

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



**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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Julie Vandegrift, Member

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Ward Andrus, Ed. D.

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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 Data Analysis
- Provide Year 1 and Year 2 Training for PLT Leads to Guide Next Steps in PLT Implementation
- Continue to Develop Guiding Coalitions to Support School-wide Implementation of PLT's
- Explore and/or Refine Interventions within the School Day

#### 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)

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

#### Key Actions and Milestones:

- Market the TK Program and Full-day Options in the Community (Spring 2024)
- Monitor 2024-25 Enrollment and Adjust Facilities, Resources, and Staffing as Needed (Spring/Summer 2024)
- Continue Providing Professional Development to All Teachers, Aides, and Administrators

#### Data and Metrics:

- Fall Enrollment TK Data
- 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
- Continue Research and Preparation for a New Murrieta Mesa High School (MMHS) Agriscience Pathway for the 2025-26 School Year
- Continue to Recruit and Confirm Credentialing for Career Technical Education (CTE) Staff

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- Explore a Middle School Elective Wheel Aligned to High School Pathways
- 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
- Develop a Single, Unified District High School Course Catalog
- Develop and Finalize Programs of Study (4-year student plans) for Apprenticeship, College and University, and Military Careers and Trade Schools
- Update Formal Programs of Study (4-year student plans) for each CTE Pathway
- Communicate the District Focus of Career Readiness in Secondary Student Handbooks
- Expand Student Leadership Development through Involvement in Career Technical Student Organizations (i.e. HOSA) or Alternative Programs
- Continue Implementation of the District’s Profile of a Graduate
  - Revise High School Grade Level Projects to Align with the Profile
  - Market the District’s Profile of a Graduate with Key Educational Partners

**Data and Metrics:**

- Increase Student CTE Pathway Completers from 13% to 15%
- Increase College and Career Readiness State Dashboard Indicator from 54% to 57%
- Increase Students Completing CTE Articulated Courses by 2%
- Increase CTE Students Earning a Career Industry Certification by 5%
- 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
- Continue to Implement the Math Institute for Secondary Teachers and Add a Year-Two Component
- Pilot the STAR and Freckle Programs as a Potential Secondary (6 – 12) Universal Screener and Adaptive Intervention
- Annually Provide Elementary Coaching in Math Instruction to Grade Level Teams
- Provide Training to Administrators in Effective Mathematical Instructional Practices

**Data and Metrics:**

- Increase the Percentage of Students Meeting or Exceeding Standards in Math by 3% on the CAASPP
- 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)
- Establish Baselines for End-of-Year Math Assessments at All Grade Levels

## Goal 2 - Student Intervention

### 2a. *Inclusion*

**Key Actions and Milestones:**

- Continue to Assign Staff to Support Inclusion at Primary (TK-1) Grade Levels
- Develop, Communicate, and Monitor Elementary RSP Staff Responsibilities with a Focus on Push-in Services to Support Behavioral Needs
- Provide Training to Elementary General Education Teachers, Educational Specialists, and Administrators on Least Restrictive Environment Indicators, Continuum of Supports, ProAct Principles, and Tier 1 Classroom Supports for Positive Behavior
- Expand Co-teaching Initiatives at Middle Schools to Include 8<sup>th</sup> Grade (2024-25)
- Continue the Implementation of Peer Mentoring and Unified Sports Programs at Secondary Schools and Ensure Sustainability
- Facilitate Special Education Task Force and Develop Strategic Plan for the Special Education Division
- Put into Practice Strategic Plan Recommendations as Outlined by the Task Force
- Implement RSP Push-in, Collaborative Support at all High Schools with a Focus on Instructional Support in the General Education Classroom
- Implement an Inclusion-Focused MTSS program in the General Education Preschool Level
- Explore the Expansion of the Continuum of Program Options for Preschool to Include RSP Support

**Data and Metrics:**

- Meet the State Target for Student Participation Rates in General Education Classrooms
- Increase the Graduation Rate for Students with Disabilities by 2%
- 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

## 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
- 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 and Metrics:**

- Increase the Graduation Rate at MCA from 90% to 92%
- Increase the Graduation Rate at MCA Options from 88% to 90%
- Increase Daily Attendance Rates at MCA by 3%
- Increase Inter-district Transfers at Learn@Home by 3%

## 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
  - Grade Level Specific One-day, Voluntary Summer Training in Meeting the Needs of All English Learners
  - Half-day Summer Workshop for Administrators in Understanding English Learner Needs
  - Half-day Summer Workshop for Special Educators in Working with Dually Identified (Special Education and English Learner) Students
- Complete the English Learner Master Plan for the District with Input from Educational Partners
- 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
- 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

**Data and Metrics:**

- Increase the Percentage of Students Making Progress as Measured by the English Learner Progress Indicator by 3%
- Increase the EL Reclassification Rate by 3%
- Increase the Percentage of Reclassified Fluent English Proficient (RFEP) and Initial Fluent English Proficient (IFEP) Students Earning the State Seal of Biliteracy by 3%

## Goal 3 – Professional Growth

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

This initiative is directly supported in the District’s LCAP

**Key Actions and Milestones:**

- Continue Training Designated Instructional Services (DIS) and Special Education Assistants in Registered Behavior Technician Training, Behavior Supports, Duties, ProAct, and IEP-related Coaching
- Continue Providing Tier 1 Supports Training to Elementary Playground Aides
- Publicize and Promote the County’s Classified to Certificated Program (C2CT)
- Provide Training to TK Aides – Refer to Goal 1b
- Continue to Provide Training on District’s Digital Tools and Technology Systems
- Conduct an Annual Survey for Feedback on Training Opportunities and Needs
- Audit Training Offerings by Classification Group
- Expand Focused and High-Quality Training by Classification Groups, for all Classified Positions

**Data and Metrics:**

- Professional Development Participation Rates
- Monitor the Number of Classified Staff Promoting to Higher Paid/Skilled Positions
- Monitor the Number of Classified Staff Transitioning to Teaching Positions
- Evidence of Training Opportunities for Every Classified Employee Classification Group

### 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

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- Provide Training to All Secondary (6 – 12) Teachers in Handling Controversial Topics in the Classroom
- Develop and Offer AI Training for Classroom Teachers
- Develop and Offer Training in Differentiation/UDL for Classroom Teachers
- Continue to Offer Language Essentials for Teachers of Reading and Spelling (LETRS) Training for a Representative Group of Elementary Teachers
- Provide Training to Elementary Essential and RSP Teachers in 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
- Reach 100% Professional Development Participation for PLT Leads

**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
- Continue and Enhance the Current Classified Management Leadership Series
- Continue 1:1 Meetings with Site Administrators to Provide Differentiated Support from Various Departments
- Continue and Enhance the Women's Leadership Network
- Continue and Enhance the Aspiring Administrators Program
- 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

## 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
- 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
- Provide Professional Development for Tracking Minor Behaviors Utilizing the EduClimber Program with a Focus on Elementary
- Develop Professional Development and On-going District Coaching for Using EduClimber Data in Making Tier 1 and Tier 2 Data-Based Decisions
- Develop an Ongoing District Coaching Plan for MTSS Site Support
- Train Administrators in the Fundamentals of MTSS in Order to Build Leadership Capacity
- Train Classroom-based Staff on Providing Tiered Behavior Support within the Classroom Setting

**Data and Metrics:**

- Professional Development Participation Rates
- All Sites will Submit Evidence of Tier 1 Elements
- All MTSS Tier 1 Site Teams will Complete the Tiered Fidelity Inventory (TFI) for Tier 1 by the End of the 2023-24 School Year and Earn a Score of at Least 40% to Reach Eligibility for the CA PBIS Bronze Award
- Establish Baselines for Discipline Data - Major Behaviors in Aeries and Minor Behaviors in EduClimber
- Monitor Number of Students Receiving Tier 2 Targeted Interventions

#### **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
- Offer Summer Enrichment Using an ELOP Model for Grades TK-6
- Expand LCAP Student Advisories at the Secondary Level and Involve them in Supporting Schoolwide MTSS Practices
- Develop and Implement School Site Plans for Proposition 28 Funding
  - Provide Budgeting and Hiring Practices Support for Secondary Sites
  - Build on Staffing for Elementary VAPA Programs

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

- Increase Student Participation in ELOP, including Participation of Unduplicated Students
- Complete Site Plans for Proposition 28 Funding

#### **4c. Student Attendance**

This initiative is directly supported in the District's LCAP

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

- Continue Implementing the Elementary Attendance Incentive Pilot Program
- Explore and Develop a Secondary Attendance Incentive Pilot Program
- Train MTSS Teams on the Analysis of Attendance Data to Design Targeted Interventions
- Provide Focused Messaging on the Importance of Attendance to Educational Partners
- Create a District Level Focus Group, or Subgroup within Existing Advisories, to Collaborate on Communications and Interventions for Student Attendance
- Implement a District Transportation Plan in Accordance with State Direction to Ensure Access to Transportation for our Unduplicated Student Population

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

- Increase the District's ADA rate to 94% by the end of the 2024-25 School Year
- Reduce the Chronic Absentee rate to 15% by the end of the 2024-25 School Year

#### 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
- 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
- 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
- Continue the Pilot of Parent Liaisons (started Feb. 2024) and Determine Whether to Expand the Program to More Schools in Fall 2025
- Develop Family Center with a Target Opening to the Public in the 2024-25 School Year
- Expand Site-based Parent Advisory Councils
- Engage Families in our Facilities Master Plan as it Relates to Quality of Facilities, Attendance Boundaries, and Classrooms

##### **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?"

#### 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.

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