarding needs and academic progress	7	10
Coordinate case management at each site including progress monitoring	--	9
Homeless liaison - identification, communication and monitoring of homeless students K-12	6	5

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.10: Stakeholder Feedback on Homeless Students

THEME	COUNT	SAMPLE QUOTES
Health and Safety	20	■ "Create a space where students can shower/wash clothes." ■ "Have a storage area for students unsure of where they will be staying a certain night. This will secure their belongings such as school supplies."
Community Engagement	17	■ "Backpack donations so students can take home snacks/supplies to keep them healthy." ■ "One to two yearly meetings (site-wide) to discuss 'At Risk' student groups and get liaisons in front of teachers. Discuss services/best practices." ■ "District wide school supply drive at the beginning of the school year."

THEME	COUNT	SAMPLE QUOTES
Academic Support	13	▪ "Create a space with extended times for studying/homework time." ▪ "Have additional tutoring for homeless students or group studying."
Identification	3	▪ "How do teachers know of which of their students are 'homeless.'"
Staffing and Professional Development	2	▪ "District funding to support full time community liaison at high poverty sites." ▪ "Having a separate group of professionals to work with homeless and a separate group of professionals to work with the rest of the students."

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

HEALTH AND SAFETY

▪ Stakeholders indicate a strong interest in maintaining a place for homeless students to shower and wash their clothes. [Family and Community Members]

▪ Staff members suggest establishing a storage area for students to secure school supplies and other possessions when unsure of where they will stay that night. [Staff Members]

COMMUNITY ENGAGEMENT

▪ Stakeholders strongly support engaging community members to support homeless students at Ceres USD. Ideas include running food and school supply drives and distribution programs, business partnerships (e.g., with the Salvation Army) to access resources, and facilitating meetings to discuss the needs of at-risk students. [Family, Community, and Staff Members]

ACADEMIC SUPPORT

▪ Stakeholders suggest providing additional tutoring or instructional resources for homeless students, and raise questions about what types of counseling processes are available to these students. [Family, Community, and Staff Members]

▪ Multiple family and community members indicate an interest in having extended studying and homework time and additional spaces available to homeless students. [Family and Community Members]

IDENTIFICATION

▪ Staff member responses question how and when the district evaluates their homeless student population. Specifically, staff question how teachers know which students are homeless and why the district does not evaluate homelessness twice per year. [Staff Members]

STAFFING AND PROFESSIONAL DEVELOPMENT

▪ Stakeholders would like to see resources put towards specific homeless student contacts, including specific educators and community liaisons. [Family, Community, and Staff Members]

SPECIAL EDUCATION STUDENTS

This section contains the main themes identified by Ceres USD and Hanover when analyzing stakeholder feedback on educating special education students. Figure 1.11 illustrates the "Top Actions" summarized by Ceres USD and the count of responses for each stakeholder group. Hanover then presents overarching themes, including staffing and professional development, social-emotional support, classroom strategies, and post-secondary transition. These themes appear from most prevalent to least prevalent in responses, and the end of the section provides bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.11: Top Actions for Special Education Students

TOP ACTION	PARENT AND COMMUNITY COUNT	STAFF COUNT
Additional school psychologists to provide counseling and social-emotional/behavioral support for ALL students as well as training and support for staff	18	16
Training for General Education teachers in order to better support special education students in ELA and Math	13	18
Parent engagement and training opportunities for parents of special education students	11	9
Training for Special Education teachers in ELA and Math to provide more targeted support and instruction for students	9	2
Special Education task force to focus on improving system for Special Education Students (ELA and Math, attendance, discipline, and grad rate)	8	1

Source: Top actions (reproduced nearly verbatim) and counts provided by Ceres USD

FEEDBACK PROVIDED BY STAKEHOLDERS

Figure 1.12: Stakeholder Feedback on Special Education Students

THEME	COUNT	SAMPLE QUOTES
Staffing and Professional Development	37	▪ "Get more trained paras in the classroom to support students who are mainstreamed." ▪ "Children with invisible disabilities (ADHD, anxiety, depression) do not always get support since you can't 'see' something is wrong. Teachers/staff need training on these." ▪ "Making sure teachers are looking IEPs and following accommodations."
Social-Emotional Support	14	▪ "1 psychologist per site 5 days a week. Acad/SEL supports including counseling. or 1 anger SEL team per site." ▪ "Hiring additional behaviorists to support our general education teachers and all students."
Classroom Strategies	10	▪ "Start adding paras to the Gen Ed classrooms to help with inclusion…" ▪ "General ed teacher training specifically for behavior. How to handle disruptions in class when regular class management techniques fail/don't fit." ▪ "…pair a child with another one that is not doing bad even for 1 hour…"
Post-Secondary Transition	3	▪ "Help connect students with disabilities with resources in the community before they exit/graduate high school." ▪ "Resource fair for post high school services." ▪ "Common study skills, expectations, strategies, and routines to ease transitions of SPED students."

THEME	COUNT	SAMPLE QUOTES
Student Measurement	3	▪ "More CAASPP Practice test training with resource teacher and SPED students."

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

STAFFING AND PROFESSIONAL DEVELOPMENT

▪ Professional development frequently appears in stakeholder feedback, as respondents suggest training for general education teachers regarding social-emotional health, inclusion and integration, dyslexia awareness, and invisible disabilities. [Family, Community, and Staff Members]

▪ Stakeholders also suggest hiring additional specialists and paraprofessionals to support special education students, which may include behavior specialists, school psychologists, and trained paraprofessionals. [Family, Community, and Staff Members]

SOCIAL-EMOTIONAL SUPPORT

▪ Staff members indicate a need for additional social-emotional learning supports and education for general education teachers. Feedback suggests additional staff members and training sessions to raise awareness and equip staff to support behavioral needs. [Staff Members]

CLASSROOM STRATEGIES

▪ Stakeholder feedback highlights the need to improve the inclusion and integration of special education students in general education classrooms. Respondents suggest that general education teachers engage in professional development on classroom management, and pair special education students and general education students together during activities. Responses also suggest that the district should hire additional paraprofessionals. [Family, Community, and Staff Members]

POST-SECONDARY TRANSITION

▪ Respondents indicate that the district should present students with resources available to them after they leave Ceres USD and ensure that students learn essential skills and strategies for being successful later in life. [Family, Community, and Staff Members]

STUDENT MEASUREMENT

▪ Stakeholders raise concerns regarding teachers' attention to students with invisible or unidentified disabilities and Individualized Education Programs (IEPs). Teachers must receive training for identifying and supporting these students as well as preparing all students for the California Assessment of Student Performance and Progress (CAASPP). [Family, Community, and Staff Members]

OTHER COMMENTS

This section contains the main themes identified by Hanover when analyzing stakeholder feedback on other comments not addressed in the previous survey components. Hanover presents the overarching themes, including school safety and budget and planning. These themes appear from most prevalent to least prevalent in responses, with bullet points highlighting common sub-themes and ideas expressed by stakeholders.

Figure 1.13: Stakeholder Feedback on Other Comments

THEME	COUNT	SAMPLE QUOTES
School Safety	4	▪ "Review Active short protocol with parents at parent meeting." ▪ "Increasing police presence on more campuses i.e. jr high school" ▪ "Police department use retirees too as resource officers."
Budget and Planning	2	▪ "Is all 40 Million spoken for? Can more funds be channeled towards school resource officers?" ▪ "Are there standards for collective plan at each school site?"

Source: Survey feedback provided by Ceres USD
Note: This table excludes the frequency of stakeholders responding to each theme as the total number of stakeholders is unknown.

SCHOOL SAFETY

▪ Parents and community members comment on the lack of police officer presence on school campuses, particularly at the middle school level, and would like the district to place more focus on school resource officers. [Family and Community Members]

BUDGET AND PLANNING

▪ The district's budget and plan for schools also appear as concerns among parents and community members, as respondents question whether money can apply to additional resource officers and if each school's collective plan follows certain standards. [Family and Community Members]

SECTION II: STUDENT SURVEY RESPONSES

In this section, Hanover reviews student responses to the LCAP survey, which collects student opinions on the strengths and improvement areas of Ceres USD, the changes they would make to their schools, and the education they receive at Ceres USD. Specifically, students responded to the following prompts and questions:

- One strength of Ceres schools is...

- One thing that could be improved in Ceres schools is...

- One thing you would change if you were the principal of your school is...

- What do you want people to know about the education you get in Ceres?

- Any other comments?

Students in Grades 3-12 provided feedback on these questions and prompts. The count of student respondents per grade appears in Figure 2.1.

Figure 2.1: Student LCAP Survey Student Respondent Counts by Grade
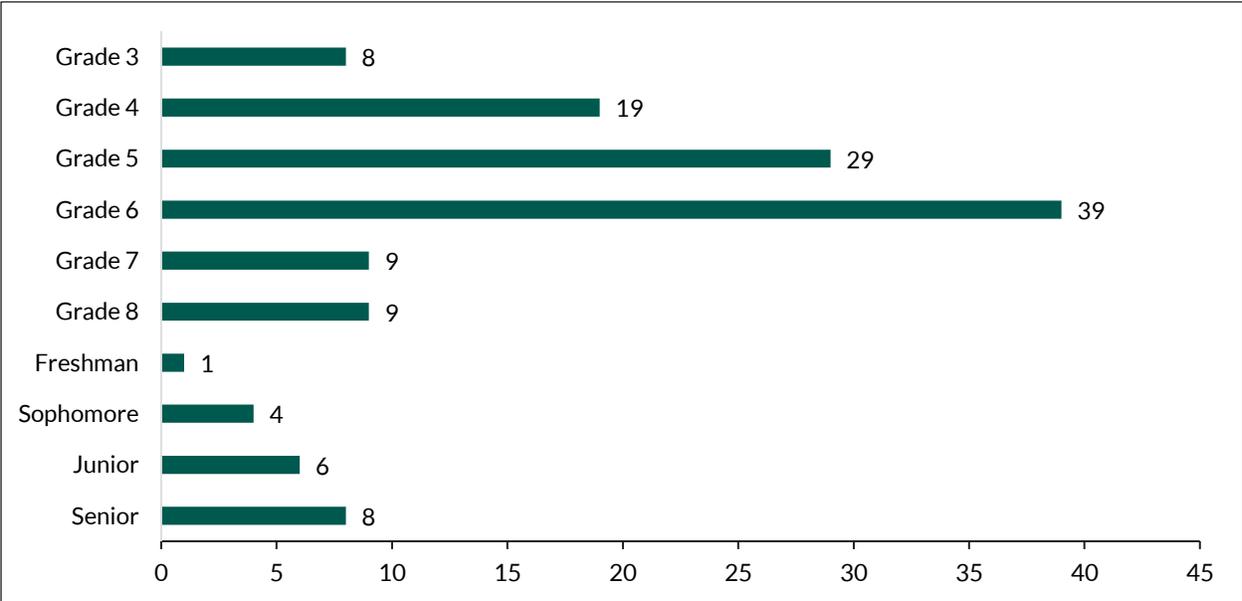
Source: Ceres USD survey response data

Each LCAP survey question appears in the following tables, with overarching themes, counts, frequencies, and sample quotes from survey responses. Additionally, Hanover provides bullet points that address and further detail the themes found in each survey question.

STRENGTHS

This section contains the main themes identified by Hanover when reviewing student responses to the prompt, "One strength of Ceres schools is..." Figure 2.2 presents the overarching themes according to responses, including school climate, academic services and experience, health services, and resources. These themes appear from most prevalent to least prevalent in responses, followed by general positive feedback and no feedback. The end of the section provides bullet points highlighting each theme's common sub-themes and ideas expressed by students. Hanover does not provide details for student responses that express that

they have no additional feedback, are unsure about their opinion, or write general positive responses (e.g., "everything").

Figure 2.2: Student Feedback— One strength of Ceres schools is…

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
School Climate	62	50%	▪ "It is caring, and the teachers are helpful." (Grade 5) ▪ "The unity between the members of the district, the teachers, the staff members, and the students, they are all together in the school activities." (Senior) ▪ "A strength of Ceres schools is the way they pay attention to students if they have problems or something. The way students are supported with their difficulties." (Sophomore)
Academic Services and Experience	46	37%	▪ "We have math in a fun way for kids that [do] not like to do math." (Grade 3) ▪ "…they have a lot of class time to learn about new thing[s]." (Grade 5) ▪ "…they have a lot of options, for example they have various clubs and help that can be helpful to a lot of students." (Sophomore)
Health Services	13	10%	▪ "they always help students reach there goals and improve on behavior." (Grade 7) ▪ "… help when you have problems at home, they very much like to make sure their students are mentally healthy and do their best to make us happy…" (Senior)
Resources	4	3%	▪ "… teachers they are really good at what they do in our schools and how they teach and the hero program, roar store, and stop it app." (Grade 8) ▪ "the schools caught students attention by using technology. The students really like the Chromebooks and how they use technology in class." (Grade 8)
General Positive Feedback	9	7%	▪ "I love Ceres schools." (Grade 4)
Nothing or Unsure	10	8%	▪ N/A

n=125 valid responses out of 132 surveys collected
Source: Survey feedback provided by Ceres USD
Note: Responses sum to over 100% because a response could fit into multiple themes. Frequency has been rounded to the nearest percent.

SCHOOL CLIMATE

▪ Students often respond that they have very kind and caring teachers who want to help them succeed.

▪ Students also note that their school community is unified and creates a supportive environment. Students indicate that their peers are kind and caring, students work hard, and their school supports them both academically as well as personally.

ACADEMIC SERVICES AND EXPERIENCE

▪ Student feedback commonly refers to effective teachers and productive learning during the school day. Students comment on having fun and being engaged in a variety of activities.

▪ Students mention math more than any other subject, which suggests that they enjoy their math classes, teachers, and activities. Some students also mention reading, science, and physical education.

- Out of nine high school student responses, two students (one junior and one senior) write about Ceres USD preparing them for college or a career.

HEALTH SERVICES

- Students indicate that they receive care and feel safe at Ceres USD schools, and they believe that teachers support behavioral and mental health needs. Multiple students identify the 12 Tools as one strength of Ceres USD.

RESOURCES

- Technology resources (i.e., Chromebooks, the Stop It app) appear among student responses regarding Ceres USD strengths. Students enjoy using Chromebooks in class and indicate that using technology increases their engagement.

IMPROVEMENT AREAS

This section contains the main themes identified by Hanover when reviewing student responses to the prompt, "One thing that could be improved in Ceres schools is…" Figure 2.3 presents the overarching themes according to responses, including health and wellbeing, academic support, school logistics, in-school and extracurricular activities, facilities, and staff support. These themes appear from most prevalent to least prevalent in responses, followed by general positive feedback and no feedback. The end of the section provides bullet points highlighting each theme's common sub-themes and ideas expressed by students. Hanover does not provide details for student responses that express that they have no additional feedback, are unsure about their opinion, or write general responses (e.g., "…everything is all right").

Figure 2.3: Student Feedback— One thing that could be improved in Ceres schools is…

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
Health and Wellbeing	26	21%	"Less bullying at our schools." (Grade 5) "Trying to understand mental health more. Making a more welcoming environment for students with mental illnesses." (Grade 6) "The lunch menu, so it could include healthier options" (Grade 8)
Academic Support	23	19%	"less work because it takes up time for family events not a lot of homework." (Grade 5) "…classes or programs are obtained where they help people who have difficulties with the language since it affects classes…" (Sophomore)
School Logistics	21	17%	"a longer lunch" (Grade 6) "…the starting times for the schools should be slightly later." (Grade 8) "…the transportation system. Currently where I live there is barely any transportation to my school other than my parents vehicle. This is a problem for many parents who have to go to work immediately in the morning." (Grade 8)
In-School and Extracurricular Activities	16	13%	"they could have more activities" (Grade 6) "I think Ceres schools need to improve at more field trips" (Grade 6) "…more opportunities for students to be involved in the community outside of school…" (Junior)

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
Facilities	13	11%	▪ "The bathrooms need to be improved…" (Grade 5) ▪ "…the outside play areas and the balls." (Grade 6)
Staff Support	10	8%	▪ "teachers should be nicer and stop being rude and always stop targeting that one person." (Grade 6) ▪ "…listening to what the students have to say more. Students should feel that they have a voice and are being heard by the admin or school staff…" (Senior)
General Positive Feedback	3	3%	▪ "Nothing really everything is all right." (Grade 6)
Nothing or Unsure	16	13%	▪ N/A

n=122 valid responses out of 132 surveys collected
Source: Survey feedback provided by Ceres USD
Note: Responses sum to over 100% because a response could fit into multiple themes. Frequency has been rounded to the nearest percent.

STUDENT HEALTH AND WELLBEING

- The most prevalent health and wellness concern among students pertains to food, as students would like better, more nutritious options in their cafeterias.

- Students also note that the school climate and mental health support could improve in Ceres USD schools. Concerns include bullying, mental illness awareness, and students understanding other students.

ACADEMIC SUPPORT

- Although students note various subjects that need improvement, multiple students indicate that they receive too much homework. They indicate that homework detracts from family time or other activities and that it becomes too burdensome and challenging.

IN-SCHOOL AND EXTRACURRICULAR ACTIVITIES

- Many students would like more physical education time and sports options. Students highlight that they want to be more active during and after school, particularly at the elementary level.

- Students also express interest in more field trips and fun activities. Students would like more games and less structure in the school day.

SCHOOL LOGISTICS

- School schedules often appear in student feedback, as students would like more recess, time for lunch, and later start times.

- Certain students, often in Grade 6, indicate that they would like more freedom and fewer rules.

FACILITIES

- Student feedback related to school facilities includes improving indoor facilities and systems (e.g., fire alarms, bathrooms) and outdoor facilities (e.g., playground equipment, the library).

- Students believe that Ceres USD teachers could be more respectful of students and their opinions, give students more chances, and provide more assistance with assignments. Furthermore, two high school students express the need for more learning directors.

RECOMMENDED CHANGES

This section contains the main themes identified by Hanover when reviewing student responses to the prompt, "One thing you would change if you were the principal of your school is…" Figure 2.4 presents the overarching themes according to responses, including scheduling, rules and communication, health and wellbeing, academic services, facilities, student engagement, and staffing. These themes appear from most prevalent to least prevalent in responses, followed by no feedback. The end of the section provides bullet points highlighting each theme's common sub-themes and ideas expressed by students. Hanover does not provide details for student responses that express that they have no additional feedback or are unsure about their opinion.

Figure 2.4: Student Feedback— One thing you would change if you were the principal of your school is…

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
Scheduling	31	25%	■ "Adding a five minute warning at recess so kids can get a drink and use the restroom." (Grade 6) ■ "have more time in lunch" (Junior)
Rules and Communications	18	15%	■ "The dress code, so it's more fair to girls that boys have more restrictions" (Grade 8) ■ " One thing I would change if I were principal of my school is the usage of cell phones…" (Grade 8)
Health and Wellbeing	16	13%	■ "… I would change the bullying." (Grade 5) ■ "to make the food good" (Grade 7)
Academic Services	15	12%	■ "One thing I'd change is getting more people to help kids choose a college and see what's best for them." (Junior) ■ "…I would get more intervention groups." (Senior)
Facilities	15	12%	■ "I would [put] down the monkey bars and have swing instead." (Grade 3) ■ "If I were the principal, I would change the fire alarm" (Grade 5)
Student Engagement	15	12%	■ "The fact that the staff of the school and the students don't really ever connect in groups, it would be a much more fun experience if everybody could enjoy school as a group." (Grade 6) ■ "I would add more school events like rallies and lunch time activities." (Grade 8)
Staffing	5	4%	■ "I would try and hire nicer yard duties and teachers" (Grade 5) ■ "…teacher preparedness at the school. Even though all teachers work hard and have a difficult job, it would be considerably better to have teachers that work to maintain curriculum that is up to date with current guidelines; have current teaching methods, not just reading out of a textbooks." (Junior)
Nothing or Unsure	22	18%	■ N/A

n=122 valid responses out of 132 surveys collected
Source: Survey feedback provided by Ceres USD
Note: Responses sum to over 100% because a response could fit into multiple themes. Frequency has been rounded to the nearest percent.

SCHEDULING

- Many students would change the time allotted for recess and lunch. Some students note that the current schedule does not allow them to return to class feeling ready to pay attention again and that they do not have enough time to finish eating.

- Students would also change their school's start or end times. Adjustments include starting later in the morning, particularly among middle school students, having shorter days on Wednesdays, and aligning end times with siblings' schools.

RULES AND COMMUNICATION

- Cell phone use appears multiple times in responses, as students would like to use their phones more often.

- Dress codes also appear in student feedback. Students express that they would make dress code restrictions more equal between boys and girls and allow students to have more control over gym clothes.

- Students indicate that they would change communication and connection throughout their school. Changes include having teachers and students connect more frequently, hearing a five-minute warning before recess ends, or announcing events so that both English-speaking and non-English speaking students understand.

HEALTH AND WELLBEING

- Multiple students respond that they would stop bullying. This feedback occurs most frequently among students in Grades 4 and 5.

- Students also highlight food and nutrition as something they would change, but often do not provide specific changes to meals or types of food. However, one student would make water more available at lunch.

ACADEMIC SERVICES

- Changes regarding academic services vary widely but center around providing more support for students. For example, students suggest that their school could offer more tutoring, increase intervention programs, increase time for math, and integrate more activities.

FACILITIES

- Multiple students express that they would change the playground and outdoor equipment at their school. Students would add swings, slides, and a football field.

- Indoor facilities also appear in responses as changes. Many students would change the sound and volume of the fire alarm.

STUDENT ENGAGEMENT

- Students would make changes to increase engagement both in and out of the classroom. Changes include more sports and clubs, group work, and rallies. One student would engage with students directly during recess as principal.

■ Student changes to staffing would include nicer teachers, as well as making staffing changes after hearing complaints about specific teachers.

EDUCATION AT CERES USD

This section contains the main themes identified by Hanover when reviewing student responses to the question, "What do you want people to know about the education you get in Ceres?" Figure 2.5 presents the overarching themes according to responses, including positive learning experiences, supportive teachers and administrators, positive school climate, the level of challenge, necessary improvements, and mixed responses. The end of the section provides bullet points highlighting each theme's common sub-themes and ideas expressed by students. Hanover does not provide details for student responses that express that they have no additional feedback, are unsure about their opinion, or write general positive responses (e.g., "it is helpful").

Figure 2.5: Student Feedback— What do you want people to know about the education you get in Ceres?

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
Positive Learning Experience	69	58%	■ "I just want people to know that every day when i come to school i learn new math facts" (Grade 6) ■ "…Ceres schools are using technology to increase learning through technology, which really helps students while learning." (Grade 8)
Supportive Teachers and Administrators	22	19%	■ "we have the nicest teachers in the world, and they make sure that you will get your work done" (Grade 5) ■ "… Ceres has the greatest teachers i think because they are so nice and helpful, and they want you to succeed." (Junior)
Positive School Climate	10	8%	■ "I feel safe in Ceres…" (Grade 6) ■ "That it has helped me improve as a person, and it has made me more capable of going out to the world as an adult." (Senior)
Academics are Challenging	8	7%	■ "well, we do get hard work like this test and also get help from our teacher." (Grade 5) ■ "I want them to know that it's easy but kind of difficult depending on how much help you get…" (Senior)
Needs Improvement	5	4%	■ "i want them to tell us how were doing and tell us were doing great" (Grade 7) ■ "It is good, but I do feel that I could learn more because I am bored a lot of the time." (Senior)
Mixed Response	4	3%	■ "only some of it is beneficial, most of it you will never use." (Grade 6) ■ "…there´s some nice teachers and that most of them are very mean and rude…" (Grade 6)
General Positive Feedback	19	16%	■ "It is the best." (Grade 6)
Nothing or Unsure	9	8%	■ N/A

n=118 valid responses out of 132 surveys collected
Source: Survey feedback provided by Ceres USD
Note: Responses sum to over 100% because a response could fit into multiple themes. Frequency has been rounded to the nearest percent.

Positive Learning Experience

- Students often respond that they enjoy school and have a positive experience at Ceres USD. Students respond that they feel supported, learn every day, and have fun. Although many of these responses do not provide details, they indicate a productive experience and a positive learning environment.

Supportive Teachers and Administrators

- Many students comment on their teacher's level of support and dedication to helping them succeed. Students at various grade levels highlight having kind, helpful, and hard-working teachers that support all students.

Positive School Climate

- Student responses reflect the positive school climate in Ceres USD schools. Comments reference supportive teachers, cooperation with other students, and going to a "helpful" school.

Academics are Challenging

- Some students express that they find school difficult, and two students highlight math specifically. However, a portion of these responses also includes a positive side. For example, students add that teachers help, school gets easier over time, and they can improve their grades through additional online classes.

Needs Improvement

- Students express negative aspects of Ceres USD as well, such as needing more engagement and activities due to boredom. Students would also like more positive reinforcement when doing well and more support when stressed.

Mixed Responses

- Some students express mixed feelings about their education, such as having both good and bad teachers, and learning material that does not seem useful.

OTHER COMMENTS

This section contains the main themes identified by Hanover when reviewing student responses to the question, "Any other comments?" Figure 2.6 presents the overarching themes according to responses, including school climate, rules, the learning experience, and sports and activities. These themes appear from most prevalent to least prevalent in responses, followed by general positive feedback and no feedback. The end of the section provides bullet points highlighting each theme's common sub-themes and ideas expressed by students. Hanover does not provide details for student responses that express that they have no additional feedback, are unsure about their opinion, or write general responses (e.g., "everything").

Figure 2.6: Student Feedback— Any other comments?

THEME	COUNT	FREQUENCY	SAMPLE QUOTES
School Climate	6	8%	▪ "The teachers should try to listen to what the students think instead of saying stuff like, 'I'm the teacher, I know what to do.' or 'I'm the teacher not you.'" (Grade 6) ▪ "…I mean they should maintain a form where each student feels in agreement and that they have more communication with the students…" (Sophomore)
Rules	5	6%	▪ "I would really like tackle football like with football pads cleats and everything like that." (Grade 6) ▪ "i would want to have the opportunity to be able to take a break from class" (Grade 7)
Learning Experience	4	5%	▪ "if we could do more work on paper instead of computer that would be awesome" (Grade 4) ▪ "the school makes it fun to the point where I want to come to school" (Grade 6)
Sports and Activities	4	5%	▪ "the best part of the school is the student council makes the best decisions on what should be done" (Grade 4) ▪ "let the entire field be open" (Grade 6)
General Positive Feedback	8	10%	▪ "I love Ceres!!" (Grade 7)
Nothing or Unsure	56	70%	▪ N/A

n=80 valid responses out of 132 surveys collected
Source: Survey feedback provided by Ceres USD
Note: Responses sum to over 100% because a response could fit into multiple themes. Frequency has been rounded to the nearest percent.

SCHOOL CLIMATE

▪ Students respond with positive and negative feedback about the school climate in Ceres USD schools. Positive feedback includes one student referring to their school as a "no bully zone." However, multiple students indicate that teachers should treat students better and make them feel more comfortable in class.

RULES

▪ Student concerns regarding school rules center around freedom. For example, students would like to play tackle football, have breaks during class, and not have detention.

LEARNING EXPERIENCE

▪ Student feedback indicates mixed feelings about their education. Certain students find school fun and engaging, while others think it takes away from family, uses computers too much, and should include more breaks.

SPORTS AND ACTIVITIES

▪ Students indicate that they would like opportunities to play outside, but also enjoy opportunities such as student government.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
  Support on-time student graduation and prepare all students for post-secondary education and careers.

- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.

- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.

- **Operations Improvement:**
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS

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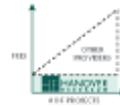200+ analysts with multiple methodology research expertise

FLEXIBLE
Ongoing custom research agenda adapts with organizations' needs

DEDICATED
Exclusive account and research teams ensure strategic partnership

EFFICIENT
Annual, fixed-fee model shares costs and benefits