

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

LEA name:

Temecula Valley Unified School District

CDS code:

33751920000000

Link to the LCAP:

(optional)

<https://www.tvusd.k12.ca.us/domain/9884>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

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.

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.

Temecula Valley Unified School District (TVUSD) officials and administrators collaborate to define the district's base program, as well as its core and supplemental services. All actions and services are aligned with the district's Local Control and Accountability Plan (LCAP) and California's Eight State Priorities. Federal funds are used to provide additional, targeted support for specific student groups—for example, Title I supports low-income schools, and Title III serves English Learners.

District priorities and funding decisions are guided by key California Dashboard data indicators, including Chronic Absenteeism, Suspension Rates, the College/Career Indicator, the English Learner Progress Indicator, and performance in English Language Arts and Mathematics.

Through a comprehensive needs assessment, the development of goals and action plans, and ongoing monitoring of program effectiveness, TVUSD ensures the most impactful use of resources. Together, the District's LCAP and the LCAP Federal Addendum form the Local Educational Agency (LEA) Plan.

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.

Temecula Valley Unified School District's use of federal funds is in alignment with the goals of our Local Control and Accountability Plan (LCAP). All actions and services support the LCAP Goals:

1- All students will demonstrate growth toward meeting academic standards in English Language Arts, and English Learners will demonstrate progress in developing English language proficiency.

2-All students will demonstrate growth toward meeting academic standards in Mathematics and Science.

3-TVUSD will maintain a broad course of study and graduation rate of 93% or higher

4-The District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership to identify and respond to the diverse needs of students with a system of support.

5-The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students.

6-TVUSD will increase educational partner engagement and reach out to educational partners.

Through educational partner engagement; parents, community members, staff, and students engaged in data analysis, goal setting, and prioritization of district and site actions and services in order to help guide decisions made in not only the LCAP but in the use of federal funds as well.

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Temecula Valley Unified School District (TVUSD) uses the criteria outlined in Education Code Section 1113 to rank and determine school eligibility for Title I funding. The primary criterion for identifying socioeconomically disadvantaged students is eligibility for free or reduced-price lunch. This includes, but is not limited to, homeless and foster youth, students who are directly certified, and students whose parents did not graduate from high school.

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Temecula Valley Unified School District (TVUSD) is committed to ensuring that all students—especially low-income and minority students—have equitable access to effective, experienced, and appropriately credentialed teachers. TVUSD uses a variety of data sources and monitoring systems to identify and address any disparities in educator assignment and effectiveness across school sites and student groups.

To evaluate potential inequities, the district annually reviews data on teacher credentials, years of experience, and effectiveness ratings, disaggregated by school site and student demographic information, including socioeconomic status and race/ethnicity. This information is gathered from the California State Assignment Accountability System (CalSAAS), the California Longitudinal Pupil Achievement Data System (CALPADS), and the district's Human Resources Information System.

Schools identified as having a higher proportion of inexperienced, ineffective, or out-of-field teachers are flagged for further review. Site-level equity gaps are discussed with principals and district leadership during staffing and budgeting meetings. When such disparities are identified, TVUSD takes steps to mitigate them through strategic staffing, additional coaching support, targeted recruitment efforts, and professional development.

TVUSD provides mentoring and support through induction programs for new and provisional teachers to build their capacity and retain high-quality educators. Additionally, site-based and district-wide professional development is aligned to instructional priorities and targeted to support schools serving high-need student groups. Teachers in hard-to-staff areas such as special education and secondary math and science are supported through partnerships with local universities, targeted recruitment efforts, and credential support programs.

The district also utilizes Title II and other supplemental funding sources to provide instructional coaching, teacher training, and leadership development programs to support educator growth and retention, especially at schools serving high numbers of low-income and minority students.

TVUSD remains committed to continuous improvement in educator equity and ensures that data-driven decisions guide efforts to reduce any disproportionate impact on our most vulnerable student populations.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, Temecula Valley Unified School District (TVUSD) develops its Title I LEA Parent and Family Engagement Policy with input from educational partners. Parent and Family Engagement Policies, along with School-Parent Compacts, are created jointly with parents during School Site Council meetings. These documents are distributed to families at each Title I school in both hard copy and/or electronic formats, and are translated through built-in translation tools in newsletters, and sent in two languages where required by school demographics (15%+ of families speaking the same non-English language).

Parent engagement is further supported through events such as Parent University, site literacy nights, Title I lunches or nights, site Math/STEM/STEAM nights, and other family involvement activities. During these events, parents receive assistance in understanding key topics including the State's challenging academic standards, academic assessments at the State and local levels, and strategies to monitor their child's progress and collaborate with educators to improve academic achievement.

TVUSD also provides parents with training and resources—such as literacy support and digital citizenship education (including awareness about copyright infringement and social media risks)—to promote greater family involvement in student learning. Additional topics of interest for parent workshops are identified through feedback from the Temecula Advisory Council (TAC) and parent surveys.

The district is committed to clear and inclusive communication, ensuring notifications are provided in accessible formats—via flyers and digital communication—in both English and Spanish. Translation and interpretation services are readily available in Spanish, with additional languages provided upon request, to the extent practicable. Many languages are also automatically translated through the school newsletter software.

Parent engagement programs are coordinated and integrated with other Federal programs (e.g., Title III), State programs (e.g., LCFF), and local resources to support families in actively participating in their children's education. Parent Resource Centers are available at every school site's front office, as well as at the Parent Welcome Center within the Centralized Enrollment Center.

Each year, site principals provide training during the first staff development meeting on the value of parent involvement, strategies to effectively engage and collaborate with families, and best practices for building strong school-family partnerships. Each school's Title I School-Parent Compact outlines specific methods for effective communication and collaboration between schools and families.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, Temecula Valley Unified School District (TVUSD) allocates funds to support parent and family engagement activities. These funds assist schools in implementing programs such as workshops, literacy nights, Math/STEM/STEAM nights, and other family engagement events. During these activities, parents receive guidance on topics such as the State's rigorous academic standards, State and local assessments, and strategies to monitor their child's progress and collaborate with educators to improve academic achievement.

Parents are also provided with training and resources to support their children's learning at home, including literacy and math instruction and digital citizenship education. This includes awareness about copyright piracy, responsible social media use, and other relevant topics that promote meaningful parental involvement. Additional topics are identified through parent surveys to ensure workshops remain responsive to family needs.

TVUSD is committed to ensuring the informed participation of all families, including those with limited English proficiency, disabilities, or migratory backgrounds. Information is provided in accessible formats—such as flyers and digital communication—in both English and Spanish. Translation and interpretation services are consistently available in Spanish, with other languages provided upon request, as practicable. During virtual meetings, such as those conducted via Zoom, translation features are utilized to offer access in multiple languages. Many languages are also automatically translated through the school newsletter software.

Parent engagement programs are integrated with Federal (e.g., Title III), State (e.g., LCFF), and local programs (e.g., community-based resources) to support family involvement in student learning. Each school offers a Parent Resource Center located in the front office, and the district provides additional support through its Parent Welcome Center at the Centralized Enrollment Center.

Annually, site principals deliver training at the first staff development meeting on the value of parent contributions and strategies to engage families as equal partners. This includes implementing and coordinating parent programs and building strong home-school connections. Each Title I School-Parent Compact outlines specific strategies for effective parent-school communication and collaboration.

School Site Council (SSC) members—including staff, students, parents, and community members—play an essential role in LCAP Advisory and Community Advisory Partner (CAP) meetings. Through analysis of data and identification of priorities, these groups provide input on the LCAP and the use of all supplemental funds, which informs the development of districtwide plans.

Schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) meet Title I requirements by electing an SSC, conducting a comprehensive needs assessment, developing a School Plan for Student Achievement (SPSA), and evaluating the effectiveness of implemented programs—just as all Title I schools do. Currently, TVUSD does not have any schools identified for CSI. All sites complete an annual strategic plan, which is presented to the district cabinet and school board members at the beginning, middle, and end of the school year, with updates using multiple sources of data. Schools receiving additional funding through Title I use these strategic plans in conjunction with their SPSA to maximize impact on student achievement.

California Dashboard data is reviewed during SSC and CAP meetings to assess strengths, areas of need, and performance gaps. Prioritized needs lead to action plans that incorporate evidence-based programs and services. School Site Councils monitor the effectiveness of these programs through the continuous improvement cycle. In addition, the district conducts an annual review of Title I sites to ensure adequate progress is being made.

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.

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:

Temecula Valley Unified School District (TVUSD) does not have any Targeted Assistance Schools (TAS). All Title I schools in the district operate as Schoolwide Programs (SWP), allowing them to provide comprehensive support to all students, with a focus on at-risk and struggling learners.

Instruction is aligned with rigorous State Standards and supported by differentiated strategies to meet the diverse needs of students. Identified students receive supplemental, evidence-based interventions, and all students are monitored through universal screeners to determine the need for additional support and assess the effectiveness of current interventions. Tier II interventions are adjusted as needed before advancing to Tier III supports.

Title I staff receive ongoing professional development to enhance instructional quality. Parent engagement opportunities are also expanded at Title I schools to support student learning at home. Instructional strategies include scaffolding for struggling students, enrichment for advanced learners, and designated English Language Development for English Learners. All strategies are evidence-based and regularly monitored for effectiveness.

TVUSD also sets aside Title I, Part A funds for students residing in local institutions for neglected or delinquent youth, as well as for those in community day school programs who attend non-Title I schools. These funds are used to provide services comparable to those offered in Title I schools, including supplemental academic programs and individualized supports to close achievement gaps.

Although all Title I schools in TVUSD currently operate under a schoolwide model, if a newly designated Title I school were to choose a targeted assistance model, it would be required to comply with all federal requirements. These include consultation with educational partners, targeted professional development, and services exclusively for students who are economically disadvantaged, have special needs, are migrant, or are identified as English Learners.

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:

At Temecula Valley Unified School District's Centralized Enrollment Center, the Clerk/Homeless and Foster Youth Community Liaison identifies and supports families who may qualify under the McKinney-Vento Act. When a student is flagged as potentially homeless, the liaison conducts an empathy interview with the student and family to determine eligibility and assess immediate needs such as housing, clothing, food, transportation, and other supports.

Once a student is identified as homeless, the liaison notifies the site administrator, attendance clerk, and counselor to ensure a coordinated response. Each school site has trained mentors who serve as local points of contact for homeless students, providing personalized support. Attendance, academic progress, and behavior are closely monitored. All homeless students, foster youth, English Learners (ELs), and Reclassified Fluent English Proficient (RFEP) students are progress monitored every six weeks, with Student Success Team (SST) meetings convened as needed to address individual needs.

Transitions between school levels—such as from elementary to middle or middle to high school—are supported through formal transition meetings to ensure continuity of services and supports. Title I funds are reserved specifically for homeless students to cover essential items such as clothing, shoes, hygiene kits, backpacks, and school supplies. When necessary, the district also connects families with community-based resources to help address additional needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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:

TVUSD does not use Title I, Part A funding for preschool programs.

Elementary and middle schools in Temecula Valley Unified School District (TVUSD) hold transition meetings for all incoming English Learner and Special Education students entering 6th and 9th grade. These meetings provide an opportunity for teams to review each student's strengths, needs, and appropriate course placements to ensure a smooth and successful transition.

TVUSD's comprehensive high schools offer a range of advanced academic opportunities, including dual/concurrent enrollment, articulated credit through local community colleges, Advancement Via Individual Determination (AVID), Advanced Placement (AP) and International Baccalaureate (IB) programs. All students have access to school counselors for individualized college and career planning.

In addition, TVUSD provides a variety of high-interest Career and Technical Education (CTE) pathways that connect students with local business partners and postsecondary institutions. The district maintains memorandums of understanding with several local community colleges and universities to provide students with priority access to courses and programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Temecula Valley Unified School District (TVUSD) utilizes a variety of funding sources to support students identified for Gifted and Talented Education (GATE). For example, Title II professional development funds are used to train educators in differentiated instruction strategies, including acceleration and enrichment designed specifically for GATE students.

Additionally, TVUSD uses Title I funds to support the development of effective school library programs. These funds help expand access to engaging print and digital materials, promote digital literacy, and create innovative learning environments that encourage student use. By providing high-interest, ability-appropriate supplemental reading materials, the district aims to foster a love of reading and improve literacy outcomes for all students.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District does not receive Title I, Part D funding.

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:

Temecula Valley Unified School District (TVUSD) maintains a comprehensive system of professional growth and improvement for all teachers, principals, and school leaders. Newly hired teachers participate in several days of onboarding professional development focused on TVUSD's Essential Components of Instruction (ECI), curriculum and standards, and research-based teaching practices. Ongoing professional development continues throughout the school year, covering core content areas—ELA, ELD, mathematics, social science, and science—as well as district initiatives such as Restorative Practices, AVID, technology integration, and VAPA.

Teachers without clear credentials are enrolled in the Riverside County Office of Education's Induction Program through the Center for Teacher Innovation. Each teacher is paired with a mentor coach for weekly support, including real-time guidance and long-term professional growth.

School site administrators receive bi-weekly support visits from Educational Support Services and Special Education teams. New administrators benefit from additional mentoring, leadership development, and learning walks. Monthly leadership meetings emphasize school culture, climate, and leadership skills, while horizontal articulation meetings allow elementary, middle, and high school leaders to collaborate and address site-specific needs. Leaders also have opportunities to share and collaborate with each other on practices within their strategic plans, successes and modifications, and data to support ongoing actions.

TVUSD prioritizes internal leadership development, fostering talent from within through intensive professional learning and continuous improvement opportunities. The district evaluates the effectiveness of its professional development using teacher surveys, student performance data, and educational partner input. Professional learning is strategically prioritized based on district-wide, site-level, and student group needs. Exit tickets collected after each session allow participants to request further support.

Recent data analysis identified mathematics and social-emotional learning (SEL) as priority areas. In response, the district established targeted partnerships to enhance math instruction and invested in additional support staff—such as social workers, counselors, and behavior assistants—funded through state and grant resources. These staff members receive specialized training to ensure they are equipped to meet student needs. TVUSD has also adopted a new mathematics curriculum to meet challenging standards, while providing additional collaboration days for teachers to unpack data, plan upcoming lessons, and share best practices.

TVUSD also remains committed to equity, access, and inclusion. District and site teams have engaged in intensive equity training focused on expanding opportunities and closing achievement gaps across student groups. All professional development offerings are evidence-based and designed to be sustained over time, with a shared focus on improving student outcomes. Educators

collaborate weekly in Professional Learning Communities (PLCs) to refine instruction, assess student learning, and align practices across grade levels.

Support for professional learning is broad and well-resourced. Curriculum trainers, Directors of Curriculum and Instruction, Teachers on Special Assignment (TOSAs), a Director and TOSA of Special Populations, external vendors, and robust data systems ensure training is accessible and aligned with district priorities.

TVUSD's professional learning system connects school and district priorities with state and federal requirements. By first determining core and basic services, and then layering supplemental supports through coordinated funding, the district ensures staff are well-prepared to meet student needs and close achievement gaps. This comprehensive, aligned system supports the ongoing growth of educators and the success of 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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TVUSD engages all educational partners—including staff, students, parents, and community members—through various platforms to determine funding priorities. Schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) are given priority in site-level funding decisions. District Directors, who work closely with site administrators, provide direct support to individual schools and facilitate collaboration around shared needs. Additional funding sources are leveraged to further support these identified schools.

Currently, Helen Hunt Jackson Elementary is identified as a TSI school. No district schools are identified in 25-26 as ATSI or CSI. The TSI school has developed targeted actions and services within their Title I School Plan for Student Achievement (SPSA) or strategic plan to address the needs of the identified student groups. Through a comprehensive needs assessment, goal prioritization, and strategic planning, Title II funds are continuously evaluated to ensure they support improved outcomes for high-needs schools, meet the needs of all students, and close achievement gaps among student groups.

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:

TVUSD engages with all educational partner groups—including staff, students, parents, and community members—across multiple platforms to determine funding priorities. Input is gathered through LCAP surveys, K-12 Insight, Community Advisory Partner (CAP) meetings, union consultations (TVEA/CSEA), site visits by district officials, Community Advisory Committee (CAC) meetings, Superintendent Forums, School Site Councils (SSCs), English Learner Advisory Committees (ELACs), the District English Learner Advisory Committee (DELAC), PTA meetings, leadership teams, district committees, and other engagement opportunities.

District leadership analyzes this input to determine basic services and define supplemental services funded by sources such as LCFF Supplemental, Title I, Title II, Title III, and various grants. These funds are coordinated to meet state and federal requirements and to close performance gaps by addressing the needs of schools and student groups.

Educational partners are surveyed annually on professional development, and data analysis is used to prioritize PD across the district, at individual school sites, and for underperforming student groups. After each professional development session, attendees complete an exit survey to identify any additional support needed.

At the school level, CAP meetings are held regularly throughout the year to review Dashboard data, local metrics, and site-specific needs. These meetings inform site-based action plans and determine the use of LCAP UDP Discretionary funds. Input from local CAPs also guides district decisions on state and federal spending priorities.

Through a comprehensive needs assessment, goal prioritization, and action planning, Title II funds are continuously evaluated to ensure they support improved outcomes for high-needs schools, meet the needs of all students, and help close achievement gaps among student groups.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TVUSD provides thorough and ongoing professional development on Integrated and Designated ELD, the ELD Standards, and the ELA/ELD Framework, funded through both general funds and supplemental Title III resources. District and teacher leaders regularly attend trainings such as the Network for Improving Student Outcomes (NISO), EL RISE series, *Improving Outcomes for English Learners with Disabilities*, and sessions aligned with the California English Learner Roadmap. These leaders then share knowledge and strategies with classroom teachers through district-led professional development sessions.

To further support English Learners, TVUSD convenes regular Language Acquisition Team meetings that include administrators, counselors, teachers, and special education staff from across the district. This cross-site team is developing a pre-referral process to ensure targeted interventions are

provided to EL students prior to Student Success Team (SST) referrals, when appropriate. The team also contributes to the creation of systems for identifying reading difficulties in EL students who speak languages other than English or Spanish, in accordance with new state guidelines that require the use of multiple data sources.

During these meetings, participants receive updates on relevant legislation, assess existing supports for ELs, and identify areas for improvement. Key takeaways are shared districtwide through leadership meetings, staff meetings, and Professional Learning Communities (PLCs).

Aligned with district goals to strengthen instruction for English Learners, professional development has been prioritized for all educators working with EL students. ELA Specialists and secondary ELD Coordinators have been trained to provide targeted support at middle and high schools, while the district EL Coordinator delivered a full-day training to all elementary teachers of ELs. These sessions, grounded in the California EL Roadmap, focus on enhancing both Designated and Integrated ELD instruction, and emphasize strategies for building inclusive, supportive classroom environments that address both academic and social-emotional needs.

TVUSD remains committed to staying current with evolving state and federal policies and ensuring consistent, high-quality support for English Learners across all grade levels and school sites.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III, Part A Immigrant funding is used to provide additional support to newcomer students. Upon enrollment, the student names are given to our English Learner Teacher on Special Assignment (EL TOSA) who schedules meetings with the student and parents at their school as needed. The meetings are to welcome the students/families, and to provide them as much information as necessary to be able to adjust to schooling in TVUSD. At the first meeting with the student, an informal pre-assessment as needed is conducted to determine the student's English proficiency level as well as their level of previous schooling in their native language. The EL TOSA then schedules a meeting with the classroom teacher for elementary students, to provide insight into the new student and to share newcomer strategies, which will help them to support their new student depending upon their current academic levels. The EL TOSA is a highly beneficial aid for all EL families and teachers, but also provides additional assistance, information, and educational and emotional support for newcomer students. Certificated and classified staff have been board approved to form a "Newcomer Academy" for high school students who have recently arrived in the US--many without prior secondary education, and this program is now completing its third year of operation. Additional tutoring and before/after school classes are offered at some school sites for newcomer students. The district provides summer school courses for high school ELs. The classes are taught by highly qualified teachers, with years of experience with second language learners, and a true passion for supporting students in their English language acquisition. District TOSAs also teach bi-weekly supplemental ELD newcomer classes for students in grades K-5 and a newcomer program has also been established at Rancho Vista High School. Depending on the amount of funds, additional supplemental resources may be purchased for secondary newcomer/immigrant students and the district is in the process of identifying the best resources to support these students.

Title III Programs and Activities

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A portion of Temecula Valley Unified School District's Title III funds is used for an English Learner Teacher on Special Assignment (EL TOSA). This TOSA provides professional development, coaching, modeling lessons, and planning with teachers in all subject areas to support English Learners. The EL TOSA and EL Coordinator also provide frequent parent workshops based on topics of interest and request by parents and act as an additional resource for parents when needed. Additionally, the TOSA/Coordinator provide support for students such as by providing additional language instruction for Newcomer students before or after school, by pushing into classrooms during the day to provide additional support, and supporting LCAP counselors when they hold transition meetings as EL students move from elementary to middle to high school. Funds are also used for online supplemental intervention programs such as Summit K-12 and Imagine Learning, and sometimes the technology that must accompany these programs. Summer school for High School English Learner students is also provided from Title III. Lastly, supplemental professional development is offered from these funds.

English Proficiency and Academic Achievement

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's 18 Elementary sites provide daily, designated ELD instruction as well as integrated instruction throughout the school day in all classrooms and in all content areas. At district middle and high schools, students of ELPAC levels 1 and 2 receive their ELD/ELA in a two block Structured English immersion class and students of levels 3 and 4 receive their ELD/ELA in a mainstreamed English class, with teachers who have been trained to teach Integrated and Designated ELD. Rancho Vista houses the newcomer program for students in highschool. Frequent professional development is provided for these teachers using the ELA/ELD framework and ELD standards to drive instruction. Extra support is also provided by TOSAs during a newcomer class after school along with extra assistance during the school day. A Newcomer program for high school students is completing its fourth year of operation in 2024-2025 to support English Learner students new to the country who are just beginning to learn English. At all sites, ELD model lessons are offered by the TOSA along with co-planning with the teachers. EL families are further supported through frequent EL parent workshops, which always include information and tips on how parents can support their students'

academic and linguistic growth. Beyond the intense professional development district teachers receive to support students, there are also supplemental programs to assist students such as Summit K-12 and Imagine Learning. Multiple opportunities for daily intervention are put into place at all schools. All classroom teachers are appropriately credentialed and highly qualified. At the beginning of each school year, each site formulates goals for all student groups, including English Learners. When the Fall Dashboards are released, each site reviews previous year's goals for all students and all student groups, including English Learners. New goals and action plans are put into place using the Dashboard's 5x5 grids, through the analysis of the effectiveness of programs, and comprehensive needs assessment. At the school sites, Language Acquisition Teams (LAT) are developed to monitor students, and this process is being updated this year. The "whole-child" is monitored: academics, attendance, and behavior. Schools monitor the progress of EL and RFEP students (for a minimum of 4 years) each quarter, or four times a year. The progress monitoring team may include: administration, counselors, ELD teachers, Special Ed teachers, ELA specialists, math specialists, and district administration. The team monitors each student's English proficiency, academic grades and progress, as well as attendance rates, and behavior. Students who may need interventions, parent phone calls, or just some extra support, are highlighted and color-coded. Translation is available through district translators to improve parent communication. Struggling students are assigned to a staff mentor who will meet with them throughout the year, set up goals, communicate with parents and continually check on their progress. Through this process, the district's high needs populations are targeted. Dually-identified students benefit from the process as well in that the SPED teachers, ELD teachers, and counselors, are able to collaborate, share known information, and plan accordingly to support students. Professional development for special education case carriers is ongoing and assists with providing ELD, reclassification protocols and writing appropriate IEP goals for English Learners. Newcomers and LTELs also fall into the spotlight, enabling conversations about their progress and the best ways to support them. Team members share information and select students to mentor, forming a closer relationship with the students, and overseeing their growth. Providing this one on one attention to students has truly impacted their progress and it has given the EL students an adult at school that they can go to for support. Generally speaking, performance data showing student progress in ELP and academics is used to determine if programs, extra assistance and parent training has been effective in helping students progress. Qualitative data, such as parent, student, and teacher opinions on the effectiveness of the assistance provided and the impact on instruction and learning are also used. Data is collected and analyzed, checking and making sure students are progressing, and researching methods to support their language acquisition and academic progress. Site and district goals are shared with all educational partners, making these goals a shared responsibility. When analyzing student data, all members are invested to participate in students' continued progress, take pride in their success, and find solutions for challenges. All educational partners have multiple opportunities to engage in Dashboard data analysis and a comprehensive needs assessment through Community Advisory Partner (CAP) meetings, ELAC, DELAC, School Site Council (SSC) meetings at Title I sites, etc. The district focus is on continued growth and in closing the achievement gaps in under-performing student groups. Evidence based strategies and programs are always at the forefront of discussions, and the effectiveness of these programs are regularly monitored and assessed.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Temecula Valley Unified School District utilizes Title IV, Part A funds to ensure all students have access to a well-rounded education, to improve school conditions for student learning, and to increase the use of technology in order to improve the academic achievement and digital literacy of all students. Based on educational partner input, Title IV, Part A funds are rolled into Title II. It was determined, in consultation with educational partners (teachers, principals, paraprofessionals, specialized support personnel, parents, community partners, private schools, etc.) and through a comprehensive needs assessment, that this is the best use of funds. The effectiveness of this use of funds is measured by program objectives through analysis of formal and informal teacher observations and student outcomes as noted in local assessment and CA Dashboard data. Each year, administrators (both at the district and site level) analyze CA Dashboard data with their Community Advisory Partners (CAP) Committee (a group comprised of educational partners including staff, parents, and students) to determine areas of greatest need and success, as integrated in their site strategic plans. Goals are set for each indicator in the Dashboard for all students and for each at-risk student group. Previous year's goals are also analyzed to determine if goals were met and next steps for continuous improvement. Information gathered at these meetings guide district decisions for both federal and state funds. Through this reflection process and the monitoring of effectiveness, objectives and outcomes are met. Although Title IV funds are rolled into Title II, TVUSD uses numerous program funds for activities authorized under Section 4107 that support student access to a well-rounded education. Through partnerships with a local community college and California State University, students are able to participate in dual enrollment and articulated credit opportunities. All students are encouraged to complete a Free Application for Federal Student Aid (FAFSA) and counselors support this through Family FAFSA nights. Students also have opportunities to complete Career Technical Education (CTE) pathways. Through CTE pathways, students can earn articulated credit, industry credentials, and gain valuable work-based learning experience. TVUSD partners with many local businesses, organizations, and institutes of higher education to give students' access to STEM, arts, and career opportunities in a variety of fields. Summer enrichment opportunities are also provided for students across the district. The district covers the cost of Advanced Placement (AP) and International Baccalaureate (IB) examination fees for low-income students. In grades K-5 students have access to Visual and Performing Arts with the provision of specialized VAPA teachers. In grades 6-12, students participate in arts, drama, band, chorus, foreign languages, etc. The district promotes volunteerism and community involvement through a high school volunteer hour requirement. Therefore, numerous programs ensure students have a well-rounded education. Although Title IV funds are rolled into Title II, TVUSD uses numerous program funds for activities authorized under Section 4108 that support safe and healthy students. Parent participation

is encouraged through Family Nights, Parent Education, and Community Resource Fairs. TVUSD partners with local law enforcement, the fire department, and community organizations. Drug and violence prevention programs are evidence based and supported through the use of drug detection dogs, and anti-vape education programs. Students in grades K-12 have access to mental health/social emotional learning professionals via Counselors, Tier II Behavior Assistants, Social Workers, PBIS TOSAs, etc. Staff is trained on trauma-informed care and evidence-based practices. PE Specialists (grades K-5) and PE Teachers (grades 6-12) provide nutritional education and structured physical education activities to promote a healthy and active lifestyle. TVUSD enacts an anti-bully campaign, Because Nice Matters. Additionally, we offer a bully reporting service through K-12 Insight: Let's Talk, with the opportunity to remain anonymous in reporting. Staff training for school personnel centers around Positive Behavior Interventions and Supports as well as Restorative Practices. Although Title IV funds are rolled into Title II, TVUSD uses numerous program funds for activities authorized under Section 4109 to improve the use of technology to increase academic achievement, academic growth, and digital literacy of all students. TVUSD has a focus on increasing student access to technology devices and digital literacy in order to give students access to computer-based assessments and intervention programs, blended learning, and individualized/personalized learning. Technology provided includes, but is not limited to, interactive Smart Boards, Chromebooks, iPads, and technology software.