

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

LEA name:

Murrieta Valley Unified School District

CDS code:

33 75200 0000000

Link to the LCAP:

(optional)

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.

The Murrieta Valley Unified School District LCAP identifies four key goals within which all actions and priorities are organized. These goals include: Student Learning and Achievement, Prevention/Intervention/Acceleration, Professional Development, and Engagement/Culture/Climate. All federal funds are used to supplement and/or enhance the actions that have been described in the LCAP and which reflect each of the four over-arching goals. The following rationale for the use of funds provides an explanation for how federal funds are used in this manner.

Title I, Part A:

The majority of Title I funding is used to provide direct intervention services to at-risk students. This falls under LCAP Goal 2: Prevention/Intervention/Acceleration. The funding enables the district to support low income sites with additional intervention teachers in order to provide targeted academic support in ELA and Math for students who are not meeting academic standards. Teachers work directly with students in push-in and pull-out models to fill academic gaps, support literacy, and meet the needs of English Learners. Title I also supports the professional development of the intervention teachers through collaboration and training, both of which are aligned to LCAP Goal 3: Professional Development.

A portion of Title I funding also supports LCAP Goal 2: Prevention/Intervention/Acceleration by providing a summer school learning experience for at-risk students from Title I schools. Students in grades 3 – 5 who are not meeting academic standards have an opportunity to extend learning through the summer in both ELA and Math, with a focus on building skills and confidence and avoiding the "summer slump".

Lastly, a portion of Title I funding supports LCAP Goal 4: Engagement/Culture/Climate. This includes continued efforts in Parent Engagement and the use of parent engagement funds to provide training to parents so that they can support their students, as well family events that are focused on families learning together, such as a Family Literacy Night.

Title II, Part A:

Title II funding is directly related to our LCAP Goal 3: Professional Development. The majority of Title II funds are used to provide professional development to teachers in key focus areas including: intervention programs, math, ELA and NGSS standards implementation, and instructional strategies. This funding also supports the Induction Program for new teachers to the profession to provide them with the support necessary to be successful as they transition into teaching. While we have professional development in place through the LCAP, the Title II funds allow MVUSD to supplement staffing to provide more effective teacher coaching and intensive professional development.

Title III, Part A:

Title III funding is directly related to our LCAP Goal 2: Prevention, Intervention and Acceleration and LCAP Goal 3: Professional Development. This year, the majority of Title III funds will be used to provide bilingual instructional aides in the secondary school English Learner support classes. This enhances our LCAP's focus on English Learners to provide additional direct instructional support for these students and addresses the greatest needs of our English Learners.

Title IV, Part A:

Title IV funding is directly related to our LCAP Goal 4: Student Engagement, School Culture and Climate. The majority of Title IV funds will be used to provide mental health services for our high school students by adding one mental health therapist. This enhances our LCAP's focus on mental health supports which has been identified as a greatest need through our LCAP process. A small amount of Title IV funds will support Visual and Performing Arts at the elementary level which also aligns with Goal 4 and our district focus on providing Arts experiences and exposure in order to engage students. Another small amount of Title IV funds will support elementary and middle school computer science opportunities which aligns with Goal 1: Student Learning and Achievement as well as our LCAP focus on CTE and district focus on expanding computer science programs for elementary and middle school students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Murrieta Valley Unified School District's (MVUSD) LCAP is primarily focused on supporting unduplicated students (Foster, Homeless, Socio-Economically Disadvantaged, English Learners) and their learning. The MVUSD LCAP has four goals of: Student Learning and Achievement, Prevention/Intervention/Acceleration, Professional Development and Engagement, School Culture and Climate. Efforts have been taken to align all Federal Funds with these four goals and specifically the actions and services within those goals.

These efforts include:

Title I

- Intervention Teachers funded through Title I are brought into collaboration and professional development with Intervention teachers funded through the LCAP. They are part of the same district professional learning community which enables them to implement district aligned programs and services for our at-risk students.

- The Elementary Summer School Program is taught by district teachers and includes curriculum and instructional practices which are aligned with students' learning experiences during the school year. The program's goal is to provide extra time and support for the at-risk students in a supportive and engaging environment with the purpose of closing the achievement gap.

- Parent engagement is a key component of our district's LCAP and priorities. The Title I parent engagement funds enable our Title I elementary sites to expand opportunities for parents to be involved in the school community and to gain strategies in supporting their students in their learning.

Title II

-The LCAP provides for professional development specific to the standards and district priorities. Title II funds allow the district to provide more opportunities for teacher learning to go deeper into the key focus areas. This funding allows the district to provide an Induction Program for new teachers which is also aligned with key district priorities and the LCAP.

Title III

- Bilingual instructional aides funded through Title III provide an additional layer of support for the English Learner Support class which is funded through the district's LCAP. These aides provide students with more intensive support enabling them to access the curriculum and gain language proficiency more quickly.

Title IV

- Mental Health Therapists are directly aligned with the efforts supported in our district's LCAP Goal 4. The additional support enables secondary students to receive multi-tiered support with a focus on students with greater needs. This support will positively impact student engagement and support the district's efforts with PBIS and restorative practices.

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 (as applicable)

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;

Murrieta Valley Unified School District offers a well-rounded program of instruction to meet the academic needs of all students as identified in the LCAP Goal 1: Student Learning and Achievement. Students have access to a variety of programs to meet their learning needs from AVID to intervention and advanced courses, including a variety of electives within the Arts and Career Technical Education. This program of instruction is strengthened through professional development, collaboration and coaching.

- (B) identifying students who may be at risk for academic failure;

As reflected in LCAP Goal 2: Prevention/Intervention/Acceleration, at-risk students are identified at all grade levels by teachers, counselors and administrators through the SST process, data talks, and professional learning communities. In addition to these methods, the district has implemented universal screening in reading and math to identify students in need of extra support and emphasized the use of data in making programmatic decisions for students.

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

MVUSD provides additional educational assistance to individual students through the following programs and services many of which are included in LCAP Goal 1: Student Learning and Achievement and LCAP Goal 2: Prevention/Intervention/Acceleration:

- *Intervention Teachers and Classes*
- *Elementary Universal Access Time*
- *English Learner Support Classes*
- *AVID*
- *Saturday Programs*
- *After School Tutoring*
- *Summer School Programs*
- *Alternative Education Programs*
- *Read 180, System 44, Math 180, iRead, Imagine Math, Imagine Learning, APEX*
- *Bilingual Aides*
- *Elementary Intervention Instructional Assistants*
- *Classroom Tutors*

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The following strategies have been implemented to strengthen and improve student learning which is included throughout the four goals of MVUSD’s LCAP:

- *Foster Youth Support, Liaison and Guidance Technician*
- *Additional Counselors including full-time elementary counselors*
- *Mental Health Therapists and Coordinators*
- *Arts Coordinator and Teaching Artists*
- *Career Technical Education Programs and Coordinator*
- *Technology and Computer Science Coordinator*
- *Instructional Coaches and Secondary Data Standards Learning and Instructional Specialists (DSL)*
- *New Teacher Immersion and Induction Program*
- *Parent Advisory Councils (DELAC, SEPAC, ATP, AAPAC, LPAC, LCAP)*
- *LCAP Student Advisory Councils (Elementary, Middle and High School)*
- *Teacher and Classified Union Advisory Councils*
- *PBIS and Restorative Practices Strategies and Training*
- *Attendance Coordinator and Programs*
- *Student Engagement Opportunities including Intramurals*

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

Murrieta Valley Unified School District has the lowest suspension rate in Riverside County. As part of the LCAP annual review process, the district reviews suspension and expulsion data, including data disaggregated by student group, on a regular basis with school staff. District staff collaborate with site staff on disciplinary situations to determine the most effective course of action to meet the needs of each student. Additionally, district staff works with sites who have greater student behavioral needs. The district has focused on alternatives to suspension including Carpe Diem (Alternative Education Program in lieu of suspension), PBIS and restorative practices. There has been increased counseling and mental health support at all levels to address social emotional and mental health needs. Finally, the district is focusing on building an understanding of equity, equitable practices for all staff. In addition, the district is engaging students and staff in cultural proficiency. This focus will help staff improve their relationships and connections with students and families of all backgrounds. These actions and services are included in LCAP Goal 4: Engagement, School Culture and Climate.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

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.

One of the Murrieta Valley Unified School District's focus areas is Career Technical Education. The district has continued to enhance and expand CTE pathways at all of the secondary schools to offer students' opportunities for exposure to high skill, high demand, and high wage career opportunities. Students have access to a variety of pathways of interest including engineering/manufacturing, culinary arts, public safety, computer science/cyber security, automotive repair and business. The district is implementing a new CTE pathway, fire science, to provide students with opportunities to gain exposure and preparedness for fire science careers.

All seniors must complete a Senior Culminating Project with a presentation as a graduation requirement. This project and presentation include career investigation, educational requirements and a plan of action to achieve their goal.

Students have a variety of work-based learning opportunities from guest speakers, project-based learning/classroom simulations, a Senior Career Expo, student competitions, industry certifications, industry site visits and various internships. Fashion and Virtual Enterprise have industry partners mentor students in the classroom weekly as the industry professionals provide feedback on students' projects. Many of the capstone courses are articulated for college credit with the local community college, are UC approved or end in a certification leading to post-secondary education options and/or employment opportunities.

The district's plan to focus on computer science in the upcoming school year will provide students at all levels with exposure to computer science essentials that can lead to computer science/cyber security pathways at the comprehensive high schools.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

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.

The following activities are supported through Title II funding:

- *Professional Development Coordinator – oversees district professional development offerings aligned to the State academic standards, including the Induction Program and New Teacher Immersion Program. The coordinator and PD staff provide training for all staff to enable them to facilitate student learning aligned to the rigor of the new standards.*
- *Instructional Coaches – provide professional development and coaching for teachers to implement the ELA/ELD, math and NGSS standards. This PD focuses on rigorous instructional practices to meet all student needs including Universal Design for Learning (UDL) and inquiry.*
- *Trainings – includes intervention community meetings, coaching and professional development in the State standards and support for special initiatives including Transitional Kindergarten, district assessments and writing instruction.*

TITLE III, PART A – Start Here

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

The district promotes parent and family engagement in the education of English Learners through the implementation of English Learner Advisory Councils (ELAC) at each of the school sites and the District English Learner Advisory Council (DELAC). The DELAC meets four times per year with the purpose of educating parents regarding English Language instruction and the supports for English Learners. Additionally, the meetings provide parents with opportunities to voice their opinions and give the district feedback to improve family engagement and student learning. DELAC collaboration has led to specific actions such as after school tutoring focused on English Learners as well as the bilingual instructional aides at the secondary schools.

The district's largest non-English speaking student group is the Latino population. Therefore, the district also created a Latino Parent Advisory Council that meets four times per year student achievement related data and to garner input and feedback regarding the District's LCAP. The council continues to collaborate with other parent groups and staff to implement an annual district-wide parent education event called, Step Up to Success, to provide sessions to address parent needs such as math support, technology and counseling services. All workshop sessions were offered in English and Spanish to meet the needs of parents.

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.

The Murrieta Valley Unified School District utilizes CALPADS data to determine the number of students who qualify for free or reduced meals. The percentage of students who qualify for free or reduced meals is the criteria used to determine poverty and Title I qualification.

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:

This is not applicable based on there being no disparity.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement has been a priority for MVUSD for the last few years. There has been a concerted effort to engage parents in meaningful ways at the district level through advisory councils such as Local Control and Accountability Plan Council, Secondary Student LCAP Advisory Groups, District English Learner Advisory Council, African-American Parent Advisory Council, Latino Parent Advisory Council, Special Education Parent Advisory and Action Team Partnerships. We engage the varied voices in our district to hear of their needs, ideas, and perceptions as it relates to our school district's program of services.

MVUSD meets with each stakeholder group a minimum of four times per year. In these sessions, stakeholders provide input on areas of concern, needs and interests. Examples of feedback include a desire to gain greater insight into curriculum areas, particularly math and technology. Additionally, parents have asked for support for Mental Health Services, tutoring for English Learners and culturally proficient instructional practices.

During these meetings we provide stakeholders information related to local performance data, CAASPP, California School Dashboard, attendance data, suspension/expulsion data, and graduation rates. Several stakeholders from these groups have also been invited to participate in the Riverside County Excellence through Equity Conference. Two annual events have been created in response to stakeholder input: Mental Health Fair and Step Up to Success. In particular, the Step Up to Success event was a district-wide staff and parent effort to educate families in order to support student learning.

In addition to the robust district level parent engagement, the school sites engage parents through a variety of venues including:

- School Site Council
- PTSA/PTA/PTC
- Athletic and Activities Booster Organizations
- English Learner Advisory Council (ELAC) and English Learner Education Events
- Coffee with the Principal or Counselor
- Student performances, athletics and activities
- Family math and literacy nights
- Parent informational nights (college/career, college entrance, registration, graduation, etc)
- Watch Dogs
- Passport to Summer Success

School sites in recent years have put more emphasis on parent engagement particularly towards events that enable parents to better support their students' learning, as well as activities that target our focus student groups. Stakeholder engagement is a district-wide focus for the 2019-20 school year and will be the theme of this year's Administrative Retreat. The district is working to align the work of the various stakeholder groups in order to create a more cohesive and systematic stakeholder engagement model that also engages the community in a more purposeful way.

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:

The only schoolwide program in the district is at Avaxat Elementary School which has a low-income percentage of 56%. The program provided to students at Avaxat is centered around the two Title I teachers and the intervention they provide. The program supports interventions in math and Language Arts, including Read 180, Imagine Learning, iRead, and Math 180. Intervention classes and groups are fluid based on student need. Avaxat also implements the supplemental program iReady in order to provide students with individualized skill development to close the achievement gap. Avaxat is an AVID elementary site which utilizes AVID instructional strategies to support student achievement with the eventual goal of achieving college readiness.

The remaining eight Title I elementary schools' function as targeted assistance school programs. As such, they serve children within each school who are identified as failing or most at-risk of failing. School sites hold regular grade-level data talks to examine the results of universal screeners and common assessments. These results inform school staff regarding the most at-risk students and the targeted skills needed to be addressed by the intervention teachers. Examples of data that is commonly used for this purpose includes: Reading/Phonics Inventory, iReady math diagnostic and iRead completion data.

The district also supports students who are in local institutions for neglected and delinquent children through Title I funds. There are designated funds set aside to further support these and their needs in areas such as: technology, transportation, tutoring and special programs. These funds are monitored by the district's Foster Youth Liaison in conjunction with sites who have students attending from these local institutions.

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:

Homeless Children and Youth have been a focus for the district over the past few years. MVUSD employs a Foster/Homeless Student Youth Liaison as well as a guidance technician to coordinate the support for this student group. One of the primary focus areas for the Liaison and guidance technician is to ensure Foster/Homeless Youths are enrolled quickly and placed appropriately. They communicate with prior school districts to obtain records and facilitate assessments in order to determine the intervention needs and ensure implementation of the intervention plan. In addition, they communicate with the area placements to ensure daily attendance and problem solve when attendance issues exist.

Services provided by Title I Part A include:

- Assistance with enrollment particularly with students who have credit completion needs;
- Staff training and support in the implementation of the McKinney Vento Act rights;
- Transportation for students;
- Support in accessing extracurricular events and activities;
- Facilitating early assessment and intervention placement;
- Access to technology;
- Counseling and mental health services;
- Opportunities for field trips and workshops;
- Collaboration with area agencies to provide housing and basic necessities.

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:

The transition from early childhood programs to elementary school within Murrieta Valley Unified School District consists of:

- Each elementary site hosts a “Kindergarten Here I Come” event during the spring prior to the school year. This event educates parents regarding kindergarten procedures as well as ways to support their child in the transition to kindergarten. Our sites include activities for the incoming kindergarteners to introduce them to the school and help them feel more comfortable at the school site.
- Each elementary site holds a back to school event prior to the first day of school. This allows parents and incoming kindergarteners to meet their teacher and visit the classroom. This helps alleviate the separation anxiety on the first day of school.
- Our elementary schools hold a “Tissue Tea” for kindergarten parents on the first day of school. This annual event helps parents make the transition for the kindergartener as smooth as possible. Administrators and PTA host the event and make the parents feel welcome at their new school. Information is shared regarding how to get involved and be part of the school community.

- Preschool special education case carriers and the elementary school case carriers and transition team meet with all incoming kindergarten parents to review progress and to develop a transition plan for elementary school.
- All of our elementary schools have at least one Transitional Kindergarten classroom for students who turn five between September 2nd and December 2nd. This program provides students with a developmentally appropriate transition to kindergarten taught by a credentialed teacher.

The transition from elementary to middle school within Murrieta Valley Unified School District consists of:

- Middle school counselors and administrators conduct middle school transition presentations and individual meetings to discuss their 6th grade year and to provide an overview of middle school expectations and opportunities.
- Elementary school special education case carriers and the middle school case carriers and transition team meet with all incoming 6th grade students and families to review progress and to develop a transition plan for middle school.
- All middle schools sponsor a field trip for incoming 5th grade students to visit and tour the middle school they will be attending. Included is a pep rally and a variety of activities to engage the students with middle school leadership peers and peer mentors (WEB leaders).
- There are a variety of parent nights to inform students and parents/guardians of the various opportunities available at the respective middle school sites. This includes a special invitation to the spring Open House.
- Elementary and middle school counselors and intervention teachers collaborate to discuss incoming at-risk students who need additional supports as they transition to middle school.

The transition from middle to high school within Murrieta Valley Unified School District consists of:

- High school counselors and administrators conduct high school transition presentations and individual meetings to discuss their 9th grade year and to provide an overview of high school expectations and opportunities.
- Middle school special education case carriers and the high school case carriers and transition team meet with all incoming freshmen and their families to review progress and to develop a transition plan for high school.
- All high schools sponsor a field trip for incoming 8th grade students to visit and tour the high school they will be attending. Included is a pep rally and a variety of activities to engage the students with high school leadership peers.
- There are a variety of parent nights to inform students and parents/guardians of the various opportunities available at the respective high school sites. This includes a special invitation to the spring Open House and a pep rally.
- Middle and high school counselors collaborate to discuss incoming at-risk students who need additional supports as they transition to high school.

The transition from high school to post-secondary education includes the following:

- MVUSD partnership with Mt. San Jacinto College (MSJC) includes establishment of English and math curriculum alignment courses to prepare students to take college level coursework when they transition to MSJC.

- MSJC co-sponsors an annual Eagle Day. This day is designated for seniors who plan to enroll at MSJC immediately after graduation. The day includes workshops on: financial aid, program highlights, tour of the campus, certificate/degree/transfer information and counseling services.
- MSJC partners with MVUSD to offer transition counseling services to current high school seniors to assist with the MSJC application, assessment and orientation process. Each senior is also provided with an educational plan based on their goals to map out their coursework while attending MSJC.
- All academically eligible students can concurrently enroll at MSJC and take a variety of coursework. Additionally, we currently have one high school campus with a myriad of dual enrollment courses. A second high school will house an MSJC Annex that will offer a variety of core and CTE concurrent enrollment courses available to all high school students in the district.
- The Murrieta Admissions Promise (MAP) is a partnership with the California State University, San Marcos (CSUSM) to provide guaranteed admission for all MVUSD eligible MVUSD students.
- All students who plan to enroll in a higher education institution can attend a variety of workshops offered at each high school including: college applications, personal essay prompts, financial aid, career assessments, college admission presentations, scholarship searches, and college admission prep classes.
- MVUSD offers grade level parent nights at each high school site to discuss post-secondary options and how students can prepare for acceptance and enrollment in higher education institutions.
- MVUSD offers College Kick-Off in October for all students grades six through twelve. Workshops focus on: college systems, financial aid, scholarships, career assessments, college admissions tests, A-G requirements, organizational skills, test preparation skills, career speakers, college/career fair, military presentations, ASVAB and PSAT administration, and former MVUSD graduate presentations and panel discussions on life after high school.
- All MVUSD seniors must complete the Senior Culminating Project (SCP), a MVUSD graduation requirement. This project and presentation include career investigation, a plan and necessary steps to achieve their goal along with a demonstration of the career related skill.
- MVUSD co-sponsors with the City of Murrieta and area businesses to host a Senior Expo for career bound students to engage with community stakeholders in preparation for career search and attainment. The senior workshop sessions are based on the seniors' SCP results and interests.

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:

This is not applicable based on use of funds.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

This is not applicable.

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:

MVUSD staff development is intended to improve the quality of classroom instruction by increasing the skills and competence of all teachers, thereby improving educational opportunities for students. The district provides both onsite and online professional development opportunities. Online workshops are provided through the PowerSchool Learning Management System and we have launched the Alludo Learning System which is a gamified approach to learning. The following is a sample of workshops offered:

- Creating Effective Learning Environments and Working with Families
- Engaging and Assessing Students in Rigorous and Relevant Learning Environments
- Understanding By Design and Universal Design for Learning
- Introduction to Blended Learning
- Office 365 Basics

The MVUSD New Teacher Immersion Program is designed to welcome and prepare all newly hired teachers to the district as they strive to meet the needs of the full range of learners in the classroom.

The 3-day program includes presentations on relevant topics as well as collaboration and goal-setting opportunities.

The MVUSD Induction Program is a commission approved teacher program which can recommend candidates for a general education clear credential and/or clear educational specialist credential. This is a 2-year program to build upon previous academic preparation to transform classroom performance into practical success. The professional journey is taken side by side with a trained mentor teacher who helps guide and support the candidate through the program. Candidates are required to attend an orientation, common network meetings, year-one symposium and end-of-program colloquium.

In addition to these systems of professional development, all teachers receive regular training during staff meetings, buy back days, and release days. These are planned and implemented on an annual basis by the Educational Services team including coaches, secondary data standards learning and instructional specialists, site administrators and teacher leaders. Current key topics include:

- Stakeholder Engagement
- English Learners
- Equity and Cultural Proficiency
- Safety
- Standards Implementation (ELA, math and NGSS)
- Universal Design for Learning
- Professional Learning Communities
- New Curriculum Implementation

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:

Due to the Comprehensive Support and Improvement activities for Murrieta Canyon Academy and the Targeted Support and Improvement activities for Murrieta Mesa High School, Title II funds will be prioritized to support professional development focused on the needs of the staff at those two schools.

The professional development for Murrieta Canyon Academy will be focused on improving student connectedness/engagement, increasing academic and social-emotional supports and improving instructional methodologies for alternative school students. The purpose of this professional development will be to impact course completion and graduation rates.

The professional development for Murrieta Mesa High School will be focused on implementing Universal Design for Learning, inclusive and equitable instructional practices, and individualized student accommodations. Staff will engage in training on how to best serve students with disabilities in order for them to complete graduation requirements and be college/career ready upon graduation. Additionally, the purpose of the professional development will be to impact ELA and math achievement and suspension rates.

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:

MVUSD has a commitment to utilizing student data to identify professional development needs. Both summative and formative data is used to understand how students are achieving and where the gaps are in their learning. Data analysis at the district, site, subject, and grade level helps identify instructional and programmatic needs. Collaboration and stakeholder input inform decisions about professional development needs and opportunities. Some of the initiatives that have resulted from data analysis are:

- Improving English Learner Instruction both in the core subject areas and in designated classes
- Improving mathematics instruction to reflect conceptual learning
- The use of data to inform instruction through Professional Learning Communities
- Implementation of equitable practices for all staff including classified and certificated staff
- Implementation of Universal Design for Learning to provide access to learning for all students

All professional development includes input from participants through surveys. This feedback is used to reflect on the effectiveness of the training in order to continue to meet the needs of our teachers which ultimately leads to improved student learning. In annual surveys, we elicit input from classified and certificated staff regarding their professional learning needs. This information is used for planning purposes on an annual basis.

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:

English Learner professional development is a key priority in MVUSD. District site administrators have attended monthly training based on the Belief Modules created by the California Curriculum and Instruction Steering Committee. Training topics included overview of ELD standards, integrated and

designated instruction and English Learner support strategies. This same training was provided to the Language Assessment Teams which include counselors and English Learner teachers.

In this coming year, the Language Assessment Teams will continue to refine their understanding of these key topics. Principals will receive training in several learning activities which they will take back to their sites to offer professional development for their staff.

At all levels, district focus groups around English Learners have been established and are comprised of administrators, counselors and teachers from all sites. Members serve in an advisory role and receive professional development around the continued achievement of English Learners. These teams also receive training in key district-wide programs to support English Learners including Ellevation and Imagine Learning.

Elementary teachers received training on the new ELA curriculum which incorporates specialized instruction in integrated and designated support. Continued support is being provided this year through training and coaching so that teachers know how to effectively use the ELD resources to differentiate to meet English Learners' needs.

Secondary teachers received ELD training specific to their content area to support English Learner instruction. Middle school ELA teachers are currently implementing new ELA curriculum and will receive training to utilize the ELD components in the fall. The English Learner teachers have received training in the ELD curriculum provided at the secondary level.

We are implementing Read 180 Universal at all school levels and sites. Teachers are receiving training in this intervention program which serves to support many English Learners. Additionally, we are implementing English 3D at the secondary sites to support level 3 and 4 students in attaining English proficiency to reclassify. Teachers will receive training to support this implementation and goal.

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:

This is not applicable due to non-receipt of Title III Part D funds.

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:

The following programs and activities will be administered using Title III funds.

- Bilingual Aides – provides additional classroom and individual student support in secondary ELD and general education classrooms;
- Professional Development – provides teachers and administrators with supplemental professional development to support English Learners.

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:

MVUSD continues to strive to help all English Learners meet English Language and Academic Standards proficiency by first putting an emphasis on progress monitoring and data driven decisions. The use of the Ellevation platform is providing our site staff with the ability to review all data specific to English Learners in one place. This allows staff to monitor individual students as well as recognize trends. It provokes conversations about instructional implications and fosters the development of action plans. Data is reviewed in district meetings for Language Assessment Teams as well as at the site level with teachers. Additionally, a district English Learner monitoring form has been developed for the Language Assessment Teams to utilize in annual meetings with each English Learner to take part in goal setting to achieve reclassification.

At the elementary level, a focus has been on the intentional implementation of effective integrated and designated learning time. Sites are looking deeply at resources within the ELA curriculum as well as instructional models that best support that protected time. In addition to this core instruction, English Learners are receiving supplemental support as needed from Imagine Learning and other district intervention programs including Read 180 and System 44.

At the secondary level, there is protected time for all English Learners to receive instruction to improve their English Language proficiency and more effectively access the core curriculum. This support includes Read 180 and System 44 for levels 1 and 2 as well as English 3D for levels 3 and 4. A recent focus has been to build the understanding of content area teachers, so they are providing integrated instruction to support their English Learners. In addition, bilingual aides will be provided at the secondary level to support English Learners in the ELD support class as well as content area classes.

MVUSD understands the value of parent-teacher relationships and parent engagement to improve English Learner achievement. We have intentionally built a strong District English Learner Advisory Council (DELAC) and responded to parents’ genuine feedback to offer additional supports such as homework support/tutoring. Additionally, the district and parents have continue to enhance our Latino Parent Advisory Council (LPAC) to specifically collaborate around the achievement of Latino students and support Latino families. This collaboration led to the development and implementation of a district-wide parent education event.

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:

Title IV funds will primarily be utilized for a secondary mental health therapist, supporting safe and healthy students. This person will be housed at a high school to provide Tier II and III interventions to ensure students have the support needed to be successful. This person will liaison with a middle school to provide support there as well.

A portion of Title IV funds will also be utilized to support the visual and performing arts programs aligning to a well-rounded education. These funds will support teaching artists to engage students in a variety of arts including music, dance, and theater. Additionally, materials and resources will be funded to support these activities.

A portion of Title IV funds will be utilized to support computer science at the elementary and middle school levels aligning to the effective use of technology in schools. These funds will support professional development, resources, and programs to begin the implementation of computer science at the elementary and middle school levels district-wide.