

# Annual Goals and Directions for the 2025/26 School Year

**December 2025 Progress Report**



**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 being 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.

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\* resigned as a trustee on 9/25/25

Christine Schmidt, Member

Nancy Young, Member

Superintendent

Ward Andrus, Ed. D.

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## Contents

Foreword:.....	1
Board of Education .....	1
Superintendent.....	1
<b>Goal 1 - Student Learning.....</b>	<b>3</b>
<b>1a. Professional Learning Communities &amp; Teams (PLCs/PLTs).....</b>	<b>3</b>
<b>1b. Early Learning (Pre-K, TK, Kindergarten) .....</b>	<b>4</b>
<b>1c. Career Readiness.....</b>	<b>5</b>
<b>1d. Mathematics.....</b>	<b>7</b>
<b>1e. Instructional Model .....</b>	<b>8</b>
<b>Goal 2 - Student Intervention.....</b>	<b>9</b>
<b>2a. Inclusion.....</b>	<b>9</b>
<b>2b. Alternative Learning Opportunities.....</b>	<b>11</b>
<b>2c. English Learners (EL).....</b>	<b>12</b>
<b>Goal 3 – Professional Growth.....</b>	<b>13</b>
<b>3a. Classified Employees Professional Growth.....</b>	<b>13</b>
<b>3b. Certificated Employees Professional Growth.....</b>	<b>15</b>
<b>3c. Administration and Management Professional Growth.....</b>	<b>16</b>
<b>Goal 4 – Climate and Culture.....</b>	<b>18</b>
<b>4a. Multi-Tiered System of Support.....</b>	<b>18</b>
<b>4b. Student Engagement.....</b>	<b>19</b>
<b>4c. Student Attendance .....</b>	<b>20</b>
<b>4d. Family Engagement.....</b>	<b>21</b>

## Goal 1 - Student Learning

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

This initiative is directly supported by the District's LCAP

#### Key Actions and Milestones:

- Provide annual PLT Lead training
  - ✓ Elementary: September 4 (TK – 5)
  - ✓ Secondary: September 16 (High School core classes), September 19 (Secondary non-core classes), and September 23 (Middle School Core). Added training this year to support the needs of non-core PLTs.
- Continue to develop guiding coalitions to support school-wide implementation of PLTs
  - ✓ Provided clarification and guidance regarding the coalitions at the summer Leadership Launch for all principals and assistant principals, as well as the PLT Lead training. Will continue to focus on this during principal and AP meetings throughout the year. Emphasis has been on leading these coalition meetings with a focus on learning and building collective efficacy and shared leadership.
- Enhance interventions within the school day, including WIN Time (elementary) and Office Hours (secondary)
  - ✓ Interventions within the school day were addressed in PLT Lead training. School teams have been focused on making this time more targeted and directed, using common, formative data to inform intervention decisions.
- Continue implementation of common assessments with a focus on data analysis. Each Secondary PLT will create and implement 1 Common Formative Assessment for each unit. Elementary PLTs will focus on the cycle of inquiry.
  - ✓ Secondary teams are using half-day release time to work on meeting the goal of 1 common formative assessment for each unit. Observations of PLT's confirm this is occurring and teachers are discussing resulting data.
  - ✓ Elementary teams are using half-day release time to work on planning a unit cycle and to schedule assessments and interventions throughout the unit. Teachers have been very engaged in this process and found it very useful.

#### 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)

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- ✓ The elementary testing window reflects the 2<sup>nd</sup> benchmark administration. The elementary testing window was moved one month earlier this school year. Data outcomes may have been affected.
- ✓ The secondary testing window reflects the 1<sup>st</sup> benchmark administration. The 2<sup>nd</sup> secondary benchmark is in March.

Reading	24/25	25/26
Elementary iReady	55%	49%
Middle School Star	59%	59%
High School Star (9-10)	64%	65%

Math	24/25	25/26
Elementary iReady	38%	34%
Middle School Star	58%	52%
High School Star (9-10)	67%	65%

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

#### Key Actions and Milestones:

- Market the TK program and full-day options in the community (Spring 2025)
  - ✓ Developed a citywide campaign which included mailers, promotional materials, social media sponsored ads, and a community TK Signing Day event.
- Launch the new Early Learning Center (ELC), serving students from 18 months to 3 years, and increasing tuition-based full-day options
  - ✓ The ELC opened on July 8, 2025. The new center enabled Early Learning & Enrichment Services to expand and serve more toddlers, ages 18 months to three years old, for full day and full year services.
  - ✓ Successfully, increased services to paid tuition-based families.
- Expand full-day options for TK and K at the elementary school sites
  - ✓ Expanded full-day options for TK by making on-site part-day preschool available exclusively to our TK age students. Similar full-day options also exist for all Kindergarten students within the SEED program.
  - ✓ 285 TK students and 280 K students are accessing full-day options. There is no wait list for these full school day options.
- Develop and implement an inclusive preschool classroom model and open five inclusive classrooms
  - ✓ Four classrooms were opened at the beginning of the school year, at the ELC, Rail Ranch, E. Hale Curran, and Lisa J. Mails. Buchanan opened a classroom in November.

- ✓ These classrooms include a preschool teacher, Pre-K special education teacher, and two DIS aides. Many students have an opportunity to participate in this enrichment/intervention program, in lieu of being referred to a special education assessment.
  - ✓ Summer training was provided to all classroom staff, emphasizing how to serve students with a wide range of needs with a focus on access, differentiation, and collaboration. Additional three part-days of training and classroom observation were provided to all teachers, related service providers, and administrators supporting the program. Teachers and administrators also visited two model preschool inclusion programs in Riverside County and attended a state-wide preschool inclusion conference.
  - ✓ The intervention component of the program is in the process of development and refinement, as are the Multi-Tiered Systems of Support (MTSS) and SST processes.
- Explore full-day Kindergarten pilot or implementation for 2026-27 school year
  - Implement Reading Difficulties Screener in grades K-2
    - ✓ Adopted district screener, Amira. Initial assessments will take place in spring 2026.
  - Pilot observational data assessment system in TK
    - ✓ Currently exploring options for this.
  - Provide professional development to new TK teachers and aides
    - ✓ Took place on September 22 and November 13.

**Data and Metrics:**

- Increase TK enrollment from 563 to 704
  - ✓ As of 8/20, TK enrollment was 745, exceeding this goal.
- 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 10<sup>th</sup> grade project and with the development of school-wide grade level project sessions at each high school
  - ✓ High Schools have successfully completed their first two GL project sessions. Teachers reported high student engagement.
  - ✓ The GL project planning team is continuing to meet to revise the 11<sup>th</sup> and 12<sup>th</sup> grade projects.
- Mitigate negative impacts from the reduction of dual enrollment options through the MSJC annex.

- ✓ Applied for and was awarded the Middle College Early College grant. This grant allows the district to fund additional online, dual enrollment sections for students at all district high schools. For Fall 2025 and Spring 2026, the district will continue to offer 3 sections of History 111 and 112 (US History), as well as the College Success & Career Readiness (CSCR 100) course at Murrieta Valley in the Spring.
- ✓ Revised policy to accept concurrent enrollment courses that align with our previous annex offerings as dual credit.
- ✓ Working with high school counselors to assist students with choosing advanced study options and enrolling for courses. On November 3, 2025, training included staff from MSJC to support this effort.
- Develop a consistent middle school course catalog
  - ✓ In progress, with a plan to develop an interactive model on the district's website, mirroring the high school course catalog.
- Create middle and elementary school versions of the Profile of a Graduate (POG)
  - ✓ Revised "Success Skills for Learning" portion of the elementary report card (TK-5) to align with Profile of a Graduate to include grade level-specific metrics for Academically Ready, Workplace Ready, Civic-Minded and Life Ready.
- Pilot a career exploration course using Paxton/Patterson program modules at DMMS
  - ✓ Piloting two sections of the course at Dorothy McElhinney Middle School each semester. Initial feedback is very positive. Principals from the other three middle schools have visited to observe the course in action for possible expansion.
- Continue developing TK-12 career activities aligned with the POG
  - ✓ High school career activities have been integrated into the grade level project sessions.
  - ✓ Elementary and middle school counselors are following a scope and sequence for each grade level that integrates career readiness activities.
- Monitor the transition from three-year to two-year CTE pathways
  - ✓ Monitored the transition from three-year to two-year pathways in AERIES to mitigate the loss of "completer" numbers because of the state code changes
  - ✓ Updated MVUSD pathway names to reflect national and state revision of career clusters and sub-clusters

- ✓ Continued industry advisories in fall and have planned for post-secondary advisories in spring
- Implement a Youth Apprenticeship course and build Work Based Learning experiences for each pathway
  - ✓ The Youth Apprenticeship course was approved in the Spring of 2025.
  - ✓ We are working to get industry to accept high end Work Based Learning apprenticeships, which is challenging in part because these positions must be paid.
  - ✓ MMHS is the first school to offer the Work Based Learning course. They are only placing CTE completer students into lower end unpaid internships, not registered youth apprenticeships.

**Data and Metrics:**

- Achieve at least 80% completion/pass rate for 9<sup>th</sup> and 10<sup>th</sup> grade level projects
- Increase College and Career Indicator from 58.8% to 60%.
  - ✓ 2024-25 CCI increased to 64%, exceeding this goal.

**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
  - ✓ Materials were delivered for implementation day one. Teachers are using the program's scope and pacing to implement the curriculum with fidelity. Curriculum teams are currently providing feedback throughout the year.
- Provide professional development and coaching to support teachers in implementing the new program
  - ✓ May 2025 - Program overview provided to all teachers.
  - ✓ Summer 2025 - Optional Summer Planning Series offered by grade span.
  - ✓ August Buyback Day - In-depth half-day training provided to all teachers by grade level.
  - ✓ Fall 2025 - Instructional Moves full-day training provided to all teachers by grade level.
- Continue to implement the Math Institute for secondary teachers, expanding to Sped Essentials
  - ✓ Expanded institute to Year 4, which included lesson study.

- ✓ Expanded Institute to provide an offering to Special Ed. Essentials teachers, which included developing the Unit Planning Organizers and collaborating around math instruction.
- Provide training to Administrators in mathematics classroom look-fors
  - ✓ Initial administrator training in the new elementary math curriculum was held in July. Follow-up with “look-fors” aligned to the new curriculum was held in October.
- Evaluate and explore alternative secondary math course offerings based on student needs
  - ✓ Based on STAR results, alternative secondary math course offerings were provided to all students. Counselors were trained in supporting this process and working with parents to make individual decisions.
- Provide training for all Math 1 teachers in the use of math tutors and the CSG instructional model
  - ✓ This training was provided to all Math 1 teachers and tutors in October.

**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)
  - ✓ The elementary testing window reflects the 2<sup>nd</sup> benchmark administration. The elementary testing window was moved one month earlier this school year. Data outcomes may have been affected.
  - ✓ The secondary testing window reflects the 1<sup>st</sup> benchmark administration. The 2<sup>nd</sup> secondary benchmark is in March.

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**1e. Instructional Model**

**Key Actions and Milestones:**

- Finalize draft of instructional model in the spring of 2025 with the instructional model team
  - ✓ Draft was completed in June 2025.
- Share draft with principals, advisories, and curriculum teams in the Spring of 2025

- ✓ Completed and the model was revised based on feedback.
- Align Teacher Support Network (TSN) Essentials Training with the components of the model
  - ✓ The model has been integrated into current TSN Essential training. It is used as the primary model in trainings, and specific strategies have been updated to align to the model. All Essentials Training resources are in the process of being linked to the Instructional Model Canvas Page so that this becomes the go-to page for all staff.
- 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
  - ✓ Model was shared at district’s Leadership Launch and in New School Year video for all staff. It was introduced at the annual PLT Lead training and is being referred to within all department training.
  - ✓ Admin Training, starting in October of 2025, provided a deeper dive into the model for site administrators with a focus on the area of instructional design. This will continue into the spring sessions. Administrators were challenged to provide exemplars of Learning Environment as part of an Instructional Model Challenge to help build internal resources and to get administrators familiar with the specific components of the model.
- Develop a Canvas page to support teachers by providing resources for each of the elements of the instructional model
  - ✓ The Canvas page has been developed, and resources have been linked within each feature. Fall focus areas were identified (Learning Environment), and sites were asked to provide exemplars from teachers at their sites to be included.

### 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. (See [Early Learning, 1b](#))

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- Expand tiered supports for preschool aged students within the new inclusive classrooms
  - ✓ MTSS Tier 1 team has been created, and Universal Supports are in place in all classrooms. The intervention component of the program is in the process of development and refinement, as are the MTSS and SST processes, with initial tiered supports identified.
- Provide elementary special education teachers with clear expectations and training on how to support student behavior in order to help students access academic standards
  - ✓ Behavioral Supports within a General Education Environment training was provided on 12-4-25 and included elementary RSP teachers, general education teachers TK-3, and MTSS Coaches. This was an optional training.
- 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
  - ✓ Each secondary school developed a master schedule to reflect push-in collaboration for core subjects.
  - ✓ A half-day training, developed with a committee of teachers and administrators, was provided to all RSP teachers in September to communicate expectations for the push-in model. All RSP aides will receive similar training in January.
  - ✓ High School Leads meet with Special Education leadership regularly to collaborate and provide guidance to teachers on improving transition of RSP students from level to level and on the implementation of accommodations and Specialized Academic Instruction.
- 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
  - ✓ Board approved the courses last year. This year, every high school student eligible is enrolled in the correct pathway courses.
  - ✓ TOSA provided extensive training to all secondary Foundations teachers in how to teach each pathway course. District-printed Unique Learning Systems curriculum resources were provided as well.

**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.
  - ✓ Enrolled 100%
- Professional development participation
- Master schedule for each middle and high school
  - ✓ Completed to reflect push-in services

## 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.
  - ✓ All Alternative programs were placed under one umbrella during the 2024-25 school year. During Summer 2025, Learn@Home staff moved to the Annex at MVHS to be in closer proximity to MCA.
- 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.
  - ✓ Staff visited an alternative high school (March Mountain) to develop alternative course options to better meet the needs of students.
  - ✓ Administration shared preliminary proposal to provide alternative course offerings and diploma options with senior district staff in November.
- Engage staff in collaboration and planning around the new Alternative Education vision and alternative course offering to better meet the needs of students.
  - ✓ Professional Development Day activities in August and November were related to this topic. This is a key goal in the school's WASC accreditation process.
  - ✓ The site has developed two initial alternative courses: Exploring Data Science and Fundamentals of Reading and Writing.
- Develop a Reading and Writing Fundamentals course that will meet graduate requirements and better support student learning needs.
  - ✓ Piloting this class this year with the purpose of filling academic gaps (3 sections).

### Data and Metrics:

- Maintain a graduation rate at MCA of 96% or better

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- Increase daily attendance rates at MCA by 2%

## 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
    - ✓ Held two of the four trainings for each level, elementary and secondary.
  - Grade level specific one-day, voluntary summer training in Meeting the Needs of All English Learners
    - ✓ Not offered due to limited interest.
  - Half-day Summer Workshop for Administrators in Understanding English Learner Needs
    - ✓ Attended by all site admin and EL support staff in June 2025.
  - Full-day summer workshop for Special Educators in working with dually identified (Special Education and English Learner) students
    - ✓ Not offered due to limited interest – will offer during the school year.
- Bring English Learner Master Plan to board for approval
- Collaborate with Middle and High School Long-term English Learners (LTEL) Teachers to implement instructional strategies to support students in achieving English proficiency
  - ✓ Meetings scheduled for each level (3 high school and 4 middle school).
- 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
  - ✓ This class was implemented at all middle schools, and meetings for teacher collaboration and training are scheduled. Training is occurring for the English 3D program.
- Provide four full days of training to MS and HS EL teachers and articulate best practices across grade spans
  - ✓ Collaboration days are scheduled and occurring.
- 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
  - ✓ Fall classroom walkthroughs have occurred, and Spring walkthroughs are scheduled.
- Continue to work with Special Education staff to improve practices for supporting dually identified (Special Education and English Learner) students

- ✓ Met with middle school and high school administrators to discuss how to serve these students. Conversations have taken place regarding where designated ELD can occur for dually identified students.
- Celebrate our reclassified students at District Reclassification Ceremony and provide “gold cords” for graduating seniors that have reclassified during their academic journey
  - ✓ Scheduled for Spring.
  - ✓ English Learner dashboards have been created in eduCLIMBER to help progress monitor EL students.

**Data and Metrics:**

- Increase the percentage of students making progress as measured by the English Learner Progress Indicator by 3%
  - ✓ The percent decreased by 3.5% so this metric was not achieved.
- Increase the EL Reclassification rate by 3%
  - ✓ Rate increased from 15.9% to 16.4% so this metric was not achieved.
- Increase the percentage of Reclassified Fluent English Proficient (RFEP) and Initial Fluent English Proficient (IFEP) students earning the State Seal of Biliteracy by 3%
  - ✓ 23-24 109/387 (28.2%) earned the SSB; 24-25 114/340 (33.5%) earned the SSB – metric was met

## 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
  - ✓ Training plan developed for the year by school. The plan includes eight trainings that all aides receive throughout the year. For August PD Day, aides received introductory training in the duties related to three key areas.
  - ✓ Continuing partnership with Keenan on the provision of training to DIS aides and special education assistants regarding classroom safety. All aides receive monthly in-person or virtual training alternating between the IBI team and Keenan. Topics range from student safety to active supervision to manual transportation of students with orthopedic needs, as examples.

- ✓ Implementing the new special education aide on-boarding training. This involves formal workshop training and modeling in the classroom within the first month of employee hire.
- ✓ 43 classified staff members have been trained in Pro-Act behavioral de-escalation and safety (two-day Pro-act certification and refresher sessions).
- ✓ All elementary special education aides were trained in active supervision.
- Continue providing Tier 1 supports training to elementary playground aides
  - ✓ Two-day in-person training provided to playground staff at Buchanan and Tovashal.
  - ✓ All elementary sites have access to asynchronous training for foundational playground practices.
  - ✓ Assistant Principals will take on the maintenance of playground structure implementation.
  - ✓ Asynchronous training, aligned to Second Step, added for conflict management on the playground.
- Provide training to TK aides – refer to Goal 1b
  - ✓ Asynchronous training is available for TK aides in supporting independence in the restroom.
- Conduct an annual survey for feedback on training opportunities and needs
- Introduce the Aspiring Administrator program for classified staff
  - ✓ Re-evaluate for the 26-27 school year.
- Provide Training in MTSS, including attendance interventions – refer to Goal 4a
  - ✓ Transportation staff is being trained and supported in developing Tier 1 supports for positive behavior on the buses. This will allow for alignment with school sites in terms of language and strategies.
- Train staff in workplace safety and the implementation of the Raptor Emergency Management app
  - ✓ Completed initial training during the 2024-25 school year and provided on an ongoing basis as needed.
  - ✓ Beginning roll-out of pilot for the volunteer component of Raptor during the second semester.
- Additional Classified Staff Training Opportunities Offered
  - ✓ Training district staff in SharePoint to support the development of the MVUSD Hub.
  - ✓ HR department received in-person training in Artificial Intelligence tools in Summer 2025.
  - ✓ Classified staff now have access to all professional development resources in Canvas.
  - ✓ Elementary Library Media Techs to receive training by Deborah Salyer in “What’s New in Children’s Literature” on 1/15/26.
  - ✓ Website training by Finalsight provided to all classified secretaries and site/department webmasters

**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 the instructional model and develop online resources for each essential training to support teachers and administrators in the implementation of best practices.
  - ✓ Work is in progress. Instructional Model is now integrated into all of the training, and resources are aligned. This allows for better alignment to the standards. See Instructional Model for more information.
- Provide training at staff meetings for all schools in the AI Guidelines
  - ✓ Full day training was provided to all ITL's in September.
  - ✓ Provided training to district leadership at Admin Training in September. Site training provided as requested during the year and because of this training.
- Continue to offer Language Essentials for Teachers of Reading and Spelling (LETRS) Training for a representative group of elementary teachers
  - ✓ One cohort is completed. Second year of the second cohort is being completed this year and includes special education staff and six middle school teachers.
- Provide training to elementary Essentials and RSP teachers in Foundational Literacy Skills
  - ✓ Quarterly meetings are being held throughout the school year to support standards-based pacing and the use of resources within foundational literacy instructional practices.
- 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 – 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
  - ✓ Completed initial training during the 2024-25 school year and provided on an ongoing basis as needed.

- ✓ 20 certificated staff members have been trained in Pro-Act behavioral de-escalation and safety (two-day Pro-act certification and refresher sessions).

**Data and Metrics:**

- Professional Development participation rates
- Maintain 100% Professional Development participation for PLT Leads
  - ✓ Attendance maintained at 98% or greater.
- 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
  - ✓ September – Provided AI training for all, as well as a budget update.
  - ✓ October - Split up by classified and certificated. Certificated leadership took a deep dive into the Instructional Model, and Classified leadership focused on understanding the contract and leave.
- Continue and enhance the current Classified Management Leadership series
  - ✓ This series was paused for this year due to summer projects.
- Continue 1:1 meetings with site Administrators to provide Differentiated Support from various departments
  - ✓ Ongoing
- Continue and enhance the Women's Leadership Network
  - ✓ Continued series with a book study.
- Continue and enhance the Aspiring Administrators Program
  - ✓ This program was paused for this year.
- Provide training to Administrators in Mathematics Instruction look-fors – refer to goal 1d
- Provide training to Administrators in English Learner best practices - refer 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
  - ✓ Completed initial training during the 2024-25 school year and provided on an ongoing basis as needed.
  - ✓ Student Support met individually with site admin teams to review safety protocol, student discipline, and emergency preparedness, providing individual support as needed.
  - ✓ AP's were provided with training in transportation safety for special education students.
- Additional Training Opportunities Provided
  - ✓ Leadership Launch for all principals and assistant principals held in summer of 2025 to preview focus areas and plan for the school year.
  - ✓ All administrators were provided with training on the IEP Admin Designee roles and responsibilities.
  - ✓ Elementary principals and assistant principals were provided with training on understanding employee leaves.
  - ✓ Training district staff in SharePoint to support the development of the MVUSD Hub.

**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:

- Align school roles with MTSS Site Lead position and provide Professional Development in the areas of behavior and attendance
  - ✓ Identified role of principal and assistant principals as it relates to Tier 1 and Tier 2 team leadership.
  - ✓ Tier 1 and Tier 2 workshops planned throughout the year with a focus on behavior and attendance. Tier 1 team is focusing on the use of monthly data to develop school-wide behavior focus areas.
  - ✓ Developed and launched MTSS Hub which includes resources for all tiers.
- 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.
  - ✓ Aeries Assertive Discipline and Discipline have been revised, and all sites have been coached on the usage of minor vs major documentation.
  - ✓ Interventions are now being documented on the Aeries Intervention Page.
- Develop Professional Development and on-going District Coaching for using EduClimber Data in making Tier 1 and Tier 2 data-based decisions
  - ✓ Elementary and secondary Principals, Assistant Principals, Counselors, School Psychologists, Speech and Language Pathologists, RSP teachers, Intervention teachers, and Title I teachers trained in using eduCLIMBER to track data, monitor intervention progress, and make Tier 1 and Tier 2 data-based decisions.
  - ✓ Elementary MTSS Coaches trained in using eduCLIMBER to track Tier 2 interventions such as Check-in/Check-out in order to monitor progress.
  - ✓ Ongoing training with classroom teachers on how to use eduCLIMBER to monitor students' academic and behavioral progress.
- Revise District Coaching Plan for MTSS site support
  - ✓ Coaching assignments were revised and communicated, and a formal plan for supporting sites is in development with the support of RCOE.
  - ✓ District coaches continue to visit and support site team meetings (Tier 1 and 2).
- Train classroom-based staff on providing classroom Tier 1 and 2 behavior support within the classroom setting
  - ✓ Tier 1 classroom strategy videos provided for sites to utilize as needed.

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- ✓ Behavioral Supports within a General Education Environment training was provided on 12-4-25 and included elementary RSP teachers, general education teachers TK-3, and MTSS Coaches. This was an optional training.
- Expand LCAP Student Advisories at the secondary level and involve them in supporting schoolwide MTSS practices
  - ✓ Occurring at the high school level with a focus on providing input on Tier 1 practices.
  - ✓ Adopted Character Strong Tier 2 platform and Ripple Effects program for all school sites in order to expand social emotional behavior intervention menu and provide other means of correction. Provided Tier 2 training by Character Strong to all counselors and social workers.
  - ✓ A small group of staff completed Tier 3 training for Prevent-Teach-Reinforce and are working with CAHelp to become facilitators who train Tier 3 teams next year.

**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
  - ✓ Program is in place at Shivela Middle School. Warm Springs is in the process of getting started.
- Streamline our ELOP interventions to increase efficiency and effectiveness
  - ✓ Sessions are now limited to two (vs three) days per week. Program does not start until after Parent-Teacher conferences to better communicate the purpose with families and to better make data-informed decisions.
- Create attendance recovery for students using the ELOP Teacher-Led Programs
  - ✓ Program has been started with approximately 100 classrooms yielding attendance recovery for students at the TK – 6 level.

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- Continue offering Summer Enrichment using our ELOP model for grades TK-6
  - ✓ Summer Spectacular offered in 2025 at three sites serving approximately 700 students daily.
- Explore recognition, such as Presidential Youth Fitness Program to promote health and regular physical activity.
  - ✓ In development to be implemented in the Spring.
- 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
  - ✓ Workshops scheduled throughout the school year with a focus on Tier 2 teams meeting consistently and implementing interventions.
  - ✓ Tier 2 agendas updated, and training focused on using data to inform interventions. Interventions are being tracked in Aeries on the Intervention page.
- Provide focused messaging on the importance of attendance to educational partners
  - ✓ Provided attendance graphics and messaging to sites to include in newsletters.
  - ✓ Updated truancy/attendance letters to families based on site and parent feedback.
  - ✓ Banners and A-frames continue to be used.
  - ✓ Introduced ability for families to clear absences through Parent Square text response.
- Continue to engage with families through existing advisories to collaborate on communications and interventions for student attendance
  - ✓ Provided workshop for families at Latino Parent Advisory Committee regarding attendance. Plan to attend AAPAC later in the school year.
- Offer ELOP courses to support academic enrichment and attendance recovery for students at all elementary and middle schools – Refer to 4b
- Offer Saturday School program for academic enrichment and attendance recovery for students at secondary schools

- ✓ Currently offered at some secondary schools.

**Data and Metrics:**

- Increase the District's ADA rate to 95% by the end of the 2025-26 School Year
  - ✓ As of December, rate has improved .4% compared to prior year.
- Reduce the Chronic Absentee rate to 15% by the end of the 2025-26 School Year
  - ✓ As of December, we are meeting the goal with 14.69%.

**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
  - ✓ Transitioned to new LCAP Survey platform (Satchel Pulse) and aligned questions to provide more relevant data. Initial survey results show stronger participation of students.
- Continue implementing the Partnership for Thriving Students and Families (PTSF) as a Representative Team for discussions surrounding the LCAP and other district initiatives
  - ✓ In place with quarterly scheduled meetings, covering a range of district topics including enrollment/budget and facilities. Opened committee to more staff representation across sites and roles.
- Continue the pilot of Parent Liaisons (started Feb. 2024) and determine whether to expand the program to more schools in Fall 2026
  - ✓ In progress
- 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
  - ✓ On hold due to budget restraints. Considering ways to provide workshops for families and other supports that would have been housed within the Family Center.
- Expand site-based family engagement (Site Councils, PACs, ELAC, MTSS Tier 1, etc.)
  - ✓ Continuing to use the Tiered Fidelity Inventory to guide this work, which includes family communication and input. There has been increased parent participation on Tier 1 teams.
- Develop a Facility Committee to engage the community in our Facilities Master Plan as it relates to quality of facilities, attendance boundaries, and classrooms
  - ✓ As part of the Facility Master Planning Process, a Facility Committee was developed. The committee is comprised of community members, which includes current parents, former To Inspire Every Student to Think, to Learn, to Achieve, to Care

- parents, district staff, a Board Member and several individuals who represent the retired community. The Facility Committee has been chaired by Buddy Gessel and Kevin Fleming, both Principal Architects from The DLR Group, a nationally recognized architectural firm specializing in TK-12 school design and construction. The committee has been responsible for community events focused on community outreach to gain opinions and feedback on our existing facilities and opportunities to hear opinions on future school facility needs. Using the committee as a vehicle for community outreach, the District executed approximately 80 community outreach opportunities to educate the community on facility master plan education, listening sessions, and facility need identification.
- ✓ The committee hosted community Town Halls with the Facility Committee and site parent meetings for feedback on the facilities master plan project.
  - Developed a facility master plan project video and published it throughout the community.
    - ✓ Completed and distributed first round at public meetings. Will continue to distribute.
  - Develop a facility project website landing page to better support family engagement, community input and survey development.
    - ✓ In process. The initial draft is complete. Expected to launch at the end of January 2026.
  - Developing a High School Readiness Indicator letter to engage families in understanding their students' readiness for high school at the end of the 7<sup>th</sup> grade. Letters will also trigger support from counselors as needed.

**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; Trustee Area 3 Vacancy, Member; Christine Schmidt, Member; Nancy Young, Member

**Superintendent**

Ward Andrus, Ed. D.



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