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

School Year
2025-2026

Date of Board Approval
June 18, 2026

LEA Name
Kerman Unified School District

CDS Code:
10-73999-1033430

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Kerman Unified School District applies for the following funding:
Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Kerman Unified School District strategically uses federal funds to supplement and enhance the priorities and initiatives identified in the District's Local Control and Accountability Plan (LCAP). These federal resources are aligned to the District's broader goals of improving student achievement, closing opportunity and achievement gaps, supporting English Learners and other underserved student groups, and ensuring all students have access to a high-quality, well-rounded educational program.

Federal funds are intentionally coordinated with state and local resources to expand services and provide additional support beyond what is funded through the District's general operating budget and LCAP actions. This integrated approach allows the District to strengthen instructional programs, increase targeted interventions, and provide equitable access to academic and enrichment opportunities for all students.
Kerman Unified School District uses Title I, Part A funds on a districtwide basis to provide supplemental academic support and research-based interventions for students who are performing below grade level. These funds support additional instructional services, intervention programs, educational technology, and professional development designed to improve student outcomes. The District regularly monitors student progress through benchmark assessments, classroom performance data, and local measures to ensure that interventions are effective and responsive to student needs. The use of Title I funds directly supports the District's LCAP goals related to academic achievement, student engagement, and equitable access to learning opportunities.

Title III funds are used to enhance services for English Learners by providing supplemental instructional resources, tutoring opportunities, and additional supports that strengthen language acquisition and academic achievement. These funds also support professional development for teachers and staff focused on improving instructional strategies for both designated and integrated English Language Development (ELD). In addition, Title III resources support family and community engagement efforts that strengthen partnerships with parents of English Learners. The District's investment in these services aligns with LCAP actions focused on improving outcomes for English Learners and increasing meaningful engagement with families and the community.

Title II funds support ongoing professional learning opportunities for teachers, administrators, and classified staff to improve instructional effectiveness and student achievement. Professional development activities emphasize evidence-based instructional practices, data analysis, differentiated instruction, and strategies to support diverse learners. These efforts reinforce the District's LCAP priorities related to high-quality instruction, staff development, and continuous improvement.

Title IV funds are used to expand access to a well-rounded education, improve school climate and student engagement, and enhance the effective use of technology to support teaching and learning. These funds help ensure students have access to enrichment opportunities, safe and supportive learning environments, and technology resources that prepare them for college and career readiness. The use of Title IV funding complements the District's LCAP goals focused on student success, engagement, and equitable access to educational opportunities.
Collectively, federal funds enable Kerman Unified School District to strengthen and extend programs and services already supported through the LCAP. These supplemental resources provide the District with the capacity to implement targeted supports for socioeconomically disadvantaged students, English Learners, Foster Youth, and other at-risk student groups while continuing to improve educational outcomes for all students. Through careful coordination of federal, state, and local funding sources, the District maintains a comprehensive and aligned system of support that advances both local priorities and federal program goals.

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.

The needs of Kerman Unified School District students are prioritized through the District's Local Control and Accountability Plan (LCAP), which serves as the foundation for identifying student needs, allocating resources, and implementing programs and services that improve student outcomes. Federal funding plays a critical role in supporting these priorities. Without federal funds, many supplemental services and programs would need to be reduced or scaled back, limiting the District's ability to provide targeted academic and social-emotional supports for students most in need.

Through the strategic use of federal funds, Kerman Unified School District is able to provide additional interventions and support services for underperforming students, English Learners, socioeconomically disadvantaged students, Foster Youth, and other at-risk student groups. Federal funds also supplement professional development opportunities for teachers and staff, strengthen instructional programs, and support the District's elementary class size reduction efforts, which help create more individualized and effective learning environments for students. These resources are used to enhance and expand programs supported through the general fund and state-funded initiatives, ensuring that students receive the highest quality educational opportunities possible.

The District's LCAP consists of six goals aligned to 22 actions and services that collectively address student achievement, school climate, parent engagement, and equitable access to educational opportunities. Federal funds are carefully aligned to these goals to maximize the effectiveness of District programs and improve outcomes for all students.
Goal 1.0 - The District will provide a high-quality educational system emphasizing equity and access for all students, including all subgroups. To achieve this goal, highly qualified staff, up-to-date technology, and research-based educational programs will be implemented and maintained.

Goal 2.0 – The District will provide all students, including all subgroups with a safe and supportive school environment, emphasizing social-emotional learning. To support this goal, the district will provide equal access to a broad course of study, co- and extracurricular opportunities, and various after-school support programs in safe and clean facilities, with transportation provided.

Goal 3.0 – All parents will have access to resources, services, workshops, and training. Parents will have opportunities to provide input in decision-making practices at both the district and school sites levels, especially parents of English Learner, Low Income, Special Education, Foster Youth, Long-Term English Learner students.

Goal 4.0 – Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6%, and English learners will progress toward grade level proficiency as measured by the SBAC ELA and Math assessments.

Goal 5.0 – Within three years, all students, Hispanic students and low-income students at Kerman Unified Online and Enterprise High School sites will increase their postsecondary readiness as measured by the California College and Career metric on the dashboard.

Goal 6.0 – All Long-Term English Learner (LTEL) students at Kerman Unified Online School will demonstrate increased progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI) on the Dashboard. Additionally, all socio-economically disadvantaged students at Kerman Unified Online School will improve their math performance, as measured by the Math Indicator on the Dashboard.

These six goals are further aligned to each school site School Plan for Student Achievement identified needs and services. District federal funds are intended to support LCAP funds by increasing and improving students' learning outcomes and conditions for learning. Federal funds support summer program offerings for English Learners and at-risk students. Additional professional learning for teachers and staff addresses specific instructional strategies to enrich basic programs that engage English learners and at-risk students in meaningful learning.

Student Groups in RED by site based on 2025 CDE Dashboard Results.

Kerman-Floyd Elementary School:
Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged
English Learner Progress: EL

Liberty:

Chronic Absenteeism: Socioeconomically Disadvantaged , SWD

Sun Empire:
ELA: SWD

Kerman Middle School:
ELA: LTEL, SWD
Math: LTEL, SWD
Chronic Absenteeism: White
Suspension: White

Kerman High School:
ELA: LTEL
English Learner ProgressI: EL, LTEL
Suspension: Homeless

Each site's SPSA addresses steps to improve the results for the subgroups identified.

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 *(as applicable)*

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 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

Kerman Unified School District uses the Identified Student Population (ISP) for direct certification through CalPads as the Community Eligibility Provision for the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District closely tracks and monitors newly hired certificated staff each year, including teacher credentialing status, authorizations, assignments, and years of experience as part of its comprehensive hiring and staffing practices. The District carefully reviews staffing placements based on current vacancies, student enrollment trends, and school site needs to ensure equitable access to highly qualified educators across all schools. Particular attention is given to preventing a disproportionate assignment of ineffective, out-of-field, or inexperienced teachers at school sites serving high percentages of low-income students, minority students, English Learners, and other historically underserved student groups.

The District remains committed to recruiting, hiring, and retaining the most effective and highly qualified teachers available within the current California educator workforce. Kerman Unified School District recognizes that teacher quality is one of the most significant factors influencing student achievement and educational outcomes. As a result, the District actively works to maintain equitable staffing practices that support high levels of instruction for all students, regardless of school site or student demographics.

Each year, District leadership reviews staffing data to identify any disparities in teacher experience, credentialing, or assignment patterns among school sites. If disparities are identified, the District monitors those areas closely and implements strategies to ensure that the academic and instructional needs of all students are met, particularly for low-

income students, minority students, English Learners, Foster Youth, and other at-risk student groups. District Office personnel and site administrators collaborate regularly to provide ongoing support for new and developing teachers, ensuring they have the tools, resources, mentoring, and professional learning opportunities necessary to provide high-quality instruction and meaningful educational experiences for all students.

To strengthen its educator pipeline and address long-term staffing needs, Kerman Unified School District also participates in the Rural Residency Program in partnership with the Fresno County Superintendent of Schools and California State University, Fresno (Fresno State). This innovative partnership provides year-long student teaching placements and coursework opportunities in Kerman for local KUSD graduates who are pursuing careers as elementary school teachers. The Rural Residency Program helps develop and retain highly qualified educators with strong ties to the local community, while also supporting teacher recruitment efforts in rural and high-need areas.

In addition, Kerman Unified School District provides extensive support for new educators holding intern credentials, provisional permits, or preliminary teaching credentials. New teachers are assigned experienced mentors, intern support providers, or induction coaches who work alongside them throughout the school year to support instructional practices, classroom management, lesson planning, student engagement, and professional growth. Eligible teachers participate in the District's Induction Program, where they receive individualized coaching and guidance designed to ensure effective teaching practices and continuous professional improvement.
Induction Support Providers and assigned mentors also participate in ongoing professional learning to strengthen their ability to effectively support beginning teachers and promote instructional excellence. This collaborative support system helps ensure that all students, including those in high-need schools and student groups, receive quality instruction from well-prepared educators.
For the 2025–2026 school year, 98% of Kerman Unified School District teachers were highly qualified and fully credentialed, reflecting the District's strong commitment to maintaining a highly effective workforce. Title I and other federal funds are used to support and sustain this level of instructional quality through ongoing professional development opportunities for teachers, administrators, and staff. Professional learning opportunities include evidence-based instructional strategies, data-driven decision-making, differentiated instruction, English Learner support strategies, classroom management practices, and approaches designed to increase both academic achievement and social-emotional wellness for students.

Through these coordinated efforts, Kerman Unified School District continues to prioritize equitable access to effective educators, strengthen instructional capacity, and support positive educational outcomes for all students.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers**

	Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

N/A

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District's Parent and Family Engagement Policies, at both the district and school-site levels, were developed jointly with parents and family stakeholders to ensure meaningful collaboration and shared responsibility in supporting student success. The District values the important role families play in the educational process and is committed to building strong partnerships between schools, parents, and the community.

Each year, parent involvement policies and family engagement practices are reviewed and discussed through School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) meetings. These committees provide parents and guardians with ongoing opportunities to offer feedback, share recommendations, and participate in the development and improvement of programs and services that support student achievement. Through this collaborative process, the District ensures that parent voices are included in educational planning and decision-making at both the school-site and district levels.
Kerman Unified School District actively engages families throughout the school year by providing learning opportunities, workshops, trainings, meetings, conferences, and direct access to school staff and administrators. These opportunities are designed to help families better understand California academic standards, state and local assessment systems, graduation and college/career readiness expectations, and strategies for supporting student learning at home. The District recognizes that informed and engaged families are essential partners in promoting student achievement and educational success.

The School-Parent Compact, which is jointly developed with parents, outlines the shared responsibilities of schools, families, and students in supporting improved academic achievement and positive educational outcomes. Parents are provided with instructional materials, resources, and guidance to help support learning at home and strengthen meaningful parent participation in their child's education.
The District also provides professional learning for administrators and staff regarding the importance of family engagement and effective communication with parents. LEA staff support school administrators in understanding the value of parent contributions, building collaborative relationships with families, and implementing effective parent involvement programs. School administrators, in turn, work closely with teachers and support staff to promote positive partnerships with families and foster welcoming school environments where all families feel respected, valued, and encouraged to participate.

Through these coordinated efforts, school staff collaborate with families to integrate parent involvement activities and engagement opportunities that encourage all parents and guardians to take an active role in their child's education. Particular emphasis is placed on increasing participation among families of English Learners, low-income students, Foster Youth, students with disabilities, and other underrepresented student groups.
To ensure equitable access to participation, the LEA and school sites provide translation and interpretation services, to the extent practicable, in languages that parents and families can understand. In addition, reasonable and necessary supports related to family engagement activities, such as childcare, transportation assistance, and meeting accommodations, are provided when feasible to remove barriers to participation and increase access for all families.

Through School Site Council, ELAC, DELAC, and other advisory committees, parents have meaningful opportunities to advocate for resources, programs, and supports that strengthen parent involvement and student success. In addition, the Districtwide Parent Advisory Committee includes representatives from all school sites and serves as an important voice to the LEA regarding family engagement practices, district priorities, and the ongoing development of programs and services that support students and families throughout Kerman Unified School District.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A - Kerman Unified School District does not have any schools operating a targeted assistance school program.

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:

The purpose of the Title I Schoolwide Programs at Kerman Unified School District school sites is to strengthen and improve the entire educational program in order to increase academic achievement and support the success of all students, particularly those who are academically at risk. Through the implementation of schoolwide programs, school sites are able to use federal resources to provide comprehensive supports and services that address both the academic and social-emotional needs of students while ensuring equitable access to rigorous learning opportunities.

Each school site conducts a comprehensive needs assessment using multiple measures of local and state data to identify areas of strength and areas requiring improvement. Data sources include state assessment results, local benchmark assessments, attendance rates, English Learner progress data, graduation rates, student engagement indicators, behavior data, and other relevant academic and school climate metrics. This comprehensive review process provides guidance in determining the specific academic, behavioral, and social-emotional needs of students and helps identify the skills and supports students need in order to meet California's rigorous state academic standards.

The needs assessment process also assists school sites in identifying achievement gaps among student groups, including English Learners, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and other historically underserved populations. By analyzing this data, school teams can develop targeted strategies and interventions designed to improve student outcomes and ensure equitable access to high-quality instruction and support services.

Each school site annually reviews its School Plan for Student Achievement (SPSA) to determine whether current programs, services, and actions are effectively meeting the identified needs of students. The SPSA serves as a comprehensive planning document that aligns school goals, expenditures, and instructional strategies with district priorities outlined in the Local Control and Accountability Plan (LCAP). School sites use ongoing analysis of local and state metrics to evaluate program effectiveness, monitor student progress, and make data-informed decisions regarding instructional practices, interventions, and resource allocation.
As part of this continuous improvement process, a yearly needs assessment is completed to review and revise the SPSA as necessary. The review and revision process is conducted collaboratively with parents, teachers, administrators, school staff, and advisory committees, including School Site Council and English Learner Advisory Committees. This collaborative approach ensures that stakeholder input is included in the planning process and that schoolwide programs remain responsive to the evolving needs of students and families.

Through the implementation of Title I Schoolwide Programs, Kerman Unified School District school sites are able to provide additional instructional support, intervention services, enrichment opportunities, professional development, family

engagement activities, and supplemental resources that help ensure all students have access to a rigorous, supportive, and equitable educational experience.

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:

To support homeless children and youth in meeting California's challenging academic standards, Kerman Unified School District uses federal funds to provide supplemental services and supports based on the individual needs of each student. The District recognizes that students experiencing homelessness often face significant barriers to academic success, school attendance, stability, and access to educational opportunities. As a result, the District is committed to ensuring that homeless students receive the necessary resources and support to fully participate in school and achieve academic success.

The District Homeless Liaison works collaboratively with families, school sites, counselors, administrators, and local community agencies to identify and assess the unique needs of students experiencing homelessness. Through ongoing communication and coordination, the liaison helps ensure that students and families are connected to available educational and community resources in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.

Title I funds are used to provide supplemental assistance and services that remove barriers to enrollment, attendance, participation, and academic achievement for homeless students. Services are provided within federal and state guidelines and are designed to support educational continuity, school engagement, and student well-being. Support services may include, but are not limited to, transportation assistance to maintain school stability, clothing, backpacks, hygiene items, personal school supplies, and other materials necessary for students to fully participate in the educational program.

In addition, homeless students may receive access to academic interventions, tutoring, counseling services, meal programs, technology resources, and referrals to health and social service agencies when appropriate. The District also works to ensure that homeless students have equal access to extracurricular activities, enrichment opportunities, and school programs available to all students.
Through these coordinated efforts, Kerman Unified School District strives to create a supportive and stable educational environment for homeless children and youth, helping ensure that homelessness does not become a barrier to academic achievement, school participation, or long-term student success.

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.

Kerman Unified School District works collaboratively with the State Preschool Program, which is housed at one of the District's elementary school sites, as well as the State Migrant Preschool Program, to support students and families in the successful transition to kindergarten. The District recognizes that early learning experiences and strong transitional supports are essential in preparing students for academic success and positive school engagement.

To strengthen the transition from preschool to elementary school, KUSD coordinates with preschool staff, families, and elementary school personnel to help students become familiar with school routines, expectations, and learning environments prior to entering Transitional Kindergarten (TK) or Kindergarten. These collaborative efforts help ensure continuity between preschool and elementary programs while supporting students' social-emotional and academic readiness.

In addition, each elementary school hosts a Kinder Camp in August for all incoming TK and Kindergarten students. Kinder Camp provides students and families with an opportunity to become familiar with their new school campus, classrooms, teachers, and daily routines before the official start of the school year. Through structured activities and school orientation experiences, students are introduced to classroom expectations, peer interactions, and school procedures in a welcoming and supportive environment. Also, a TK and K Screening process takes place following registration to help ensure a smoother transition.

These transition activities help reduce anxiety often associated with starting school and promote a smoother adjustment for both students and families. By building familiarity and positive connections, Kinder Camp supports student confidence, school readiness, and early engagement in the educational process during the first week of school. Through these coordinated transition efforts, Kerman Unified School District seeks to ensure that all students begin their educational journey with the support, resources, and positive experiences needed for long-term success.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The middle and high schools collaborate closely to support eighth-grade students as they transition to high school. Counselors visit middle school classrooms to provide guidance and answer questions, while parent information nights help families understand expectations and opportunities at the high school level. In addition, the high school Associated Student Body (ASB) hosts an informational morning for incoming ninth-grade students during the week before school begins. Eighth-grade students also have the opportunity to participate in the Summer Bridge Program at California State University, Fresno. This weeklong residential program helps students build the academic and social skills needed for success in high school and beyond.

The high school also maintains strong partnerships with local community colleges. Students are offered concurrent enrollment and dual enrollment opportunities, with high school and college counselors working together to support student success. Parent information meetings are required for students enrolling in college courses, and college counselors regularly visit the high school to assist students with completing college applications.

Title I funds are used to expand opportunities for students to participate in college- and career-focused programs beginning in elementary and middle school to help prepare them for high school. Funding also supports transportation for articulation activities that strengthen connections among elementary schools, secondary schools, and local colleges. Elementary schools provide transitional activities for early childhood students and families, including kindergarten orientation days and Kinder Camp programs.

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:

Title I funds help support student identification through data reports and staff for site-based data focus meetings. Title I funds support the implementation of the Technology Integration Program with the purchase of additional devices, conferences, district trainings for students, teachers and staff. Title I funds are also used to purchase additional library books, software programs and hardware to support literacy. Title I funds are also used to provide materials to extend and enrich learning for gifted and talented students.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

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:

Kerman Unified School District does not receive Title I, Part D Funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

As part of Kerman Unified School District's ongoing commitment to ensuring that all students learn at high levels, the District has actively implemented and strengthened the Professional Learning Community (PLC) process for several years. Throughout this work, KUSD has consistently allocated resources to deepen the PLC framework and build the capacity of administrative, certificated, and classified staff to provide high-quality educational experiences for every student. The District recognizes that continuous collaboration, data analysis, and targeted intervention are essential components in improving student achievement and ensuring equitable access to rigorous academic standards.

Kerman Unified School District has invested in sustained professional learning opportunities to support the continued development of the PLC process and the implementation of a comprehensive Multi-Tiered System of Supports (MTSS). These systems are designed to ensure that all students have access to rigorous California state standards while receiving the academic, behavioral, and social-emotional support necessary for success. Through these efforts, the District continues to strengthen instructional practices, increase student engagement, and improve learning outcomes for all student groups.

To support this work, KUSD has maintained early release Wednesdays, providing dedicated collaboration time for teacher teams to focus on improving student achievement. During these collaborative sessions, educators engage in ongoing analysis of student learning through the four guiding questions of a Professional Learning Community:
What do we want students to learn?
How will we know if they have learned it?
What will we do when students have not learned it?
What will we do when students already know it?

This collaborative structure allows teachers to review student data, identify learning gaps, develop common assessments, plan targeted interventions, and share effective instructional practices. These efforts also support the continued strengthening of the District's MTSS framework.
The District MTSS Leadership Team meets monthly to guide districtwide implementation, monitor progress, and support continuous improvement efforts. In addition, site-based MTSS teams meet regularly to address the unique academic and behavioral needs of students at each school site. Collaborative teacher teams use universal screening tools and multiple sources of student data to identify students who may require Tier 2 or Tier 3 interventions.

Tier 2 interventions focus on providing additional targeted support to help students master current grade-level essential standards, while Tier 3 interventions provide intensive remediation for foundational skills and learning gaps from previous grade levels. At the same time, Tier 1 instruction, which includes high-quality core classroom instruction for all students, continues to be strengthened through professional learning, collaborative planning, universal screening practices, instructional coaching, and increased administrative support.

To further support English Learners, the District ensures on-going collaboration among English Learner site leads, designated site administrators, and district administrators. These individuals work collaboratively to address the specific instructional and programmatic needs of English Learners through data analysis, professional learning, program monitoring, and instructional support. The District remains committed to improving outcomes for English Learners through both designated and integrated English Language Development (ELD) strategies and targeted interventions.

Kerman Unified School District also places a strong emphasis on developing and supporting new educators and educational leaders. The District provides a comprehensive teacher induction program for beginning teachers and support providers for intern teachers to ensure effective instructional practices and professional growth. In addition, KUSD participates in the Rural Residency Program, a partnership with Fresno State and the Fresno County Superintendent of Schools that prepares future educators through year-long student teaching placements and coursework taught locally in Kerman. This program helps strengthen the District's educator pipeline and supports the recruitment and retention of high-quality teachers.

For school administrators, KUSD supports participation in the California Administrator Support and Coaching (CASC) Program to assist new administrators in completing Tier II administrative credential requirements. Principals and school leaders also receive ongoing professional learning focused on instructional leadership, supervision, evaluation, and systems improvement to strengthen school leadership capacity across the District.
To ensure staff are equipped to provide innovative, standards-based instruction, Kerman Unified School District provides ongoing professional development focused on technology integration across all core subject areas. Training opportunities include embedded instructional coaching, support for differentiated instruction, and effective use of instructional technology to enhance teaching and learning in the classroom. These efforts help ensure that students have access to engaging, rigorous, and technology-rich learning environments that prepare them for college, career, and future success.

Please refer to the District's Local Control and Accountability Plan (LCAP), Goal #4, for additional information regarding professional learning, MTSS implementation, English Learner supports, and instructional improvement efforts.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District prioritizes the use of Title II, Part A funds to support the recruitment, development, and retention of highly effective teachers, with a particular focus on supporting new educators and strengthening instructional quality across all school sites. Consistent with the District's commitments under Title I Educator Equity requirements, a key priority is ensuring that all students—especially those in low-income schools and high-need classrooms—have equitable access to highly qualified and effective teachers.

A significant component of this work is the District's induction and mentoring program, which is aligned with Kerman Unified's Professional Learning Plans and broader instructional improvement initiatives. Through this program, beginning teachers receive structured support from trained mentors and induction support providers who assist with instructional planning, classroom management, assessment practices, and effective use of data to improve student learning. This

system of support is designed to strengthen instructional practice, reduce disparities in teacher effectiveness across school sites, and ultimately improve student achievement outcomes.
Kerman Unified School District also actively participates in the Rural Residency Program in collaboration with the Fresno County Superintendent of Schools and California State University, Fresno (Fresno State). This partnership supports the recruitment and preparation of future educators from rural communities, including Kerman, by providing yearlong student teaching experiences combined with university coursework delivered locally. This “grow-your-own” model strengthens the District’s teacher pipeline, builds capacity within the local community, and supports long-term teacher retention in rural schools.

As outlined in the District’s Local Control and Accountability Plan (LCAP), investment in high-quality professional development remains a central strategy for improving teaching and learning. Professional learning opportunities are provided to certificated staff, administrators, and classified employees to ensure a coherent and aligned approach to instructional improvement across the District. These learning opportunities are designed to strengthen instructional practices, support implementation of state standards, and improve student outcomes across all content areas.

A key focus of professional development includes the effective integration of educational technology into instruction. All staff receive training and ongoing support in the use of technology to enhance student learning, improve student engagement, and increase student proficiency and performance on state assessments, including the California Assessment of Student Performance and Progress (CAASPP). These efforts ensure that students are prepared with the digital literacy and academic skills necessary for college and career readiness.

Through these coordinated initiatives, Kerman Unified School District continues to strengthen its educator workforce, support beginning teachers, and provide high-quality professional learning aligned with district goals and student needs.

For additional details, please refer to the Local Control and Accountability Plan (LCAP), Goal #1.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Kerman Unified School District systematically analyzes both local and state assessment data to evaluate the effectiveness of professional learning and to monitor the implementation of instructional practices across all school sites. The District uses multiple measures of student achievement and engagement to determine how professional development is impacting classroom instruction and student outcomes.

Throughout the school year, the District collects stakeholder feedback through surveys and other reflection tools to assess the quality, relevance, and effectiveness of professional learning opportunities. This ongoing feedback is used to refine training offerings, adjust support systems, and ensure that professional development is aligned with district goals, site needs, and student achievement priorities.

The District's continued work within the Professional Learning Community (PLC) and Multi-Tiered System of Supports (MTSS) frameworks has demonstrated positive trends in local and state performance indicators. These systems support a culture of continuous improvement, collaboration, and data-driven decision-making focused on improving outcomes for all students. Kerman Unified continues to strengthen its PLC structures through dedicated collaboration time on early-release Wednesdays, during which teacher teams engage in ongoing analysis of student learning and instructional practices.

A strong emphasis is placed on the use of data and ongoing consultation to improve outcomes for all student groups, including English Learners, socioeconomically disadvantaged students, and Foster Youth. District-level departmental teams regularly review student performance data to evaluate the effectiveness of instructional strategies, curriculum implementation, and academic programs. This process ensures that decisions are grounded in evidence and focused on improving student learning and achievement.

At the school-site level, administrators facilitate regular data analysis meetings with certificated staff to review multiple sources of student performance data, including California Assessment of Student Performance and Progress (CAASPP) results, local benchmark assessments, English Language Proficiency Assessments, and teacher-developed common formative assessments. These collaborative data meetings support informed decision-making related to instructional planning, intervention placement, enrichment opportunities, and monitoring of student academic growth over time. Through these coordinated systems of data analysis, professional learning, and collaborative inquiry, Kerman Unified School District continues to strengthen instructional practice and improve outcomes for all students, ensuring equitable access to rigorous academic standards and high-quality educational opportunities.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Kerman Unified School District LCAP Federal Addendum continues to outline the District's needs and initiatives supported through Title III funding. These funds are primarily directed toward improving the academic achievement and English language proficiency of English Learners by strengthening instructional practices, expanding professional capacity, and ensuring equitable access to rigorous grade-level content across all subject areas.

For the 2026–2027 school year, the District's continued focus is on strengthening comprehensive English Language Development (ELD) instruction across all content areas. This integrated approach ensures that English Learners receive consistent, high-quality language development support while engaging with grade-level academic standards. Consistent implementation of designated and integrated ELD strategies across classrooms allows both teachers and paraprofessionals to reinforce learning by providing explicit language support, modeling academic language, scaffolding instruction, and offering individualized assistance tailored to students' levels of English proficiency.

The District is further strengthening its EL programs through structured collaboration and shared leadership. EL site leads and site administrators work closely together to refine instructional practices, monitor student progress, and ensure consistent implementation of effective EL strategies. This collaboration is grounded in ensuring alignment of instruction and targeted support for English Learners across all school sites. Teachers are also provided with high-quality professional resources and training opportunities.

The District will continue place increased emphasis on building the capacity of site administrators as instructional leaders in English Learner programs. Maintaining professional learning opportunities for both administrators and instructional staff remains a priority. These efforts are designed to ensure coherent implementation of EL programs, improve instructional quality, and increase academic outcomes for English Learners across the District.

Through these coordinated initiatives supported by Title III funding, Kerman Unified School District continues to advance equitable access to rigorous instruction and improve outcomes for all English Learners.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As determined through ongoing needs assessments, immigrant students who require additional individualized support are provided with targeted small-group learning opportunities designed to accelerate English language development and academic achievement. Instruction is supported through supplemental English Language Development (ELD) materials, including digital and electronic resources that allow teachers to closely monitor student progress, identify specific learning gaps, and tailor instruction to meet individual learning needs.

In addition, online intervention programs are utilized to further support and accelerate students' acquisition of English language skills. These programs provide structured, adaptive practice in reading, writing, listening, and speaking, allowing students to receive immediate feedback and additional practice aligned to their proficiency levels. To further support language development and literacy growth, extended reading materials are made available in both English and students' primary languages. These resources are intended to strengthen vocabulary development, support comprehension, and encourage independent reading both at school and at home, particularly for newcomer students adjusting to a new academic environment.

Using Title III Immigrant funds, and in collaboration with partnering agencies, Kerman Unified School District also enhances family and parent engagement opportunities for immigrant families. The District provides a series of educational workshops and learning sessions specifically designed to address the unique needs of immigrant students and their families. These sessions go beyond districtwide parent engagement opportunities by offering targeted support related to navigating the school system, understanding academic expectations, supporting English language development at home, and accessing community resources.

Through these coordinated efforts, the District strengthens both academic support for immigrant students and meaningful family engagement, ensuring that students and their families are better equipped to succeed within the educational system.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rosetta Stone continues to be utilized in emerging-level English Language Development (ELD) classrooms at the secondary level as a supplemental online language learning platform. This resource provides students with a more individualized and adaptive learning experience that supports the development of listening, speaking, reading, and vocabulary skills aligned to English language proficiency standards. In addition, Rosetta Stone serves as an enrichment opportunity that allows students to extend their language learning beyond the classroom and practice skills at their own pace.

In addition, the District will continue use the Lexia English Language Development suite of resources at the elementary level to further support newcomer students and emerging English Learners. This program provides structured, research-

based language development activities designed to build academic vocabulary, comprehension skills, and oral language proficiency in an engaging, interactive format. To ensure effective implementation, additional training and professional learning opportunities will be provided for teachers and staff, focusing on strategies to integrate these tools into daily instruction and maximize student engagement and language acquisition outcomes.

To support effective implementation of this digital resource, Title III funds are used to purchase necessary instructional materials and supplies that are essential for learning activities. These tools ensure that students can fully engage with the program and maximize the benefits of individualized language instruction.

Through the combined use of Rosetta Stone, Lexia English, and ongoing professional development, Kerman Unified School District continues to strengthen its instructional supports for English Learners and newcomer students, ensuring equitable access to high-quality language development resources across grade levels.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Continued emphasis is placed on high-quality formative assessment practices in every classroom to ensure that instruction is responsive to student learning needs on an ongoing basis. Professional Learning Community (PLC) collaboration centered on student learning remains a districtwide priority at every school site, with a strong focus on using evidence of student learning to guide instructional decisions, intervention planning, and enrichment opportunities.

Districtwide benchmark assessments in reading, mathematics, and social-emotional learning (SEL) are administered two to three times per year to monitor student progress and evaluate the effectiveness of instructional programs. In addition, progress monitoring assessments are available and routinely utilized for students who require additional intervention and targeted support. These multiple measures of data allow staff to identify learning gaps early and adjust instruction to better support student achievement over time.

English Language Development (ELD) teachers use curriculum-based assessments, district benchmarks, and ELPAC interim assessments to monitor English Learner progress, while ELPAC Essentials provides targeted practice to build confidence and strengthen listening, speaking, reading, and writing skills aligned to California English Language Development standards, with focused support for Long-Term English Learners (LTELs) and students at risk of becoming LTELs to ensure progress toward English proficiency and reclassification goals.

Newcomer and emerging bilingual students receive individualized and targeted support from bilingual tutors across core content areas. These supports are designed to strengthen access to grade-level instruction while simultaneously building foundational language skills. Across all ELD proficiency levels, teachers are encouraged to identify domain-specific areas of greatest need—listening, speaking, reading, and writing—and intentionally integrate ELPAC-aligned task types within units of study to better prepare students for summative assessments and academic language demands.

In addition, interim assessments developed by the California Department of Education are being implemented more consistently to provide additional data points for monitoring student progress and informing instructional decisions. Clear

and ongoing communication with students and families regarding the purpose of summative assessments, student performance data, and academic progress is emphasized across all sites. Teachers are also encouraged to engage students in goal setting prior to the administration of the summative ELPAC and CAASPP assessments to increase student ownership of learning and improve outcomes.

These expectations are grounded in prior and ongoing professional learning initiatives and are closely monitored by site principals to ensure consistent implementation across classrooms. Through these coordinated practices, Kerman Unified School District continues to strengthen instructional quality, improve student outcomes, and ensure equitable access to rigorous academic standards for all learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A will be used to support a well-rounded education program. These funds will be used to ensure that students are offered the opportunity for a well-rounded education by including art and music. These funds will also be used to support social and emotional wellbeing of students as well as interventions for students to provide support to decrease suspensions and expulsions.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Social, Emotional, and Behavioral (SEB) universal screening assessments are administered twice per year to evaluate the social-emotional and behavioral growth and needs of students across the district. The school counseling team utilizes this screening data to identify students who may be at risk across multiple domains of development.
School counselor practitioners analyze the data to determine the most appropriate level of support and intervention. In most cases, interventions begin at Tier 2 (Targeted Supports), where students participate in a 6-8 week small-group intervention facilitated weekly by the school counselor. These groups focus on developing specific social, emotional, and or behavioral skills.
Throughout the intervention period, school counselors use a Direct Behavior Rating (DBR) scale to monitor student progress. The DBR provides pre-, mid-, and post-intervention data points to assess student growth and response to the intervention. If a student demonstrates limited or no progress, the school counselor may proceed with submitting a Tier 3 (Intensive and Individualized) referral.
Tier 3 supports involve daily, individualized services provided by the district behavior team, which may include a Registered Behavior Technician (RBT), Behavior Specialists, and a Board Certified Behavior Analyst (BCBA). These supports are typically delivered across multiple school settings, including the classroom, playground, and cafeteria. The behavior team closely monitors student progress through ongoing data collection aligned with the student's behavior intervention plan and meets with the school team every 4–6 weeks to review progress and adjust support as needed.

What activities will be included within the support for a well-rounded education?

Support for a well-rounded education will include a comprehensive, multi-tiered system of social, emotional, and behavioral supports aligned to the district's MTSS framework. At the Tier 1 (Universal Supports) level, all students will participate in a research-based SEL curriculum, which focuses on developing character strengths, fostering positive relationships, and building a supportive school climate. Universal social-emotional and behavioral screenings will be administered twice per year to identify student strengths and areas of need and to inform instructional and intervention planning.
At the Tier 2 (Targeted Supports) level, students identified through screening data will participate in small-group interventions using SEL curriculum. These 6–8 week, counselor-facilitated groups will focus on targeted skill development such as emotional regulation, coping strategies, social skills, problem-solving, and positive behavior supports. Student progress will be monitored using Direct Behavior Rating (DBR) tools with pre-, mid-, and post-intervention data points to assess growth and responsiveness to interventions.
For students requiring more intensive support, Tier 3 (Intensive and Individualized) services will include daily behavioral interventions provided by the district behavior team across multiple school settings, including classrooms, playgrounds, and cafeterias.
In addition, the district will host an annual MTSS Symposium to support continuous improvement, professional learning, and collaboration among school staff. This symposium will focus on data-driven decision-making, best practices in SEL and behavioral interventions, and strengthening systems that ensure all students receive the support necessary for academic, social emotional and behavioral success and overall well-being.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Universal screening data, administered twice annually, will serve as primary indicators to measure changes in students' social, emotional, and behavioral risk levels over time. Growth trends across fall and spring administrations will be analyzed at the school and district levels to determine the impact of Tier 1 SEL curriculum to guide adjustments to implementation, professional learning, and instructional practices.

At the Tier 2 and Tier 3 levels, student progress will be monitored using Direct Behavior Rating (DBR) data collected at pre-, mid-, and post-intervention intervals, along with ongoing data related to individualized behavior intervention plans for students receiving intensive support. Additional indicators will include attendance rates, office discipline referrals, suspension data, and teacher and counselor input. The SEL curriculum, used for Tier 2 targeted interventions, will be monitored through monthly usage reports to ensure consistent implementation and fidelity across sites.
To inform future program planning, the district will also review monthly usage reports for SEL curriculum to assess curriculum utilization and alignment with intended outcomes. These data will be combined with staff surveys, training feedback from the annual MTSS Symposium, and fidelity checks conducted during site visits.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district utilizes multiple indicators and data points to ensure a comprehensive, student-centered approach. A primary data source will be the California School Healthy Kids Survey (CHKS), which will be administered to students in grades 5, 7, 9, and 11. CHKS student perception data will be used to assess key indicators related to school climate and student well-being, including school connectedness, academic motivation, perceptions of caring adults at school, and school safety.
The district will analyze these results at the school and district levels to identify trends, strengths, and areas in need of improvement across grade spans and student subgroups. These data will be triangulated with additional indicators such as SAEBRS/MySAEBRS screening results, attendance rates, discipline and suspension data, and SEL intervention progress monitoring. Together, these data points will help the district identify gaps in supports, evaluate the effectiveness of current SEL and school climate initiatives throughout the district.
Findings from the survey and related data sources will directly inform future program planning, resource allocation, and professional learning. The district will use this information to refine Tier 1 SEL instruction, strengthen Tier 2 targeted supports, and guide district-wide MTSS efforts, including focus areas for the annual MTSS Symposium.

What activities will be included within the support for safety and health of students?

Support for the safety and health of students will include a combination of universal, targeted, and intensive strategies designed to promote a safe, respectful, and healthy school environment. At the Tier 1 (Universal) level, school counselors will push into classrooms across all grade levels to deliver guidance lessons focused on critical topics such as digital citizenship, bullying prevention, and kindness. These lessons are designed to teach students foundational social-emotional and behavioral skills that promote positive interactions, responsible online behavior, and a supportive school climate.
To reinforce these skills, Registered Behavior Technicians (RBTs) at each site will provide ongoing support in the classrooms where they work. RBTs will help all students generalize these Tier 1 lessons and provide additional modeling, coaching, and reinforcement for students receiving Tier 3 intensive support. This ensures that individualized interventions are aligned with universal classroom expectations and that students practicing these skills receive consistent guidance across settings, including classrooms, playgrounds, and cafeterias.
Additionally, school counselors and RBTs will monitor the effectiveness of these activities through classroom observations, student feedback, and behavior tracking data. Regular progress monitoring allows the district to adjust strategies, provide additional resources where needed, and ensure that all students have access to a safe, healthy, and supportive learning environment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

At the Tier 1 level, school counselors will push into classrooms across all grade levels to deliver guidance lessons focused on digital citizenship, bullying prevention, and kindness. These lessons are designed to provide students with foundational social-emotional skills, promote positive behavior, and create a safe, supportive, and inclusive school environment. By teaching students how to interact respectfully online, respond appropriately to conflict, and practice kindness in daily interactions, these lessons support both the social-emotional development and overall well-being of all students.

The effectiveness of these Tier 1 activities will be evaluated using multiple indicators and data points. School Counselors will collect pre and post assessment data to assess knowledge, skills and attitude of the Tier 1 guidance lesson. Implementation fidelity will be monitored through monthly lesson usage reports, documenting the delivery of guidance lessons across classrooms and grade levels. Student outcomes will be assessed through California Healthy Kids Survey (CHKS) data, including measures of school connectedness, perceptions of caring adults, school safety, and academic motivation for students in grades 5, 7, 9, and 11. Additional measures may include classroom observations, student feedback, and trends in behavior referrals or incidents.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Technology plays a key role in supporting the coordination and effectiveness for daily tasks and activities for School Counselors and RBT's, including data collection. Both practitioners utilize technology to communicate with site level and district level staff, track student progress, and coordinate interventions across settings. Digital platforms are used to document Tier 1 guidance lessons, monitor Tier 2 small-group interventions, and track Tier 3 individualized behavior plans. For example, RBTs use secure data systems to record observations and behavior metrics in real time, which school counselors can access to adjust interventions, provide additional support, and ensure consistency in reinforcing SEL skills across settings. Technology also facilitates collaboration on student progress reports, lesson planning, and progress monitoring, allowing for timely data-driven decision-making. By triangulating these data points, the district can identify gaps in programming, refine SEL instruction, and make informed decisions for professional learning, resource allocation, and ongoing MTSS planning. Technology ensures that collaboration between counselors and RBTs is efficient, timely, and data-driven, supporting continuous improvement of the overall MTSS framework.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Support for the effective use of technology will include a variety of activities designed to enhance teaching, learning, and student engagement while promoting digital citizenship and safe, responsible technology use. At the Tier 1 level, school counselors will integrate digital citizenship lessons into classroom guidance, teaching students about online safety, responsible communication, and respectful behavior in digital environments. These lessons will be reinforced by Registered Behavior Technicians (RBTs), who provide support in classrooms and across school settings for students receiving Tier 3 interventions, ensuring consistent application of skills learned in guidance lessons.
Technology will also be used to track and monitor student progress and support collaboration among staff. School counselors and RBTs will use secure digital platforms to document lesson delivery, track participation in SEL and behavioral interventions, and analyze student progress in real time. Additionally, technology will support staff professional learning by providing access to online SEL curriculum resources, virtual collaboration tools, and data dashboards that display key metrics such as attendance, behavior incidents, and social-emotional screening results. Collectively, these activities ensure that technology is used effectively to support student learning, social-emotional growth, and the safe and responsible use of digital tools across all grade levels.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

For Tier 1 activities, including classroom guidance lessons on digital citizenship, bullying prevention, and kindness, implementation will be monitored through pre and post assessments, monthly usage reports, documenting lesson delivery and participation across all grade levels. Student outcomes will also be measured using the California Healthy Kids Survey (CHKS) for grades 5, 7, 9, and 11, focusing on indicators such as school connectedness, academic motivation, perceptions of caring adults, and school safety. Classroom observations, student feedback, and behavior referral trends will provide additional insight into lesson effectiveness.
For Tier 2 and Tier 3 supports, including small-group SEL interventions and individualized behavior interventions supported by RBTs, progress will be tracked using Direct Behavior Rating (DBR) data, behavior plan monitoring, attendance, and office discipline referral data. Technology will support data collection and collaboration, allowing counselors and RBTs to share real-time observations, track student progress, and adjust interventions as needed.

Fidelity of SEL curriculum implementation will also be assessed through usage reports, staff feedback, and periodic site observations. Tier 3 referral data will be collected and monitored by the District Coordinator of Social Emotional Learning and Early Learning Programs.
All collected data will be reviewed regularly by school teams during MTSS leadership meetings and support the development of the annual MTSS Symposium. Trends across universal screening data, classroom observations, SEL curriculum usage, behavior monitoring, and student survey results will inform future program planning, professional learning, and resource allocation.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

The needs assessment will be conducted in Spring 2026 and reported in the updated Federal Addendum.

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

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