

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

School Year

2023-2024

Date of Board Approval

June 15, 2023

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 uses federal funds to supplement and enhance the work done to address state and local priorities. Some funds are used to improve services for specific groups of students who are not achieving at grade level. Other funds supplement programs to ensure a well-rounded educational program that serves all students. The District can take significant action steps to improve learning for underperforming students and English Learners. Title I, Part A is applied districtwide and used to provide research-based interventions for students, professional development for staff, and technology to enhance students' learning. Students are assessed frequently, and progress is monitored. Title III funds are used to provide additional services for English Learners through tutoring and Rosetta Stone. ESSA programs also supplement and enable the District to provide an improved educational program. Title III funds are used for professional development to improve instructional strategies for supporting English Learners for both designated and integrated English Language Development. Title II and Title IV will provide all students with access to a well-rounded education and improve the use of technology to enhance the academic achievement of all students. The District's LCAP goals and action steps address such programs.

Currently, LCAP funds are used to support the district's instructional goals and enrichment for all students. Federal funds supplement and enhance services for socioeconomically disadvantaged students, English learners, and Foster Youth. Title I funds are allocated to schools for supplemental services for at-risk students and parent engagement. Title II funds provide enhanced professional learning for teachers and staff. Title III funds are used to support English Learners, learning opportunities, and engagement for the community and parents.

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's students are prioritized in our LCAP. Without federal funds, services and programs would need to be scaled back. Because of the federal funds, Kerman Unified School District can provide additional intervention for underperforming students and English Learners. Federal funds supplement Professional Development needs and supplement the class size reduction program, which is focused at our elementary school sites. These funds supplement both general fund and state-funded programs. By focusing on the needs of students, Kerman Unified School District applies funding to create the best programs possible for students. Our LCAP consists of three goals aligned to 15 actions/services.

Goal 1.0 - Academic Achievement & Effective Instruction and Leadership. The District will provide a high-quality educational system that provides equity and access for all students, including all subgroups, through the implementation of the core curriculum and effective instructional strategies, including the use of technology. All students will demonstrate continued and improved academic achievement to emerge college and career ready. The District will attract, train, and retain employees and develop educational leaders who embrace the vision and values of our district.

Goal 2.0 – Student Engagement & Facilities. The District will provide all students, including all subgroups, equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.

Goal 3.0 – Parent & Community Engagement. All parents will have access to resources, services, workshops and activities, stakeholder engagement training, and input in decision-making practices at both the District and School Site, especially with English Learners, Low Income, Special Education, and Foster Youth parents.

These three 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.

The 2022 Dashboard results placed six schools in Additional Targeted Support and Improvement.

Goldenrod Elementary School: Students with Disabilities for chronic absenteeism and ELA/Math assessment results, Homeless for chronic absenteeism and suspension rate, Asian for suspension rate, and White for chronic absenteeism.

Kerman-Floyd Elementary School: Homeless and White students for chronic absenteeism.

Liberty Elementary School: Students with Disabilities, Asian, and White students for chronic absenteeism

Sun Empire Elementary School: Students with Disabilities and White students for chronic absenteeism

Kerman Middle School: Students with Disabilities for chronic absenteeism and ELA/Math assessment results

Kerman Unified Online School: English learners for chronic absenteeism and ELA/Math assessment results and Students With Disabilities for chronic absenteeism

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 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

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 CDE's 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](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kerman Unified School District closely tracks and monitors newly hired teacher staff information, including credentialing and years of experience in its hiring practices each year. The placement of new hires based on current vacancies and enrollment numbers in the district is monitored to ensure there is not a disproportionate rate of ineffective, out-of-field, or inexperienced teachers at schools with high student groups, including both low-income and minority students. Every effort is made to recruit, hire and retain the most effective and qualified teachers in the current teacher hiring pool in the State. If disparities are found, they will be monitored closely to ensure that student's needs are met, particularly in the demographic groups of low-income and minority children. District Office and Site Administration will work collaboratively to ensure that new teachers are supported to help them provide the most robust instruction and educational experience possible for all students. The district also participates in the Rural Residency Program in a partnership with the office of the Fresno County Superintendent of Schools and Fresno State University. This program provides year-long student teaching and classes in Kerman for local KUSD graduates who want to become elementary teachers.

Kerman Unified School District supports new educators with intern credentials or permits by assigning them intern or induction mentors and District Office Administrative staff. Those qualified teachers will participate in the Induction Program and be given an Induction Support Provider to work beside them to ensure quality instruction is provided to all students. Induction Support Providers and assigned mentors participate in ongoing professional learning to ensure they can effectively support new educators. For the 2022-2023 school year, 96% of the teachers are highly qualified and fully credentialed. Title I funds are used to continue this status by providing ongoing professional learning opportunities for teachers and staff. The training workshops include strategies to increase academic achievement and social-emotional wellness.

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • 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. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>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:</p> <ul style="list-style-type: none"> • 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 <i>California Code of Regulations</i> , 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 involvement policy (Site & District Policies) were developed jointly with parents. Each year the parent involvement policies are discussed at School Site Council, ELAC, and DELAC Committees giving parents an opportunity to provide feedback. Families are engaged throughout the year in learning opportunities trainings, meetings, access to staff, and conferences to guide them in understanding state academic standards, state and local academic assessments, and to provide guidance in being partners in their child's education. The School-Parent Compact, that was jointly developed with parents, describes the shared responsibility of families and schools for improved academic achievement. Parents are provided with materials to support their student's education and foster parental involvement. The LEA staff educates school administrators in the value of parent contributions, communication, working with parents as an equal partner, and the implementation and coordination of parent programs. School administrators in turn work with school staff to provide guidance on how to collaborate with families to build a community that works together to support the needs of the students. Through these efforts, the school staff works closely with families to integrate parent involvement programs and activities that encourages all families to be actively involved in their child's education. The LEA and school sites provide translations and interpreters, to the extent practical, in a language the parents can understand. Reasonable and necessary expenses associated with family engagement, such as child care and transportation, are also provided as necessary. Through School Site Council, ELAC, and DELAC Committees parents have a voice to request support for parental involvement. The district wide parent advisory committee has representatives from all school sites and provides a voice to the LEA regarding family engagement.

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 school sites is to update the entire educational program at those sites. A comprehensive needs assessment on local and state metrics provides guidance in determining students' academic and social needs. It provides us with guidance on specific skills students need to achieve rigorous state standards. Each school site annually reviews the School Plan for Student Achievement (SPSA) and determines if current actions are meeting the needs of the students based on an analysis of local and state metrics. A yearly needs assessment is completed to review and revise the SPSA annually, as needed, jointly with parents and school staff to ensure that all students can access rigorous state standards.

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 in meeting the State's challenging academic standards, funds are used to provide services to these students as deemed appropriate based on their individual student needs. The District Homeless Liaison works with families, school sites, and local agencies to determine the needs. It provides assistance within the law's guidelines to support the children's academic success and access to educational opportunities. Title I funds to support, and service may include, but is not limited to, transportation, clothing, and personal school supplies.

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.

KUSD works with the state preschool, which is housed at one of the elementary schools, and the state migrant preschool, to help with the transition to kindergarten. Each school has a kinder camp in August, which all incoming TK and K students can participate. This camp helps students familiarize themselves with their new school and teacher, which makes the first official day of school much easier.

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 elementary school works closely with First Five to support the children and parents of students as they approach kindergarten. A parent information night is jointly held. First Five also funds a two-week summer program for incoming kindergarteners. The middle and high schools work collaboratively to help the eighth-grade students transition to high school. The counselor goes into classrooms to speak to students. A parent night is held. The high school ASB has an informational morning for the incoming 9th graders the week before school opens. Eighth-grade students can attend a Summer Bridge program at Fresno State. This weeklong residential program helps students prepare for high school and beyond. The high school works closely with local Community Colleges. High school students are offered concurrent enrollment and dual enrolment. College and high school counselors team to support students. Parent information meetings are mandatory for students enrolling in college courses. College counselors come to the high school to help students complete college applications.

Title I funds are used to support extended opportunities to engage with college and career-focused programs in elementary and middle schools in preparation for high school. Buses are funded to support articulation programs that strengthen connections between elementary and secondary schools and local colleges. Elementary schools provide transitional activities with early childhood students and parents, such as kindergarten orientation days and Kinder Camp.

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, we have actively engaged in the Professional Learning Community (PLC) process for several years. During this time, there has been a continued allocation of resources to develop the strategy further and build the capacity of our administrative, certificated, and classified staff to provide quality education to every Kerman Unified School District student. Kerman Unified provided the necessary professional learning to support the deepening of the PLC process and implementing the Multi-tiered Systems of Support (MTSS) program so that all students can access rigorous state standards. Kerman Unified School District has continued with early release Wednesdays for collaborative teacher teams to focus on increasing student achievement with the continued focus on the four guiding questions of a PLC, and MTSS will also be strengthened. The District MTSS Leadership Team meets monthly, while the site MTSS Teams meet on their own to address the needs unique to their sites. Collaborative teacher teams will use a screening tool to identify students needing Tier 2 and/or Tier 3 intervention. Tier 2 will focus on additional support to master current grade-level essentials. Tier 3 will focus on the intensive remediation in universal skills that are missing from previous years. Tier 1 instruction, regular classroom instruction, will continue to be strengthened through the early release Wednesday, universal screening tool, professional learning, and increased administrative support.

There are English Learner Leads at each school site who form the EL Improvement Team. This team works to address the needs of English learners. Currently, the district provides a teacher induction program for beginning teachers. It also includes support providers for interns. Kerman Unified participates in the Rural Residency Program, which trains future teachers with yearlong student teaching and classes from Fresno State taught in Kerman. New administrators participate in the CASC program to complete tier 2 administrative credentials. For principals and school leaders, the district provides training on supervision and evaluation to build leadership. To provide staff with high-quality professional development towards implementing technology into all core subject areas and innovative standards-based instruction. Training is provided through embedded coaching support and support for differentiated instructional technology in the classroom.

Please refer to the Local Control and Accountability Plan, Goal #1, for additional details.

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:

The District prioritizes funds from Title II, Part A to support new teachers. As described under Title I, Educator Equity, developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, especially in low-income schools, is a priority. The induction and mentor program aligned with our Professional Learning Plans addresses any disparities that might hinder student achievement in those classrooms. The District also participates in the Rural Residency Program in coordination with the Fresno County Superintendent of Schools and Fresno State to recruit and train students in rural communities like Kerman to become elementary teachers. As outlined in our LCAP, prioritizing funding for professional development is a significant component. Professional development includes certificated administrators and classified staff. All staff receives professional learning strategies in the area of Technology to support student work products and increase proficiency and performance on the CAASPP.

No schools qualified for CSI or TSI.

For additional details, please refer to the Local Control and Accountability Plan, 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 analyzes local and state metrics to determine the effectiveness and implementation of professional learning participants engage in various ways. Surveys are conducted throughout the school year to provide feedback on the learning opportunities. The work with the Professional Learning Community/Response to Intervention (PLC/MTSS) reflects a positive result in local and state metrics. We continue to strengthen our Professional Learning Communities (PLC) with the early release one day a week for 32 weeks, allowing collaborative teacher teams time to collaborate on the four tenets of a Professional Learning Community: 1) What do we want all students to learn? 2) How will we know when they have learned it? 3) How will we respond when learning has not occurred? and 4) How will we respond when learning has occurred?

There is a focus on data and ongoing consultation to improve the learning for all students, including English learners, socioeconomically disadvantaged, and foster youth. District departmental teams utilize data to evaluate instructional practices, curriculum, and programs to ensure effective student learning. Program specialists and coaches facilitate data meetings with site staff to analyze the student data (SBAC summative, benchmark assessments, English Proficiency assessments, common assessments) to make informed decisions regarding instructional practices, program placement, and student growth.

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 LCAP Federal Addendum continues to describe the needs and initiatives of our district using Title III funding.

For 2022-23, our focus remains on strengthening comprehensive ELD across all content areas while continuing to increase student access to grade-level concepts. This consistency across teaching allows paraprofessionals and teachers to reinforce and provide the necessary explanations, strategies, modeling, and individualized lessons and support to students across all levels of English proficiency. With the addition of English learner site leads this school year, the district's English learner goals are elevated and addressed through monthly EL Improvement Team meetings and inquiry cycles. This work is heavily supported by consultants from our local county office. Professional resources, including recent publications centered around English learner achievement, are used to support teacher growth. In the coming year, more emphasis will be placed on building capacity within all site administrators who serve as instructional leaders. Increasing professional learning opportunities and strengthening collaboration among EL site leads and site principals are essential components of the district's English learner initiatives.

Bilingual paraprofessionals are a key factor in student success. Many English learner students need extra attention and support. Our bilingual paraprofessionals build strong relationships with students in order to help them reach their full potential and remain committed to learning. These staff members continue to receive extensive virtual training opportunities throughout the school year. In 22-23, more professional learning choices, based on previously identified areas of need, are available through BetterLesson.

Teachers in grades 3-6 continue the Thinking Maps: Path to Proficiency next-level sessions with a focus on differentiating instruction for English learners. With the launch of a more extensive newcomer program in grades 3-6, numerous training experiences are in place for the designated teacher. Professional learning opportunities include English Learner Group consultation and in-classroom coaching as well as supplemental curriculum training (Vista Higher Learning and Imagine Learning). PLC opportunities to collaborate with fellow staff are emphasized to support student success throughout all classroom settings.

Teachers in grades 3-6 continue the Thinking Maps: Path to Proficiency next-level sessions with a focus on differentiating instruction for English learners. With the launch of a more extensive newcomer program in grades 3-6, numerous training experiences are in place for the designated teacher. Professional learning opportunities include English Learner Group consultation and in-classroom coaching as well as supplemental curriculum training (Vista Higher Learning and Imagine Learning). PLC opportunities to collaborate with fellow staff are emphasized to support student success throughout all classroom settings.

An influx of newcomers prompted the district to create a Newcomer Academy for 3-6 grade students. This self-contained program strives to accelerate the learning of English while ensuring that students do not fall behind in the core subjects.

The district has created an EL Leadership Team and an EL Improvement Team to provide professional learning opportunities focused on the ELD standards, ELPAC task types, and the CA EL Roadmap. The teams created an EL Protocol and PDSA form to track the implementation of ELD strategies districtwide. Administrators will work collaboratively to help refine existing programs and practices by encouraging and participating in continuous improvement cycles and the PDSA process. Improving designated and integrated ELD instruction while closely monitoring English learner progress through a more accessible and extensive assessment suite will be emphasized.

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 by a needs assessment, immigrant students who require additional, individualized assistance will be supported with supplemental ELD materials, electronic resources, and online intervention programs to accelerate their academic progress in English. Extended reading materials in English and the student's primary languages are provided to enhance ELD instruction for newcomers and promote independent reading at home and school. In addition to promoting vocabulary acquisition, fiction, and nonfiction books for secondary learners focus on adapting to life in a new country. The District is hiring an immigrant liaison who will work directly with immigrant students to help them succeed academically.

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 ELD classrooms as a supplemental online language learning platform at the secondary levels. This resource provides a more individualized learning experience for students and also serves as an enrichment opportunity outside of the classroom. Students require headsets which are also purchased with Title III funding. Other supplemental materials and resources support student access and engagement at the elementary level, including Vista Higher Learning materials, language-structured activities, and additional literature books in English and Spanish.

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 formative assessment practices throughout every classroom setting. PLC collaboration centered on student learning remains a priority at every site. District benchmarks in reading, math and SEL are administered two-three times a year with progress monitoring assessments available for students who need additional intervention and support. ELD teachers in grades 7-12 utilize curriculum assessments, writing benchmarks, and ELPAC interims to ensure long-term English learners are progressing in their academic English skills as quickly as possible. Newcomer/emerging bilinguals are provided individualized support by bilingual paraprofessionals across the core content areas. Throughout all ELD levels, teachers are encouraged to identify the domain areas reflecting greatest need and incorporate ELPAC task types during their units of study. Interim assessments developed by the California Department of Education are to be utilized more consistently. Communication with students and families regarding summative assessment purposes and student progress is emphasized as well as the importance of goal setting with students prior to the summative ELPAC and CAASPP administration windows. These expectations are based on prior and current professional learning experiences which are to be closely monitored by the site principals.

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 well being 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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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

[Enter a description of which activities will be included within the support for a well-rounded education]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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?

[Enter a description of how the program activities will be evaluated to determine future program planning]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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

[Enter a description of the activities to be included within the support for safety and health of students]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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?

[Enter a description of how the activities will be evaluated to determine future program planning]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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])

[Enter a description of which activities will be included within the support of effective use of technology]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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?

[Enter a description of how the activities will be evaluated to determine future program planning]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

- 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:

[Enter date of last conducted needs assessment]
The needs assessment will be conducted in the Fall of 2023 and reported in the updated Federal Addendum next year.

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/>

California Department of Education
February 2022