



MJUSD COMMUNITY SCHOOLS

MARYSVILLE JOINT UNIFIED
SCHOOL DISTRICT
58727360000000



1. Needs Assessment—Information about the pupil and school needs within the LEA/consortium.

a. Overview of the LEA/consortium:

The Marysville Joint Unified School District (MJUSD) vision for establishing community schools was first captured in the MJUSD Strategic Plan (2022-2025), with significant input from over 1000 participants (survey and committees) who completed a Strengths, Weakness, Opportunities, and Threats (SWOT) analysis. Two essential goals and actions of our Strategic Plan align with the LCSSP overarching goals:

1. Chronic Absenteeism and 2: Truancy 3. Reducing dropout

Each of these areas are identified in the Strategic Plan **Goal 1: Academic Programs and Supports** - (1) Design community partnerships to increase mental health support, counseling, and other social services; (2) Build a budget for professional supports and services for staff, students, and families; (3) Build a budget for a system of supports for students in poverty, Foster and Homeless Youth, students in special programs, and English Learners; and (4) Expand access to rigorous college and career preparation at all sites **Goal 3: Community Engagement** - (1) Increase parent institutes and volunteer opportunities; (2) Improve and expand community and family engagement in schools; (3) Expand community partnerships for well-being and safety; (4) Support community and family engagement to raise student success. The LCAP and School Plans for 2022-23 (adopted in June 2022) were aligned to the Strategic Plan to create coherence and accountability. A *MJUSD Community Safety Task Force* was created in September 2022 to engage the larger community in decisions to address five specific areas of need in the Strategic Plan: safety, wellness, family engagement, student academic achievement, and school culture. MJUSD's work transitions perfectly to align with the LCSP framework. Further, we added two positions to support these actions- Director of Adult Education and Community Partnerships and Director of Wellness Services which demonstrates the district's commitment to sustainability beyond the grant.

Situated 40 miles north of Sacramento, MJUSD was established 160 years ago and serves 23 schools located within three communities- Marysville City, Oliverhurst and Linda, two large unincorporated communities in Yuba County. The district covers almost 2400 square miles within three diverse communities located south and north of the Yuba river and in the mountains bordering Nevada County. The largest employers in the area are Beale Air Force Base, Medical organizations, and the school district. Eleven (11) neediest schools are identified for the LCSP grant. These schools are: Marysville, Lindhurst, and South Lindhurst High Schools, McKenney and Yuba Gardens Intermediate schools, Kynoch, Cedar Lane, Ella, Johnson Park, Linda, and Yuba Feather Elementary schools.

Families and communities in the southern region of the district continue to struggle to recover from a levee break on the Feather River in 1997 which destroyed roughly 1,000 homes in Olivehurst and Linda communities, resulting in long-range economic impact that is felt and seen even today. Lindhurst High School and its feeder schools, that are located in this region, demonstrate significant needs in relation to culture, safety and academic readiness. South Lindhurst High School (SLHS) is one of three alternative programs offered in MJUSD which serves students at-risk of not graduating from both the comprehensive high schools and is located on the same campus as Lindhurst High. This school strives to bring many opportunities, such as CTE and college courses, to broaden options along with individualized learning plans that address student support for success. The students who reside in the north Yuba County and in the City of Marysville attend Kynoch, McKenney, and Marysville High, where low response to the Free and Reduced Lunch paperwork results in low identification of unduplicated students (below 80%), even though the community reflects the social and economic needs of the County. Yuba Feather Elementary, located in the northernmost mountainous region of Yuba County, is identified as a rural school isolated 3500 feet above sea-level. Many families here are at a high level of poverty with poor access to public transportation and to social services available within the community.

To understand the demands of each of these school communities, it is important to understand the needs within Yuba County. Each of these schools before the pandemic had over 80 percent of unduplicated pupils who were all disproportionately impacted by the COVID-19 pandemic. The district data shows that 30% of our students identified as English Learners (including RFEP); 21% of students do not remain in the same school all year; 5% require Special Education services; 90% of families require transportation; and parent education level shows 44% as not graduating high school or not reporting. Community data shows over 10% unemployment, 21% teen birth rate, over 11% crime rate, all of which above the State's rate. To add to that, 15.6% of the total population lives at or below the poverty line and based on our Homeless Consortium data, the PIT (Point in Time) counts from 2007 to 2022 have gone from 362 individuals experiencing homelessness to 1,094 – a staggering increase of over 200%. In Yuba County 77% of the population is white with a median income of just over \$62,000 which is \$21,000 below the State median and \$6,400 below the Federal median level. The overall life expectancy of residence in Yuba County is 78.7 years, a full three years less than the State average of 81.7 years. The teen birth rate at 20.6% is nearly double that of the State's 10.8% and the crime rate is also higher at 2,748 per 100,000 as opposed to the State's 2,497 per 100,000. All these factors have seriously impacted the community and the numbers are concentrated higher in the eleven (11) schools representing Project LEAP.

Project LEAP- Needs Assessment, Asset Mapping and Gap Analysis:

Each site's needs assessment and gap analysis included data collected for the annual SPSA. Asset mapping was developed in collaboration with key partners in the larger community meetings. The need for establishing a community schools hub was first introduced in the *MJUSD Community Safety Task Force* meeting held in the fall of 2022. when a series of meetings were held to address school safety, community needs and student success within Yuba County, namely at Lindhurst High and its feeder middle and elementary schools. The meetings have continued to identify the need to bridge the gaps through closer coordination of school and community partner activities to engage students

and families. This task force includes key partners from the community and local businesses, whose vision for the enhancement of the community and the need to establish the Community Schools programs are in line with the LCSPP framework. When completing the internal asset mapping, each school developed an internal organizational process map or flowchart to show the various agencies that help implement Tier I-III supports for mental health and wellness purposes. Schools have multiple counselors, health and wellness providers. It took time, discussion, and ultimately agreement to develop a district wide structure of tiered supports with the final outcome bringing a systematic approach to how best to use them for increased impact. In short, we now know and recognize that our assets include the effective plans, processes, policies, procedures and a knowledge base specific to and used by the partners in our school community. The district has strong and established partnerships with multiple community organizations to respond to a wide range of personal and family needs that are currently impacting the overall progress and success of students in these schools. These include Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP, which is based on the tenets of the LCSPP framework. The design started with these five driving questions:

1. What are the highest priority needs of the children and families we serve?
2. How can we evaluate existing community partnerships and resources?
3. What areas of need for each child/family are currently not being met (i.e., gaps)?
4. What services and/or processes are currently available and/or being provided to children and families, and what evidence exists as to their impact (i.e., assets)?
5. How will the school redesign its actions to serve the community needs?

Planning Process for Project LEAP:

MJUSD's vision for Community Schools is Project **LEAP**, that prioritizes the LCSPP *Four Pillars* of exemplary **L**eadership, **E**ducation, **A**ccountability, and **P**rograms to integrate student supports, family engagement and collaborative leadership in improving learning opportunities and student self-efficacy for college and career success. Additionally, CCSPP-identified *four proven practices* guided the MJUSD Project LEAP needs assessment and gap analysis, which was conducted in collaboration with site and LEA-based advisory councils to address improvement of current programs- safety, poverty, student supports and academic programs. Moreover, our Project LEAP plan has been developed to mitigate the academic and social impacts on the barriers to learning. All school plans and implementation activities are aligned to the Framework and include the following LCSPP *cornerstone commitments* to: (1) asset-driven and strength-based practice; (2) racially just and restorative school climate (3) powerful, culturally proficient and relevant instruction; and (4) shared decision making and participatory practices.

Project LEAP addressed the *Four Key Conditions for Learning* through:

- developing strong relationships with community for CBL opportunities
- improving and instituting instructional strategies to accelerate learning options
- implement social emotional learning (SEL) curriculum to support student development and adult mindset around empathy, positive behaviors, academic improvement and overall positive school culture

Project LEAP was developed through a series of school-community meetings involving staff, students, parents, and community members. Using the data from the Strategic Planning process and the School Plans, each site conducted a comprehensive needs assessment, and SWOT analysis to identify ways to improve the educational environment of the schools. Each of the schools implementation plans was developed through a comprehensive community asset mapping and, school performance evaluation, needs assessment, and gap analysis, led by Principals. MJUSD Directors of Community Partnerships and Wellness Services conducted districtwide internal and external asset mapping to identify resources within MJUSD and then developed the community asset mapping for resources in the community. The members of each School Site Council (SSC), ELAC, and Guiding Coalition, and the district level standing advisory and decision-making groups were equally involved in the discussions related to the development of Project LEAP. Student and family empathy interviews were conducted to gain insight and understanding around the real challenges impacting our school community. At each site two dedicated Project LEAP community meetings were held to discuss and prioritize actions and strategies addressing needs of our community. The *MJUSD Community Safety Task Force* meeting held in the fall of 2022 introduced the concept of the community hub to address school safety, community education and student safety within Yuba County. Additionally, the Superintendent's Advisory Committee, the Yuba Sutter Task Force, and the MJUSD Community Safety Task Force have all discussed the development of Project LEAP. Each site involved local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, along with community service organizations such as SoYouCan and SaYLove Foundation. Members of this group are part of the *MJUSD Community Safety Task Force* and will evolve into the leadership team implementing and monitoring actions in Project LEAP. They will assist with the development and implementation of the CBL curriculum.

The Task Force developed the Project LEAP plan with clear actions and outcomes that support continuous improvement and has agreed to utilize a multi-method evaluation process to provide systematic data on annual progress. This approach will rely on both quantitative and qualitative data. Quantitative data will include the number of students, families and stakeholders participating, receiving and/or providing services, frequency and response times, as well as school-level data to measure changes in student outcomes and progress throughout the year, and year over year. The process requires efficient use of data to answer difficult questions, thereby not focusing on root causes. Qualitative data was gathered from community partners, students and families to provide a deeper understanding on outcome changes, as well as on related successes and challenges. Our needs and gap analysis which informed our implementation plan, reviewed many of the qualitative and quantitative measurements and highlighted a system-wide need centered on developing an efficient, systematic and user-friendly data collection, analysis, and response system. Project LEAP has built-in two positions, a Coordinator and a Data Support Staff, to collect and disaggregate outcome data for measuring impact of the actions on school-wide culture and student outcomes, key elements of the third and fourth pillars of the framework (engaging families and community and developing collaborative leadership and practices). Specific school-level data will rely on the following standardized assessment tools: Smarter Balanced Assessment Consortium (SBAC); Star Renaissance Diagnostic Assessments (twice yearly), locally developed Common Formative Assessment in grades K-12; Early

Childhood Environment Rating Scale; Ages & Stages Questionnaires®, Third Edition (ASQ®-3); Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2); California Healthy Kids Survey. Individual-level quantitative data will also be collected and tracked for children, families, educators, and community members participating in Project LEAP services and integration/coordination meetings. All these data will be used for tracking planned outcomes, including family and community participation and engagement with the schools. Moreover, annual focus groups will be arranged with Project LEAP elementary, middle and high school students and families to gain more in-depth feedback on quantitative data indicators and their perspectives on what is changing at their schools as a result of the implementation of community school strategies, as well as what can be improved. Replicating similar processes and engagement activities used in the development of our LCAP are intentionally designed to be part of Project LEAP's reflection and assessment strategy. Importantly, site principals, the LCSPP Coordinator, and the two Directors of Wellness and Community Partnerships will undertake responsibility and authority to monitor progress towards our 4 LEAP goals and site implementation plans.

The four main areas identified through the needs assessment (i.e., (1) Lack of systemic practices to address the needs of student success; (2) Lack of community partnerships that support the school in a consistent manner to bridge the gaps; (3) Design a school culture to include academic and co-curricular support; (4) Provide and expand parent education to support the capacity of families to participate as active partners in the school and to improve their own agency. The Community Schools initiative will impact the school wide continuous improvement process through the following actions which have been identified under the ***Bridge to Success initiative***:

1. Improve student achievement in literacy
2. Improve actions to increase daily attendance
3. Need for activities and support to address students experiencing trauma in a safe and nurturing environment with early detection and intervention
4. Lack of socio-emotional learning supports the curriculum across all classrooms
5. Access to timely data analysis reports to address students with attendance and discipline issues to proactively reduce the number of incidents
6. Develop a comprehensive assessment system to monitor student progress
7. Design an opportunity room program to support academic and social needs
8. Design a wellness center to support community and parents after school
9. Integrate community and school actions for transparent accountability
10. Identifying a shared understanding of restorative and PBIS practices
11. Allocating additional personnel for social-emotional-mental health needs including students in the juvenile system, pregnant teens, and teen parents
12. Additional staff needed for expanded parent and community education support
13. Design a CBL curriculum
14. Include implementation in the community hub to support families transitioning to this area as part of the 21% mobility rate of the district

The four goals of Project LEAP and associated actions are identified for each year:

Goal 1: Design Community Collaborative Leadership:

Major Tasks	Benchmarks	Responsible	Dates
Yuba Community LCSPP Task Force to take responsibility for Project LEAP	Quarterly actions report/ monthly meeting	Principals	Year 1
Appoint staff for implementation of actions	Coordinator & Data Clerk	Task Force	Year 1
Implement consistent communication protocol to reach the community	Quarterly actions report/ monthly meeting	Task Force	Year 1-4
Implement training and workshops for families re: wellness resources/ programs	Schedule of monthly training and attendance	Task Force	Year 1-4
Identify additional Community and County partnerships/esources to support wellness	Schedule of monthly training and attendance	Task Force	Year 1-4
Goal 2: Improve and Expand Community Education:			
Major Tasks	Benchmarks	Responsible	Dates
Expand parent and family education hubs	Hubs at each site	Task Force	Year 1
Introduce programs for pregnant teens and teen parents.	Monthly schedule of programs	Task Force	Year 1
Involve Community partners as resources	List of partnerships	Task Force	Year 1-4
Expand adult and community education	ADA/attendance data	Task Force	Year 1-4
Increase Wellness resources for families	List of partners/resource	Task Force	Year 1-4
Develop a Data Management System	Design Accountability	Task Force	Year 1-2
Goal 3. Develop Accountability for Community Wellness:			
Major Tasks	Benchmarks	Responsible	Dates
Establish Wellness Center at each site as part of the community hub	Identify a monitoring blueprint for efficacy	Task Force	Year 1-2
Staff it appropriately to assist students during the day and families after school.	List of partners/resource	Task Force	Year 1-2
Establish social- emotional counseling for families and adults in addition to students	List of partners/resource	Task Force	Year 1-4
Institute Health screenings and supports to address social-emotional needs	List of partners/resource	Task Force	Year 1-4
Goal 4: Improve School-based support Programs for Student Success			

Major Tasks	Benchmarks	Responsible	Dates
Implement the <i>Bridge to Success</i> program to improve attendance/discipline/culture	Quarterly meeting to include data updates	Task Force	Year 1-4
Consistent implementation of site identified Tier I and Tier II supports and training	Quarterly meeting to include data updates	Task Force	Year 1-4
Establish an Opportunity Classroom at secondary sites	Quarterly meeting to include data updates	Task Force	Year 1-4
Provide professional development to address behaviors, safety, wellness for all	Quarterly meeting to include data updates	Task Force	Year 1-4
Institute CBL with community partner supports	Quarterly meeting to include data updates	Task Force	Year 1-4
Adding summer and after school activities in the hub to improve student options	Quarterly meeting to include data updates	Task Force	Year 1-4
Increased alignment between feeder elementary, middle and high schools .	Semester updates including data	Task Force	Year 1-4

MJUSD has established several new initiatives and will expand and continue those that have significantly impacted the lives of our students and families in multiple ways across our community in alignment with the new actions identified in Project LEAP.

1. MJUSD's **Hope Program (homeless)** is one of the strongest and longest standing events in our area and includes partnerships with local businesses. Support and donations of the Local Union 228, Association of Realtors, Ghirardelli Construction, Marysville Kiwanis, Yuba Sutter Food Bank, Yuba County Health and Human Services, Yuba County Probation, and many more individuals in our community support food distribution for needy families and gifts for children. A new initiative beginning in 2023-24 was the **So Thankful event**, which organized services for students through local health care agencies including free haircuts, free eye and dental checks, free clothing provided by local business, including the opportunity to shop with the local Law Enforcement—"shop with a cop" for the upcoming Christmas season. Under Project LEAP these will be annual events and both will expand and deepen authentic, caring, and responsive relationships with our most needy families.
2. At the start of the 2022-23 school year, the **MJUSD Community Safety Task Force** was created with district and school representatives, elected Supervisors for the County, Olivehurst Public Works Department, Department of Public Health and Social Services, Yuba County Sheriff's Office, community partners and the Yuba County Office of Education. Under Project LEAP this will include parents, students and staff and serve as the decision-making team that meets monthly for increased collaboration and integration of services between the MJUSD and County agencies.
3. A new student-centered initiative to address the whole child is the **Bridge to Success** initiative, which aims to ensure that student-centered instruction is implemented every day. Additionally, this includes after-school support through the Community HUB concept which will implement the CBL curriculum in every community. An after-school

MakerSpace lab is being designed in the local community along with a Saturday event to welcome students wishing to participate in a Police Academy Challenger program. High School students who express interest will work with the Yuba County Health and Human Services to receive training to support music and art therapy for students experiencing trauma at each of the site's elementary school wellness centers during the school day.

Additional factors were evaluated to support the need for the LCSPP grant in each of the identified schools, and these are:

1. MJUSD has suffered a significant trauma when in 1992, Lindhurst High School (the high school feeder for Yuba Gardens Intermediate School) had a school shooting that killed three (3) students and one (1) staff, as well as injured ten (10). Although this happened 20 years ago, these experiences have scarred the community. Yet again, in 2022, the high school principal was assaulted in his office by a community member while an elementary student at one of our LEAP schools was killed in a drive-by shooting. The loss, fear, and violence gripping our students and families and the greater community are paralyzing.
2. MJUSD educates 69% of the students in Yuba County; therefore the data presented here strongly represents the community of MJUSD.
3. In KidsData (2017-2019), 4.7% of 7th grade students, 7.3% of 9th grade and 6.6% of 11th grade reported being in a gang which is higher than the State data.
4. KidsData (2020) indicates that Yuba County responded to 11.6 calls of domestic violence compared to the California State average of 6.1 calls per 1,000 adults.
5. Yuba Feather Elementary is not located in the same region as the other ten (10) LEAP schools, but the community has uniquely different needs. This school is located about 3,500 feet above sea level, and the families live in remote areas where cell phone and internet access is extremely limited or not available. Many are undocumented or prefer not to be identified by the State in any way. However, their needs are often only addressed by the school and the district.
6. MJUSD has conducted several surveys on different topics and although these surveys were intended for different purposes, the data helps to identify a consistency in what the needs are that we must address. The 2022-23 LCAP survey identifies:
 - 69% respondents identified counseling as most important
 - 52% respondents identified training for behavioral/ motivational needs
7. Staff surveyed on social emotional needs of their students and 40% of staff responded with no or never in regards to students solving conflicts.
8. Students participated in a student learning characteristics survey and when asked about exerting self-control during situations, 25% responded rarely or never. In May of 2022, 29% of graduating MJUSD seniors disagreed or strongly disagreed that they had access to personal support, counseling, or tutoring, while in an Exit survey, 22% of respondents cited safety as the reason for leaving the district.
9. Another consideration is the needs as reported by the community employers. In February of 2023, community leaders asked MJUSD to engage in a conversation around the employment concerns of the community. During this conversation, community leaders from our local health industry, water agency, Beale Air Force Base, City of Marysville, Yuba County, and local financial institutions expressed their concerns about MJUSD graduating career and college ready students to fill

positions and the need to expand skill-based learning opportunities. They offered to bring in resources to support students and adult learners to prepare for jobs.

The totality of need within and among our 11 Project LEAP schools is comprehensive, daunting, and seemingly endless. But our community will band together to collaboratively implement Project LEAP to ensure that the MJUSD community thrives.