

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

School Year

2024-25

Date of Board Approval

June 28, 2024

LEA Name

Covina-Valley Unified School District

CDS Code:

19-64436-6012447

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.)*

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.

Covina-Valley Unified School District strategically utilizes federal funds to enhance the priorities set forth in the district's Local Control and Accountability Plan (LCAP). The district's LCAP sets specific goals aimed at elevating student and educator success across the district:

1. Ensuring all students are eligible and prepared for college and careers upon graduation.
2. Implementing innovative, research-based programs and practices to maximize student achievement.
3. Creating a school-wide program of engagement to foster positive, innovative learning environments.
4. Committing to elevating student engagement and academic outcomes, as well as enhancing support systems for educators at Fairvalley and Covina-Valley Learning Options Academy.

Federal funds complement these goals in several targeted ways:

**Title I Funds:** At the elementary (9 schools), middle (3 schools), and high school (1 school) levels, Title I funds strengthen core academic areas, including English Language Arts, Math, Science, and Social Science. In addition, these funds are critical for providing academic interventions, supporting mental health services, enhancing technology use, and promoting parent and student engagement. Title I teachers specifically support students below grade level to ensure equitable achievement opportunities.

**Title II Funds:** These funds supplement the district's efforts in professional development, enhancing the skills of teachers, site administrators, and school personnel. The focus is on improving instructional strategies and student outcomes through data-informed teaching practices.

**Title III Funds:** Title III funds are used to elevate the quality of English Language Development (ELD) instruction and boost achievement among English learners. This includes professional development for teachers, educational initiatives for parents, and direct student support managed by a district teacher on special assignment.

**Title IV Funds:** These funds are allocated to promote a comprehensive educational experience, ensuring all students receive a well-rounded education. This encompasses improvements in school health and safety, effective technology integration, and support for the social and emotional development of students, acknowledging its critical role in comprehensive educational achievement.

Federal funds are used to support and enhance state-funded initiatives, making sure C-VUSD addresses all areas outlined in the district's LCAP goals comprehensively. The district carefully chooses these evidence-based practices and methods that help create an educational environment where every student has the opportunity to succeed.

## 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 Covina-Valley Unified School District aligns federal funding with state and local funding efforts and across different federal grant programs by focusing on data-driven strategies that support its LCAP goals. At the heart of the district's approach is the commitment to using data analysis of student target groups during professional development sessions, staff meetings, and collaborative teacher times. This ensures that every decision made is backed by evidence aimed at achieving equitable outcomes for its target groups.

The district is dedicated to advancing the skills, habits, and knowledge that students need to succeed in today's world. The district aims to maximize its impact on targeted and broader student groups by ensuring that resources are strategically and equitably distributed. This integrated approach helps create a unified strategy that leverages all available funds—federal, state, and local—to support students effectively and efficiently.

## 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.

In its annual reporting through the Consolidated Application and Reporting System (CARS), Covina-Valley Unified School District addresses the poverty criteria under Section 1113 of Title I, Part A, as outlined by ESSA. The district utilizes The number of children eligible for a free or reduced-price lunch (FRPM) under the Richard B. Russell National School Lunch Act to determine poverty levels within school attendance areas. These figures are sourced officially from the California Longitudinal Pupil Achievement Data System (CalPADS) and are reported in CARS.

Covina-Valley applies Title I funds across all TK-12 schools. Each site qualifies as a school-wide Title I program, as over forty percent of students at each location are eligible for free or reduced-price lunch. This indicates a significant need for targeted financial support to address educational disparities.

## 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](#).

### THIS ESSA PROVISION IS ADDRESSED BELOW:

The staffing profile for Covina-Valley Unified School District, based on Full-Time Equivalents (FTE), includes a total of 483.1 teaching positions. Here is a detailed breakdown of their qualifications and status, reflecting a predominantly fully certified teaching staff, with a small proportion in various stages of completing their credentialing:

- Clear (84.4%): Teachers with a clear credential have met all requirements for full certification. This outcome also includes those authorized by a local assignment option under Section 80005(b) of the California Code of Regulations, which covers specific state course codes like student government or study hall where no specific credential exists.
- Out-of-Field (4.8%): These teachers are teaching subjects for which they do not have the specific credential, authorized under limited conditions such as General Education Limited Assignment Permits, Special Education Limited Assignment Permits, Short-Term Waivers, or Emergency English Learner or Bilingual Authorization Permits, except those under T5 §80005(b).
- Intern (0.4%): Intern teachers have completed a bachelor's degree, demonstrated competency in their subject area or student population, and hold an intern credential while completing the required coursework for a preliminary credential.
- Ineffective (2.1%): This status is used when one or more aspects of the teaching assignment lack legal authorization, potentially due to the use of limited permits such as Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, or substitute permits.
- Incomplete (8.1%): Indicates that inaccurate or missing information was reported to the California Longitudinal Pupil Achievement Data System (CALPADS) by the district. This prevents a complete determination of assignment authorization during the monitoring process by the Commission on Teacher Credentialing (CTC).



In some instances, the assignment might still be appropriate, but neither the California Department of Education (CDE) nor the CTC can validate the authorization.

- Unknown (0.2%): The credential status of these teachers is unknown.
- N/A (0.1%): This category is applied to assignments that either do not require authorization or where evaluation of authorization is not applicable. This includes specific state course codes not reviewed during the CTC's assignment monitoring process or assignments conducted online where the student directs the pace of learning.

This comprehensive overview provides insight into the district's professional qualifications and statuses, ensuring transparency and adherence to regulatory standards.

Based on the breakdown of teacher qualifications in the Covina-Valley Unified School District, there are signs of a potential educator equity gap, especially in the "Ineffective" and "Out-of-Field" categories.

#### Response and Plan:

1. Root Cause Analysis: The district will conduct a root cause analysis focusing on recruitment practices, professional development, and teacher distribution challenges to identify underlying factors contributing to the equity gap.

2. Plan Creation with Educational Partner Engagement: Addressing this gap will involve close collaboration with educational partners, including teachers, administrators, parents, and community members. Key engagement strategies will include:

- Surveys and Feedback: To gather diverse perspectives on issues and solutions.
- Focus Groups and Public Forums: For deeper discussions and community involvement in decision-making.
- Collaborative Workshops: To develop specific actions, such as improved recruitment practices and professional development programs.

The action plan will detail strategies to recruit, support, and retain qualified teachers and enhance training for those currently underqualified. It will also include ongoing monitoring to evaluate the effectiveness of these strategies and adjust as needed. This approach aims to ensure all students have access to highly qualified teachers, thus narrowing the educator equity gap.

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"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• 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)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"><li>• <b>Provisional Internship Permits,</b></li><li>• <b>Short-Term Staff Permits</b></li><li>• <b>Variable Term Waivers</b></li></ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></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</p>

	<p>she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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.

### Section 1112(b)(3) Responsibilities:

- **Comprehensive Support and Improvement (CSI) Plans:** Covina-Valley Unified School District involves parents and family members at identified schools in jointly developing CSI plans by facilitating inclusive meetings and workshops. These sessions aim to gather feedback and suggestions from parents, which directly influence the planning and implementation of strategies aimed at school improvement. The district uses various communication tools to ensure all parents have the opportunity to participate, including providing meeting materials in multiple languages and offering virtual participation options to accommodate different schedules.
- **Targeted Support and Improvement (TSI) Plans:** To develop TSI plans, C-VUSD actively engages parents and family members from schools identified for targeted support. The district organizes targeted focus groups and sends surveys to these families to understand their perspectives and needs. This input is crucial in formulating specific actions within the TSI plans that address particular challenges faced by subgroups of students. The district also provides training for parents on interpreting student data and educational strategies, empowering them to contribute effectively to the planning process.
- **Involvement Strategies:** Both CSI and TSI planning processes are supported by continuous communication and the establishment of clear, transparent goals that align with the district's overall educational objectives. C-VUSD ensures that parent contributions are valued and integrated into the final plans, fostering a sense of ownership and collaboration among all educational partners. These engagement practices are designed to make the planning process accessible and meaningful, enhancing the effectiveness of the support and improvement strategies implemented.

These enhanced involvement strategies for developing CSI and TSI plans illustrate C-VUSD's commitment to genuine collaboration with parents and families, ensuring their active and informed participation in critical decision-making processes that affect their children's education.

### ESSA Section 1112(b)(7) Responsibilities:

Covina-Valley Unified School District has developed a robust parent and family engagement policy under Section 1116 of ESSA, ensuring comprehensive support and collaboration with the parents and families of students. Here's a detailed breakdown of the district's strategies:

#### Parent and Family Engagement Policy (Section 1116(a)):

- C-VUSD's parent and family engagement policy was developed in collaboration with parents through workshops and meetings, ensuring that their insights and suggestions were integral to the policy formulation. This policy was agreed upon with parents and is regularly reviewed to reflect the changing needs of the

community. It is distributed annually at the start of the school year and is available on the district website and at school offices in multiple languages to ensure accessibility.

**Assistance to Parents (Section 1116(e)(1)):**

- C-VUSD provides ongoing assistance to parents in understanding state academic standards and local academic assessments and monitoring and supporting their children's progress. This is achieved through parent education nights, where topics such as the curriculum, assessment strategies, and how to interpret report cards are discussed. The district also offers workshops on navigating educational technology platforms that students use.

**Materials and Training (Section 1116(e)(2)):**

- The district provides materials and training to help parents support their children's academic achievement. This includes literacy training workshops, math nights, and sessions on effectively using technology at home. Materials are provided in print and online formats to cater to diverse needs.

**Educating School Personnel (Section 1116(e)(3)):**

- C-VUSD conducts professional development sessions for teachers, administrators, and staff on the value of parental contributions. Training focuses on effective communication strategies, cultural competency, and techniques for engaging parents as equal partners in education. This training helps staff implement and coordinate parent programs and build stronger ties between parents and schools.

**Coordinating Programs (Section 1116(e)(4)):**

- The district coordinates and integrates parent involvement programs with other federal, state, and local initiatives, including public preschool programs. C-VUSD also operates a Health and Wellness Center that provides parents with resources and materials and hosts events designed to enhance parental participation in their children's education.

**Communication (Section 1116(e)(5)):**

- C-VUSD ensures that all communications related to school and parent programs, including meetings and activities, are sent home in a format and language that parents can understand. The district utilizes translation services and provides interpreters at events to facilitate communication.

**Support for Parental Activities (Section 1116(e)(14)):**

- C-VUSD provides reasonable support for parental involvement activities as requested by parents. This includes accommodating special requests for additional parent-teacher conferences, alternative meeting times, or specific resources parents might need to support their children's learning.

**Informed Participation (Section 1116(f)):**

- The district ensures that all parents, including those with limited English proficiency, disabilities, or those who are migratory, have opportunities for informed participation. This includes translating school reports and providing information in accessible formats, ensuring all parents can engage fully with their child's education.

Through these comprehensive strategies, C-VUSD aims to foster an inclusive, supportive, and collaborative educational environment where parents and families are empowered as key partners in their children's education.

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:**

In addition to the strategies outlined for implementing effective parent and family engagement under Section 1116 of ESSA, Covina-Valley Unified School District ensures alignment with the LCAP educational partner engagement process. This alignment maximizes the impact of parent involvement and supports the district's broader educational goals.

##### **Alignment with LCAP Educational Partner Engagement:**

C-VUSD integrates the parent involvement requirements of Section 1116 with its LCAP engagement strategies by ensuring that parents are informed and involved in specific programs and actively engaged in shaping educational policies through LCAP development. Here's how the district accomplishes this:

- **Shared Advisory Committees:** Many advisory committees, such as the District Advisory Committee (DAC) and the English Learner Advisory Committee (DELAC), serve dual roles in advising on LCAP and federal programs like ESSA. This overlap increases coherence in feedback and ensures diverse parental input is reflected in local and federal program planning.
- **Joint Development Sessions:** When developing or revising the LCAP, the district holds joint sessions with parents covering topics relevant to federal program requirements. This ensures that parent feedback directly influences state and federal funding decisions and program implementations.
- **Coordinated Communication and Reporting:** Information about LCAP goals and progress is shared alongside updates on ESSA-funded programs during parent meetings, board meeting presentations, district newsletters, and on the C-VUSD website. This coordinated communication strategy helps parents see the connection between local initiatives funded by LCAP and enhancements made possible through federal funds.
- **Training and Resources:** Training sessions that help parents understand and engage with the academic standards and assessments under ESSA also discuss LCAP goals and strategies. This holistic approach to parent education ensures that parents are well-informed about all aspects of the district's educational programs.
- **Feedback Mechanisms:** C-VUSD uses similar mechanisms (surveys, focus groups, advisory councils, town halls) to gather parent input for ESSA and LCAP processes. Using consistent feedback tools, the district can more effectively analyze and apply parent insights to improve educational outcomes across all programs.

- **Event Synchronization:** Parent and family engagement events are designed to address both LCAP and ESSA goals, ensuring that discussions about school improvement, academic support, and community involvement are integrated and mutually reinforcing.

Through these strategies, C-VUSD meets federal and state requirements and fosters a more integrated, transparent, and collaborative environment where parents are true partners in their children's educational journey. This alignment enhances the effectiveness of the LCAP and ESSA-funded programs, leading to a more comprehensive and impactful educational experience for all students.

## **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.

Under the Every Student Succeeds Act (ESSA), Covina-Valley Unified School District implements several programs aimed at enhancing educational opportunities and support for all students, including those living in local institutions for neglected or delinquent children and those in community day school programs. Here is an overview of the programs under Sections 1114 and 1115:

### **Schoolwide Programs (Section 1114):**

C-VUSD's schoolwide programs are designed to upgrade the entire educational program in Title I schools, helping to ensure that all students, particularly those who are low-achieving, meet the state's academic standards. These programs are implemented in schools where at least 40% of the student population comes from low-income families. The approach is comprehensive and aims to improve all areas of the educational experience, from instructional strategies and curriculum enhancements to professional development for teachers and increased parent and community involvement. The key components include:

- **Comprehensive Needs Assessment:** Each school conducts a thorough evaluation of the entire school's needs, which guides the development of strategies tailored to improve student outcomes.
- **Strategies:** Schools implement evidence-based educational strategies that are designed to raise the proficiency levels of the most at-risk students.
- **Increased Learning Time:** Strategies to enhance the educational program include providing all students with more learning time.
- **Parental Involvement:** There is a strong focus on increasing parental involvement in education, including regular communication and parent engagement activities.

### **Targeted Support Programs (Section 1115):**

These programs are specifically designed for schools that do not meet the criteria for schoolwide programs but still serve a significant number of disadvantaged students. Targeted support programs aim to provide focused assistance to these students who are failing or most at risk of failing to meet the state's challenging academic standards. Support is tailored to the needs of these students through individualized educational plans that may include tutoring, after-school programs, and interventions specific to the challenges faced by these students.

### **Programs for Neglected or Delinquent Children:**

C-VUSD also provides educational services to neglected or delinquent children. These programs aim to ensure that these students have access to a high-quality education that addresses their specific needs and challenges. The district collaborates with local institutions and community programs to provide a seamless educational experience that includes:

- **Transition Services:** Assisting students in transitioning from institutional settings back to the school system or on to post-secondary education or employment.
- **Academic and Vocational Education:** Both academic and vocational training are provided to help neglected or delinquent children gain skills necessary for employment and self-sufficiency.
- **Support Services:** Counseling, psychological services, and health care are integrated into the educational programs to support the overall well-being of these students.

CVUSD's commitment to these programs under ESSA Sections 1114 and 1115 ensures that all students, regardless of their circumstances, receive a high-quality education that is responsive to their needs. This approach not only addresses academic challenges but also supports the emotional and social growth of students, fostering a positive and productive



school environment for everyone involved.

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:**

Although all Covina-Valley schools are schoolwide programs, we manage the Targeting Process within SWPs to ensure student-targeted needs are prioritized and met. Covina-Valley Unified School District has established a comprehensive and collaborative process for identifying eligible children most in need of services, with a significant role played by the School Site Council. Here's how the district manages this process:

- **Collaborative Team Formation:** Each school forms a team that includes teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel coordinated through the School Site Council. This council is integral to overseeing the implementation of the Targeted Assistance program and making informed decisions about student eligibility and service provision.
- **Data-Driven Identification:** The School Site Council utilizes various data sources to identify students most in need of assistance. These data sources include state and local assessments, classroom performance, teacher observations, and input from parents. The goal is to use comprehensive data to fully understand students' academic challenges and needs.
- **Parent and Teacher Input:** Input from parents and teachers is crucial and is actively sought by the School Site Council. This includes insights into students' home environments, behavior, and other external factors that affect their academic performance.
- **Regular Reviews and Adjustments:** The identification process is dynamic. The School Site Council meets every trimester to review the effectiveness of the selection criteria and students' progress in the program. Adjustments are made as needed to ensure that the services effectively target and meet the needs of the most at-risk students.
- **Transparent Communication:** The School Site Council ensures that the process is transparent, communicating with parents and families about the purpose of the Targeted Assistance program, the criteria used for student selection, and ways parents can support their children's education.

By involving the School Site Council in the identification process and ensuring it meets every trimester, C-VUSD ensures that our program is responsive and tailored to the unique needs of its students. This collaborative approach not only enhances the accuracy of student identification but also fosters a community-oriented atmosphere that supports academic success for all students.

## **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:**

Covina-Valley Unified School District provides comprehensive services to support the enrollment, attendance, and success of homeless children and youths, aligned with ESSA Section 1112(b)(6) and the McKinney-Vento Homeless Assistance Act. The district enhances these services through the involvement of district social workers and the district's Health and Wellness Center. Here's how these integrated services are structured and delivered:

- **Identification and Support Coordination:** CVUSD's Student Services Department, District Homeless Liaison, and site administrators, who serve as Site Homeless Liaisons, work collaboratively to identify homeless

students and ensure they receive necessary support. District social workers are crucial in providing individualized support and connecting families with community resources.

- **Basic Needs Support:** In addition to partnering with local agencies to provide essential services such as food, clothing, and shelter, the district uses homeless reservation funds to supply school uniforms, backpacks, and basic school supplies. The district social workers assist in assessing and addressing the specific needs of each homeless student and their family.
- **Nutritional Support:** Upon enrollment, a free nutrition program is available to all identified homeless students. This program is critical for maintaining health and academic focus, ensuring that nutritional needs are met consistently.
- **Health and Wellness Support:** The district's Health and Wellness Center is vital in providing physical and mental health services to homeless students. This includes access to medical care, mental health counseling, and wellness programs designed to support their overall well-being and academic performance.
- **Enrollment and Attendance Support:** Immediate enrollment procedures are facilitated for homeless students even if they lack documents like immunizations, proof of residency, or a birth certificate. Transportation barriers are addressed by providing bus passes or district busing to ensure students can attend school regularly and maintain educational stability.
- **Academic Support:** Homeless students have access to before or after-school tutoring and homework help at all school sites. Library hours are extended to offer a quiet study space, and credit recovery programs are available for those needing to catch up academically. District social workers also support these students' academic and emotional needs by working closely with school personnel to tailor interventions.
- **Rights and Opportunities Communication:** Information about the rights and educational opportunities available to homeless students and their parents is communicated. District social workers often assist in these communications, ensuring that families are aware of and can access their support.
- **Monitoring and Ongoing Support:** The District Homeless Liaison and district social workers continually monitor the situations of homeless students to ensure that their needs are met comprehensively. This includes regular checks to prevent displacement and provide stable access to educational resources.

By integrating services provided by district social workers and the Health and Wellness Center, C-VUSD ensures that homeless children and youths receive the necessary support to enroll, attend, and succeed in school. This holistic approach aims to mitigate the impact of homelessness on educational outcomes and provide a stable, supportive educational environment for some of the district's most vulnerable students.

## **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.

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:**

Covina-Valley Unified School District recognizes the critical importance of smooth transitions for students at various educational stages, especially from early childhood programs to elementary schools and beyond. Here's how C-VUSD supports, coordinates, and integrates transition services under ESSA Sections 1112(b)(8) and 1112(b)(10):

Early Childhood to Elementary Transition

- Kindergarten Round-Up Programs: Parents are invited to these events to learn about the school's layout, their children's daily schedule, and the educational programs offered. This helps parents understand how they can support their child's education from the very start.
- Coordination with Early Childhood Programs: C-VUSD has a preschool program with an aligned curriculum and ensures that learning objectives are coordinated. This alignment helps ensure that students enter kindergarten ready to engage with the new academic challenges.

#### Elementary to Middle School Transition

- Fifth-Grade Annual Field Trips: Fifth graders participate in field trips to their future middle schools, where they learn about the new academic programs and expectations. This helps students adjust to the idea of middle school and reduces fear of the unknown.
- Open House/Showcase Events: These events are held annually for fifth-grade parents and students. They provide an opportunity to meet future teachers, explore the school facilities, and learn about the extracurricular activities available.
- Middle School Counselor Visits: Middle school counselors and administrators visit feeder elementary schools to help students with course selection and discuss middle school's academic and social expectations.
- Where Everybody Belongs (WEB) Program: This orientation program takes place before school starts in the fall. It is designed to build a supportive community among incoming middle school students, helping them feel more connected and engaged as they begin this new educational phase.

#### Middle School to High School Transition

- Community Showcase Events: Each high school hosts events where future students and parents can learn about the high school's academic offerings, Career Technical Education (CTE) pathways, sports programs, and graduation requirements. These showcases are crucial for setting expectations and highlighting the opportunities available at high school.
- Counselor Assistance with Course Selection: High school counselors assist 8th-grade students with course selection, including intervention, acceleration, and CTE options, ensuring students are placed in courses that match their academic goals and needs.

#### Support for Students with IEPs

- Formal Transition Meetings: These meetings are held for students with Individualized Education Programs (IEPs) to ensure their specific needs are addressed during transitions. These meetings involve parents, educators, and support staff, who discuss strategies to support the student's educational journey in the new school setting.

#### Integration and Coordination of Services

C-VUSD integrates these transition activities with broader district initiatives to improve educational outcomes. This includes leveraging data from early childhood programs to inform instructional practices in elementary schools and aligning support services such as counseling and special education to meet students' evolving needs.

Through these comprehensive and thoughtfully designed programs, C-VUSD ensures smooth and supportive transitions between educational stages, enhancing students' readiness and success in each new school environment. This approach supports academic achievement and fosters a sense of continuity and community among students and their families.

### **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:**

Covina-Valley Unified School District is dedicated to enhancing educational opportunities through the strategic use of ESSA funds, particularly in supporting gifted and talented students and developing effective school library programs. Both areas complement existing Local Control Funding Formula (LCFF) funding.

### **Assisting Schools in Identifying and Serving Gifted and Talented Students**

- Professional Development: Funds will be used to train teachers in differentiated instruction and advanced content integration.
- Screening and Assessment: Enhanced tools will be purchased to accurately identify gifted and talented students early, ensuring equitable recognition of potential across diverse backgrounds.
- Curriculum Enrichment: ESSA funds will support advanced placement classes, honors programs, and specialized STEM and arts courses for students in third through eighth grade, building on LCFF-funded initiatives.

### **Developing Effective School Library Programs**

- Digital Literacy Training: Teachers will provide digital citizenship lessons, focusing on research skills and safe internet use.
- Resource and Technology Upgrades: Digital materials and new technologies will enhance learning capabilities.
- Community Engagement: Libraries will extend access hours and increase involvement in student learning.

By leveraging ESSA funds alongside LCFF resources, C-VUSD aims to enrich the educational experiences of all students. It also ensures that gifted and talented programs and school libraries are well-equipped to support student success in a comprehensive manner.

## **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:**

N/A

### **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:**

N/A

### **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:**

N/A

### **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:**

N/A

### **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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

## 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.

Covina-Valley Unified School District has established a comprehensive system of professional growth and improvement for teachers, principals, and other school leaders to support their development throughout their careers. Here is a detailed description of these systems, addressing the specific needs of different educational roles:

#### 1. Professional Growth Systems for Teachers, Principals, and School Leaders

- Teachers: Professional development is provided in areas like instructional leadership, best teaching practices, and goal setting. New teachers receive targeted training in district curricula and programs like Thinking Maps and Write from the Beginning and Beyond. Veteran teachers participate in ongoing training sessions tailored to their experience levels.
- Principals and School Leaders: Principals receive mentoring and coaching, with new principals getting additional support through a "change of principal" workshop. All school leaders participate in monthly professional development sessions and district-wide administrator professional development days. Leadership capacity is further developed through opportunities such as PLC leaders, Tech Mentors, and ELD Coordinators.

#### 2. Promotion of Professional Growth and Measurement of Improvement

- Professional development activities are strategically aligned with C-VUSD's LCAP goals, student performance data, and research on best teaching practices. Growth and improvement are measured through teacher evaluations, student performance in targeted areas, and feedback from professional development sessions.

#### 3. Support Across Career Stages

- Beginning of Career: New teachers and school leaders receive induction support, mentorship from experienced colleagues, and specific training on district expectations and instructional programs.
- Throughout Careers: All staff can access ongoing professional development tailored to their evolving educational roles and subject areas. This includes access to content experts and instructional coaches.
- Advancement Opportunities: C-VUSD offers leadership training and entry-level administrative positions, such as assistant principals or deans, to teachers aspiring to move into administrative roles. These positions come with mentoring from experienced administrators.

#### 4. Evaluation and Continuous Improvement of Professional Growth Systems

- The effectiveness of professional development programs is continually assessed through teacher feedback, student performance data, and program evaluations. Adjustments are made annually to ensure the programs remain responsive to staff needs and aligned with educational goals.

#### 5. Additional Information on Use of Funds

- Funds reserved under Section 1113(c)(3)(A) support these comprehensive professional development programs. Additionally, LCAP funds expand opportunities in key areas such as math instruction, AVID, and

ELD coaching. This investment ensures that all C-VUSD educators have the skills and knowledge to support their students' learning and achievement effectively.

By maintaining a dynamic approach to professional development and career advancement, C-VUSD ensures that its educators are well-prepared to meet the challenges of modern teaching and leadership, thereby enhancing the overall educational experience for all students.

## **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:**

Covina-Valley Unified School District ensures that the allocation and prioritization of Title II, Part A funds are effectively managed to support schools, particularly those engaged in comprehensive support and improvement (CSI) and targeted support and improvement (TSI) activities, as well as those serving a high percentage of children counted under Section 1124(c). Here's how C-VUSD approaches these priorities:

##### **1. Determining Title II, Part A Funding Among Schools**

- **Assessment of Needs:** The district assesses the specific needs of all schools it serves by reviewing performance data, demographic information, and input from school leadership. This assessment helps identify schools that require additional support to meet educational goals.
- **Alignment with LCAP:** The distribution of Title II, Part A funds is aligned with the district's Local Control and Accountability Plan (LCAP) priorities. This ensures that the allocation supports overarching district goals while addressing specific school needs.

##### **2. Prioritization of Funding for CSI and TSI Schools and High-Need Schools**

- **Identification of Schools:** Schools undergoing CSI and TSI activities, as well as those with the highest percentages of children counted under Section 1124(c) (often determined by low-income status), are identified through a systematic review of school performance and student demographic data.
- **Allocation Strategy:** Funds are specifically targeted to these schools to address identified resource gaps that impact student learning and achievement. The funding prioritization is designed to provide these schools with enhanced professional development, instructional resources, and other supports critical to improvement efforts.

##### **3. Priority in Title II, Part A Funding Decisions**

- **Enhanced Support:** Schools identified for CSI and TSI activities and those serving higher percentages of high-need students receive priority in funding decisions. This means that a larger proportion of Title II, Part A resources are directed to these schools than others within the district.
- **Focused Allocation:** The priority funding supports specific initiatives, such as teacher professional development in effective instructional strategies, leadership training for principals and administrators, and other capacity-building activities directly linked to improving student outcomes.
- **Monitoring and Adjustment:** The impact of these funded initiatives is regularly monitored through student performance metrics and program evaluations. Adjustments are made to ensure that the funds effectively contribute to school improvement.

By prioritizing Title II, Part A funds in this manner, C-VUSD aims to ensure that resources are allocated based on needs

and the potential impact on school improvement and student success. This strategic funding approach supports the district's goal of enhancing educational equity and ensuring that all students, particularly those in the most challenging circumstances, have access to high-quality educational opportunities.

## **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.

Covina-Valley Unified School District strategically utilizes data and ongoing consultation to continually update and improve the activities supported under Title II, Part A. This approach ensures that professional development and other initiatives are responsive to the needs of educators and effectively contribute to enhancing instructional quality. Here's how C-VUSD addresses these aspects:

#### **1. Coordination of Title II, Part A Activities**

C-VUSD coordinates its Title II, Part A activities with other strategies, programs, and activities by aligning them with the district's Local Control and Accountability Plan (LCAP) and other federal funding initiatives such as Title I and Title III. This alignment ensures that professional development and resource allocation support broader educational goals and address the specific needs identified through district-wide assessments.

#### **2. Data Use for Continuous Improvement**

The district utilizes a variety of data sources to continually update and improve activities supported under Title II, Part A:

- **Student Achievement Data:** Performance trends in assessments help determine areas where teachers may need more effective instructional strategies.
- **Professional Development Feedback:** Surveys and feedback from professional development sessions are analyzed to assess the effectiveness of the training and to identify areas for improvement.
- **Teacher Evaluation Data:** Insights from teacher evaluations inform the focus areas for future professional development and support services.

#### **3. Ongoing Consultation Process**

Ongoing consultation is critical to C-VUSD's strategy to improve and update activities supported under Title II, Part A. The district engages in regular dialogue with:

- **Educational Partners:** This includes teachers, school leaders, paraprofessionals, and specialized instructional support personnel.

- Community and Parental Input: Feedback from parents and community partners is sought to understand the broader impact of professional development activities and to gather diverse perspectives on educational priorities.

#### 4. Monitoring and Evaluation of Activities

C-VUSD monitors the effectiveness of Title II, Part A activities by:

- Frequent Analysis: Data is analyzed after each professional development session and at regular intervals throughout the school year to ensure timely adjustments can be made.
- Comprehensive Evaluation: Annual reviews assess the long-term impact of professional development on teaching practices and student outcomes.

#### 5. Meaningful Consultation with Educational Partners

CVUSD conducts meaningful consultations with educational partners to update and improve Title II, Part A-funded activities:

- Teachers and School Leaders: Regular meetings and surveys gather input on their professional development needs and experiences.
- Paraprofessionals and Support Personnel: Focus groups and feedback sessions help identify specific training needs and support strategies.
- Parents and Community Partners: Community forums and parent advisory committees provide platforms for these stakeholders to contribute to the planning and evaluating professional development activities.
- Experts and Organizations: Partnerships with higher education institutions and educational organizations bring expert perspectives into the planning process.

#### 6. Frequency of Consultations

Consultations with these educational partners occur in multiple forums and settings annually, with additional sessions scheduled as needed based on specific data trends or emerging needs.

By integrating data-driven decision-making and comprehensive consultation processes, C-VUSD ensures that its Title II, Part A activities are continually refined and aligned with the evolving needs of its educators and students, fostering continuous improvement and professional excellence.



## 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:

Covina-Valley Unified School District is committed to enhancing the educational outcomes for English Learners (ELs) through comprehensive and sustained professional development initiatives supported by Title III and Local Control and Accountability Plan (LCAP) funds. Here's how CVUSD addresses the requirements for Title III professional development, with additional support from LCAP funds:

#### 1. Designing Professional Development to Improve EL Instruction and Assessment

- Targeted Training Programs: Professional development specifically designed to improve the instruction and assessment of ELs focuses on strategies to enhance language acquisition, cultural competence, and differentiated instruction.

#### 2. Enhancing Educators' Abilities to Support ELs

- Instructional Strategies Workshops: These workshops enhance the abilities of teachers, principals, and school leaders to implement effective instructional strategies for ELs.
- Data Utilization: Educators use assessment data to inform instructional decisions, increasing English proficiency and academic achievement.

#### 3. Increasing English Language Proficiency and Teaching Skills

- Ongoing Support and Coaching: The Teacher on Special Assignment for English Learners provides continuous professional development and coaching, including direct feedback on instructional strategies.
- Collaborative Learning: Teachers engage in Professional Learning Communities (PLCs) to share best practices and strategies for enhancing ELs' language proficiency and academic performance.

#### 4. Intensity and Duration of Professional Development

- Extended Learning Opportunities: The professional development structure includes some summer institutes, ongoing professional development, and regular follow-up ELD meetings, ensuring a long-term impact on teachers' performance.
- Embedded Professional Development: Professional development is integrated into the regular school schedule, ensuring ongoing learning throughout the school year.

#### 5. Supplemental Professional Development

- Leveraging Multiple Funding Sources: Professional development initiatives are funded by both Title III and LCAP funds, which support extended learning opportunities and resources specifically aimed at improving outcomes for ELs.

#### 6. Community and Family Engagement

- EL TOSA at the Health and Wellness Center: The Teacher on Special Assignment (TOSA) for English Learners is housed at the district's Health and Wellness Center to provide support to EL students and

families. This support encompasses academic and social needs and facilitates family involvement in education.

By strategically using Title III and LCAP funds, C-VUSD ensures that professional development for educators of English Learners is robust, comprehensive, and well-resourced. This funding approach maximizes the impact of professional development initiatives, ensuring that educators are equipped with the necessary skills and knowledge to support ELs effectively. This comprehensive support system underscores C-VUSD's commitment to educational excellence and equity, enhancing English learners' educational experiences and outcomes.

## **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:**

Covina-Valley Unified School District is dedicated to providing enhanced instructional opportunities for immigrant children and youth. This commitment is implemented through targeted strategies and resources that are supplemental to all other funding sources for which the LEA is eligible, including state and local funds. Here is how C-VUSD addresses the educational needs of immigrant students under ESSA Sections 3115(e)(1) and 3116:

#### **Instructional Opportunities for Immigrant Children and Youth**

- **Designated Language Support Programs:** C-VUSD implements specialized language support programs to accelerate English proficiency among immigrant children and youth. These programs include Designated English Language Development (ELD) classes, providing focused instruction to develop language skills essential for academic success. This approach involves targeted strategies that directly address students' language needs within the context of their grade-level content.
- **Academic Support Services:** Supplemental tutoring and homework assistance help immigrant students catch up with their peers. These services are often provided after school or during extended school hours to ensure that students have ample opportunity to engage in learning without sacrificing regular class time.
- **Parental Engagement Programs:** Recognizing the critical role of family in educational success, C-VUSD runs programs that help parents understand the U.S. educational system. These programs include language support services, informational workshops, and school engagement activities to bridge potential gaps between home and school cultures.
- **Counseling and Social Support:** Immigrant students often face significant social and emotional challenges. C-VUSD provides access to counseling services where students can receive support related to mental health, social integration, and adjusting to a new educational and social environment.

#### **Evaluation and Continuous Improvement**

- **Monitoring and Assessment:** The effectiveness of these programs is continually assessed through regular academic and social-emotional evaluations. Feedback from students, parents, and educators is used to refine and improve the programs.
- **Data-Driven Adjustments:** Data collected from academic performance, program participation, and community feedback inform ongoing adjustments to better meet the needs of immigrant children and youth.

Through these comprehensive strategies, C-VUSD ensures that immigrant children and youth receive not only a high-quality education but also support that addresses their holistic needs. This approach helps these students integrate into the school community and achieve academic and social success.

## **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:**

Covina-Valley Unified School District is committed to enhancing the educational experience of English learners (ELs) through effective language instruction educational programs developed, implemented, and administered under Title III. The programs and activities are designed to help ELs increase their English language proficiency and meet challenging state academic standards. Here's how C-VUSD addresses the needs of English learners through Title III-funded initiatives:

#### 1. Effective Language Instruction Programs for English Learners

- Designated ELD Instruction: C-VUSD English learners receive structured English Language Development (ELD) instruction tailored to their proficiency levels. Kindergarten through fifth-grade students engage in 30 minutes of daily ELD instruction, focusing on developing critical language skills necessary for academic success in English.
- ELD Classes for Grades 6-12: Students in middle and high school are placed in ELD classes based on their ELD proficiency level, time in U.S. schools, achievement data, and parental input. These classes are designed to provide intensive language instruction that accelerates English acquisition while supporting academic growth.

#### 2. Title III Activities Focused on English Learners

- Integration of ELD and Academic Vocabulary: Teachers integrate ELD strategies and academic vocabulary into their lessons across all content areas. This approach ensures that language development is a consistent focus throughout the school day, enhancing the core academic program.
- Skill-Building in Collaborative Settings: C-VUSD emphasizes developing receptive (listening and reading) and productive (speaking and writing) language skills through collaborative classroom activities. This method fosters an interactive learning environment where ELs can practice new language skills in context, enhancing their ability to communicate effectively in academic settings.
- Supplemental Resources: Additional resources such as ELD materials, access to technology for language learning, and supplementary texts are provided to enhance the core instructional program. These resources are funded by Title III and are supplemental to other funding sources, ensuring that ELs have the necessary tools to succeed.

#### 3. Supplemental Nature of Title III Programs

- Complementing Existing Resources: All Title III activities are designed to supplement, not supplant, the funding and resources from other federal, state, and local sources. By leveraging Title III funds, C-VUSD enhances its overall educational offerings, providing targeted support that addresses the specific needs of English learners.
- Ongoing Assessment and Adjustment: C-VUSD continuously assesses the effectiveness of its Title III programs by regularly monitoring student progress in English language proficiency and academic achievement. Adjustments are made based on data-driven insights, teacher feedback, and EL family communications to ensure that the programs remain responsive to students' needs.

By focusing on these targeted and integrated strategies, C-VUSD ensures that its English learners improve their English language skills and gain the academic knowledge and skills needed to meet and exceed state standards. This comprehensive approach to EL education reflects the district's commitment to providing high-quality, research-based instructional support to all students.

## 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:

Covina-Valley is committed to ensuring that elementary and secondary school English learners (ELs) receive the necessary support to achieve English proficiency and meet challenging state academic standards. The district has established strategies and accountability measures to achieve these goals, aligned with ESSA Sections 3116(b)(2)(A-B). Here's how C-VUSD addresses these requirements:

#### 1. Ensuring English Proficiency

- **Accountability for English Proficiency:** C-VUSD utilizes the State's English language proficiency assessment under Section 1111(b)(2)(G) to monitor and evaluate the English acquisition progress of ELs. The district sets clear benchmarks that are consistent with the State's long-term goals for ELs, as outlined in Section 1111(c)(4)(A)(ii).
- **Data-Driven Interventions:** The district implements targeted interventions when ELs are identified as not making sufficient progress toward English proficiency. These interventions are designed based on individual student needs and can include additional ELD instruction, tutoring, or summer programs.

#### 2. Meeting Challenging State Academic Standards

- **Monitoring Academic Achievement:** C-VUSD maintains a comprehensive accountability program that disaggregates student achievement results across all academic content areas. This system allows for close monitoring of ELs' performance relative to grade-level content standards.
- **Supplemental Academic Support:** Sites implement activities that enhance the core academic program, such as after-school tutoring and integrating technology into learning. These activities are designed to help ELs meet state standards and are funded using Title III and other supplemental funding sources.

#### 3. Site Accountability and Supplemental Activities

- **Site-Specific Accountability:** Each school site within C-VUSD is held accountable for meeting the English acquisition progress and achievement goals set for ELs. Progress is reviewed regularly through the district's monitoring system, and schools are required to report on EL outcomes and the effectiveness of implemented strategies.
- **Supplemental Site Activities:** Activities designed to support ELs are supplemental to all other funding sources for which the LEA is eligible. This includes specialized professional development for teachers on strategies to support ELs, the use of EL-specific instructional materials, and supplemental resources.

#### 4. Continuous Improvement and Evaluation

- **Ongoing Evaluation:** The effectiveness of programs and interventions for ELs is continually evaluated through various metrics, including language proficiency scores, academic performance, and feedback from teachers, parents, and students.
- **Adjustments Based on Feedback:** Adjustments to programs and strategies are made based on the outcome of evaluations and educational partner feedback to ensure continuous improvement in supporting ELs towards achieving English proficiency and academic success.

By implementing these targeted strategies and maintaining accountability measures, C-VUSD ensures that all English learners have the resources and support necessary to achieve both English proficiency and meet the challenging state academic standards. This commitment to excellence and equity drives the district's efforts to provide a high-quality,

inclusive education for all students.

## 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:

Having received Title IV, Part A funds, Covina-Valley Unified School District has developed a detailed plan to utilize these resources across several crucial educational areas effectively. Here's how C-VUSD is implementing the activities and programs under Title IV, Part A, in line with the requirements of ESSA Section 4106(e)(1):

#### (A) Partnerships:

- Institutional and Community Collaborations: C-VUSD partners with community-based organizations and other public or private entities. These partnerships are focused on enriching educational opportunities and resources and demonstrate a proven record of success in activities that align with the objectives of Title IV, Part A.

#### (B) Well-rounded Education Activities:

- Funding Allocation: C-VUSD dedicates at least 20% of Title IV, Part A funds to support well-rounded educational activities. These programs span various disciplines, including the arts, sciences, career and technical education, and social studies, enhancing students' broad educational exposure and skill development.

#### (C) Safe and Healthy Students Activities:

- Emphasis on Social and Emotional Health: At least 20% of the funds are focused on enhancing students' social and emotional health. This includes implementing anti-bullying programs and drug and violence prevention initiatives.

#### (D) Effective Use of Technology:

- Technology Enhancement: C-VUSD utilizes part of the Title IV funds to improve classroom technology integration. This involves training teachers on innovative instructional technologies, equipping students with advanced digital learning tools, and leveraging technology to customize and enhance learning experiences.

#### (E) Program Objectives and Evaluation:

- Objective Setting: The district has established clear, measurable objectives for each funded program, targeting specific educational outcomes that support district-wide goals.
- Periodic Evaluation: The effectiveness of these initiatives is regularly assessed using various metrics, such as student performance data, program participation rates, and feedback from educational partners, including students, parents, and educators. This evaluation process is crucial for making informed adjustments and ensuring the continuous improvement of the programs.

Implementation Strategy:

- With the allocation of Title IV, Part A funds, C-VUSD is committed to implementing these strategies effectively, guaranteeing that the investment significantly enhances all students' educational experiences and outcomes. The district's approach ensures that the funds are used to support substantial and sustainable improvements in educational quality and student success across multiple dimensions.

## 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.

For Covina-Valley Unified School District, conducting a comprehensive needs assessment for Title IV, Part A is essential to effectively identify and address the areas where improvement is needed, particularly in providing well-rounded education opportunities. This assessment is carried out once every three years as ESSA mandates, ensuring that the district remains aligned with evolving educational needs and priorities. Here's a description of the indicators and measures/data points that C-VUSD utilizes to examine the need for improvement in well-rounded education under Title IV, Part A:

#### 1. Student Achievement Data

- Standardized Test Scores: Analysis of performance on state and national standardized tests across various subjects, including math, science, English, and social studies.
- Course Completion Rates: Tracking the rates of completion and performance in critical subject areas, particularly in advanced courses and electives that contribute to a well-rounded education.

#### 2. Curriculum and Program Evaluation

- Curriculum Reviews: Review current curriculum offerings to identify gaps in subject areas essential for a well-rounded education.
- Program Participation: Analysis of student participation rates in arts, music, STEM, and other elective programs that contribute to the well-rounded development of students.

#### 3. Student Engagement and Interest Surveys

- Student Surveys: Gathering direct feedback from students regarding their interests, needs, and satisfaction with the offered educational programs.
- Interest Surveys: Conducting assessments to identify student interests in various fields that may require further development in the school's curriculum.

#### 4. Teacher and Staff Feedback

- Professional Development Needs: Surveys and interviews with teachers to identify areas where they feel additional training or resources are needed to teach and support well-rounded educational programs effectively.
- Teaching Resource Evaluations: Assessments of the availability and effectiveness of teaching materials and resources used in delivering well-rounded education.

#### 5. Community and Parental Input

- Parent Surveys: Engaging parents through surveys to understand their perspectives on the educational opportunities provided to their children and areas for improvement.
- Community Meetings: Hosting community forums to gather input from various educational partners on enhancing educational offerings.

#### 6. Resource Allocation and Utilization

- Budget Reviews: Examination of how funds are currently allocated across various programs and whether additional resources are needed for areas contributing to well-rounded education.
- Facility and Equipment Assessments: Evaluating the adequacy of physical and technological resources that support well-rounded educational activities.

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



For Covina-Valley Unified School District, supporting a well-rounded education encompasses diverse activities aimed at developing various student competencies and interests across multiple disciplines. To maximize the impact of these initiatives, C-VUSD strategically utilizes federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds. Here are the key activities that C-VUSD plans to include within the support for a well-rounded education under Title IV, Part A:

#### 1. Arts Education

- Visual and Performing Arts Programs: Expanding access to art, music, and drama classes at all grade levels. This includes purchasing new instruments, art supplies, and materials for performing arts.
- Arts Integration in Core Subjects: Training teachers on effectively integrating arts into core curricular areas to enhance creative thinking and learning.

#### 2. Social Emotional Learning (SEL)

- SEL Curriculum Development and Integration: Implementing comprehensive SEL across all grade levels to help students develop crucial life skills such as empathy, self-regulation, and effective communication.
- Professional Development for SEL: Providing ongoing training for educators to effectively teach and integrate SEL principles into everyday classroom activities and interactions.

#### 3. Campus Safety Initiatives

- Safety Programs and Drills: C-VUSD is committed to enhancing campus security measures, including upgrading physical security infrastructure and regularly conducting safety drills. These drills prepare students and staff for emergencies, ensuring readiness and promoting a safe learning environment.
- Partnership with Local Police Agency for School Resource Officer: C-VUSD partners with local police agencies to place school resource officers (SROs) on campuses. These officers enhance physical security, build positive relationships with students, provide them with guidance on safety issues, and act as a resource for preventing and addressing crime and other concerns within the school community.

#### 4. Digital Literacy and Innovation

- Technology Integration Across Subjects: Equip classrooms with the latest educational technology to facilitate an interactive learning environment.
- Professional Development for Educators: Conduct ongoing professional development workshops focusing on the effective use of technology in the classroom, innovative teaching methods, and updates on emerging educational technologies.

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?

To ensure the effectiveness of the strategies and activities funded under Title IV, Part A, Covina-Valley Unified School District has established an evaluation framework. This framework includes a variety of indicators and measures to assess the impact of the activities on student learning and development. The outcomes of these evaluations will inform future program planning and adjustments. Here's how C-VUSD plans to evaluate these activities:

#### 1. Performance Metrics

- Academic Achievement: Changes in standardized test scores, course grades, and other academic benchmarks will be closely monitored to assess the impact of educational programs on student learning.
- Participation and Completion Rates: Tracking enrollment and completion rates in arts, STEM, and CTE programs will help determine student interest and engagement levels.

#### 2. Qualitative Assessments

- Student Surveys and Feedback: Students will provide feedback on their experiences and the perceived impact of the programs through surveys and focus groups. This qualitative data will offer insights into how the programs affect student motivation and engagement.
- Teacher and Staff Feedback: Teachers and staff involved in program implementation will also provide feedback on the curriculum's effectiveness, resources, and student responses.

#### 3. Behavioral and Developmental Indicators

- Social and Emotional Learning (SEL) Metrics: For programs aimed at developing SEL skills, metrics such as observations of student interactions, self-reports on SEL skills, and teacher assessments of student behavior will be used.

#### 4. Program Specific Indicators

- Arts and Music Education: Attendance at performances, exhibitions, and the quality of student work will serve as indicators of success in arts programs.

#### 5. Community and Parental Input

- Parent Surveys and Community Feedback: Parents and community members will be surveyed to assess their perspectives on the effectiveness of the programs and their impact on the community.

#### 6. Technology Integration and Use

- Technology Usage: Metrics related to the frequency and effectiveness of technology use in the classroom will be evaluated to determine the impact on learning outcomes.

#### Evaluation Schedule and Adjustments

- Regular Review Cycles: C-VUSD will conduct evaluations at the end of each academic year. This regular review process will ensure the district can make timely program adjustments based on the evaluation outcomes.

### 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.

For the Safe and Healthy Students component under Title IV, Part A, Covina-Valley Unified School District utilizes a comprehensive set of indicators and measures to assess the improvement needs and monitor the effectiveness of initiatives that foster safe and healthy learning environments. These indicators help ensure that programs not only comply with ESSA Section 4108 but also effectively address the well-being of students. To maximize the impact of these initiatives, C-VUSD strategically utilizes federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds. Here's how C-VUSD evaluates these programs:

#### 1. Behavioral Indicators

- Discipline and Behavior Reports: Analysis of data on school discipline incidents, such as suspensions and expulsions, to identify trends and areas needing intervention.

#### 2. Health and Wellness Metrics

- Student Health Data: Monitoring data on student health screenings, immunization records, and other health and wellness services utilization to assess the accessibility and effectiveness of health support provided in schools.

#### 3. Mental Health and Counseling Services

- Utilization Rates: Tracking the number of students accessing counseling and mental health services to determine if current resources meet student needs.
- Effectiveness Assessments: Evaluating outcomes for students participating in counseling or mental health programs, including improvements in emotional regulation, stress management, and overall mental well-being.

#### 4. Safety Measures

- Safety Drills and Preparedness Evaluations: Regularly assess the effectiveness and efficiency of safety drills (e.g., fire, earthquake, lockdown drills) to ensure preparedness in emergency situations.
- Facility Safety Inspections: Regular inspections of school facilities to identify potential safety hazards and ensure compliance with health and safety regulations.

#### 5. Student Engagement and Wellbeing

- Healthy Kids Student Surveys: Conducting regular surveys to gather students' perspectives on their sense of safety at school, their relationships with peers and staff, and their overall school experience.
- Attendance Rates: Monitoring attendance rates indirectly indicates the school environment; lower attendance can sometimes reflect underlying issues with school climate or student wellbeing.

#### 6. Parent and Community Feedback

- Parent Surveys: Engaging parents through surveys and forums to gather their perceptions of school safety and student health services.
- Community Partner Feedback: Input from local health and safety organizations partnering with the school can provide external perspectives on the school's health and safety initiatives.

By employing these indicators, C-VUSD ensures a data-driven approach to continuously improving the support structures that contribute to safe and healthy learning environments. This approach helps identify areas needing improvement and guides the allocation of resources and the development of targeted interventions to enhance student safety and well-being.

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

Covina-Valley Unified School District is dedicated to ensuring all students' safety and health through various targeted activities and programs. These initiatives are designed to address physical and mental health needs and create a safe, inclusive, and supportive school environment. To maximize the impact of these initiatives, CVUSD strategically utilizes federal Title IV and Part A funds and Local Control Funding Formula (LCFF) funds. Here's a detailed description of the activities included within C-VUSD's support for the safety and health of students:

#### 1. Mental Health Services

- On-Site Counseling: Providing access to qualified mental health professionals who directly offer counseling and support services on school campuses.
- Crisis Intervention Programs: Implementing crisis response teams and protocols to effectively address and manage mental health emergencies.

#### 2. Anti-Bullying Initiatives

- Peer Mediation and Conflict Resolution: Training students and staff in conflict resolution techniques to help resolve disputes peacefully and maintain a positive school climate.

#### 3. Physical Health Programs

- Health Screenings and Services: We offer regular health screenings for vision, hearing, and general wellness to monitor students' physical health.
- Nutritional Programs: Implementing programs that promote healthy eating habits, including nutrition education and nutritious school meals.

#### 4. Safety Drills and Emergency Preparedness

- Regular Drills: Conducting regular safety drills, such as fire, earthquake, and lockdown drills, to ensure students and staff are prepared for emergencies.
- Safety Protocols and Equipment: Updating and maintaining safety protocols and equipment, including surveillance systems and secure campus entry points, to enhance school security.

#### 5. Physical Education and Activity

- Structured Physical Activities: Offering a variety of physical activities that cater to all students to promote physical health and wellness.
- Sports Programs: Ensuring all school sports programs include appropriate safety training and equipment to prevent injuries.

#### 6. Social-Emotional Learning (SEL) Programs

- SEL Curriculum: Integrating social-emotional learning into the school curriculum to help students develop crucial life skills such as empathy, self-regulation, and interpersonal communication.
- Professional Development for SEL: Providing ongoing training for teachers and staff to integrate SEL strategies into their teaching practices effectively.

#### 7. Parent and Community Engagement

- Parent Workshops: Hosting workshops and seminars for parents to involve them in school safety and health initiatives and to strengthen the home-school connection.
- Community Collaborations: Partnering with local health and safety organizations to enhance the resources available to students and staff.

By implementing these comprehensive activities, C-VUSD aims to create a holistic approach to student safety and health, addressing the whole child's needs and fostering an environment where students can thrive academically and personally.

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?

To ensure the effectiveness of strategies and activities funded under Title IV, Part A focused on the safety and health of students, Covina-Valley Unified School District employs a rigorous evaluation process. This process involves using specific indicators and measures to assess program impact, inform adjustments, and guide future planning. Here's how C-VUSD evaluates these activities:

1. Performance Metrics and Outcome Measures
2. Program Participation and Engagement Rates
3. Survey Feedback
4. Safety and Health Outcome Data
5. Academic Performance Data
6. Professional Development Impact Feedback
7. Educational Partner Engagement and Feedback
8. Continuous Monitoring and Adjustments

By employing these diverse evaluation methods, C-VUSD ensures that safety and health initiatives are continuously monitored and refined. This data-driven approach allows the district to make informed decisions that align with the goals of Title IV, Part A, enhancing the overall educational environment and supporting the well-being of all students.

## **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.

For evaluating the effective use of technology under Title IV, Part A, Covina-Valley Unified School District employs a range of indicators and measures designed to assess the integration and impact of technology in educational settings. These indicators help in measuring current effectiveness and pinpoint areas where improvements are needed. Here's a breakdown of the specific data points C-VUSD uses:

1. Technology Integration and Usage
  - Devices: Monitoring the availability and accessibility of technology to students, ensuring each student has adequate access to digital learning tools.
  - Usage Metrics: Tracking how frequently technology is used in classroom settings, including software and online resources, to assess integration levels.
2. Training and Professional Development
  - Teacher Competency Levels: Assessing teacher skills and confidence in using technology through surveys and direct observations post-training.
  - Professional Development Participation: Measuring attendance and completion rates of technology-related professional development programs to ensure teachers continuously advance their technological skills.
3. Student Engagement and Learning Outcomes
  - Student Engagement Metrics: Using digital platform data that tracks student engagement levels during technology-enhanced learning activities.
  - Academic Performance: Analyzing changes in academic outcomes related to subjects where technology is heavily used to assess the impact on learning.
4. Feedback from Educational Partners

- Student Surveys and Focus Groups: Gathering direct feedback from students on their experiences with technology use in learning environments.
- Teacher and Administrator Feedback: Collecting and evaluating insights from educators on the efficacy of technology integration into the curriculum and its impact on teaching practices.

#### 5. Safety and Security Measures

- Cybersecurity Incidents: Monitoring and recording incidents related to cybersecurity to assess the robustness of the district's security measures.
- Data Privacy Compliance: Ensuring all technology programs comply with data privacy laws and regulations, measuring the frequency of audits and any issues found.

By utilizing these comprehensive indicators, C-VUSD can continuously monitor and refine its technology integration strategies, ensuring that technology effectively enhances educational experiences and outcomes. This approach allows the district to make informed decisions and allocate resources where they are most needed, in alignment with the goals of Title IV, Part A.

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])

Covina-Valley Unified School District is committed to supporting the effective use of technology in education through a comprehensive approach that enhances teaching and learning. The activities included in this initiative are aligned with the requirements of ESSA Section 4109, ensuring that no more than 15% of the funds are spent on technology infrastructure. To maximize the impact of these initiatives, CVUSD strategically utilizes federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds. Here's a detailed description of the activities C-VUSD plans to include:

#### 1. Professional Development for Educators

- Training Programs: Implementing ongoing training sessions for teachers and staff on integrating technology in the classroom. These programs focus on instructional technologies that enhance student engagement and learning outcomes.
- Workshops on New Technologies/Software: Offering workshops to introduce and train staff on emerging technologies and digital tools or software that can be utilized in educational settings.

#### 2. Technology-Enhanced Learning Environments

- Interactive Learning Tools: Incorporating interactive tools to create dynamic and engaging learning experiences.

#### 3. Student Access to Technology

- Device Access: Ensuring that all students have access to appropriate devices through the 1:1 device program

#### 4. Collaborative Tools and Platforms

- Collaborative Software: Integrating collaborative platforms that enable students and teachers to work together seamlessly, both in and out of the classroom.

#### 5. Support Systems

- Technical Support Teams: Establishing dedicated technical support teams to assist with the maintenance and troubleshooting of technology resources.

#### 6. Enhancing Digital Citizenship

- Digital Citizenship: Developing and integrating digital citizenship across all grade levels to ensure students are proficient in necessary digital safety.

By including these diverse activities in its support for the effective use of technology, C-VUSD aims to provide a technology-rich learning environment that enhances educational outcomes and prepares students for a technology-driven world. This strategic approach ensures that technology is a powerful tool for education, maximizing benefits while adhering to budgetary constraints on infrastructure spending.

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?

Covina-Valley Unified School District has established a comprehensive evaluation framework to assess the effectiveness of technology-related activities funded under Title IV, Part A. This framework employs a range of indicators and measures to ensure that the strategies and activities effectively meet the educational needs and enhance students' learning experience. Here's how C-VUSD plans to evaluate these activities:

1. Technology Integration and Usage
2. Educational Outcomes (Academic Performance Data)
3. Teacher and Student Feedback (Surveys)
4. Professional Development Effectiveness (PD Feedback/Evaluation)
5. Safety and Security (Data Privacy Compliance)
6. Comprehensive Program Reviews

By utilizing these diverse evaluation methods, C-VUSD ensures that the strategies and activities funded under Title IV, Part A are continually assessed and refined based on solid evidence and feedback. This ongoing evaluation process allows the district to make informed decisions, optimize resource allocation, and enhance the educational technology landscape to meet the evolving needs of its students and educators.

- 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:

2023-2024 school 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