

Annual Goals and Directions for the 2025/26 School Year



MURRIETA VALLEY
UNIFIED SCHOOL DISTRICT

Foreword:

The Board of Education, Superintendent, Senior Administrators, and representatives from Murrieta Educators Association (MEA) and California School Employees Association (CSEA) Murrieta Chapter #223 have met annually since 2012 to review student achievement data, needs of the District and set the direction for the upcoming school year. This collaborative discussion facilitates course that has fostered the continued excellence, rigor, and consistency of our schools, 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

This document serves as a strategic guide for district staff priorities. Some goals are ongoing, while others are new initiatives requiring innovative efforts, funding, and programming to fully integrate into the District. There are many demands for the District’s resources to deliver on these Goals. Two key principles apply:

1. We can do anything, but we can’t do everything.
2. Spend today’s funds on today’s students, but not at the expense of tomorrow’s students.

With this in mind, the Board of Education and District leaders work to address our priorities and make adjustments to both sustain best practices and adapt and adjust as situations demand. Governance of a District is not static but always evolving, which requires constant monitoring and actions.

Goals and Directions fall into four categories: Student Learning, Student Intervention, Professional Growth, and Climate and Culture. These goals are reflected in the District’s Local Control Accountability Plan (LCAP) and supported by all district departments and divisions, from Business and Operations to Human Resources and Educational Services.

In recent years, we have made great progress in every area, but we are not satisfied. We believe in ongoing improvement. We also recognize that our world is changing. Everything from Artificial Intelligence to new residential housing in Murrieta affects our schools. For this reason, we revisit this strategic plan regularly to adjust and adapt.

Goals and Directions for the 2025/26 School Year

The Board of Education met in a full-day workshop on Thursday, February 27, 2025. 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

Nicolas Pardue, President

Eleanor Briggs, Clerk

Yvonne Munoz, Member

Christine Schmidt, Member

Nancy Young, 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)*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- Provide annual PLT Lead training
- Continue to develop guiding coalitions to support school-wide implementation of PLT's
- Enhance interventions within the school day, including WIN Time (elementary) and Office Hours (secondary)
- Continue implementation of common assessments with a focus on data analysis. Each PLT will create and implement 1 Common Formative Assessment for each unit.
- Each PLT will implement 1 Tier-2 Intervention per semester.

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)

1b. *Early Learning (Pre-K, TK, Kindergarten)*

Key Actions and Milestones:

- Market the TK program and full-day options in the community (Spring 2025)
- Launch the new Early Learning Center, serving students from 18 months to 3 years, and increasing tuition-based full-day options
- Expand full-day options for TK and K at the elementary school sites
- Develop and implement an inclusive preschool classroom model and open five inclusive classrooms
- Explore full-day Kindergarten pilot or implementation for 2026-27 school year
- Implement Reading Difficulties Screener in grades K-2
- Pilot observational data assessment system in TK
- Provide professional development to new TK teachers

Data and Metrics:

- Increase TK enrollment from 563 to 704
- Establish baseline data for the Reading Difficulties Screener for ongoing monitoring of progress

1c. *Career Readiness*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- Continue implementation of newly revised Grade Level Projects with the first year of the 10th grade project and with the development of school-wide grade level project sessions at each high school
- Mitigate negative impacts from the reduction of dual enrollment options through the MSJC annex
- Develop a consistent middle school course catalog
- Create middle and elementary school versions of the Profile of a Graduate (POG)
- Pilot a career exploration course using Paxton/Patterson program modules at DMMS
- Continue developing TK-12 career activities aligned with the POG
- Transition from three-year to two-year CTE pathways
- Implement a Youth Apprenticeship course and build Work Based Learning experiences for each pathway

Data and Metrics:

- Achieve at least 80% completion/pass rate for 9th and 10th grade level projects
- Increase College and Career Indicator from 58.8% to 60%.

1d. *Mathematics*

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

Key Actions and Milestones:

- Implement newly adopted elementary math curriculum
- Provide professional development and coaching to support teachers in implementing the new program
- Facilitate lesson study with teacher teams
- Continue to implement the Math Institute for secondary teachers, expanding to Sped Essentials and elementary
- Provide training to Administrators in mathematics classroom look-fors

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- Evaluate and explore alternative secondary math course offerings based on student needs

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, Star)

1e. Instructional Model

Key Actions and Milestones:

- Finalize draft of instructional model in the spring of 2025 with the instructional model team
- Share draft with principals, advisories, and curriculum teams in the spring of 2025
- Align Teacher Support Network Essentials Training with the components of the model
- Formalize roll-out of model for all staff as part of the professional learning community initiative and cycle of inquiry in the fall of 2025
- Develop a Canvas page to support teachers by providing resources for each of the elements of the instructional model

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)

Goal 2 - Student Intervention

2a. Inclusion

Key Actions and Milestones:

- Develop and implement an inclusive preschool classroom model and open five inclusive classrooms (Also in Early Learning)
- Expand tiered supports for preschool aged students within the new inclusive classrooms
- Provide elementary special education teachers with clear expectations and training on how to support student behavior in order to help students access academic standards
- Provide secondary RSP teachers with clear expectations regarding the push-in collaborative model and provide training in effective instructional support in the general education classroom

- Increase access to Alternative Diploma Pathway courses for special education students eligible for the California Alternative Assessment in order to afford them the opportunity to receive a high school diploma

Data and Metrics:

- Increase the percentage of preschool students with disabilities attending general education preschool programs from 12% to 60%
- Increase the number of preschool students receiving interventions in a general education classroom prior to being referred for special education to 20%.
- Enroll 80% or more students eligible for the California Alternative Assessment in Alternative Diploma Pathway courses.
- Professional development participation
- Master schedule for each middle and high school

2b. *Alternative Learning Opportunities*

Key Actions and Milestones:

- Streamline options offered based on student needs and family interest. Unify all alternative programs under one umbrella and one administrative structure. Adjust facilities to enable all staff to be in closer proximity.
- Redefine the Alternative Education diploma to meet the needs of students, distinguish itself from the comprehensive high school program, and align with the Profile of a Graduate.
- Engage staff in collaboration and planning around the new Alternative Education vision with the goal of developing a formal proposal for the district and a strategic implementation plan.
- Develop a Foundational Reading/Writing course that will meet graduate requirements and better support student learning needs.

Data and Metrics:

- Maintain a graduation rate at MCA of 96% or better
- Increase daily attendance rates at MCA by 2%
- Formal proposal for Alternative Education instructional program

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
 - Full-day summer workshop for Special Educators in working with dually identified (Special Education and English Learner) students
- Review and revise Board-approved English Learner Master Plan, as needed.
- Continue to collaborate with High School Long-term English Learners (LTEL) Teachers to implement instructional strategies to support students in achieving English proficiency
- Provide a class in 2025-26 school year for LTEL's at the middle school level and collaborate with teachers to implement instructional strategies to support students in achieving English proficiency
- Provide four full days of training to MS and HS EL teachers and articulate best practices across grade spans
- Continue to emphasize and monitor the implementation of Integrated and Designated Supports in elementary classrooms, including EL walkthroughs at each elementary school site two times a year
- Continue to work with Special Education staff to improve practices for supporting dually-identified (Special Education and English Learner) students
- Celebrate our reclassified students at District Reclassification Ceremony and provide "gold cords" for graduating seniors that have reclassified during their academic journey

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 providing training to Designated Instructional Services (DIS) and Special Education Assistants in academic and behavior supports, safety, and active supervision
- Continue providing Tier 1 supports training to elementary playground aides
- Provide training to TK aides – refer to Goal 1b
- Continue to provide training and support on District's digital tools and technology systems
- Conduct an annual survey for feedback on training opportunities and needs
- Introduce the Aspiring Administrator program for classified staff
- Provide Training in MTSS, including attendance interventions – refer to Goal 4a
- Train staff in workplace safety and the implementation of the Raptor Emergency Management app

Data and Metrics:

- Professional Development participation rates

3b. *Certificated Employees Professional Growth*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- Continue and refine Four Essential Trainings. Align them to revised California Standards for the Teaching Profession and develop online resources for each essential training to support teachers and administrators in the implementation of best practices.
- Provide training at staff meetings for all schools in the AI Guidelines
- 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 new TK teachers – refer to Goal 1b
- Provide training in Mathematics instruction and curriculum implementation, as well as lesson study – refer to Goal 1d

- Provide training in English Learner Instruction – refer to Goal 2c
- Provide training to elementary special education teachers and secondary RSP teachers – refer to Goal 2a
- Train staff in workplace safety and the implementation of the Raptor Emergency Management app

Data and Metrics:

- Professional Development participation rates
- Maintain 100% Professional Development participation for PLT Leads
- Ensure 100% of newly hired teachers attend ‘Essential Training’ within the two-year probationary period, along with access for all staff.

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 Administrators in Mathematics Instruction look-fors – refer to goal 1d
- Provide training to Administrators in English Learner best practices - reefer to goal 2c
- Provide training to Administrators in MTSS and attendance interventions, with a focus on a lead MTSS administrator – refer to goal 4a
- Continue to provide training to administrators in family engagement – refer to goal 4d
- Train staff in workplace safety and the implementation of the Raptor Emergency Management app

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 secondary sites in the full implementation of Tier 1 with a focus on supporting positive behaviors
- Align school roles with MTSS Site Lead position and provide Professional Development in the areas of behavior and attendance
- Provide Professional Development for tracking minor behaviors in Aeries. Revise Aeries Assertive Discipline to include major behaviors and train secondary Admin to enter minor behaviors in the discipline screen.
- Develop Professional Development and on-going District Coaching for using EduClimber Data in making Tier 1 and Tier 2 data-based decisions
- Revise District Coaching Plan for MTSS site support
- Train classroom-based staff on providing classroom Tier 1 and 2 behavior support within the classroom setting
- Expand LCAP Student Advisories at the secondary level and involve them in supporting schoolwide MTSS practices

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 2025-26 school year and earn a score of at least 70 % to be eligible for the CA PBIS Silver Award
- Establish school and district baselines for discipline data – for major behaviors in Aeries Assertive Discipline Screen and for minor behaviors in Aeries Discipline Screen
- Monitor number of students receiving Tier 2 Targeted Interventions at all sites, and Tier 2 and Tier 3 Interventions at elementary sites

4b. *Student Engagement*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- Create a district-staffed middle school ELOP program

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- Streamline our ELOP interventions to increase efficiency and effectiveness
- Create attendance recovery for students using the ELOP Teacher-Led Programs
- Continue offering Summer Enrichment using our ELOP model for grades TK-6
- Explore recognitions, such as Presidential Youth Fitness Program to promote health and regular physical activity.
- Continue to facilitate mentoring opportunities for students between school levels.

Data and Metrics:

- Increase participation in our middle school programs by 10%
- Increase our attendance in our ELOP sessions by 10%
- Decrease our drop rate in ELOP sessions by 10%.

4c. *Student Attendance*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- Train MTSS Tier 2 Teams on the Analysis of Attendance Data to Design Targeted Interventions
- Provide focused messaging on the importance of attendance to educational partners
- Continue to engage with families through existing advisories to collaborate on communications and interventions for student attendance
- Offer ELOP courses to support academic enrichment and attendance recovery for students at all elementary and middle schools
- Offer Saturday School program for academic enrichment and attendance recovery for students at all secondary schools

Data and Metrics:

- Increase the District's ADA rate to 95% by the end of the 2025-26 School Year
- Reduce the Chronic Absentee rate to 15% by the end of the 2025-26 School Year

4d. *Family Engagement*

This initiative is directly supported in the District's LCAP

Key Actions and Milestones:

- 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 discussions surrounding 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 2026
- Develop plans for the Family Center with a target launch in the 2025-26 school year, including hiring a family liaison for the center and creating a workshop series for parents/guardians
- Expand site-based family engagement (Site Councils, PACs, ELAC, MTSS Tier 1, etc.)
- Develop a Facility Committee to engage the community 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 54% to 64%: “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: Nicolas Pardue, President; Eleanor Briggs, Clerk; Yvonne Munoz, Member; Christine Schmidt, Member; Nancy Young, Member

Superintendent

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