



# Marysville Joint Unified School District

## Strategic Plan 2022-2025

**Educating Today's Youth For Tomorrow's World**

Dear MJUSD Community:

This document will guide the District's actions over the next three years. With the feedback of over one hundred participants, we have identified priority actions to take our district to the next level of success. We are committed to implementing these actions and updating the community on the progress annually. This is a brief and easy-to-read document and we thank every participant for your commitment to the process. A special thanks to the Team Leaders for their diligence in keeping the process collaborative and transparent.

Sincerely,



Fal Asrani, Ed.D.

Superintendent

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# INTRODUCTION

The Marysville Joint Unified School District (MJUSD) serves approximately 10,000 students across 23 schools, which includes a charter academy for the arts. Of these, the district operates two comprehensive high schools, three intermediate schools, 14 elementary schools, two alternative schools, and one district-sponsored charter school, which serves grades 7 to 12, and an adult school program. The District also serves about 500 students through its State Preschool Program each year.

MJUSD was officially unified in 1966, but the district has operated schools in the area for more than 150 years. The district spans roughly 75 miles and includes school communities throughout Yuba County including the areas of Olivehurst, Linda, and downtown Marysville, and the foothill and mountain communities of Loma Rica, Yuba Feather and Dobbins.

Our students and staff come from many diverse cultures and ethnic backgrounds, and more than seven languages are spoken among the families that we serve. Approximately 68% of students are socioeconomically disadvantaged. Ethnically, approximately 46% of students identify as hispanic or latino, 36% identify as white, and 9% identify as Asian. In addition, one out of every five students is identified as an English Learner and approximately 12% are served in special programs. Several of our schools have been recognized by the California Department of Education for outstanding educational programs and practices.

The city of Marysville is located in the heart of Yuba County, one of California's original 27 counties founded on February 18th, 1850. Yuba County is California's gateway to historic Mother Lode Country, which contains a diverse landscape that boasts grand rivers, thriving farmland, friendly communities, and numerous recreational possibilities that extend into the Sierra foothills.

Our communities have a small town feel that many people are seeking. With a population of about 81,575 people, Yuba County residents enjoy relaxed living and affordable housing, while ocean beaches and mountain skiing are only a couple of hours away. And, amazingly, the county's border is just 30 minutes north of the State Capitol in Sacramento.

The Marysville Joint Unified School District (MJUSD) started the development of a Strategic Plan in 2021 to establish a clear, unified vision to move our District forward over the next three years. The 2022-2025 Strategic Plan was developed inclusively using input from education partners throughout the Marysville community, including students, parents, staff, and the community-at-large. The overarching goal of the Strategic Plan is to improve student achievement and outcomes through best practices and staff performance.

*"This process brought together diverse ideas from our community, all focused on improving educational goals and designing a better future for our students. We thank staff, students, parents, community partners and the Trustees for their hard work and commitment to this process."*

*- Superintendent Dr. Fal Asrani*

# MISSION & VISION



## **Mission:**

The Marysville Joint Unified School District, in partnership with our staff, students, their families, and the community, will provide each student with the most appropriate educational opportunities in a safe environment.



## **Our Vision for the Education of Children:**

- All students have the opportunity to experience success within our district and community through alignment and development of programs, facilities, and other resources.
- All students have the opportunity to meet and/or exceed the outcomes established in Board Policy for graduation requirements and grade level promotion/retention standards.
- All students will have multiple ways of learning and demonstrating that they have learned those things required by district graduation requirements and grade level promotion/retention standards.
- Student success is a self-fulfilling process; the more we believe that all students can be successful and the more students experience success, the more success will happen.



# CORE VALUES



## **Student Centered**

- Each child in our community deserves a quality education.
- We are investing our time and resources in activities that bring measurable results and value to our students and the communities that we serve.

## **Fiscal Accountability**

- We are fiscally accountable with clear expectations, sound monitoring, and review.

## **Diversity**

- We build strength through diversity.
- We value the collective backgrounds of our students and strive to create a receptive environment where students can thrive, contribute, and prosper.

## **Respect**

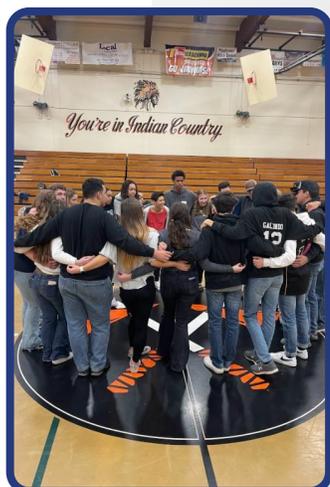
- We treat all students, their families, and all staff members with fairness, respect, and understanding.

## **Social Responsibility**

- We provide an environment that fosters social responsibility and character development.

## **Shared Commitment to Public Education**

- We work together as partners while respecting individual roles in providing the best education to our students.
- Our schools are community centers — we value a connected learning community.
- All students have the opportunity to access a well-rounded course of studies including programs that prepare for college and career.



## WHAT IS A STRATEGIC PLAN?

A Strategic Plan is a comprehensive plan that identifies the core focus areas of an organization through objective and measurable actions that reflect current needs, strengths, and opportunities.

The Marysville Joint Unified School District 2022-2025 Strategic Plan has been developed through a comprehensive and collaborative process with community partners, students, parents and staff. This Plan will serve as an overarching umbrella to guide the alignment of key departmental plans and achieve the highest level of efficacy throughout the system over the next three years. The community will receive an update on the progress annually. This is a live document, therefore additions and revisions will also occur annually.

MJUSD started the development of a three-year Strategic Plan in December 2021. The District conducted a survey and received 800 responses and engaged in multiple group collaborations with over 100 participants during a five-month period. The MJUSD Strategic Plan has been developed to align with annual local Control Accountability Plan (LCAP), the annual School Site Plans and Department Plans that serve the major operations of the school district. In a nutshell, the Strategic Plan provides the big picture vision for all other plans.

***“Strategic plan reports are transparent in their review and analysis of what needs to change to improve results for the successes of the district’s staff and students. Effective strategic planning, predicated on knowing how an organization works as a system, requires ongoing strategic management....This balance of public information and public relations fosters community understanding and support for the district’s work.... It is an action planning framework for the “plan, do, study, act” cycle that continuous improvement demands, not a list of activities. Without a focus on key processes, information management and the continuous improvement cycle, isolated initiatives will not translate into systemic improvements.” - Sharon Cox, President, Synergetic Leadership Group.***

# Strategic Plan

## Focus Areas

### Analysis & Recommendations

This section includes the goals and actions identified in four strategic focus areas for districtwide improvement.

1. Facilities and Infrastructure
2. Fiscal Accountability
3. Hiring, Retention, and Development of Personnel
4. Student Programs and Supports

Participants in each of the four groups met over a four-month period to analyze the data from the community survey, share ideas, identify concerns, and complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis. This collaborative process resulted in each team developing goals and strategies for districtwide implementation.

For quick reference:

- The list of participant names is included in the appendix on pages 7-8
- The executive summary of the community survey and a breakdown of results is included in the appendix on pages 2-6



## Focus Area 1: Facilities & Infrastructure

### Executive Summary

The mission of the Facilities and Infrastructure Team was to seek feedback and develop a transparent representation of current needs, wants, and goals for the Marysville Joint Unified School district. Through a series of meetings, the team identified three key goals. Throughout the process, a certain theme continued to lead the discussions and emerged as our primary goal: daily environments for teaching and learning should be high quality and consistent throughout the district. In addition, all courses, programs, and activities need to have the facilities necessary to provide effective instruction and expand course offerings. Safety and security for all students and staff was also identified as a fundamental need as we plan future projects and investments. Identifying and communicating safe facility standards with consistency and installing intercom systems, security cameras, fencing, and creating well-defined boundaries and points of entry are all essential to building safe schools. The team also highlighted the importance of pride in our schools and our relationships within the community. Curb appeal and modernization of school sites were identified as essential factors for attracting students and helping them thrive in their home schools, which includes building and updating stadiums, auditoriums, food service facilities, and gymnasiums. Although funding for large projects might be limited, the team believes that recognizing the aspiration for top notch schools cannot be overlooked.

### SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Newer buildings at some sites</li> <li>• Solar projects are being completed at all sites</li> <li>• Strong technology infrastructure</li> <li>• Strong ongoing focus on upgrading facilities</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Lack of branding for district facilities and programs</li> <li>• Aging facilities in need of repair</li> <li>• Lack of modern facilities and classrooms to meet student needs</li> <li>• Lack of safety equipment (cameras, intercom systems, and signage)</li> <li>• Lacking implementation of facilities master plan</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Marketing and public relations</li> <li>• Identify and pursue grant funding</li> <li>• Potential bonds</li> <li>• Non-traditional funding sources (non-governmental sources that could be leveraged )</li> <li>• Spending restricted funds on identified needs</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Lack of space at school sites for growth</li> <li>• Wildfires</li> <li>• Rising construction costs</li> <li>• Extended timelines for building projects</li> <li>• Lack of community support for bond measures</li> <li>• Public perception is not accurate given our many achievements</li> </ul>

## Goals & Strategies: Facilities & Infrastructure

### **Goal 1: Ensure optimal learning environments for all students by improving and/or providing daily teaching spaces for all teachers**

#### **Strategies:**

- Identify, communicate, and maintain district standards for each type of daily teaching environment. Standards should include but are not limited to technology, flooring, cabinetry, window coverings, HVAC, and furniture. Examples of daily teaching environments include classroom, indoor and outdoor PE facilities, performing arts rooms, Career Technical Education (CTE) rooms, and Special Education rooms
- Work with the Facilities Master Planning committee to emphasize daily teaching environments when prioritizing projects.
- Work to access all available funding sources for facilities (grants, bonds, etc.)

### **Goal 2: Ensure safe, secure, and optimal learning and working environments for all students and staff**

#### **Strategies:**

- Identify and communicate safe facility standards, with consistency, across the district, including but not limited to intercom systems, security camera systems, fencing, and points of entry.
- Work to access all available funding sources for safety projects
- Develop, expand, and/or upgrade the layout and design of work spaces for staff that provide support and direct services to our schools and students, including kitchens, warehouses, transportation, and other facilities beyond the classroom environment

### **Goal 3: Improve community perception and increase pride in our schools**

#### **Strategies:**

- Improve and/or build large capacity district facilities to accommodate school needs. Examples include football stadiums, auditoriums, gymnasiums, cafeterias and multi-purpose rooms
- Implement and maintain high-quality curb appeal projects. Examples include landscaping, painting, and murals and beautification projects
- Build facilities that allow for competitive program offerings to attract and retain families



## Focus Area 2: Fiscal Accountability Executive Summary

The Fiscal Team worked with educational partners to set future goals and objectives to achieve more stable and predictable growth. The team identified course offerings and programs, staffing, and facilities as the top three fiscal priorities. Risks such as increased expenses associated with employee turnover, student attendance, upgrades to aging facilities, and debts were taken into consideration. Opportunities for partnerships with outside community agencies for infrastructure improvements and partnerships with colleges and universities were noted areas of focus, as were increased parent engagement and grant opportunities. These strategic fiscal goals keep our students at the center of everything we do and focus on strengthening their MJUSD experience through student resources, exemplary workforce, operational excellence, and meaningful partnerships.

## SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Strong district-wide technology infrastructure</li> <li>• Expansive resources for instruction/interventions</li> <li>• Expanded staffing allocations allow more teaching and learning supports</li> <li>• Finance and budget development</li> <li>• Positive cash flow and reserves</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Restricted one-time funding for programs and services</li> <li>• Lack of funding for facilities upgrades</li> <li>• Lack of funding for student transportation</li> <li>• Lack of additional funds for extracurricular activities</li> <li>• Reduced student attendance impacts state funding</li> <li>• Lack of investment in college preparation</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Partnerships with outside community agencies for infrastructure improvements</li> <li>• Partnerships with colleges and universities</li> <li>• Opportunities for increased parent engagement</li> <li>• Grant Opportunities</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Increased expenses associated with employee turnover</li> <li>• Student attendance</li> <li>• Outstanding loans associated with solar and facilities upgrades</li> </ul>

## Goals & Strategies: Fiscal Accountability

**Goal 1: Establish a budgeting process that will utilize data to optimize student resources focused on student achievement and the “whole child”**

### **Strategies:**

- Engage in a transparent and timely analysis of student performance data to provide supportive resources needed.
- Implement a budget to design flexible interventions that provide equitable access for all students.
- Build a budget for a system of supports for English Learner, foster youth, Low Supplemental Educational Services (SES), and Military.
- Implement a budget for professional supports and services.

**Goal 2: Implement a staffing on-boarding and training program to retain and develop the best MJUSD candidates in order to promote excellence for all students, strengthen the efficacy of staff, and reduce employee turnover**

### **Strategies:**

- Design a budget for required staff training to implement programs and strategies that address learning and literacy gaps.
- Implement an employee referral incentive program to increase staff and reduce turnover.

**Goal 3: Implement a sustainable planning process in which key educational partners gather information on facilities and cost structure, and establish a budgeting process that utilizes data to optimize resource allocation**

### **Strategies:**

- Develop with key educational partners an expenditure priority list that is guided by building and district goals.
- Develop a budget to update facilities that are competitive with up-to-date technology, current programs, and innovative designs.



## Focus Area 3: Hiring, Retention, & Development of Personnel

### Executive Summary

Through the community survey and collaboration with our educational partners, the Personnel Team identified three major themes: strong commitment to hire the best candidates in all departments, meaningful professional development for both new and veteran educators, and a focus on cultivating a healthy and supportive climate. From there, the team developed three goals to create a system of practices to support the hiring and retention of quality employees. Through the development of a consistent system of best practices for hiring and retaining employees that support high quality instruction for all students, MJUSD can position itself as a world class educational institution.

### SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Paid professional development beyond contract hours</li> <li>• Funded induction program</li> <li>• Higher salary than neighboring districts</li> <li>• Community partnerships with service clubs</li> <li>• Staff recruitment and filling open positions</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Many employees are commuters</li> <li>• Recruiting challenges due to distance of travel</li> <li>• Lack of relationships with community partners</li> <li>• Lack of transportation drivers</li> <li>• Lack of housing available for new hires</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Host student teachers</li> <li>• Partnerships with universities</li> <li>• Finding each employee's "why"</li> <li>• Instructional coaching to support teachers</li> <li>• Beale Air Force Base spousal recruitment</li> <li>• Incentive for staff for applicant referrals</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Neighboring districts offer better hiring and benefits packages</li> <li>• Teacher and substitute shortages</li> <li>• Lower paying jobs in our community for spouses</li> <li>• Lack of colleges in the community to establish a pipeline of teachers and classified staff</li> </ul>

# Goals & Strategies: Hiring, Retention, & Development of Personnel

## **Goal 1: Develop a plan where MJUSD is fully staffed with quality employees**

### **Strategies:**

- Implement a system for recruitment of employees
- Implement a system for equitable staffing allocation
- Implement a system for hiring practices

## **Goal 2: Develop a plan where all staff within MJUSD have opportunities for professional growth**

### **Strategies:**

- Develop a comprehensive orientation for new hires
- Develop a long-term vision for staff mentorship
- Implement a system that allows the Personnel Department to facilitate opportunities to partner with colleagues

## **Goal 3: Develop a plan in which MJUSD cultivates a culture where staff is valued and supported through meaningful interactions and relationships**

### **Strategies:**

- Develop programs that support staff enrichment
- Discover the practices of neighboring districts so MJUSD remains competitive
- Develop a system where Personnel can gather data as to why employees are choosing to stay in MJUSD and why employees are choosing to leave MJUSD
- Develop a climate where employees are encouraged to build relationships with other employees across the district



## Focus Area 4: Student Programs & Supports

### Executive Summary

The Student Programs and Supports Team worked with educational partners to outline a vision for improving student achievement and staff performance. The input resulted in three priority areas: parent and community engagement, academic support, and leveraging high-quality personnel in order to maximize student success. It is critical that we develop program options that allow for our students to graduate high school with skills that prepare them for college and career. The district must also create equitable practices through intervention and acceleration to support student progress. The group identified the need for the best first instruction which focuses on teaching and learning. Student mental and emotional well being refers to the availability of a robust course of studies, electives, extracurricular and co-curricular options with a strong foundation of social-emotional support and services.

### SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Focus on student achievement</li> <li>• Expanded Professional development for all staff</li> <li>• Increased personnel to support programs</li> <li>• Expanding Career Technical Education</li> <li>• Dual Immersion courses for college credits</li> <li>• Free meals for all students</li> <li>• Social emotional supports</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Inadequate processes to address student learning loss</li> <li>• Parent involvement</li> <li>• Job-embedded professional development</li> <li>• Transportation to extracurricular activities</li> <li>• Inadequate communication of district successes</li> <li>• Limited higher education options</li> <li>• Inadequate use of data to measure program success</li> <li>• Inconsistency in college and career skills preparation</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Resources for teacher supports</li> <li>• Student well-being partnerships</li> <li>• Intervention and acceleration</li> <li>• Ongoing professional development</li> <li>• Consistency in post-secondary preparation</li> <li>• Community education and arts partnerships</li> <li>• College partnerships</li> <li>• Internships and externships</li> <li>• Sharing successes and highlights</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Student engagement and enrollment</li> <li>• Interdistrict transfer opportunities</li> <li>• Safety issues in the community</li> <li>• Community engagement and partnerships</li> <li>• Unique programs that are not maintained</li> <li>• Limited knowledge of district successes</li> </ul>

# Goals & Strategies: Student Programs & Supports

## **Goal 1: Support academic programs for college and career readiness**

### **Strategies:**

- Implement intervention and enrichment strategies for teachers and students
- Increase mental health supports / Social and Emotional Learning (SEL)
- Focus on high-quality first instruction
- Expand access to rigorous college and career preparation at all sites
- Expand and implement higher education partnerships

## **Goal 2: Maximize personnel to support students and programs**

### **Strategies:**

- Hire, Support, Train and Retain
- Engage staff in making decision that maximize impact of programs and support for all students
- Expand student access to co-curricular and extracurricular programs such as visual and performing arts, sports, music, and Career Technical Education

## **Goal 3: Support community and family engagement**

### **Strategies:**

- Parenting Institutes/Volunteer Opportunities
- After School Events
- First Responder and Other Community Members Involvement

# District Action Plan

## 2022-2025

The recommendations from each of the four focus areas were further analyzed to design the District's three-year Action Plan resulting in **goals in five strategic areas**. These are as follows:

1. Academic Programs
2. Budgeting Process
3. Community Engagement
4. District Culture
5. Personnel Supports

The district will align the five strategic goals identified on pages 17-19 to the annual Local Control and Accountability Plan and School Site Plan, which are two state-required plans that are available for review on the district website.

The departmental plans referred to in this section include:

- *Annual Budget*
- *College and Career Development Plan*
- *Communication and Engagement Plan*
- *Education Services Plan*
- *English Learners Master Plan*
- *Facilities Improvement and Maintenance Plan*
- *Facilities Master Plan*
- *Nutrition Services Plan*
- *Personnel Development Plan*
- *Safety Plan*
- *Special Education Plan*
- *Technology Plan*
- *Transportation Plan*
- *Warehouse and Purchasing Plan*

## Executive Summary of Findings

The 2022-2025 Strategic Plan is a transparent representation of current needs and goals for the Marysville Joint Unified School District. The overarching objective of the Strategic Plan is to ensure that the district's processes and practices are aligned for efficiency, resulting in an environment that provides high-quality education and prepares every student with skills required for success in college, career and life.

Four areas of operations have been identified as instrumental in ensuring the overall success of the district and, when aligned for efficiency, result in improved processes and practices: (1) Facilities and Infrastructure; (2) Fiscal Accountability; (3) Hiring, Retention, and Development of Personnel; and (4) Student Programs and Supports. Through collaborative discussions, the district's educational partners have identified and highlighted the strengths, weaknesses, opportunities and threats in each of these four areas, and recommended strategies to guide the ongoing improvement process.

High-quality facilities support academic success. The committee recommends designing safe learning environments to include updating and upgrading intercom systems, security cameras, fencing, and well-defined boundaries and points-of-entry. The committee also recommends establishing community partnerships to enhance curb appeal on and around school sites, and investing in classrooms, cafeterias, outdoor spaces, athletic fields, performance centers, and Career Technical Education (CTE) facilities.

To operate effectively and efficiently, the committee's recommendations include the use of data to design transparent processes to maximize the funding impact across the district.

The committee also recommends that the district commit to hiring the best candidates in all departments, provide meaningful professional development for new and veteran educators, create a focus on cultivating a healthy and supportive climate, and ensure that all schools and departments are staffed equitably.

Designing a high-quality educational environment requires establishing equitable access to rigorous TK-12 academic preparation, exciting co-curricular options, high-quality early instruction in literacy, and individualized supports through intervention and acceleration. A strong focus on best practices around teaching and learning include a robust professional development plan highlighting the implementation of a multi-tiered system of student supports. The mental and emotional well-being of students plays a big role in academic success, which is why the committee recommends the district provide students with access to social-emotional supports and services. The district also recognizes the need to develop a Graduate Profile which identifies key preparation criteria at elementary, middle and high school levels, leading to successful transition after high school.

In conclusion, the committee's recommendations resulted in a district-wide action plan. The strategic objectives from each of the four areas guided the development of five district-wide goals and actions to be accomplished in the next three years.

## Goals & Actions

<b>Goal 1: ACADEMIC PROGRAMS - Design a Graduate Profile to support program implementation for academic, social-emotional, and skills preparation across grades TK-12</b>				
<b>Actions:</b>	<b>Developed By:</b>	<b>Approved By:</b>	<b>Identified How:</b>	<b>Progress Check:</b>
Design an academic environment that includes acceleration, intervention, and enrichment practices across all school sites	Site and District Administration Labor Partners	Cabinet	LCAP School Site plans Departmental Plans	Quarterly and Annually
Design community partnerships to increase mental health support, counseling, and other social services	Site and District Administration	Cabinet	School Site Plans Departmental Plans	Quarterly and Annually
Focus on high-quality first instruction and literacy gaps across all grades	Site Administration, Teachers	District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually
Build a budget for a system of supports for students in poverty, Foster & Homeless youth, students in special programs and English Learners	Site and District Administration	District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually
Implement a budget for professional supports and services for staff, students and families	Site and District Administration Teachers	Site and District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually
Engage in a transparent and timely analysis of student performance data to provide supportive resources needed.	Site and District Administration Teachers	Site and District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually
Expand access to rigorous college and career preparation at all sites	Site and District Administration Teachers	Site and District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually
Develop a Graduate Profile to clearly outline the community expectation for student graduates	Students Teachers Community Parents Site and District Administration	Site and District Teams	LCAP School Site Plans Departmental Plans	Quarterly and Annually

**Goal 2: BUDGETING PROCESS - Establish a budgeting process that will utilize data to optimize student resources focused on student achievement and the “whole child”**

<b>Actions:</b>	<b>Developed By:</b>	<b>Approved By:</b>	<b>Identified How:</b>	<b>Progress Check:</b>
Design transparent and timely communication regarding state and federal budgets	Cabinet	Board of Trustees	Departmental Plans	Regular budget updates to the Board
Implement and design a budget that supports sites with flexible interventions and equitable access for all students	Site and District Administration	Cabinet Site Administration	School Site Plans Departmental Plans	Regular budget updates to the Board
Develop an expenditure priority list that is guided by district goals	Department Administration	Cabinet	LCAP*** Departmental Plans	Regular budget updates to the Board
Develop a budget to update facilities that are competitive with up-to-date technology, current programs, and innovative designs	Facilities Advisory Committee	Recommendation to the Board of Trustees based on Facilities Master Plan	Departmental Plans	Regular budget updates to the Board

**Goal 3: COMMUNITY ENGAGEMENT - Support community and family engagement to raise student success**

<b>Actions:</b>	<b>Developed By:</b>	<b>Approved By:</b>	<b>Identified How:</b>	<b>Progress Check:</b>
Increase parent institutes and volunteer opportunities	Education Services School Administration Community Advisory Student Leadership DAC* DELAC**	School Sites District Administration	LCAP*** School Site Plans	Quarterly and Annually
Develop a well-defined adult education opportunities in the community	Cabinet Adult School Administration	Cabinet	LCAP*** School Site Plans	Quarterly and Annually
Improve and expand community and family engagement in schools	Site Leadership Community Advisory Student Leadership DAC* DELAC**	Cabinet	LCAP*** School Site Plans	Quarterly and Annually
Expand community partnerships for well-being and safety	Management Team Community Advisory Student Leadership DAC* DELAC**	Cabinet	LCAP*** School Site Plans	Quarterly and Annually

**Goal 4: DISTRICT CULTURE - Develop a plan in which MJUSD cultivates a culture where staff and community can share and celebrate its successes and best practices**

<b>Actions:</b>	<b>Developed By:</b>	<b>Approved By:</b>	<b>Identified How:</b>	<b>Progress Check:</b>
Develop programs that support staff enrichment	Management Team Labor Partners Student Leadership DAC* DELAC**	Cabinet	Departmental Plans	Quarterly and Annually
Develop a collaborative climate to encourage sharing ideas and best practices	Management Team Community Advisory Student Leadership DAC* DELAC**	Cabinet	Departmental Plans	Quarterly and Annually
Celebrate successful programs and practices districtwide	Management Team Community Advisory Student Leadership DAC* DELAC**	Cabinet and Public Information Officer	Departmental Plans	Quarterly and Annually

**Goal 5: PERSONNEL SUPPORTS - Maximize personnel to support students and programs and develop a plan where MJUSD is fully staffed with quality employees**

<b>Actions:</b>	<b>Developed By:</b>	<b>Approved By:</b>	<b>Identified How:</b>	<b>Progress Check:</b>
Implement a system to improve hiring and retention processes	Personnel, Labor Partners, Community Advisory DAC* DELAC**	Board of Trustees	Departmental Plans	Quarterly and Annually
Identify a process for equitable staffing allocation	Site and District Administration	Cabinet	Departmental Plans	Quarterly and Annually
Develop a new employee orientation plan, mentorship plan, and support staff improvement plan	Personnel Labor Partners Site Leadership	Cabinet	Departmental Plans	Quarterly and Annually
Design ongoing job-embedded training and professional growth to support all district employees	Cabinet District Departments Site Administration Labor Partners	Cabinet	Departmental Plans	Quarterly and Annually

# Appendix

## Appendix

Marysville Joint Unified started the development of a three year Strategic Plan for 2022-2025 with the goal to gather community input. From December 2021 to January 2022, the District conducted an in-depth survey to gather community input. All survey responses were anonymous. The survey was conducted across the district and the process of data collection and analysis is as follows:

- Community forums
- Focus groups with faculty, staff, and high school and middle school students
- Interviews with Board of Education members, district administrators and association leaders
- Electronic surveys for faculty, parents, students in grades 4-12, support staff, and community members with children in our schools.

In addition to the survey, strategic planning teams met with educational partners in person and online from October 2021 through May 2022 to gather feedback in four focus areas – Fiscal Accountability, Hiring, Retention, and Personnel, Student Programs and Supports, and Facilities and Infrastructure – and identified key priorities. Educational partners include parents, students, current and former employees, and community partners. Over 100 participants engaged in the process and selected the areas that were of interest to them.

### Educational Partners:

<u>Groups</u>	<u>Participants</u>
<b>Parents:</b>	Members of the District Advisory Committee(DAC) and District English Learners Advisory Committee (DELAC) attended the meetings, along with parents who were also employees in the district.
<b>Students:</b>	Student leaders who participate in the monthly Student Leadership Forum actively engaged in the process
<b>Certificated Staff</b>	Teachers and administrators participated in the development of the plan and represented grades TK-12
<b>Classified Staff</b>	Support staff from various school and district sites participated in the process
<b>Community Partners:</b>	Members of the local business and government entities who are part of the Superintendent’s Advisory Committee (which meets monthly) participated in the process and represented the Yuba and Sutter communities.
<b>Management</b>	Members of the MJUSD management team, including site and district management leaders served as team leaders and ensured that each education partner group was well represented in each area of focus.

## Appendix

### ABOUT THE SURVEY:

The survey is divided into ten (10) segments as identified below. The questions were arranged to allow for quick extraction of data around current initiatives and areas that will be identified as priorities for the next three years. The survey included 81 questions and a section to allow for other feedback and suggestions (qualitative data).

Segment	Segment Topic	Rating Scale	Questions
Segment 1	Current District focus areas	Excellent - Poor	1-16
Segment 2	Quality of Education:	Very Important - Not Important	17-27 Comments: 28
Segment 3	Top three issues facing students today	1-2-3 choices	29-35 Comments:36
Segment 4	Top three challenges faced by MJUSD schools	1-2-3 choices	37-42
Segment 5	Success indicators for MJUSD Schools	Choose up to 5 items	43 Comments: 44
	No questions were identified for #45		
Segment 6	Facilities Conditions	Excellent - Poor	46-54 Comments: 55
Segment 7	Identifying school facility improvements	High Priority - Low Priority	56-72
Segment 8	Facilities Benefits beyond basic functions	High Priority - Low Priority	73-78 Comments:79
Segment 9	Communications	Total Responses	80
Segment 10	What updates are of most interest	Total responses	81 Comments: 82

### Participation:

Participants identified themselves in multiple cohorts, such as Administrator, Civic Government leader, community member, elected official, employee, former parent or current parent, student and teacher. The data was also disaggregated by each school to allow for schools to use this to prioritize their site plans.

ABL/CDC	Arboga	Browns	Covillaud	Cedar Lane	Cordua	Dobbins	Edgewater
15	40	23	80	22	3	1	43
Ella	Foothill	Johnson Park	Kynoch	Linda	Loma Rica	Lindhurst	Marysville
37	39	40	61	48	14	80	210
McKenney	MCAA	Olivehurst	South Lindhurst	Yuba Gardens	Yuba Feather	District	
58	70	13	8	52	35	43	

The survey was divided into segments. Below is the information regarding responses to each of the segments followed by a summary of the responses.

[Charts](#)

### SUMMARY OF FINDINGS:

In an effort to celebrate performance areas listed above, the analysis focused on participant ratings of “Excellent, Very Good and Good.” The “Fair” ratings were not counted in this total listed above. Percentage points have been rounded to the nearest whole number.

## Appendix

School staff received the highest, while school facilities received the lowest percent of Excellent to Good ratings.

Questions related to preparing students for college, for careers and parent education received a little more than 50% as Excellent to Good ratings. Technology for students and staff received strong support as well.

Segment 1: Current District focus areas		Rating Scale: Excellent - Poor		Questions 1-16
<b>What do you think about each of these areas in the MJUSD school system? Please select one rating for each item listed.</b>				
Academic Programs	66%	Athletic Programs	53%	
Academic Achievement	58%	MJUSD School Facilities	44%	
Technology Provided to Staff	77%	Stewards of Taxpayer Funds	51%	
Technology Provided to Students	79%	School Staff	83%	
Music and Arts Programs	58%	Preparing Students for Careers	49%	
Preparing Students for Four-Year College	55%	Campus Safety and Security	69%	
Learning Environment	68%	Professional Development	63%	
Parent Education and Support	50%	Overall Communication	66%	

Segment 2: Quality of Education		Rating Scale: Very Important- Not Important		Qs: 17-27 Comments: 28
<b>Quality of Education: We want to understand which programs are most important for you so we can prioritize our plan of action. Please mark only one rating selection for each item listed.</b>				
Core Academics for College Preparation	92%	STEM Education (Science, Technology, Engineering, and Math)	91%	
Career Technical Education (CTE)	95%	Visual and Performing Arts	78%	
World Languages	74%	Library and Video Resources	83%	
Social Emotional Health & Learning	87%	After School Enrichment and Clubs	83%	
Community Service	77%	Student Support Services	94%	
Physical Education and Athletics	88%			
Free response comments submitted for this section are in the attached report.				
<b>SUMMARY OF FINDINGS:</b>				
For the purposes of analysis, the data above includes the responses that identified these areas as				
<b>Very Important and Important.</b> Based on the data, Career Technical Education was rated as the area of highest importance, followed by Student Support Services, Core Academics for College Prep and STEM education. Percentage points have been rounded to the nearest whole number.				

Segment 3: Top three issues facing students today		Rating Scale: 1st, 2nd and 3rd choice		Qs: 29-35 Comments: 36
<b>What do you think are the top three issues facing students today?</b>				
Changing Workplace Environment	12%	Higher Levels of Education Required to Find Work	15%	
College and Career Readiness	37%	Low Mathematics and Science Proficiency	15%	
Drugs and Alcohol	19%	Negative Peer Pressure	20%	

## Appendix

Lack of Parental involvement	29%	
Free response comments submitted for this section are in the attached report.		
<b>SUMMARY OF FINDINGS:</b>		
In this section, participants ranked the top three issues facing students today. For this section, the data only represents responses that <b>rated #1</b> . The top issue identified was College and Career Readiness while the least important issue was the Preparing for the Changing Workplace Environment. Percentage points have been rounded to the nearest whole number.		

<b>Segment 4: Three challenges facing MJUSD schools</b>		<b>Rating Scale: Priority 1-2-3</b>		<b>Qs: 37-42</b>	
<b>What do you think are the top three challenges facing MJUSD? Participants ranked challenges 1st, 2nd, and 3rd.</b>					
Offering Challenging Instructional Programs	16%	Expanding Communication and Community Involvement		13%	
Recruiting and Retaining High Quality Teachers	37%	School Funding issues		22%	
Increasing Student Achievement	32%	Providing a Safe and Orderly Environment		22%	
Free response comments submitted for this section are in the attached report.					
<b>SUMMARY OF FINDINGS:</b>					
In this section, participants ranked the top three challenges facing MJUSD today. For this section, the data ranks responses <b>rated #1</b> . The top challenge facing the District is recruiting and retaining high-quality teachers. The 2nd highest challenge is the need to increase student achievement. School funding issues, providing a safe environment, offering challenging instructional programs, and expanding communication and community involvement were also identified as the key challenges. Percentage points have been rounded to the nearest whole number.					

<b>Segment 5: Success indicators for MJUSD Schools</b>		<b>Rating Scale: Rank 1-2-3</b>		<b>Question: 43</b>	
<b>As a community, what do you want our school district to provide for our students? What would success look like for our schools? Please rank the top three items in order of importance.</b>					
Highly Qualified Staff and Teachers	#1	Higher Graduation Rates		#6	
Curriculum that Prepares Students for the Workplace	#2	More Rigorous Programs		#7	
Engaging Extracurricular Programs	#3	Technology in the Classrooms		#8	
A Safe and Orderly Environment	#4	Higher Test Scores		#9	
School Choice/Alternative Learning Programs	#5				
Free response comments submitted for this section are in the attached report.					
<b>SUMMARY OF FINDINGS:</b>					
In this section, each participant ranked each of these areas in order of importance, in <b>priority order 1, 2 and 3</b> . Based on the results, Highly Qualified Staff and Teachers is the most important success indicator for MJUSD whereas Higher Test Scores is the least important success indicator. Percentage points have been rounded to the nearest whole number.					

## Appendix

Segment 6: Facilities Conditions		Rating Scale: Excellent - Poor		Qs: 46-54 Comments: 55
<b>Facility Conditions: What do you think about the overall physical condition of the MJUSD school facilities? Please mark only one rating selection for each item listed.</b>				
Overall Physical Conditions of the Classroom	34%	Science Labs	34%	
CTE Classrooms	27%	Cafeteria	34%	
Elective Facilities	26%	Gyms and Multipurpose Rooms	35%	
Grounds and Walkways	49%	Athletic Facilities	27%	
Security and Lighting	39%			
Free response comments submitted for this section are in the attached report.				
<b>SUMMARY OF FINDINGS:</b>				
For this section, the data only represents responses rated <b>Excellent, Very Good, and Good</b> . Based on the data, Grounds and Walkways received the highest ratings whereas Elective Facilities received the lowest rating. Percentage points have been rounded to the nearest whole number. Please note that the data above does not include the ratings or fair, poor or those with no responses.				

Segment 7: Identifying school facility improvements		Rating Scale: High Priority - Low Priority		Qs: 56-72
<b>We need to understand how to prioritize school facility improvements. Mark only one priority for each item listed.</b>				
Building System Updates for Indoor Air Quality, Safety, Security and Technology Support	60%	Spaces Designed to Support Specific Educational Programs	44%	
Energy Efficiency and Sustainability	26%	Exterior Improvements so Schools Integrate into Surrounding Neighborhoods	21%	
Sports Facilities	48%	Interior Classroom Learning Environments	68%	
Up-to-date Labs for Science, Engineering, and Technology Instruction	66%	Classroom Technology	58%	
Facilities that Help Attract and Keep High-Quality Teachers	62%	School Safety and Security	79%	
Traffic Management in and Around Schools	55%	Building Exteriors and Landscaping	21%	
Outdoor Learning Environments	37%	Space for Socialization and Collaboration	35%	
Auditorium Repair and Reconstruction	33%	Performance Spaces at Intermediate Sites	41%	
<b>SUMMARY OF FINDINGS:</b>				
For this section, the data only represents responses rated as <b>High Priority</b> . In this section, School Safety and Security was identified as the highest priority facility improvement, followed closely by Interior Classroom Learning Environments, Up-to-Date Labs, and Facilities that Attract High-Quality Teachers. Building Exteriors and Landscaping, Exterior Improvements and Energy Efficiency received the lowest priority ratings for facilities improvements. Percentage points have been rounded to the nearest whole number.				

Segment 8: Facilities Benefits beyond basic functions		Rating Scale: High Priority - Low Priority		Qs: 73-78 Comments: 79
<b>School facilities provide additional benefits beyond their basic functions. Which added benefit do you feel is most important?</b>				
Facilities that Support the Highest Quality Academic Instruction	78%	Community Use and Enjoyment	23%	

## Appendix

Facilities that Support State-of-the-Art Instruction	52%	Social and Emotional Well-Being of Students and Teachers	76%
Facilities that Keep Operating Budgets Low	27%	Facilities that Provide a Sense of Pride for Users and the Community	62%

**SUMMARY OF FINDINGS:**

For this section, the data only represents responses rated as **High Priority**. The responses prioritized facilities that support the highest quality of academic instruction, social-emotional wellbeing of students and teachers, and those that provide a sense of pride for users and the community.

Segment 9: Communications		Total Responses	Q: 80
<b>How would you prefer to receive communication?</b>			
#1 choice	online communication via the district website		
#2 choice	online communication via social media		
#3 choice	regular updates at school board meetings		
#4 choice	signage at school sites highlighting the facilities work being completed		
# 5 choice	Print mailers informing me of project progress and accountability		

Segment 10: What updates are of most interest		Total responses	Q: 81 Comments
<b>What aspects of updates are you most interested in? Select all that apply.</b>			
#1 choice	What new programs are being offered for students		
#2 choice	Accomplishments - what projects are being completed		
#3 choice	Budget - how the district is spending local and state dollars		
#4 choice	What new programs are being offered for parents		
# 5 choice	Impacts - how facilities are impacting users and the community		
Free response comments submitted for this section are in the attached report.			

**STEP 1: Identify groups and complete Mission Statement - complete by Feb. 1**

[Strategic Plan Presentation Video](#)

**Meeting Dates:**

- Individual stakeholder groups- Jan-Feb
- Team Leads meeting- March, April and May
- Large focus area groups- March, April and May
- Final Document report out to Board and Final Adoption in June 2022

	(B) Personnel: Hiring and Retention	(C) Fiscal Responsibility	(D) Student Supports and Programs	(E) Facilities and Infrastructure
<b>District representatives</b> Jan. 4, 2022	Amy Stratton Rob Gregor Kari Yist Jen McAdam Rocco Greco Shevaun Mathews Kathy Woods Lori Guy Joe Seiler Monica Reyna Jordan Holmes	Cindy Helms Brian Horn Jennifer Passaglia Derek Morrison Eric Preston Rebecca Evers Kristina Royer Alicia Wright Amy Eggleston Jodi Buda Zack Schulz	Amy Murray Jolie Critchfield Christie Beymer Scott Jackson Chris Schmidt Troy Hane Tracy Pomeroy Heather Marshall Kiley Lagorio Pete Pantoja Laurie Whitmore	Greg Taylor Bryan Williams Bob Eckardt Jim Hays Amber Watson Doug Trower John Ithurburn Ashley Vette Duane Tripplet Jami Larson Karen Dow David Jones
<b>Student Representatives</b> Jan. 26, 2022	Natalie Batchelder Natalie Grissom Jariyah Lott Jacob Flavell Kylee Shawles Grace Putney	Brighton Quintana Aaliyah Jones Cynthia Urbina AnnMarie Fox Betty Villagomez Ryan Love Grace Pietz	Dyane Ortega Moreno Jordan Castagna Serafin Alvarez Pedro Hernandez Adeline Garcia Orozco Jasmine Acosta Kevin Briceno	Hope Cross Diane Jensen Brendan Xiong Nick Sanchez Arleny Gutierrez Jocelyn Padilla Fernandez Alize' Medina
<b>Parent Representatives</b> Feb. 24, 2022	Dolor Rosa Hernandez	Jessica Holt Mandy Gray Graciela Z	Marla Melendez Nicole Tindall Angela MacPherson	Rocio Rodriguez Seven Hang Yang

<b>Community Representatives</b> Feb. 1, 2022	Amy Nore Brent Hasley Sean Andersen Jim Schaad Francisco Reveles	Monica Oakes Brynda Stranix Brenda Harris Chuck Smith Donna Hillegass Lon Hatamiya	John Floe David Read Johnny Burke Jennifer Vasquez Stephanie McKenzie Tawny Dotson	Jackie Sillman Chris Sachs Steve Kroeger Rachel Downs Chong Yang
<b>Certificated</b> Feb. 24, 2022 3:15-4:15 pm	Anthony Dechene Jeffery Garcia Francesca Holcomb Dawn Williams Maria Soto Alexis Barker Melissa White Alicia Tindel Debi Fernandez Christin Hunter Inge Schlusler Heather Heap James Kupser Jennifer Campbell Kenny Her	Karen McNay Meenu Pal Shoua Thao Heather Baker Ashley Trower Roxanne Eggar (Rburrow) Jason Neiber Jim Walz Kaleb George Maria Lamas Jwan Ghag Michael Trahin Jen Landrum	Megan Marble Rose Weidert Sandra Munoz Lule Teresa Anderson Chase Bisby Marcy Tarr Michelle Higgins Daniel Tejada Mathew Fridrich Todd deVlaming Ashley Martinez	Yazmin Munoz Robert Verdugo Peggy Rister Michelle Jones Jonathan Kinsman Becky Stewart Amber Cleverdon Amanda Bowman Rhonda Lococo Kelly Bertsch Jessie Smith Alyce Sokoloski Nikki Nakamura Angela Stegall Matthew DeMeritt Valeri Mathews
<b>Classified</b> Feb. 23, 2022 2:45-3:45	Adriana Andrade Andrea Tucker Angela Gresham Angelica Fielding Carol Rogers Wood	Daneen Phillips Felisa Guerrica Fran Tune Gabriel Coomes Gloria Castro	Juan Lopez Kashli Bechtel Michelle Cooper Rachel Colon Nicole Tindall	Anna Mitchell Andrew Wahl Violet Vigil Stan Easter Shelly Arrenquin Rocio Rodriguez
<b>Board Members</b>	Frank Crawford	Randy Davis	Alisan Hastey Gary Criddle	Randy Rasmussen Doug Criddle
<b>Team LEADS</b>	Monica Reyna, Joe Seiler, Amy Stratton <b>March 21, 2022</b> <b>April 19, 2022</b>	Rebecca Evers, Alicia Wright, Jodi Buda <b>March 15, 2022</b> <b>Apr 5, 2022</b>	Amy Murray, Chris Schmidt, Tracy Pomeroy <b>March 15, 2022</b> <b>April 19, 2022</b>	Karen Dow, Ashley Vette, Bryan Williams <b>March 29, 2022</b> <b>April 21, 2022</b>

	May	May 17, 2022	May	May 19, 2022
<p>STEP 2: Each group will meet with their LEADS to Identify strengths, weaknesses, opportunities and growth areas for the district SWOT analysis - complete by March 1</p>				
<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the video <a href="#">How to Perform a SWOT Analysis</a></li> <li><input type="checkbox"/> <a href="#">Develop a SWOT Analysis</a> for your group category (B-E)</li> </ul>				
<p>STEP 3: Each group will meet with their LEADS to work on Strategic Objectives - complete by TBD</p>				
<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the video <a href="#">What are Strategic Objectives</a></li> <li><input type="checkbox"/> Develop Strategic Objectives for your group category (B-E)</li> </ul>				
<p>STEP 4: Each group will meet with their LEADS to work on Developing Key indicators - complete by TBD</p>				
<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the video <a href="#">How to Develop Key Performance Indicators</a></li> <li><input type="checkbox"/> Develop Key Performance Indicators for your group category (B-E)</li> </ul>				