

# Annual Goals and Directions for the 2024/25 School Year

December 2024 Progress Report



**MURRIETA VALLEY**  
UNIFIED SCHOOL DISTRICT

## Foreword:

The Board of Education, Superintendent, Senior Administrators, and representatives from Murrieta Educators Association (MEA), California School Employees Association (CSEA) Murrieta Chapter #223, and Murrieta Council PTA have met annually since 2012 to review student achievement data and set the vision for the upcoming school year. This collaborative discussion facilitates policies that have fostered the continued excellence, rigor, and consistency of our School District, which has resulted in our district continuously recognized as one of the top-rated public-school districts in Riverside County.

“If you want to go fast, go alone. If you want to go far, go together.”

—African proverb

The intent of this document is to serve as a strategic guide that leads district staff’s priorities. Many of the goals are ongoing. Others are new initiatives that require innovative efforts, funding, and programing details to develop with the purpose of becoming fully incorporated into the district.

The goals and Directions fall into four categories: Student Learning, Student Intervention, Professional Growth, and Climate and Culture. These goals are also reflected in the District’s Local Control Accountability Plan (LCAP). These four areas represent our primary focus. District departments and divisions support these four areas. From the Business and Operations Division to Human Resources and Educational Services, all efforts will strengthen our schools, classrooms, and students.

## Goals and Directions for the 2024/25 School Year

The Board of Education met in a full-day workshop on Tuesday, February 27, 2024. The purpose was to review current student data and identify focus areas for the upcoming school year. Listed below are the goals and Directions accompanied by key actions, milestones, and metrics.

Our mission remains: To Inspire Every Student to Think, to Learn, to Achieve, to Care.

### Board of Education

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Nancy Young, Clerk

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Julie Vandegrift, Member

### Superintendent

Ward Andrus, Ed. D.

To Inspire Every Student to Think, to Learn, to Achieve, to Care

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## Goal 1 - Student Learning

### 1a. Professional Learning Communities & Teams (PLCs/PLTs)

#### Key Actions and Milestones:

- Continue Implementation of Common Assessments with a Focus on **Formative Assessment** and Data Analysis
  - Elementary PLT Goals 2024-25:
    - Each PLT will give two CSAs each semester.
    - Administrators will execute the PLC checklist.
    - PLT Leads will utilize performance reports to guide instruction.
  - Secondary PLT Goals 2024/25:
    - Each PLT will give one CFA each semester.
    - Administrators will execute the PLC checklist
- Provide Year 1 and Year 2 Training for PLT Leads to Guide Next Steps in PLT Implementation
  - Year 2 Elementary and Secondary trainings were held for PLT Leads on Sept. 11 (HS), Sept. 12 (Elem), and Sept. 18 (MS).
  - The decision was made to fold Year 1 training into this as review. Many PLT leads were the same this year.
- Continue to Develop Guiding Coalitions to Support School-wide Implementation of PLT's
  - Purchase of Ruthless Equity for use with Guiding Coalitions at all school sites.
- Explore and/or Refine Interventions within the School Day
  - Individual school sites working on this via Office Hours and What I Need (WIN) time
  - District-wide leadership study of Ruthless Equity to align with PLC work

#### Data and Metrics:

- Increase the Percentage of Students Meeting or Exceeding Standards in English Language Arts (ELA) and Math by 3% on the CAASPP State Test
- Increase the Percentage of Students Meeting or Exceeding Standards in ELA and Math by 3% on the Midyear Benchmark of the District's Universal Screeners (i.e. iReady & STAR)
  - Mid-year data will be available in January (K-5) and March (6-12)

## 1b. *Transitional Kindergarten (TK)*

### Key Actions and Milestones:

- Market the TK Program and Full-day Options in the Community (Spring 2024)
  - Completed Feb-April 2024
- Monitor 2024-25 Enrollment and Adjust Facilities, Resources, and Staffing as Needed (Spring/Summer 2024)
  - Ongoing: Feb-Start of School
- Continue Providing Professional Development to All Teachers, Aides, and Administrators
  - District-wide postcard developed and sent out in fall (Oct/Nov)
  - Classified Community Hub (Canvas page) created to house resources. Asynchronous training provided for all TK aides (also available to DIS aides) on Restroom Assistance and how to build student independence in restroom routines.

### Data and Metrics:

- Fall Enrollment TK Data
  - The school year started with 540 TK students, 280 less than the projection. Midyear reported 557 TK students.
- 100% Professional Development Participation Rate for Staff Working Directly with TK Students

## 1c. *Workplace Readiness (Career Pathways and Exploration)*

This initiative is directly supported in the District's LCAP

### Key Actions and Milestones:

- Implement a Second Educational Pathway Course at Vista Murrieta High School (VMHS) and Begin Implementing an Educational Pathway at Murrieta Mesa High School (MMHS) in 2024-25
  - 2<sup>nd</sup> Course in Sequence Board Approved May 2024
  - Course selection process implemented Feb. 2024 to make the pathway available at MMHS
- Continue Research and Preparation for a New Murrieta Mesa High School (MMHS) Agriscience Pathway for the 2025-26 School Year
  - Formation of Industry Advisory Committee initiated in spring 2024
  - Visited other high school agricultural programs in spring 2024
- Continue to Recruit and Confirm Credentialing for Career Technical Education (CTE) Staff
  - Completed as needed spring/summer 2024

- Explore a Middle School Elective Wheel Aligned to High School Pathways
  - Task force formed in March of 2024
  - Goal established to launch an elective wheel for at least one middle school in 2025-26
  - Met with DMMS admin/counselor to discuss pilot of wheel at their school site. Development of this model to occur in fall to implement in 2025-26 school.
  - Team observed Paxton Patterson curriculum being implemented in another district and are considering implementation at DMMS to meet purpose of career exploration course vs entire wheel/sequence of courses.
- Identify and Standardize Career Awareness Activities at the Elementary School Level, Career Exploration Activities at the Middle School Level, and Career Preparation Activities at the High School Level
  - Elementary developing (should be completed in August/Sept); middle and high school activities completed
- Develop a Single, Unified District High School Course Catalog
  - Catalog completed and is ready for general use for 2025-26 course selection
- Develop and Finalize Programs of Study (4-year student plans) for Apprenticeship, College and University, and Military Careers and Trade Schools. **Completed**
- Update Formal Programs of Study (4-year student plans) for each CTE Pathway - **Completed**
- Communicate the District Focus of Career Readiness in Secondary Student Handbooks - **Completed**
- Expand Student Leadership Development through Involvement in Career Technical Student Organizations (i.e. HOSA) or Alternative Programs
  - Representatives attended SkillsUSA State Conference, April 2024
- Continue Implementation of the District's Profile of a Graduate
  - Revise High School Grade Level Projects to Align with the Profile
    - A planning team of teachers, counselors, and administrators have been developing Grade Level Projects with the Class of 2028 as the inaugural class of students to complete all four years of the revised grade level projects.
  - Market the District's Profile of a Graduate with Key Educational Partners
    - All high school staff will receive an introduction to the Profile of a Graduate and its aligned Grade Level Projects during the January 2025 professional development day.

**Data and Metrics:**

- Increase Student CTE Pathway Completers from 13% to 15%
  - Note: Students who completed a pathway are not reported until after they graduated, regardless of if they completed the pathway their junior or senior year.
  - 2021-22: 245 completers
  - 2023-24: 301 completers
- Increase College and Career Readiness State Dashboard Indicator from 54% to 57%
  - Dashboard indicator increased 5.1% to 58.8%
- Increase Students Completing CTE Articulated Courses by 2% - **not available midyear**
  - Articulation [tracking document](#)
    - 2021-22: 511
    - 2022-23: 737
    - 2023-24: 749
- Increase CTE Students Earning a Career Industry Certification by 5%
  - Certification [tracking document](#)
    - 2022-23: 1798 certifications earned
    - 2023-24: 1890 certifications earned
- Increase Enrollment of Students in AP, IB, Dual, and CTE Capstone Courses by 2%

**1d. Mathematics**

This goal is closely tied to the work of PLTs and is supported in the District's LCAP

**Key Actions and Milestones:**

- Begin Elementary Math Adoption Process with a Pilot in Fall 2024 and a Recommendation to the Board in Spring 2025
  - Began process in Spring with District lens meeting and publisher presentations
  - Fall pilot with i-Ready began in August and concluded in October. The second publisher, Imagine Math, began in November and concludes in February.
  - Consensus meeting will be held in late February.
  - Recommendation to the board is planned for March with a vote in April.

- Continue to Implement the Math Institute for Secondary Teachers and Add a Year-Two Component
  - Sessions scheduled and invitations sent to secondary teachers
  - Summer sessions held June 11 – 13 and June 18 – 20
  - Three sessions scheduled during fall/spring for each of MI 100 & 200 Courses
  - Addition of Customize MI 300
- Pilot the STAR and Freckle Programs as a Potential Secondary (6–12) Universal Screener and Adaptive Intervention
  - Successful pilot in the spring. Team recommended adopting STAR and Freckle for 2024-25 school year
  - Purchasing in process. Scheduled teacher training in August.
  - Virtual 90-minute Training for all teachers (4 sessions) on Nov. 1
  - In-Person all-day training Dec. 3
- Annually Provide Elementary Coaching in Math Instruction to Grade Level Teams
  - The focus this year has been on our pilot team (one teacher per grade-level/per site)
  - Instruction has focused on shifting to a balanced approach between conceptual and procedural mathematics.
- Provide Training to Administrators in Effective Mathematical Instructional Practices
  - Scheduled for Secondary Quad Meetings
  - Administrators have participated in all math publisher trainings.

**Data and Metrics:**

- Increase the Percentage of Students Meeting or Exceeding Standards in Math by 3% on the CAASPP
  - Not available midyear, but MS has increased 3% since Covid (though is still 5% behind Pre-Covid numbers); HS is 2% higher than Covid numbers and 3% above Pre-Covid numbers.
- Increase the Percentage of Students Meeting or Exceeding Standards in Math by 3% on the Midyear Benchmark of the District's Universal Screeners (i.e. iReady) Mid-year data will be available in January
- Establish Baselines for End-of-Year Math Assessments at All Grade Levels
  - End of Year Baseline Data for District Mathematics CSAs for Elementary 2023/24 School Year:
    - 2<sup>nd</sup> Grade 75% meeting or exceeding
    - 3<sup>rd</sup> Grade 44% meeting or exceeding



- 4<sup>th</sup> Grade 61% meeting or exceeding
- 5<sup>th</sup> Grade 38% meeting or exceeding
- End of Year District Mathematics CSA data for 2024/25 will be updated in June.
- End of Year data for Star is not available
- Baselines for Secondary Final Exams and Performance Tasks are already established.
- Final Exam Averages
  - MS decreased ONLY 1% after implementing SpEd Co-Teaching
  - HS increased 12% from '22-23 to '23-24
- Performance Tasks (number scoring 3 or 4 on 4-point Rubric)
  - MS increased 2%
  - HS remained the same

## Goal 2 - Student Intervention

### 2a. Inclusion

#### Key Actions and Milestones:

- Continue to Assign Staff to Support Inclusion at Primary (TK-1) Grade Levels
  - Continues to be in place for 2024-25 school year
- Develop, Communicate, and Monitor Elementary RSP Staff Responsibilities to Support Behavioral Needs
  - Behavioral plan development training was offered to teachers and related service providers in spring 2024. We will continue to offer this training in 2024-25. Each school site psychologist will train the special education teachers on the development of behavior support plans. Site behavioral patterns will be reviewed as part of this training.
  - The RSP Push-in Collaboration Model was reviewed with the high school administrators at the High School RSP Model Touch Base meeting in the fall. Each high school shared its implementation positives and challenges. An RSP teacher and an RSP aide is assigned to support a general education class per master schedule as part of the “majority of the period” instructional support model. A few challenges remain with staff not spending the entire designated time in the general education classrooms. RSP Best Practices training is being developed by the special education department and high school department leads to be delivered to secondary RSP in 2024-25 or 2025-26 school year.

- Full-day Behavioral Supports in a General Education (Elementary) Environment training was offered to elementary RSP teacher focused on effective strategies to address executive function deficits and skill-building.
- Provide Training to Elementary General Education Teachers, Educational Specialists, and Administrators on Least Restrictive Environment Indicators, Continuum of Supports, Pro-Act Principles, and Tier 1 Positive Classroom Behavior Supports
  - Additional Pro-act Trainers were added to the list of trainers and continue training staff. Eight full Pro-act trainings will be offered during this school year. Three took place during the 1<sup>st</sup> semester and trained 46 staff (aides, teachers, related service providers, and administrators). Two re-certification classes took place during the 1<sup>st</sup> semester, during which 25 staff members.
  - Visuals representing the continuum of placement options, least restrictive environment (LRE) definition, Rachel H factors, proact principles, and Look Fors for various programs were added to the school site IEP resource binders. Each school will receive a two session IEP Refresher training on the development and facilitation of individualized education programs and effective strategies to use when addressing high-conflict meetings.
  - Teaching Essentials courses are now required for all teachers new to MVUSD and focus on Tier One strategies in workshops entitled Creating & Maintaining Effective Learning Environments and Engaging and Supporting All Students in Learning. These workshops are offered three times a year and are offered to veteran teachers as well.
  - Elementary educators (administrators, teachers, related service providers) were offered trainings on Least Restrictive Environment, Proact principles, Tier 1 Positive Classroom Behavior Supports, and effective inclusion and sensory support strategies on November 1, 2024.
  - Elementary assistant principals (3) new to their roll were individually provided with training on least restrictive environment indicators and continuum of supports
  - Elementary “Look Fors” (tier 1 classroom supports to promote student learning) were updated with PBIS-friendly images and language. Elementary principals were trained on these updates and role in supporting implementation.
- Expand Co-teaching Initiatives at Middle Schools to Include 8<sup>th</sup> Grade (2024-25)
  - Each middle school is required to offer one of the two instructional models:
    - One coteach ELA or Math course in grades 6,7,8
    - RSP Push-in Collaboration model for Majority of the Period (if no volunteers are recruited to coteach ELA and Math)
    - Training on effective coteach strategies is scheduled for January 2025. Work will follow to support and clarify the expectations of the RSP Push-in Collaboration model at the middle school level.

- Continue the Implementation of Peer Mentoring and Unified Sports Programs at Secondary Schools and Ensure Sustainability
  - WSMS, DMMS, and VMHS offer peer-mentoring programs
- Facilitate and Put into Practice the Special Education Task Force and Develop Strategic Plan for the Special Education Division
  - Three special education task force meetings were held; key focus areas were identified as collective responsibility and culture, aide support, and behavior intervention and support planning.
- Implement RSP Push-in, Collaborative Support at all High Schools with a Focus on Instructional Support in the General Education Classroom
  - District and high school administrators developed and communicated expectations for RSP teachers, including teaching of basic classes, study skills, and providing “full period push-in collaboration” per master schedule
  - Each high school developed an RSP push-in collaboration schedule by subject and RSP teacher/RSP aide
  - Next steps will include visits and auditing the collaboration schedule implementation
- Implement an Inclusion-Focused MTSS program in the General Education Preschool Level
  - Early Intervention Behavioral Specialist position has been developed and hired. This position will focus on supporting students of preschool age in the general education classrooms.
- Explore the Expansion of the Continuum of Program Options for Preschool to Include RSP Support
  - Preschool RSP teacher position was developed and started this school year. Currently, she supports 18 students in the general education preschool classrooms.

#### **Data and Metrics:**

- Meet the State Target for Student Participation Rates in General Education Classrooms:
  - CDE targets: In Regular Class more than 80%: at least 62%; In regular class less than 40%: more than 16.5 %; Preschool age students at least 43% for regular program and more than 29% for separate class. This data will be available at the end of the 2024-25 school year;
  - While the CDE targets will not be reported until the end of the 24-25 school year, we are making steady progress towards increasing inclusion of students with disabilities in the general education classroom. The inclusion of 18 preschool age students as part of the newly developed resource specialist program will cause an increase in the inclusion rates. In addition, continuing with co-teaching classes and “majority of period” instruction push-in collaboration RSP support will support special education students to remain in the general education classroom.

- Increase the Graduation Rate for Students with Disabilities by 2%
  - We increased by 5.3% to 91.9% on the December 2024 dashboard.
- Increase the Percentage of Students with Disabilities Meeting or Exceeding Standards in English Language Arts (ELA) and Math by 3% on the CAASPP State Test.
  - Based on the CAASPP State Test: Students with Disabilities (SWDs) performance showed meeting and exceeding standards as follows:
    - LA: 28.15% meet or exceed standards (increased by 4.49%)
    - Math: 20.02% (increased by 3.07%)
    - Science: 14.69% (increased by 1.01%)

2023-24 District/ RCOE CAASPP in 2023-24	Meets or Exceeds Standards in ELA	Meets or Exceeds Standards in Math	Meets or Exceeds Standards in Science
<b>MVUSD</b>	<b>28.15</b>	<b>20.02</b>	<b>14.69</b>
Riverside County	12.74	9.18	6.57
LEUSD	9.39	7.41	5.15
TVUSD	20.08	16.16	11.33

## 2b. *Alternative Learning Opportunities*

### Key Actions and Milestones:

- Execute a Community-wide Marketing Campaign about the Learn@Home Program with the Goal of Increasing Enrollment
  - Completed Feb.-April 2024
- Update Facility Plans and Continue to Prepare for a Permanent Murrieta Canyon Academy (MCA) School Facility
- Explore and Develop Alternative Math and Science Courses that Prepare Students for Apprenticeships and Trade Schools at MCA
  - Data science curriculum to be piloted in the Fall at MCA.
  - Discussions at MCA with admin and staff regarding how school could adjust to provide an alternative curriculum in the future.
- Determined need to discontinue elementary Learn@Home program in 2025-26 school year. Change communicated to staff and families.

### Data and Metrics:

- Increase the Graduation Rate at MCA from 90% to 92%
  - Graduation rate increased 6.4% to 96.7% as reflected on the December 2024 dashboard.

- Increase the Graduation Rate at MCA Options from 88% to 90%
  - Graduation rate decreased by 22.3% to 65.2% as reflected on the December 2024 dashboard. This represents 23 students.
- Increase Daily Attendance Rates at MCA by 3%
  - IADA was 83.2% in 2023-24. It is 84.54% for midyear in the 2024-25 school year.
- Increase Inter-district Transfers at Learn@Home by 3%
  - 2023-24 – 155 students and 27 were interdistrict transfers (17.4%)
  - 2024-25- 136 students and 24 were interdistrict transfers (17.6%)

## 2c. **English Learners (EL)**

This initiative is directly supported in the District's LCAP

### **Key Actions and Milestones:**

- Provide Professional Development to Staff as Follows:
  - Four-day Training of Representative Groups of Teachers TK - 12 in Meeting the Needs of All English Learners
    - Elementary Dates 9/5, 11/8, 2/20 and 4/17
    - Secondary Dates 8/23, 12/12, 3/6, and 4/21
  - Grade Level Specific One-day, Voluntary Summer Training in Meeting the Needs of All English Learners
    - Elementary scheduled August 7<sup>th</sup>
    - Secondary scheduled August 8<sup>th</sup>
  - Half-day Summer Workshop for Administrators in Understanding English Learner Needs
    - Scheduled and completed June 5, 2024
  - **Full-day** Summer Workshop for Special Educators in Working with Dually Identified (Special Education and English Learner) Students
    - Scheduled August 9<sup>th</sup>
- Complete the English Learner Master Plan for the District with Input from Educational Partners
  - Meeting on September 9<sup>th</sup> to review and send out for stakeholder input.
  - Received Elementary teacher feedback on November 8<sup>th</sup>
  - Received Secondary teacher feedback on December 12<sup>th</sup>
  - Received DELAC parent feedback on December 4<sup>th</sup>

- Sent to District Coordinators and Management on November 15th.
- Sent to all Principals, Secondary EL Counselors, Secondary EL AP, and all Elementary APs
- Provide a Class for Long-term English Learners at the High School Level and Collaborate with Teachers to Implement Instructional Strategies to Support Students in Achieving English Proficiency
  - Implemented this fall.
  - Middle School will implement in Fall 2025
- Continue to Emphasize and Monitor the Implementation of Integrated and Designated Supports in Elementary Classrooms
- Work with Special Education Staff to Improve Practices for Supporting Dually Identified (Special Education and English Learner) Students (**starting on August 9<sup>th</sup> training**)

#### Data and Metrics:

- Increase the Percentage of Students Making Progress as Measured by the English Learner Progress Indicator by 3%
  - Increased by 4.1% to 55% making progress as reflected on the 2024 Dashboard.
- Increase the EL Reclassification Rate by 3%
  - Increased 1.3% from 14.6% in 2023-24 to 15.9% in 2024-25.
- Increase the Percentage of Reclassified Fluent English Proficient (RFEP) and Initial Fluent English Proficient (IFEP) Students Earning the State Seal of Biliteracy by 3%
  - 306 students earned Seal of Biliteracy in 2023-24. 169 students earned the seal in 22-23. This is an 81% increase.

### 3a. *Classified Employees Professional Growth*

This initiative is directly supported in the District's LCAP

#### Key Actions and Milestones:

- Continue special education instructional aides (Designated Instructional Services (DIS) and Special Education Assistants) on academic, behavior supports, duties, supervision in the school setting, bus, field trips, implementation of health-related duties, Pro-act, data collection and collaboration with staff.
  - The Special Education Department partnered with Keenan and has offered ongoing virtual and in-person training sessions on Wednesdays. The training focused on effective strategies to support students with disabilities. The 21 training sessions offered focused on safety, lifting, supporting student's movement, behavior, academic, and social-emotional needs.
  - Keenan and district staff will provide an in-person training for all DIS Aides and Special Education Assistants on January 13<sup>th</sup> and will discuss aide duties, expectations, safety protocols, supervision (school setting, bus, field trips), effective strategies to address movement, lifting,

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behavior, academics, communication strategies with students/staff, Pro-Act strategies and what constitutes a restraint.

- We are continuing to provide specialized de-escalation training on the Pro-Act methodology. During the first semester 29 students were certified in this training and 16 aides renewed their certification.
- Continue Providing Tier 1 Supports Training to Elementary Playground Aides
  - Training provided by Playworks for all playground aides on July 29/30, 2024. Six elementary school sites also attended a ½ day training on July 31, 2024, to plan for specific implementation of Playground System (AES, AMES, RRES, BES, EHCES, MVES).
  - Two-day Playground Implementation at each of the six elementary school sites completed by December 6, 2024. This included site-specific system training of Playground Aides, Counselors, Admin, and Junior Coaches.
- Publicize and Promote the County's Classified to Certificated Program (C2CT)
  - Publicized during the 2023/24 school year
  - Currently have 9 active participants in the program
- Provide Training to TK Aides – Refer to Goal 1b
- Continue to Provide Training on District's Digital Tools and Technology Systems
  - Training on Power BI usage for attendance data provided to classified staff (attendance clerks) and Tier 2 site team members (admin, counselors, social workers) in August and September of 2024/25
  - Attendance Clerks and Guidance Techs provided official Aeries training on 8/1/24
  - New teachers received the technology portion for the New Hire Immersion Training on 8/6/24
  - Continued support happens on the spot through our bi-monthly Ed Tech Updates;
  - Special education technicians received training on the SEIS IEP data system and continue receiving technical support and guidance from the Riverside County SELPA.
- Conduct an Annual Survey for Feedback on Training Opportunities and Needs
  - Questions included in annual LCAP survey to address training needs
- Audit Training Offerings by Classification Group
  - This item has been completed. See attached report at [Classified Training Survey Data.xlsx](#)
- Expand Focused and High-Quality Training by Classification Groups, for all Classified Positions
  - Current trainings offered by department are found at [Classified Training Survey Data.xlsx](#)

**Data and Metrics:**

- Professional Development Participation Rates
  - Monitored for each offering
- Monitor the Number of Classified Staff Promoting to Higher Paid/Skilled Positions
  - For the school year 2023/24 – 65 total promotions
  - For the school year 2024/25 – from July to Present there have been 64 total promotions
- Monitor the Number of Classified Staff Transitioning to Teaching Positions
  - This metric is more accurately reported under Riverside County Office of Education Classified to Certificated Program (C2CT).
- Evidence of Training Opportunities for Every Classified Employee Classification Group
  - See attached report at [Classified Training Survey Data.xlsx](#)

**3b. *Certificated Employees Professional Growth***

This initiative is directly supported in the District's LCAP

**Key Actions and Milestones:**

- Continue and Refine Updated 'Essential Training' for New Teachers with Access for All Staff
  - Newly Hired Teacher immersion is now an Essentials Training, with an introduction to district technology platforms integrated into this session. We had 49 teachers attend our August session, and have our make-up session scheduled for January for late hires. We had a total of 80 teachers attend our summer and fall Creating Effective Learning Environments essential training, and 15 attend our fall Instructional Design essential training. We will offer Instructional Design again in the spring along with Engaging Students.
- Provide Training to All Secondary (6 – 12) Teachers in Handling Controversial Topics in the Classroom
  - Roll-out to Principals and AP's on July 26<sup>th</sup> and delivered during to all staff at August PD day
- Develop and Offer AI Training for Classroom Teachers.
  - All 19 Instructional Technology Leaders have been trained on various uses of AI. Many have run site-based trainings. The district facilitated two AI trainings at the Nov 1<sup>st</sup> PD day with over 65 teachers in attendance. All teachers received an updated preview of our draft AI policies through our bi-monthly Ed Tech Update and others accessed the drafts during the Nov 1<sup>st</sup> PD day.



- Develop and Offer Training in Differentiation/UDL for Classroom Teachers
  - Essential Training, Planning & Designing Learning for All Students was provided (Sept. 17) to elementary and secondary teachers.
  - All Foundations teachers received a full-day training in November on the differentiation strategies, Unique Learning Systems (ULS) curriculum, and behavior management strategies for students with moderate-intensive needs. Teacher on Special Assignment and the Intensive Behavioral Health team are partnering to provide ongoing coaching, modeling of effective behavioral strategies in the classroom to support primary Essentials, Foundations, and ATP teachers.
- Continue to offer Language Essentials for Teachers of Reading and Spelling (LETRS) Training for a Representative Group of Elementary Teachers Additionally, four elementary principals are participating in this training.
- Provide Training to Elementary Essential and RSP Teachers in Foundational Literacy Skills:
  - Trainings in Structured Literacy have been held specifically for the Essentials and RSP settings. In addition, quarterly meetings are occurring for these groups as well to support the instruction of Foundational Literacy Skills.
- Provide Training to PLT Leads – Refer to Goal 1a
- Provide Training to TK Teachers – Refer to Goal 1b
- Provide Training in Mathematics Instruction – Refer to Goal 1d
- Provide Training in English Learner Instruction – Refer to Goal 2c
- Provide Training in MTSS – Refer to Goal 4a

**Data and Metrics:**

- Professional Development Participation Rates
  - Monitored for each offering
- Reach 100% Professional Development Participation for PLT Leads
  - Elementary is at 100%

**3c. Administration and Management Professional Growth**

This initiative is directly supported in the District's LCAP

**Key Actions and Milestones:**

- Continue and Enhance the Current Leadership Training Series Offered.
  - All district leadership were presented with key themes and big rocks for the year on 9/16

- Two-part breakout sessions were held on 10/21 and 12/9 around the following topics: Family Engagement, Investigations, Learning Leadership and Conversations, Supervising Staff and Building Vision, Tech for Leaders: AI and Cybersecurity, and the Basics of School Safety and Discipline
- Continue and Enhance the Current Classified Management Leadership Series.
  - Continue to support Certificated Management with technology professional development as part of the Focus groups.
- Continue 1:1 Meetings with Site Administrators to Provide Differentiated Support from Various Departments
  - Continued through fall
- Continue and Enhance the Women's Leadership Network
  - Developed plan for new school year during June meeting – will include shared leadership of meetings
  - Meetings continued into fall with a focus on reading and discussing Chief Inspiration Officer by Val Ries.
- Continue and Enhance the Aspiring Administrators Program
  - Actively in year 2 of this program
  - Fourteen completers in year 1 with four now serving in Assistant Principal roles
  - There are seven active participants in year 2
  - Participants have taken part with in-person professional growth as well as have increased opportunities for professional learning with virtual book studies
  - Job Shadowing assignments for 2024-25 have been set
  - The program will conclude with mock interviews and recognition ceremony
- Provide Training to Elementary Principals in TK – Refer to Goal 1b
- Provide Training to Administrators in Mathematics Instruction – Refer to Goal 1d
- Provide Training to Administrators in English Learner Best Practices - Refer to Goal 2c
- Provide Training to Administrators in MTSS – Refer to Goal 4a

**Data and Metrics:**

- Professional Development Participation Rates
  - Monitored for each offering

## Goal 4 – Climate and Culture

### 4a. *Multi-Tiered System of Support*

This initiative is directly supported in the District's LCAP

#### Key Actions and Milestones:

- Support All School Sites in the Full Implementation of Tier 1 with a Focus on Supporting Positive Behaviors
  - Administrator training in collaboration with RCOE on MTSS Tier 1 goals for the 2024-25 school year on July 25, 2024.
  - District staff attended Tier 1 meetings and provided coaching to teams. They have attended Tier 1 meetings at 14/22 school sites and have been in contact with the other sites to attend a Tier 1 meeting early 2<sup>nd</sup> semester.
- Provide Tier 2 Professional Development for Sites who are Ready with a Focus on Developing Data-based Interventions in the Areas of Behavior and Attendance
  - Tier 2 training Secondary Tier 2 Teams held 9/18/24 (included administrators, counselors, attendance clerks)
  - Tier 2 training Elementary Tier 2 Teams held 9/25/24 (included administrators, counselors, attendance clerks)
- Provide Professional Development for Tracking Minor Behaviors Utilizing *Aeries* and the EduCLIMBER Program with a Focus on Elementary
  - Summer training occurred June 7<sup>th</sup>, and 2024/25 coaching of sites planned
  - Admin EduCLIMBER training during Fall 2024.
  - Meetings/site training for tracking Minor Behaviors in *Aeries* held in Fall Semester at AMES, AES, RRES, LJM, EHCES, CCES, AHES and TMS.
  - A Mini-PD video created on entering Minor Behaviors in *Aeries* December 2024. Plan for training additional sites is in process for early second semester.
- Develop Professional Development and On-going District Coaching for Using EduCLIMBER Data in Making Tier 1 and Tier 2 Data-Based Decisions
  - Power BI Chronic Absenteeism page was updated to be used for student intervention data for Tier 2 teams to include Minor and Major behaviors.
  - Training on process and protocols provided to Tier 2 site teams on use of Power BI Attendance data to guide student interventions
  - Currently evaluating the use of EduCLIMBER in support of the attendance efforts.
- Develop an Ongoing District Coaching Plan for MTSS Site Support

- District Coaching Plan includes:
  - Attending Tier 1 and Tier 2 meetings at each school site at least one time per semester.
  - Coaches collaborate with MTSS Team Leads
  - Coaches working on completing an informal and/or formal TFI with all Tier 1 sites Teams by May 30, 2025.
- Train Administrators in the Fundamentals of MTSS in Order to Build Leadership Capacity
  - Admin training held on July 25, 2024 in partnership with RCOE.
- Train Classroom-based Staff on Providing Tiered Behavior Support within the Classroom Setting
  - A three-part module was developed. Representatives from all school sites were trained on 9/24/24 to present the Mini-PD series at site staff meetings in October, November and January. Materials included evidence-based Tier 1 strategies to use in the classroom to promote positive behavior.
  - Ten MTSS Behavior Intervention Coaches hired for the 2024-25 school year. We now have one MTSS Behavior Intervention Coach at each elementary school site. Three weeks of training was held for this new position prior to the beginning of the school year and ongoing monthly team meetings are held. The MTSS Coaches support positive behavior at all 3 Tiers and support our after-school SEED programs.

**Data and Metrics:**

- Professional Development Participation Rates
  - Monitored for each offering
- All Sites will Submit Evidence of Tier 1 Elements
  - Site evidence is collected and tracked for all school sites.
- All MTSS Tier 1 Site Teams will Complete the Tiered Fidelity Inventory (TFI) for Tier 1 by the End of the 2024-25 School Year and Earn a Score of at Least 40% to Reach Eligibility for the CA PBIS Bronze Award
  - District Coaches will complete ACER 2.0 training required by RCOE. As of December 2024, 4 coaches are scheduled for Acer 2.0 training in February 2025.
  - All sites contacted Fall Semester regarding completing an informal TFI with a district behavior coach to establish a baseline score and goals to work towards in preparation of completing a formal Tier 1 TFI by May, 2025.
- Establish Baselines for Discipline Data - Major Behaviors in Aeries and Minor Behaviors in EduCLIMBER
  - As of December 2024, 9 out of 11 elementary school sites are entering Minor Behaviors in Aeries.

To Inspire Every Student to Think, to Learn, to Achieve, to Care

- Monitor Number of Students Receiving Tier 2 Targeted Interventions
  - In the area of attendance, all sites have been trained on Tier 2 interventions. Sites are expected to meet at least monthly to review attendance data, match students to interventions, and document the number of students receiving Tier 2 and Tier 3 interventions.
  - In the area of behavior, all elementary school Tier 2 teams have been trained to meet at least monthly, to utilize the Tier 2 agenda, utilize data to match students to interventions, and track the number of students receiving Tier 2 and Tier 3 interventions.
  - Common agendas and spreadsheets for tracking Tier 2 attendance data and interventions being used by Tier 2 site teams at all levels (teams received training on usage at Tier 2 trainings at beginning of the year)

#### 4b. **Student Engagement**

This initiative is directly supported in the District's LCAP

##### **Key Actions and Milestones:**

- Increase Expanded Learning Opportunities Program (ELOP) to include Middle Schools, TK/K Full-day Options, and Enhanced Offerings at all Elementary Schools
  - We are thrilled to announce that our after-school program is now available in all four middle schools! Additionally, our TK/Kindergarten students are benefiting from our wrap-around services, utilizing the expertise of our preschool teachers and the SEED Program. We've significantly enhanced our offerings by involving classroom teachers in our after-school intervention programs across all 11 elementary schools and for 6th graders in our four middle schools. Our dedicated teachers have also led an impressive 87 enrichment programs, spanning all 11 elementary and four middle schools. Moreover, our "Meet and Eat" program has introduced a 5-star attendance tracker, providing us with valuable insights into daily student participation.
- Offer Summer Enrichment Using an ELOP Model for Grades TK-6
  - Summer Spectacular program implemented
- Expand LCAP Student Advisories at the Secondary Level and Involve them in Supporting Schoolwide MTSS Practices
  - Student advisory groups have been included for providing feedback on acknowledgement systems and will be reviewing signage and schoolwide expectations wording.
- Develop and Implement School Site Plans for Proposition 28 Funding
  - Provide Budgeting and Hiring Practices Support for Secondary Sites
    - Provided individual coaching and feedback on plans, plan to meet with site reps in the fall to provide more intensive support and collaboration around their plans

- District-wide workshop held December 11<sup>th</sup> with all secondary site teams (admin and teachers) to discuss current status of Prop 28 planning and next steps
- Build on Staffing for Elementary VAPA Programs
  - Increased staff to ten total VAPA teachers at the elementary level

**Data and Metrics:**

- Increase Student Participation in ELOP, including Participation of Unduplicated Students
  - Meet and Eat
    - Overall participation increase: 12.2%; UPP students increase: 10.9%
  - Teacher Led Programs (including ELOP Interventions):
    - Overall participation increase: 36.6%; UPP students increase: 26.6%
    - Overall program offerings increased when including interventions
  - Vendor Programs (ELEVO, Learning with Apples, Curtis Karate):
    - Overall attendance decrease: 32%; UPP students decrease: 35.3%
    - This decrease is due to eliminating a few of our programs to fund our ELOP interventions, as well as parents choosing the Interventions over the non-academic offerings.
  - Middle School Programs
    - Overall participation increase: 40%; UPP students increase: 21.2%
- Complete Site Plans for Proposition 28 Funding
  - 2024-25 plans due April 2025

**4c. Student Attendance**

This initiative is directly supported in the District's LCAP

**Key Actions and Milestones:**

- Train MTSS Teams on the Analysis of Attendance Data to Design Targeted Interventions
  - Tier 2 Teams trained on guidelines and implementing protocols, forms and processes
  - Tier 2 training Secondary Tier 2 teams held 9/18/24
  - Tier 2 training Elementary Tier 2 Teams held 9/25/24
  - Power BI Chronic Absenteeism page being used by sites at all levels for student intervention data

- Provide Focused Messaging on the Importance of Attendance to Educational Partners
  - Attendance A-frames highlighting school's monthly attendance rate provided to all sites
  - Attendance Welcome banner to hang in front of school provided to all sites
  - Beginning of the year principal's' welcome letter and message provided to all sites
  - Attendance information including types of absences and how to clear absences added to district website
- Create a District Level Focus Group, or Subgroup within Existing Advisories, to Collaborate on Communications and Interventions for Student Attendance
  - Meetings with LCAP student panels for feedback completed 23/24
  - Attendance informational overview provided and the gathering of feedback during Fall of 2024/25 from LPAC, AAPAC, PTSF, and Parent Liaisons
  - SEPAC and DELAC planned for 2024/25 school year
- Implement a District Transportation Plan in Accordance with State Direction to Ensure Access to Transportation for our Unduplicated Student Population
  - Plan developed and currently being implemented

**Data and Metrics:**

- Increase the District's ADA rate to 94% by the end of the 2024-25 School Year
  - ADA 24/25: Nov. 93.14%, October 94.32%, Sept. 93.97%
- Reduce the Chronic Absentee rate to 15% by the end of the 2024-25 School Year
  - Chronic Absentee rates 2024/25: Nov. 18.71%, October 16%, Sept. 15.26%
  - Trend data - 2021: 31.34%, 2022: 24.48%, 2023: 18.05% - reducing by about 6% per year, pre-pandemic 2018: 8.68%

**4d. Family Engagement**

This initiative is directly supported in the District's LCAP

**Key Actions and Milestones:**

- Continue Participation in the State's Community Engagement Initiative (CEI) with the Shivela Middle School Team
  - Completed State program's 2-year required commitment
- Provide District Leadership with Continued Training in Family Engagement, Including Reviewing Feedback on the Family LCAP Survey and Using this Input to Develop Site Goals
  - PD provided at Admin training as a two-part series in October and December 2024

- Continue Implementing the Partnership for Thriving Students and Families (PTSF) as a Representative Team for Discussing Family Engagement and Getting Input on the LCAP and Other District Initiatives
  - PTSF meetings are scheduled for the 24-25 school year. Meetings used to highlight district initiatives and their impact/place in LCAP.
- Continue the Pilot of Parent Liaisons (started Feb. 2024) and Determine Whether to Expand the Program to More Schools in Fall 2025
  - Parent liaisons (3) meet monthly with Coordinator of Equity and Engagement. Liaisons are helping support sites with attendance goals, Tier 1 MTSS, and family engagement.
- Develop Family Center with a Target Opening to the Public in the 2024-25 School Year
  - Location identified in former Printshop-January 2024
  - Construction plans completed- Spring 2024
  - Furniture planning Fall 2024
- Expand Site-based Parent Advisory Councils
- Engage Families in our Facilities Master Plan as it Relates to Quality of Facilities, Attendance Boundaries, and Classrooms
  - Initial engagement through the Superintendents Advisory Council for School and District Facilities.
  - Principals engaged at all school sites through site council and various other groups to gather information and recommendations.

**Data and Metrics:**

- Increase Parent Positive Response on the LCAP Survey, for the Following Question, from 48% to 58%: “How Much Do You Feel the School Values Your Opinions?”
  - LCAP Survey will go out in January 2025



## Conclusion

This effort is not made for the benefit of those doing the work. It is for the students, families, and community of Murrieta Valley USD. We connect deeply with our community and believe the work we do will make a difference for this generation and generations to come.

*"The river never drinks its own water. The tree never tastes its own fruit. The field never consumes its own harvest. They selflessly strive for the well-being of all those around them."*

—Mewari proverb, India

A special thank you to Senior Cabinet and the Employee Association representatives for the collaboration and goal setting discussions, as well as the Murrieta Valley USD educators, classified, certificated, management and substitutes for always inspiring every student to Think, to Learn, to Achieve, to Care.

With Gratitude

**Board of Education:** Paul F. Diffley III, President, Nancy Young, Clerk, Linda Lunn, Member, Nicolas Pardue, Member, Julie Vandegrift, Member

**Superintendent**

Ward Andrus, Ed. D.