# Murrieta Valley Unified School District
# Model Programs and Practices

## District Information

CD (County District) Code: 3375200

County: Riverside

District (Local Educational Agency): Murrieta Valley Unified School District

## Demographics

Enrollment: 23,213

Location Description: Suburban

## Overview

Murrieta Valley Unified School District is located in Southwest Riverside County and educates approximately 23,000 students from Preschool through Adult Transition Program with an excellent, comprehensive academic program and a commitment to the academic success of each and every student. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs, and nationally recognized student activities programs.

MVUSD is one of the highest performing districts in Riverside County. Highly qualified teachers and staff provide a world-class education that integrates academic and career skills to prepare students for the challenges and opportunities of a competitive global society. MVUSD has eleven elementary schools, four middle schools, three comprehensive high schools and one alternative campus that offers adult instruction. There are six Title 1 schools in the district. MVUSD has an ethnic distribution of:

- .3% American Indian
- 4.8% Asian
- .8% Pacific Islander
- 3.5% Filipino
- 35.9% Hispanic
- 5.2% African American
- 42.9% White
- 6.8% Multiple Races

Of the 23,000 students in the district, 36% are unduplicated students, 6% of the students are English Learners, 33% qualify for free/reduced lunch and 1.4% are foster or homeless youth.

Students in Murrieta have access to a variety of academic programs to meet their individual needs and goals. Elementary programs include: AVID; academic competitions such as Odyssey of the Mind; extended learning opportunities; after school enrichment; intensive interventions such as Read 180, System 44, iRead, Math 180 and Imagine Learning; DARE; Arts program through Horizons Unlimited; 5th grade band; and STEM. In addition, elementary students are provided comprehensive counseling services to support students' social-emotional health.

Secondary programs include: AVID at all secondary schools with a National Demo Program at Murrieta Mesa; International Baccalaureate at Murrieta Valley; Dual Enrollment at Vista Murrieta; advanced placement courses; Career Technical Education pathways offering programs such as engineering, automotive, culinary, medical, business, and computer

science/cyber security; alternative education opportunities with classroom and online instruction; academic competition programs such as Robotics, Virtual Enterprise, and CalHOSA; extended learning opportunities for credit recovery and enrichment; and targeted support and interventions for English Learners and in core subjects. Secondary students are provided comprehensive counseling services to ensure career and college preparation as well as with their social-emotional health.

MVUSD has been recognized as an Honor Roll District. Twelve schools have received California Distinguished Schools. Eight district schools have received Gold Ribbon Schools and CBEE Honor Roll Schools.

This school year, two Murrieta employees have been recognized as Riverside County Employees of the Year in Counseling and Student Support. Additionally, Murrieta had a semi-finalist for Principal of the Year. Three of our elementary schools, the highest percent and number in the county, are currently nominated for the new Distinguished School recognition, specifically for closing the achievement gap.

## Model Program/Practice

### Name of Model Program/Practice

Category #1

Intentional and Authentic Parent, Student and Teacher Engagement Promoting

LCAP Goal 1: Student Achievement. Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement and civic/career/college readiness.

LCAP Goal 4: Engagement. Ensure all school sites have safe, welcoming, inspiring and inclusive climates for all students and their families, so that students are behaviorally and academically engaged in school and ready to learn.

This model program is designed to authentically engage our stakeholders, particularly our teacher, student, diverse parent and community groups. Through such advisory councils as Local Control and Accountability Plan Council, Student LCAP Advisory Councils, District English Learner Advisory Council, African-American Parent Advisory Council, Latino Parent Advisory Council, Special Education Parent Advisory, Action Team Partnerships and Teachers Breakout Advisory, 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.

From these efforts, adjustments and/or additions have been made to and through the LCAP and annual parent/family focused activities have been established. Examples which illustrate outcomes of intentionally engaging stakeholders include: offering before, after-school, Saturday tutorial and extended learning opportunities for students; providing parents with information they need to support their students learning at home; and strengthening our partnerships with families in relevant and supportive ways with a focus on growing Cultural Proficiency for all school district employees. We know that engaging stakeholders and partnering with stakeholders in this way will positively impact student performance and school culture/climate.

Category #2

Elementary Databased System of Intervention

LCAP Goal 2: Prevention, Intervention, and Acceleration. Provide high quality prevention, intervention, and acceleration actions and services to eliminate barriers to student access to required and desired areas of study.

How long has this Model Program/Practice been in place? 5–8 years

This Model Program exists at all eleven Murrieta elementary schools. It includes staff analysis of student universal screening data, the development of universal access and targeted intervention to meet the needs of all students, and the use of credentialed intervention teachers to implement research-based interventions.

All Murrieta schools have designated professional learning community time on a weekly basis. Elementary principals have supplemented this with regular "Data Talk" time within the school day so that they can share data with teachers and promote conversations around student needs. These Data Talks are springboards to PLC time and support sites in developing appropriate interventions and enrichment for students based upon individual needs.

Elementary sites have used the conversations around data to take action to support all students. Grade level teachers collaborate with support staff, including intervention teachers and administration, to develop and implement universal access plans. During

universal access time, no new instruction is taught, and students receive targeted instruction that meets their needs, whether that is intervention, re-teaching/scaffolding, or enrichment.

All Elementary sites receive one Intervention Teacher through our LCAP. This teacher, along with Title I Intervention Teachers, support grade level teams in these initiatives, and they also provide intensive interventions for those students with the greatest need. These intensive interventions include Read 180, System 44, Math 180, and iRead. The Intervention Teachers take part in a district-wide, monthly community meeting to ensure they are using best practices in databased decision-making and implementation of interventions. They also take part in community meetings aligned to specific intervention programs. While reading intervention has been the focus of their work in the past, sites are currently looking at math intervention, as well, and developing similar systems for supporting all students in math.

## Summary

Length of Model Program/Practice: 2–4 years

## Description

Category #1

Intentional and Authentic Parent, Student and Teacher Engagement to Promote Equitable Practices to Close Achievement/Participation Gaps

Stakeholder engagement is critical to the successful implementation of any and all programs and services principally directed to our unduplicated students and identified ethnic groups. Our data indicates African American, Latino American, English Learners and Students with Disabilities continue to show gaps in their performance and lower representation in advanced courses and career technical education pathway completion programs. Parent, Student and Teacher Advisories provide a voice for varied perspectives.

Our Model Program is directly aligned to:

LCAP Goal One- Student Achievement, focuses upon student achievement outcomes, enrollment rates in advanced classes, CTE pathways participation, and AVID participation rates. Sample services provided include: additional sections for advanced and intervention classes at the middle and high school levels, additional counselor provided to each high school and AVID programs available at all secondary schools and one elementary school.

LCAP Goal Four -Engagement, monitors student attendance rates, suspension rates, school climate, and family partnerships by student group. Sample services/activities provided include: Stakeholder engagement, PBIS training for all staff, mental health support, homeless and foster youth support, and middle school culture/climate support.

This Model Program includes the following key practices:

- Connecting with the families of our identified student groups

- Connecting with teachers and other school district employees

- Connecting with students who make up our unduplicated student populations and identified ethnic groups

Through regular and consistent engagement, programs have been designed and implemented to include: Middle School Transformation, middle and high school collaboration, parent focused community events, and a broadening of relevant course offerings and access. The commitment to engaging these stakeholder groups has yielded tremendous trust and enthusiastic partnership. Likewise, the district continues to see steady improvements in student performance and behavior data. Finally, the climate and culture on our campuses is more positive as it reflects the interests and needs of students, parents and employees.

Elementary Databased System of Intervention

This Model Program includes the following key practices:

- Implementation of Data Talks within the school day
- Use of data to develop universal access time and interventions
- Use of intervention teachers to support research-based, intensive interventions

These practices ensure that staff look at students on a kid-by-kid basis so that all students receive targeted support to meet their needs. In recent years, data has been flagged to note significant student groups, such as English Learners and Socio-economically Disadvantaged, to engage teachers in looking at and addressing academic achievement gaps.

Our Model Program is directly aligned to our LCAP's Goal Two, as one key action and expenditure under this goal provides each of our eleven schools with one intervention teacher for this purpose.

Our district continues to make steady progress on local and state measures with this program. For example, reading comprehension proficiency rates according to our universal screener, the Reading Inventory, have increased from 68% in 2015 to 73% in 2017. Progress was also noted when three of our schools were identified as candidates for Distinguished School Awards, specifically for closing the achievement gap.

Students have been engaged through this program as they have received intervention and support that targets their specific needs, leading to greater confidence and academic success. Many of our intensive interventions focus on goal setting and growth mindset, which build student ownership over their learning. Our schools hold parent partnership meetings to explain interventions to parents and provide them with ways that they can support their children at home. Our Intervention Teachers plan a district-

wide "Passport to Summer Success" event which also engages families in understanding how to support their children academically.

## Implementation and Monitoring

Category #1

Intentional and Authentic Parent, Student and Teacher Engagement to Promote Equitable Practices to Close Achievement/Participation Gaps

The District meets with each stakeholder group a minimum of five 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. Teachers have requested support toward building positive relationships with every student. Students have requested to see a broadening of relevant coursework pathways to careers and college. This program is exemplary in that stakeholders "see" their interests being put into action.

During these meetings we provide stakeholders information related to local performance

data, CAASPP, California School Dashboard, attendance data, suspension/expulsion data, and graduation rate. Several stakeholders from these groups have also been invited to participate in the Riverside County Excellence through Equity Conference. We proudly report that three annual events have been created in response to stakeholder input: Celebrating Families, Mental Health Fair and Step Up to Success.

In Goal One of the LCAP, we monitor enrollment rates, pass rates, completion rates, and EAP readiness for Math and ELA by each student group. In Goal Four of the LCAP, as part of the annual progress monitoring, we have established metric/indicators to measure overall satisfaction, parent engagement, and positive perception of safe, welcoming, inspiring and inclusive climates for all students and their families. We utilize the Annual LCAP Stakeholder Survey and the Healthy Kids Survey to inform our progress. These efforts assist to sustain progress over time and to continuously improve. Continuous engagement with our groups provide us with qualitative feedback in order to improve services.

Through our stakeholder engagement groups, we have heard loud and clear the expectation to implement activities and provide opportunities for every student no matter their need. Culturally proficient teaching practices require teachers to maintain high expectations for all students while providing the road maps (supports) to success including enrollment in a broad course of study with the appropriate supports.

Category #2

Elementary Databased System of Intervention

Administrators and intervention teams have been challenged to learn about using data and how to effectively share it with staff. This occurs at monthly meetings, as well as at an annual Data Workshop which is tailored to address a specific area of focus for the year. Each site has identified a time within the school day for engaging with grade level teams to look at achievement data while students take part in PE or PBIS activities. This time is referred to as a "Data Talk" as it provides educators with a means of sharing relevant data and building the capacity of teachers for understanding and responding to it.

The Data Talks serve as a springboard for PLC's as well as for planning Universal Access (UA) and interventions. All grade level teams have a block of time during the school day in which no new teaching occurs. This UA time enables all students to receive targeted instruction to meet their needs. Intensive interventions provided to students during this time include Read 180, System 44, Math 180, Imagine Learning, and iRead. Teachers also use common assessment data to determine additional needs and either re-group students across the grade level or differentiate within the classroom in order to re-teach, scaffold learning, and enrich instruction for those who need it. Some schools refer to this time as WIN (What I Need) time, as it is a time for addressing the individual needs of all students.

Each site has one LCAP-funded Intervention Teacher and Title I sites have additional Intervention Teachers. These staff members are integral to the systems of data analysis and intervention. They often help lead Data Talks and they support teams in developing their UA plans. Intervention teachers meet monthly to collaborate around best practices and to develop consistency across sites. Those who are teaching key interventions also take part in district-wide community meetings that provide ongoing professional development and collaboration.

Program effectiveness is monitored both by the sites and the district. The universal screeners, the Reading Inventory and Math Inventory, give the district a big view of progress, as do other annual assessments such as CELDT and CAASPP. School sites use these measures to monitor growth but also use more focused measures to drill down to specific needs. The Model Program is exemplary because it is built on a process of monitoring growth for continuous improvement. After teachers review data and develop responsive plans, they return to data to look at impact. UA is fluid and always adjusting to meet the needs of students.

In an effort to continuously improve practice, the Data Talk focus for this year was Lesson Study. Administrators and Intervention Teachers who lead Data Talks visited other sites and took part in Data Talks at these sites. This enabled schools to learn from one another and collaborate around leading these conversations. The specific goal of the lesson study was to help teachers connect data to improving their instruction.

## Results and Outcomes

Category #1

Intentional and Authentic Parent, Student and Teacher Engagement to Promote Equitable Practices to Close Achievement/Participation Gaps

Over 200 parents participate on the Advisory Councils. Teachers and/or administrative representatives serve on the parent councils as well. Five teachers serve on the Teacher Breakout Session and there are fifty current participants in Equity Initiative Cohort. Each high school has a LCAP Student Advisory Council made up of a minimum of ten student representatives. The results of the consistent engagement efforts with these groups have been favorable. All council meetings are well attended.

Students advocated for greater options in Career Technical Education. Their input has validated district efforts to restructure our Alternative Education site services to include pathways to certification upon completion and also district efforts to ensure our comprehensive high schools have articulated CTE pathways with local community colleges. Greater access by underrepresented student populations has increased in accelerated/advanced courses.

Parent groups have advocated for understanding of the courses and programs of services offered to their children. As a result, "Step Up to Success", "Celebrating Family" and "Mental Health Fair" have become annual events. Additionally, parents requested a greater presence of culturally focused activities on our campuses. Teachers and administrators will be trained in culturally proficient instructional practices. Finally, EL parents requested and received before and after school tutoring for their students.

Teachers requested that a greater focus on building effective and equitable relationships with students be embedded in all professional development. As a result, teachers, counselors and administrators participate in the Equity Initiative and will become 'trainers of trainers' to take these practices back to school sites.

Brief summary of related data:

- Current attendance rate 95.8% up from 95.7% in 2016–2017, with AA (+3.9), Latino (maintained) and English Learner (maintained).

- Current suspension rate declined -.3%, with AA declining -0.3%, Latino declining -0.4%, Students with Disabilities declining -1.6% and English Learners (maintained).

- Current graduation rate is 96.5% with AA at 94.3%, Latino at 96.7% and English Learners at 90.4%.

- All ELA (maintained) and All Math (increased 3.8 points) Performance rates from 2016 to 2017, with AA (+3.9) ELA and (+7.4%) Math; Latino (maintained) ELA and (+3.7%) Math; Students with Disabilities (maintained) ELA and (maintained) Math; English Learners (maintained) ELA and (maintained) Math.

The Model Program aligns directly to State Priority 1 (Teachers Appropriately Assigned), Priority 3 (Parental Involvement), Priority 5 (Pupil Engagement), and Priority 6 (School Climate). Each priority area speaks to ensuring equitable practices for all students exist. Our efforts to authentically engage our stakeholders have resulted in purposeful, equitable access and activities that reflect their voice.

Category #2

Elementary Databased System of Intervention

Implementing Data Talks at each site has transformed how teachers look at their practice. There is a much greater emphasis on results in instruction than there had been in the past. By allocating time within the day for UA, teams have redefined their role in supporting "all students" and have developed a more collaborative approach in order to meet the varying needs of their students. Intervention teachers have taken part in an abundance of professional development to support intensive interventions and collaborate with grade level teams to help them make effective decisions for UA time.

Our district continues to make steady progress on local and state measures with this program. Reading comprehension proficiency rates according to our universal screener have increased from 68% in 2015 to 73% in 2017. CAASPP results demonstrate similar growth with 53% of our 3rd graders meeting proficiency in 2016 and 58% of these students meeting proficiency as 4th graders in 2017. Similarly, 49% of our 3rd graders met proficiency in 2015 while of these same students 61% met proficiency as 5th graders in 2017. Achievement is rising even while our unduplicated percentages are rising and the standards are all now more rigorous.

Growth for our student groups has been observed on both the CAASPP and our Universal Screeners, and progress in student group achievement was particularly noted when three of our elementary schools were identified as candidates for Distinguished School Awards, specifically for closing the achievement gap.

The Model Program aligns directly to State Priority 2 (State Standards), Priority 4 (Pupil Achievement), Priority 7 (Course Access), and Priority 8 (Other Pupil Outcomes).

All of these Priority Areas speak to equity: "High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive." Our Model Program is a driver for equity as it focuses on ensuring all students' needs are addressed and that teachers and teams build the capacity to effectively make this happen.