

CCSPP Attachment IV-a: Community Asset Mapping and Needs/Gap Analysis
2023-24 Marysville Joint Unified School District

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Abraham Lincoln Independent Studies

<p>236 enrolled in grades 1-12</p> <p>12% are on an IEP for SPED support</p> <p>20% English Learners requiring Designated ELD support</p> <p>15% of students enrolled are Foster youth or Homeless</p>	<p>0% of ABL students scored at or above proficiency for ELA on CAASPP</p> <p>0% of ABL students scored at or above proficiency for MATH on CAASPP</p>	<p>92% Graduation Rate.</p> <p>72% low socio-economic disadvantaged</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered re-engagement strategies intervention supports • School Site Council • English Language Advisory Council • Town Hall Meeting • MJUSD Community Safety Task Force • Yuba Sutter Arts & Culture educational programs • Monthly career & skill based workshops • Virtual Career Exploration Simulation Software 	<p>NEEDS:</p> <ul style="list-style-type: none"> • SEL check-ins & support • CCSPP Site Coordinator • Instructional coaching
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Hope Program (homeless students)
- Mandatory Enrollment Orientation & Contract meetings
- Weekly home visits to re-engage the unengaged
- Yuba College Dual Enrollment program
- Guidance Counselor
- Wellness Together
- Care Solace
- EL Facilitator
- Monthly Art Workshops

NEEDS:

- Health and Wellness Facilitator
- Social Workers
- CCSPP Site Coordinator
- Introduce programs for pregnant teens and teen parents
- Involve community partners as resources
- Increase wellness resources for families
- Establish social- emotional counseling for families and adults in addition to students

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL virtually & in person
- Virtual Reality Career Software
- Daily zoom meetings to work on skill building

NEEDS:

- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Partner with SAYLove Organization for community service opportunities
- Consistent implementation of site identified Tier I and Tier II supports and training
- Provide professional development
- Adding summer school

Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Monthly workshops • PD related to culturally proficient practices 	NEEDS: <ul style="list-style-type: none"> • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Quarterly School Site Council meetings • Parent Feedback Survey • Student Feedback Survey • Staff Feedback Survey • MJUSD Community Safety Task Force • LCAP process 	NEEDS: <ul style="list-style-type: none"> • Develop and update leadership structures to flatten structure and be more collaborative • Develop a data collection and assessment plan • Formalize school-site shared decision-making councils • Appoint staff for implementation of actions • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Superintendent's Advisory Council • School Site Council • Collaboration with MJUSD schools 	NEEDS: <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's • CCSPP Site Council
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Counseling Center: Ensure equity and access for all students to be supported and guided for College and Career preparation.	<ul style="list-style-type: none"> • Graduation rate • Career transition plans
Professional development based on student needs.	<ul style="list-style-type: none"> • Increase staff P.D. participation • Increase student attendance rate • Increase student GPA & test scores
Support services for social emotional well being for all students.	<ul style="list-style-type: none"> • Increase student supports • Increase graduation rate by 5%

Arboga Elementary School

<p>Chronic Absenteeism 37.2% among students of Two or More races.</p> <p>6.7% of students of Two or More Races were suspended at least one day.</p> <p>146.1 points below zero was what our Students with Disabilities scored on the ELA portion of the CAASPP.</p>	<p>137.6 points below zero was what our students with Disabilities scored on the Math portion of the CAASPP.</p> <p>3.5% of our Hispanic population has been suspended at least one day.</p>	<p>63.9% of Arboga Elementary School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • English Language Advisory Council • Parent/Teacher Organization • Grad Night Committee • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • UC Davis educational programs • Parent Summit 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS Implementation
- Middle College Program
- Hope Program (homeless students)
- Back to School Bash with YCOE and community partners
- MPD School Resource Officer
- Yuba College Dual Enrollment program
- Social Workers and Counselors
- Wellness Together
- Mobile Access Hub
- Care Solace
- Parent Summit
- Outreach Consultants

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Introduce programs for pregnant teens and teen parents
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Establish Wellness Center at each site as part of the community hub
- Staff it appropriately to assist students during the day and families after school.
- Establish social-emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL
- Tiered PBIS Implementation
- Career Technical Education
- STARS
- UC Davis educational programs

NEEDS:

- STEM training for teachers
- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Partner with SAYLove Organization for community service opportunities

<ul style="list-style-type: none"> • Yuba Sutter Arts & Culture educational programs • Yuba Water Agency educational programs 	<ul style="list-style-type: none"> • Implement the <i>Bridge to Success</i> program to improve attendance/discipline/culture • Consistent implementation of site identified Tier I and Tier II supports and training • Establish an Opportunity Classroom at secondary sites • Provide professional development to address behaviors, safety, wellness for all • Institute CBL with community partner supports • Adding summer and after school activities in the hub to improve student options •
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Tiered PBIS implementation • PD related to culturally proficient practices 	NEEDS: <ul style="list-style-type: none"> • School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Monthly School Site Council meetings • Annual School Climate Survey • Feedback and decision-making 	NEEDS: <ul style="list-style-type: none"> • Recruit students and parents to sit on shared decision-making council • Develop and update leadership
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<p>involves community partners</p> <ul style="list-style-type: none"> • MJUSD Community Safety Task Force • Superintendent's Advisory Council • LCAP process 	<p>structures to flatten structure and be more collaborative</p> <ul style="list-style-type: none"> • Develop a data collection and assessment plan • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/resources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within the community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Practices that help prevent, reduce, and eliminate discipline.	Reduced suspensions and referrals
Before-school academic support	Increased scores and performance on academic assessments
Academic Support throughout the school day.	Increased scores and performance on academic assessments

Browns Valley Elementary

<p>Chronic Absenteeism 50% among African American and 20% among students with disabilities.</p> <p>8% Suspension Rate with two or more races and 2% socio-economically disadvantaged.</p>	<p>70% of Browns Valley Elementary School students reading at grade level</p> <p>70% ELA proficiency</p> <p>61% at grade level in math</p> <p>75% math proficiency</p>	<p>46% of Browns Valley Elementary School students are classified as Socio-Economically Disadvantaged.</p> <p>14% of Browns Valley Elementary School students are classified as Students with Disabilities.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • Parent/Teacher Organization • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • Parent Summit 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS Implementation
- Hope Program (homeless students)
- MPD School Resource Officer
- Yuba College Dual Enrollment program
- Care Solace
- Parent Summit
- Outreach Consultants

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- School Counselor
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Introduce programs for pregnant teens and teen parents
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Establish Wellness Center at each site as part of the community hub
- Staff it appropriately to assist students during the day and families after school.
- Establish social- emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL
- Tiered PBIS Implementation
- STARS

NEEDS:

- STEM training for teachers
- Instructional Coaches
- Partner with YCOE Youth Recreation Program

<ul style="list-style-type: none"> • Yuba Sutter Arts & Culture educational programs • Yuba Water Agency educational programs 	<ul style="list-style-type: none"> • Partner with SAYLove Organization for community service opportunities • Implement the <i>Bridge to Success</i> program to improve attendance/discipline/culture • Consistent implementation of site identified Tier I and Tier II supports and training • Establish an Opportunity Classroom at secondary sites • Provide professional development to address behaviors, safety, wellness for all • Institute CBL with community partner supports • Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Tiered PBIS implementation • PD related to culturally proficient practices 	NEEDS: <ul style="list-style-type: none"> • School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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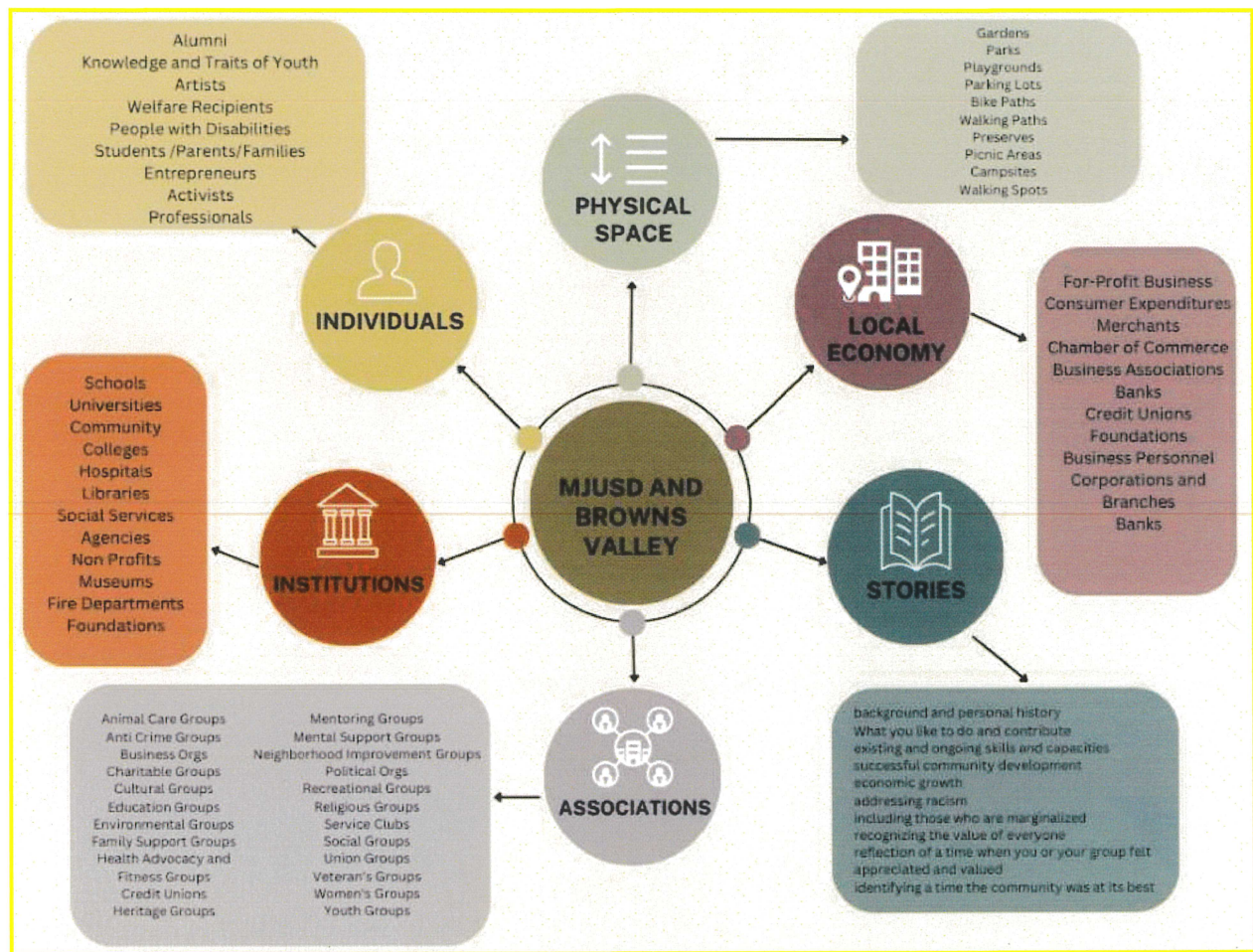
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> • Monthly School Site Council meetings • Annual School Climate Survey 	NEEDS: <ul style="list-style-type: none"> • Recruit students and parents to sit on shared decision-making council
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<ul style="list-style-type: none"> • Feedback and decision-making involves community partners • MJUSD Community Safety Task Force • Superintendent's Advisory Council • LCAP process 	<ul style="list-style-type: none"> • Develop and update leadership structures to flatten structure and be more collaborative • Develop a data collection and assessment plan • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Integrated Student Support and Services - Academic Support	<ul style="list-style-type: none">● Provide Tier 3 support during the school day for students to improve academic achievement in all grade levels.● Provide academic services during the school day for students identified in the GATE program.
Integrated Student Support and Services - SEL/Counseling Services	<ul style="list-style-type: none">● Provide SEL/counseling services for students (individual and group) to improve social-emotional well-being of students.
Expanded Learning Time and Opportunities - Before / After-School Learning Opportunities	<ul style="list-style-type: none">● Provide before/after-school tutoring to improve academic achievement in all grade levels.● Provide after-school enrichment opportunities that include hands-on activities, STEAM, and project-based learning to increase student engagement.
Collaborative Leadership and Practices - Staff and Student	<ul style="list-style-type: none">● Provide teacher training opportunities (observations, workshops, etc.) to increase student engagement and academic success as well as increase teacher competency.● Develop a leadership program for students to increase student participation and student voice.

Cordua Elementary

<p>Chronic Absenteeism 25% among ELL students and 21% among Hispanic/Latino students.</p> <p>7% Suspension Rate with two or more races and 4% socio-economically disadvantaged.</p>	<p>28% of Cordua Elementary School students reading at grade level</p> <p>17% ELA proficiency (decline of 44%)</p> <p>25% at grade level in math</p> <p>45% math proficiency (decline of 23%)</p>	<p>59% of Cordua Elementary School students are classified as Socio-Economically Disadvantaged.</p> <p>18% of Cordua Elementary School students are classified as Students with Disabilities.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • Parent/Teacher Organization • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • Parent Summit 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS Implementation
- Hope Program (homeless students)
- MPD School Resource Officer
- Yuba College Dual Enrollment program
- Care Solace
- Parent Summit
- Outreach Consultants

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- School Counselor
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Introduce programs for pregnant teens and teen parents
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Establish Wellness Center at each site as part of the community hub
- Staff it appropriately to assist students during the day and families after school.
- Establish social- emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL
- Tiered PBIS Implementation
- STARS
- Yuba Sutter Arts & Culture

NEEDS:

- STEM training for teachers
- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Partner with SAYLove Organization

<p>educational programs</p> <ul style="list-style-type: none"> • Yuba Water Agency educational programs 	<p>for community service opportunities</p> <ul style="list-style-type: none"> • Implement the <i>Bridge to Success</i> program to improve attendance/discipline/culture • Consistent implementation of site identified Tier I and Tier II supports and training • Establish an Opportunity Classroom at secondary sites • Provide professional development to address behaviors, safety, wellness for all • Institute CBL with community partner supports • Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS implementation • PD related to culturally proficient practices 	<p>NEEDS:</p> <ul style="list-style-type: none"> • School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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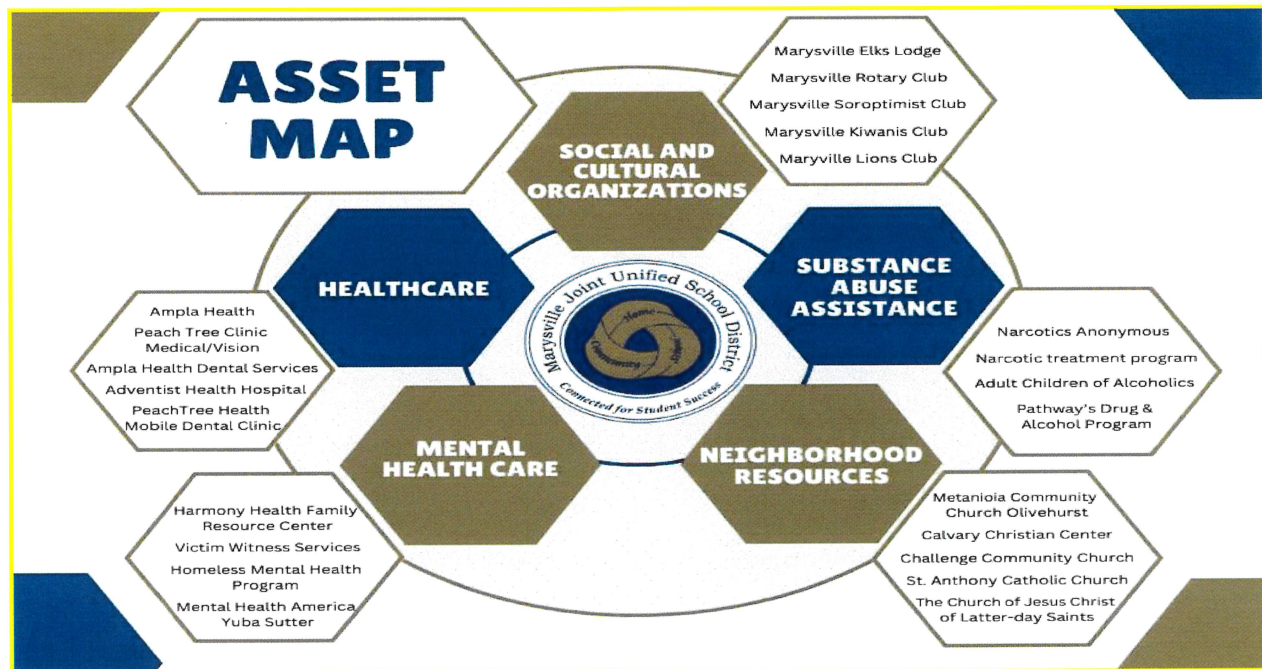
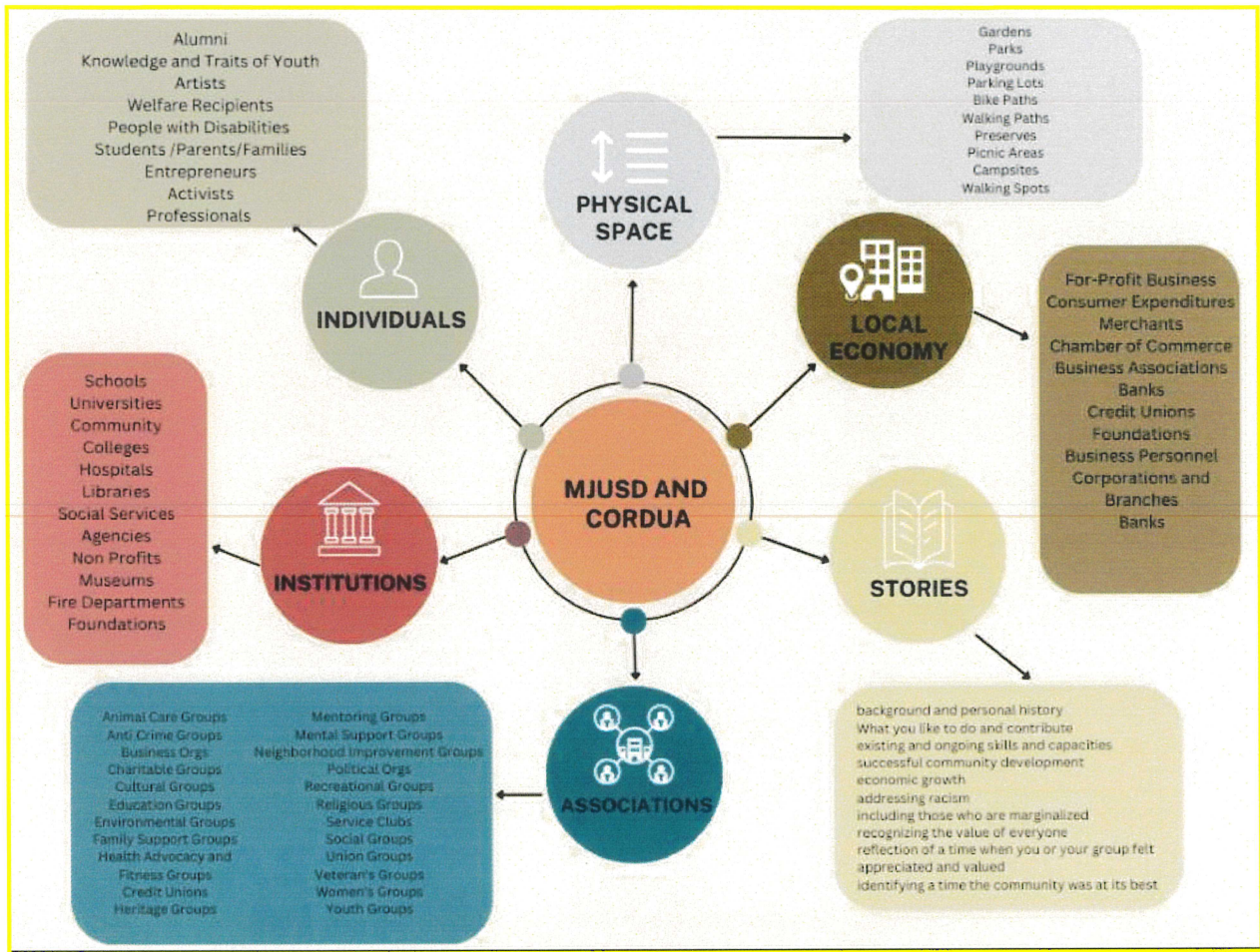
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Monthly School Site Council meetings • Annual School Climate Survey 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Recruit students and parents to sit on shared decision-making council
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<ul style="list-style-type: none"> ● Feedback and decision-making involves community partners ● MJUSD Community Safety Task Force ● Superintendent's Advisory Council ● LCAP process 	<ul style="list-style-type: none"> ● Develop and update leadership structures to flatten structure and be more collaborative ● Develop a data collection and assessment plan ● Formalize school-site shared decision-making councils ● Yuba Community CCSPP Task Force to take responsibility for Project LEAP ● Appoint staff for implementation of actions ● Implement consistent communication protocol to reach the community ● Implement training and workshops for families re: wellness resources/programs ● Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> ● Superintendent's Advisory Council ● MJUSD Community Safety Task Force ● Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> ● Formalize school-site shared decision-making councils ● Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term ● Develop a sustainability plan ● Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Integrated Student Support and Services - Academic Support	<ul style="list-style-type: none">● Provide Tier 3 support during the school day for students to improve academic achievement in all grade levels.● Provide academic services during the school day for students identified in the GATE program.
Integrated Student Support and Services - SEL/Counseling Services	<ul style="list-style-type: none">● Provide SEL/counseling services for students (individual and group) to improve social-emotional well-being of students.
Expanded Learning Time and Opportunities - Before / After-School Learning Opportunities	<ul style="list-style-type: none">● Provide before/after-school tutoring to improve academic achievement in all grade levels.● Provide after-school enrichment opportunities that include hands-on activities, STEAM, and project-based learning to increase student engagement.
Collaborative Leadership and Practices - Staff and Student	<ul style="list-style-type: none">● Provide teacher training opportunities (observations, workshops, etc.) to increase student engagement and academic success as well as increase teacher competency.● Develop a leadership program for students to increase student participation and student voice.

Mary Covillaud Elementary School

<p>Chronic Absenteeism 20.7%</p> <p>35% of EL Students are making progress</p> <p>Steady increase in Suspension Rate from .18 in 2020-2021 to 1.8 in 2021-2022 to 2.0 in 2022-2023, signaling critical necessity for enhanced mental health and behavioral support. Students with disabilities, socio-economically disadvantaged and hispanic students are three subgroups that saw an increase in suspensions.</p>	<p>44.8% of Mary Covillaud students met or exceeded standard in CAASPP ELA for 2022-2023, however, it was a 10% drop from the previous year's CAASPP ELA scores.</p> <p>40.36% of students met or exceeded standard on the Math portion of the CAASPP test, which was an 8% increase from the previous year</p>	<p>72.3% of Mary Covillaud Elementary School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Council • Parent/Teacher Organization • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council • Tiered PBIS Implementation
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<ul style="list-style-type: none"> educational programs Parent Summit 	
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> Hope Program (homeless students) Back to School Bash with YCOE and community partners MPD School Resource Officer Social Workers and Counselors Wellness Together Care Solace Parent Summit Outreach Consultants 	NEEDS: <ul style="list-style-type: none"> Parent Education Health and Wellness Facilitator Social Workers CCSPP Site Coordinator Establish Opportunity Classroom Expand parent and family education hubs Involve community partners as resources Expand adult and community education Increase wellness resources for families Establish Wellness Center at each site as part of the community hub Staff it appropriately to assist students during the day and families after school. Establish social- emotional counseling for families and adults in addition to students Institute health screenings and supports to address social-emotional needs Tiered PBIS Implementation
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Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> PLC Groups SEL STARS 	NEEDS: <ul style="list-style-type: none"> STEM training for teachers Instructional Coaches Partner with YCOE Youth Recreation
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<ul style="list-style-type: none"> Yuba Water Agency educational programs 	<p>Program</p> <ul style="list-style-type: none"> Partner with SAYLove Organization for community service opportunities Provide professional development to address behaviors, safety, wellness for all Institute CBL with community partner supports Tiered PBIS Implementation
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> SEL lessons 	<p>NEEDS:</p> <ul style="list-style-type: none"> School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices Tiered PBIS implementation PD related to culturally proficient practices
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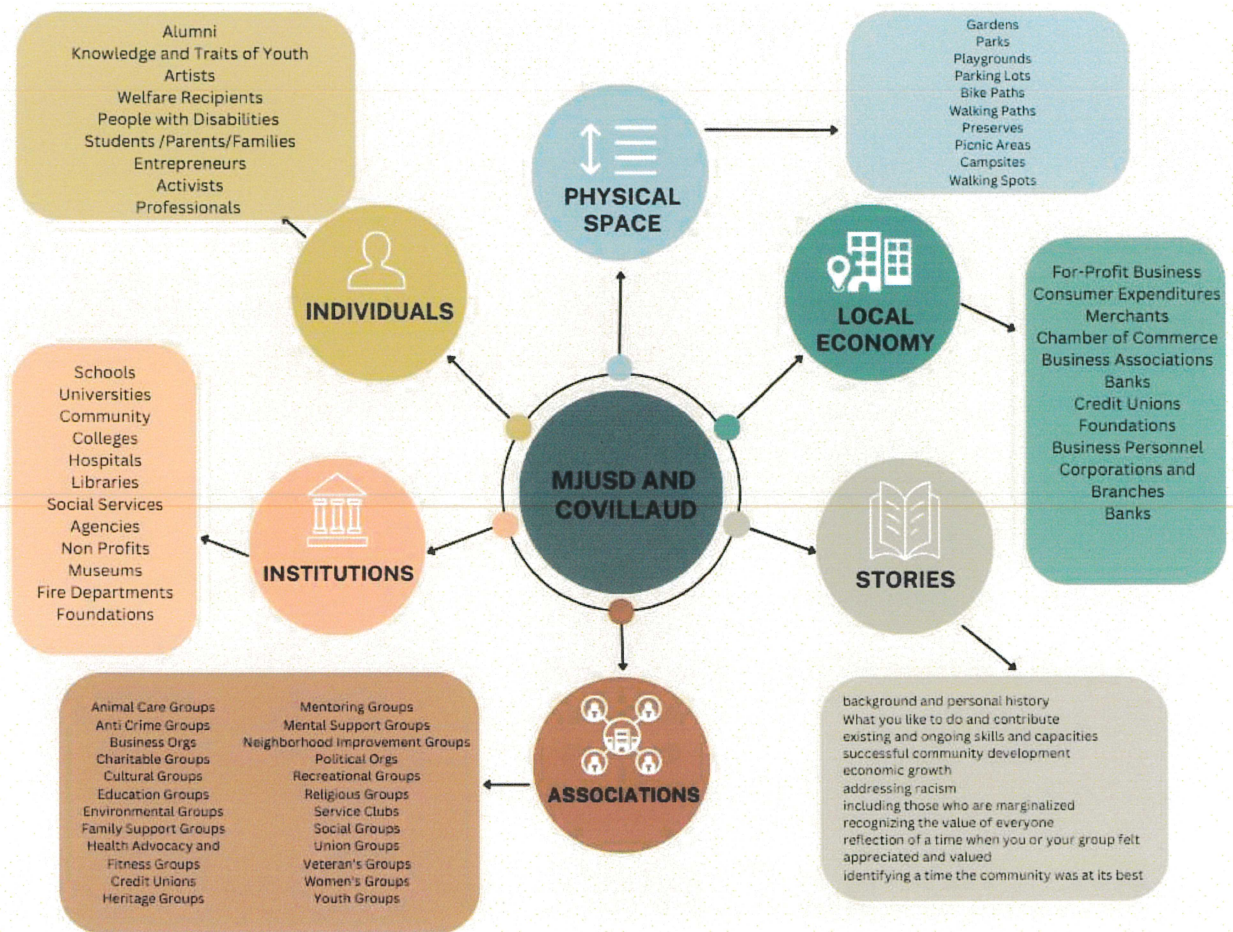
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> Monthly School Site Council meetings Annual School Climate Survey Feedback and decision-making involves community partners MJUSD Community Safety Task Force Superintendent's Advisory Council LCAP process 	<p>NEEDS:</p> <ul style="list-style-type: none"> Recruit students and parents to sit on shared decision-making council Develop and update leadership structures to flatten structure and be more collaborative Develop a data collection and assessment plan Formalize school-site shared
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<ul style="list-style-type: none"> • Monthly ELAC Meetings • Monthly PTCO Meetings 	<p>decision-making councils</p> <ul style="list-style-type: none"> • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Design Community Collaborative Leadership	Need addressed: Add to current community partnerships that support the school in a consistent manner
Improve and Expand Community Education	Need addressed: 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. Provide parenting classes - i.e. Parent Project, Loving Solutions, Homework help, etc. These courses should increase student academics and support behavioral interventions allowing for parents to be active partners
Develop Accountability for Community Wellness	Need addressed: Lack of systemic practices to address the needs of student success. Decrease suspensions / discipline interactions, and increase academics / test scores
Improve School-based support programs for student success Incorporate practices that help prevent and reduce exclusionary discipline (i.e. restorative practices, peer mediation)	Need addressed: Design a school culture to include academic and co-curricular support. Restorative Training for staff to reduce suspensions/discipline data.

Dobbins School

<p>Chronic Absenteeism 32.8 % among White and students with disabilities.</p> <p>11.8 % Special education population indicating a significant need of academic support.</p>	<p>Dobbins Students are 46.2 points below standard in ELA and 92.5 points below standard in Mathematics.</p>	<p>77.3 % of Dobbins students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • Parent/Teacher Organization • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Indian Education programs 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • Hope Program (homeless students) • Back to School Bash with YCOE and community partners • MPD School Resource Officer 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • Social Workers • CCSPP Site Coordinator • Involve community partners as resources
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<ul style="list-style-type: none"> ● Mobile Access Hub ● Care Solace ● Outreach Consultants ● Wellness paraprofessional 	<ul style="list-style-type: none"> ● Expand adult and community education ● Increase wellness resources for families ● Establish social- emotional counseling for families and adults in addition to students
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Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> ● PLC Groups ● Tiered PBIS Implementation ● STARS ● Yuba Water Agency educational programs ● Indian Education Program ● Instructional Coaches ● STEM training for teachers 	NEEDS: <ul style="list-style-type: none"> ● Partner with YCOE Youth Recreation Program ● Consistent implementation of site identified Tier I and Tier II supports and training ● Provide professional development to address behaviors, safety, wellness for all
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> ● Tiered PBIS implementation ● PD related to culturally proficient practices 	NEEDS: <ul style="list-style-type: none"> ● School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction ● Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES:

- Monthly School Site Council meetings
- Annual School Climate Survey
- Feedback and decision-making involves community partners
- MJUSD Community Safety Task Force
- Superintendent's Advisory Council
- LCAP process

NEEDS:

- Develop a data collection and assessment plan
- Yuba Community CCSPP Task Force to take responsibility for Project LEAP
- Appoint staff for implementation of actions
- Implement training and workshops for families re: wellness resources/programs
- Identify additional community and County partnerships/esources to support wellness

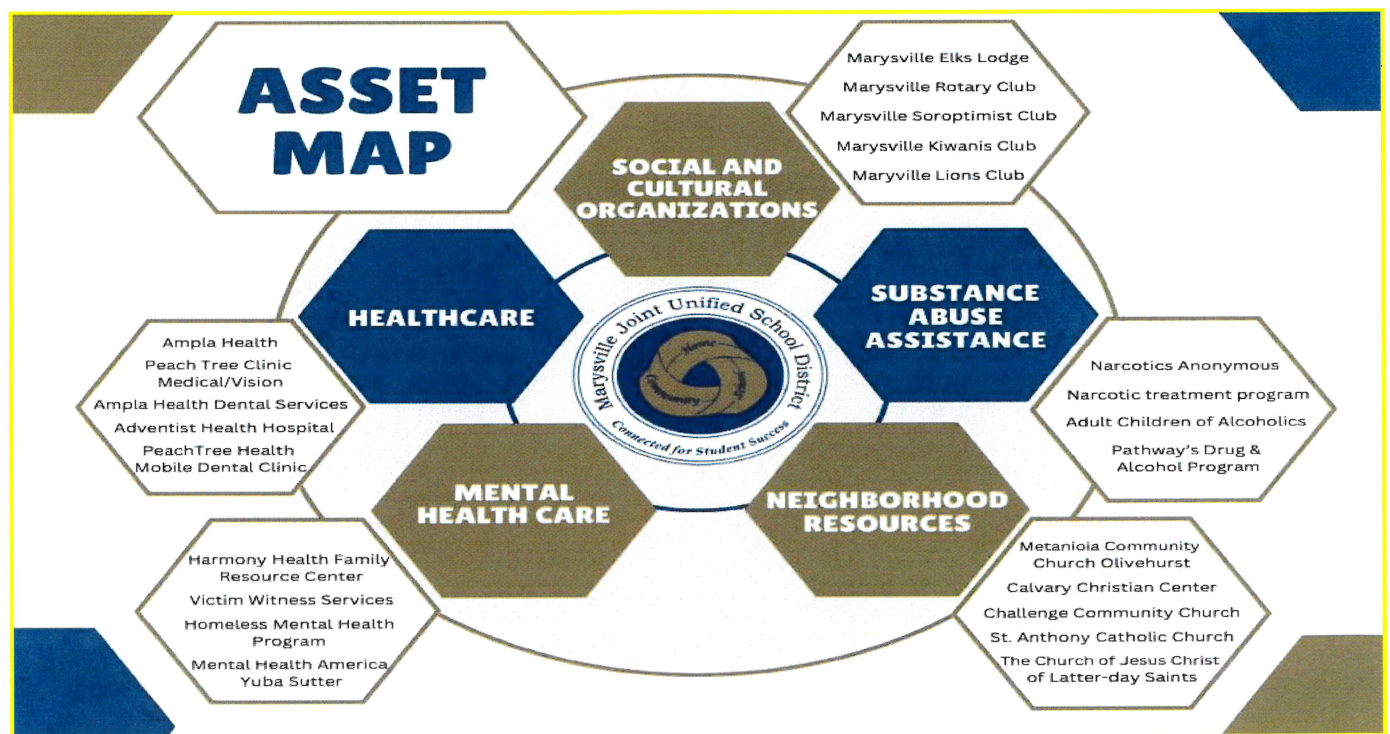
Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

ESTABLISHED ASSETS/PRACTICES:

- Superintendent's Advisory Council
- MJUSD Community Safety Task Force
- Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports

NEEDS:

- Formalize school-site shared decision-making councils
- Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term
- Develop a sustainability plan
- Formal partnerships and MOU's



Collective Priorities identified through Needs Assessment

Priority	Identified Need
Academic Support	<p>Increase academic achievement</p> <ul style="list-style-type: none">- Decrease absenteeism rate determined by Aeries collected data.- Improve Reading levels for all students as is indicated on STAR reading test scores.- Improve math understanding and achievement as is identified on Universal screening programs such as STAR math or Freckle.- After school tutoring, track how many students utilize and how performance of students improves
Project Based Learning	<p>Involve students in projects that engage the community in our student achievements, learning and public speaking outcomes.</p> <ul style="list-style-type: none">- Indicated by tracking community member involvement in student projects.
Enrichment Activities	<p>Students that are performing at grade level are engaged in enrichment activities.</p> <ul style="list-style-type: none">- Outcome is that students will be able to navigate more hands-on types of learning such as STEAM related activities.
Academic Support	<p>Increase academic achievement</p> <ul style="list-style-type: none">- Decrease absenteeism rate determined by Aeries collected data.- Improve Reading levels for all students as is indicated on STAR reading test scores.- Improve math understanding and achievement as is identified on Universal screening programs such as STAR math or Freckle.- After school tutoring, track how many students utilize and how performance of students improves

Edgewater Elementary

<p>Chronic Absenteeism 17% of the students with 22.5% students with disabilities.</p> <p>96 occurrences of students referred for minor physical aggression, 71 for defiance and non-compliance, 67 for disrespect, 44 for inappropriate language, 49 other minor issues</p> <p>There are zero suspensions because of the use of restorative practices</p>	<p>Edgewater Elementary data: ELA students scored 31.7 points below standards, declining 5.6 points and 35.85% at or above standard. Math students scored 59.9 points below standard, declining 3.5 points. 26.50% at or above standard.</p> <p>Students with disabilities scored 124.8 points below in ELA, decreasing 12.8 points with 11.90% standard nearly met and 119.7 points below standard, increasing 4.9 points with 17.07% standard nearly met.</p> <p>In 2022-23, 37.7% of ELL students made progress towards English Language Development, decreasing 12.3% from 2021-22.</p>	<p>61% of Edgewater School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • English Language Advisory Council • Parent/Teacher Organization • Parent Community Nights • Town Hall Meeting • Superintendent's Advisory Council 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education to support RTI • CCSPP Site Coordinator
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<ul style="list-style-type: none"> ● MJUSD Community Safety Task Force ● Yuba Water Agency educational programs ● Watch D.O.G.S Program ● Safe School Ambassadors ● Parent Teacher Organization ● SEL Lessons with Counselor ● Check in/Check out Services ● Climate Committee with parents and students ● Culture Committee ● Student Council 	
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> ● Tiered PBIS Implementation ● Hope Program (homeless students) ● Back to School Night with local vendors ● MPD School Resource Officer ● Counselors ● Wellness Staff ● Care Solace ● Outreach Consultants ● Career Fair with local vendor and 1st responders ● Pre-intervention Specialist from YCOE 	<p>NEEDS:</p> <ul style="list-style-type: none"> ● Parent Education ● Health and Wellness Facilitator ● Social Workers ● CCSPP Site Coordinator ● Expand parent and family education ● Involve community partners as resources ● Increase wellness resources for families ● Establish social-emotional counseling for families and adults in addition to students ● Institute SEL screener to support student needs ● Hire a reading intervention specialist/para and training for the person ● Establish a Parent Room for trainings and resource support ● Hire a part time EL para to support and focus on 4-6 grades to increase English Language Proficiency
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Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL
- Tiered PBIS Implementation
- STARS
- UC Davis educational programs for CSTEM
- Yuba Water Agency educational programs
- Nutritional Program
- STEM, Maker Space, and Robotics
- Cheer Squad
- Reading Buddies
- Band for 6th grade

NEEDS:

- STEM training for teachers
- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Sport Teams
- Consistent implementation of site identified Tier I and Tier II supports and training
- Provide professional development to address behaviors, safety, wellness for all
- Institute CBL with community partner supports

Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS implementation
- PBIS Classroom Strategies
- Restorative Practices

NEEDS:

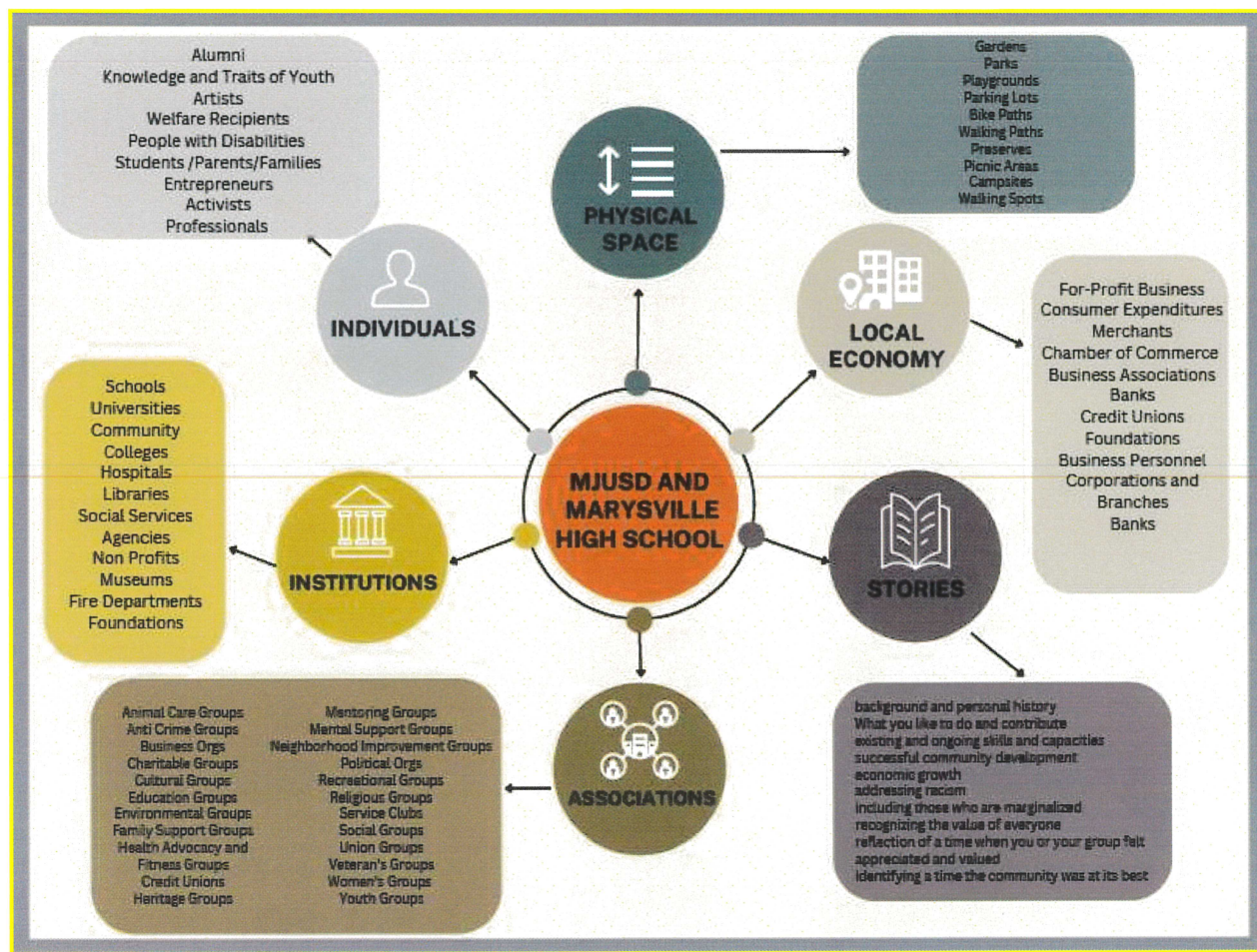
- Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
- Provide Culturally Relevant Teaching and Learning
- Bias Training for all staff member

Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Monthly School Site Council meetings • Annual School Climate Survey for staff, students and families • Feedback and decision-making involves community partners • Superintendent's Advisory Council 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Recruit students and parents to sit on shared decision-making council • Develop and update leadership structures to flatten structure and be more collaborative • Develop a data collection and assessment plan • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness • Provide Parent Trainings for volunteering during RTI • Provide a focused, blended RTI period for each grade level on the master schedule, aligning all support staff
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's • Utilized a site coordinator to support community and school connections for student success
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Provide EL supports within the day.	Increase students scoring at a level 4 on ELPAC 5% points comparing year to year
Support systems for unstructured time focusing on male population.	Decrease behavior referrals by 20% comparing year to year
Parent Leadership Development and Opportunities	Increase the number of trained parents volunteering in the classrooms by 10% as leaders in small group interventions year to year
Improve reading and comprehension skills.	Decrease the number of points below standard by 10 points in ELA and by 20 points 90% of students will reach a bronze metal or greater (on AR grade level goals) year to year.

Foothill Intermediate School

<p>Chronic Absenteeism 28.3% of Foothill Intermediate School students are chronically absent</p> <p>14% of Foothill students were suspended at least one day, with an increase of 3.5% from the prior school year. We have a critical need for enhanced mental health and behavioral support.</p>	<p>35% of Foothill School students met or exceeded the state standards for ELA</p> <p>14% met or exceeded the state standards for math</p>	<p>52% of Foothill Intermediate School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • Parent/Teacher Organization • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • UC Davis educational programs • Parent Summit 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • Hope Program (homeless students) • Back to School Bash with YCOE and community partners • YCSD School Resource Officer • Social Workers and Counselors • Wellness Together • Mobile Access Hub • Care Solace • Parent Summit • Outreach Consultants 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • Health and Wellness Facilitator • Social Workers • CCSPP Site Coordinator • Establish Opportunity Classroom • Expand parent and family education hubs • Involve community partners as resources • Expand adult and community education • Increase wellness resources for families • Establish Wellness Center at each site as part of the community hub • Staff it appropriately to assist students during the day and families after school. • Establish social- emotional counseling for families and adults in addition to students • Institute health screenings and supports to address social-emotional needs
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Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • PLC Groups • SEL • Tiered PBIS Implementation • Career Technical Education • STARS • UC Davis educational programs • Yuba Sutter Arts & Culture educational programs 	<p>NEEDS:</p> <ul style="list-style-type: none"> • STEM training for teachers • Instructional Coaches • Partner with YCOE Youth Recreation Program • Partner with SAYLove Organization for community service opportunities • Implement the <i>Bridge to Success</i> program to improve
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<ul style="list-style-type: none"> Yuba Water Agency educational programs 	<p>attendance/discipline/culture</p> <ul style="list-style-type: none"> Consistent implementation of site identified Tier I and Tier II supports and training Establish an Opportunity Classroom at secondary sites Provide professional development to address behaviors, safety, wellness for all Institute CBL with community partner supports Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> Tiered PBIS implementation PD related to culturally proficient practices 	<p>NEEDS:</p> <ul style="list-style-type: none"> School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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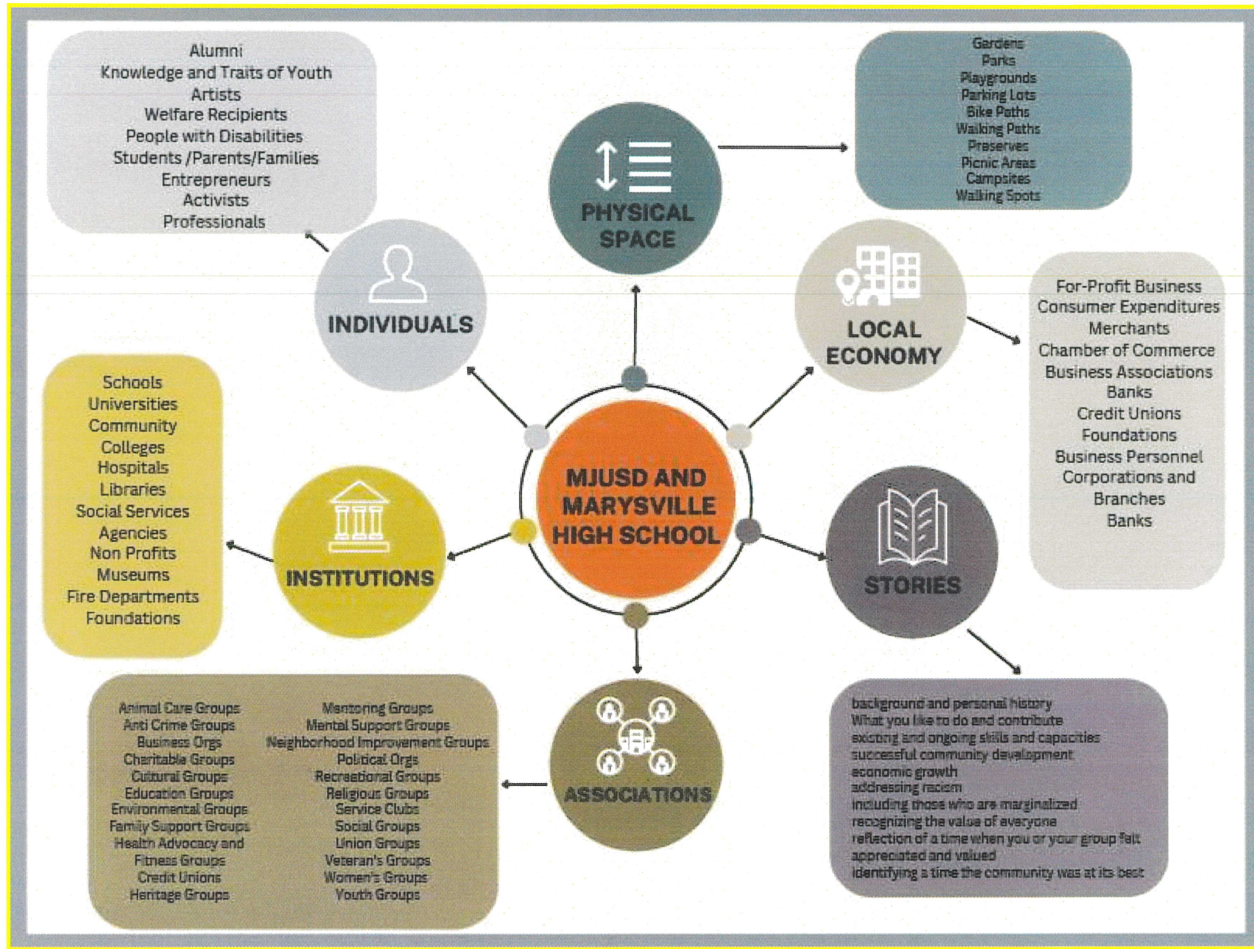
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> School Site Council meetings Annual School Climate Survey Feedback and decision-making involves community partners MJUSD Community Safety Task Force 	<p>NEEDS:</p> <ul style="list-style-type: none"> Recruit students and parents to sit on shared decision-making council Develop and update leadership structures to flatten structure and be more collaborative Develop a data collection and
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<ul style="list-style-type: none"> • Superintendent's Advisory Council • LCAP process 	<p>assessment plan</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Positive School Climate	Decrease in suspensions and referrals by >10%.
Academic Achievement & Support	Increased access to Tier 3 RTI in the form of instruction with certificated teachers during FLEX time. Increase ELA and Math CAASPP scores.
Staff Development	Ensure all teachers are trained in Restorative Practices and have attended necessary PBIS trainings.

Loma Rica Elementary School

<p>Chronic Absenteeism 24.1% of Loma Rica Elementary students are chronically absent</p> <p>0% Suspension Rate 1.8% drop from the previous school year. We need to continue to dedicate resources to prevention programs and other means of correction for discipline issues.</p>	<p>34% of Loma Rica Elementary School students met or exceeded the state standards for ELA</p> <p>23% met or exceeded the state standards for math</p>	<p>56% of Loma Rica Elementary students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • Parent/Teacher Organization • Town Hall Meetings • Superintendent's Connect Meetings • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • UC Davis educational programs • Parent Summit • Local community partnerships and supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL accessibility for all students • CCSPP Site Coordinator • Shared Decision-Making Council for CCSPP funding
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS Implementation
- Hope Program (homeless students)
- Back to School Bash with YCOE and community partners
- Social Workers and Counselors
- Wellness Together
- Mobile Access Hub
- Care Solace
- Parent Summit
- Outreach Consultants

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Expand Wellness Center at each site as part of the community hub
- Staff appropriately to assist students during the day and families after school.
- Establish social- emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL Education and Programs
- Tiered PBIS Implementation
- STEM Opportunities
- STARS
- UC Davis educational programs
- Yuba Sutter Arts & Culture educational programs

NEEDS:

- STEM training for teachers
- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Partner with SAYLove Organization for community service opportunities
- Implement the *Bridge to Success* program to improve

<ul style="list-style-type: none"> Yuba Water Agency educational programs 	<p>attendance/discipline/culture</p> <ul style="list-style-type: none"> Consistent implementation of site identified Tier I, II and III supports and training Provide professional development to address behaviors, safety, wellness for all Institute CBL with community partner supports Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> Tiered PBIS implementation PD related to culturally proficient practices 	<p>NEEDS:</p> <ul style="list-style-type: none"> School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> School Site Council meetings Annual School Climate Survey Feedback and decision-making involves community partners MJUSD Community Safety Task Force Superintendent's Advisory Council 	<p>NEEDS:</p> <ul style="list-style-type: none"> Recruit students and parents to sit on shared decision-making council Develop and update leadership structures to flatten structure and be more collaborative Develop a data collection and assessment plan
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<ul style="list-style-type: none"> • LCAP process 	<ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Positive School Climate	Decrease in suspensions and referrals by >10%. Ensure all teachers are trained in Restorative Practices and have attended necessary PBIS trainings.
Academic Achievement & Support	Increased access to Tier 3 RTI in the form of instruction with certificated teachers during FLEX time. Increase ELA and Math CAASPP scores.
Parent Leadership Development and Opportunities	Increase the number of trained parents volunteering in the classrooms by 10% as leaders in small group interventions year to year.

Marysville Charter Academy for the Arts

<p>Chronic Absenteeism 9.89 of all of our students were deemed chronically absent.</p> <p>Largest percentage of LGBTQ+ students in district.</p> <p>Student need for increased counseling and career counseling services.</p>	<p>Below Standard in State Math Testing</p> <p>32.1 pts below standard in Math (whole school)</p>	<p>55.5% of Marysville Charter Academy for the Arts' students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • School Site Council • Parent/Teacher Organization • Grad Night Committee • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs • UC Davis educational programs • Parent Summit • 8 block schedule • ASB • Link Crew 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council • After school expanded and enriched learning opportunities • Counseling/Career Center • Student Leadership Development and Opportunities • Emerging partnerships with local businesses that may result in internship possibilities for our students
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- Student Counseling Groups
- Outreach Consultants

Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Early College Program
- Hope Program (homeless students)
- Back to School Bash with YCOE and community partners
- MPD School Resource Officer
- Yuba College Dual Enrollment program
- Social Workers and Counselors
- Mobile Access Hub
- Care Solace
- Parent Summit
- Outreach Consultants
- YCOE Partnership

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Establish Wellness Center at each site as part of the community hub
- Staff it appropriately to assist students during the day and families after school.
- Establish social- emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs
- Emerging partnerships with local businesses that may result in internship possibilities for our students

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

NEEDS:

<ul style="list-style-type: none"> ● PLC Groups ● SEL ● Career Technical Education ● UC Davis educational programs ● Yuba Sutter Arts & Culture educational programs ● Yuba Water Agency educational programs 	<ul style="list-style-type: none"> ● Instructional Coaches ● Partner with YCOE ● Partner with SAYLove Organization for community service opportunities ● Consistent implementation of site identified Tier I and Tier II supports and training ● Provide professional development to address behaviors, safety, wellness for all ● Institute CBL with community partner supports ● After school expanded and enriched learning opportunities
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> ● PD related to culturally proficient practices ● Outreach Consultants ● Counselor 	NEEDS: <ul style="list-style-type: none"> ● School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction ● Counseling/Career Center ● Student Leadership Development and Opportunities
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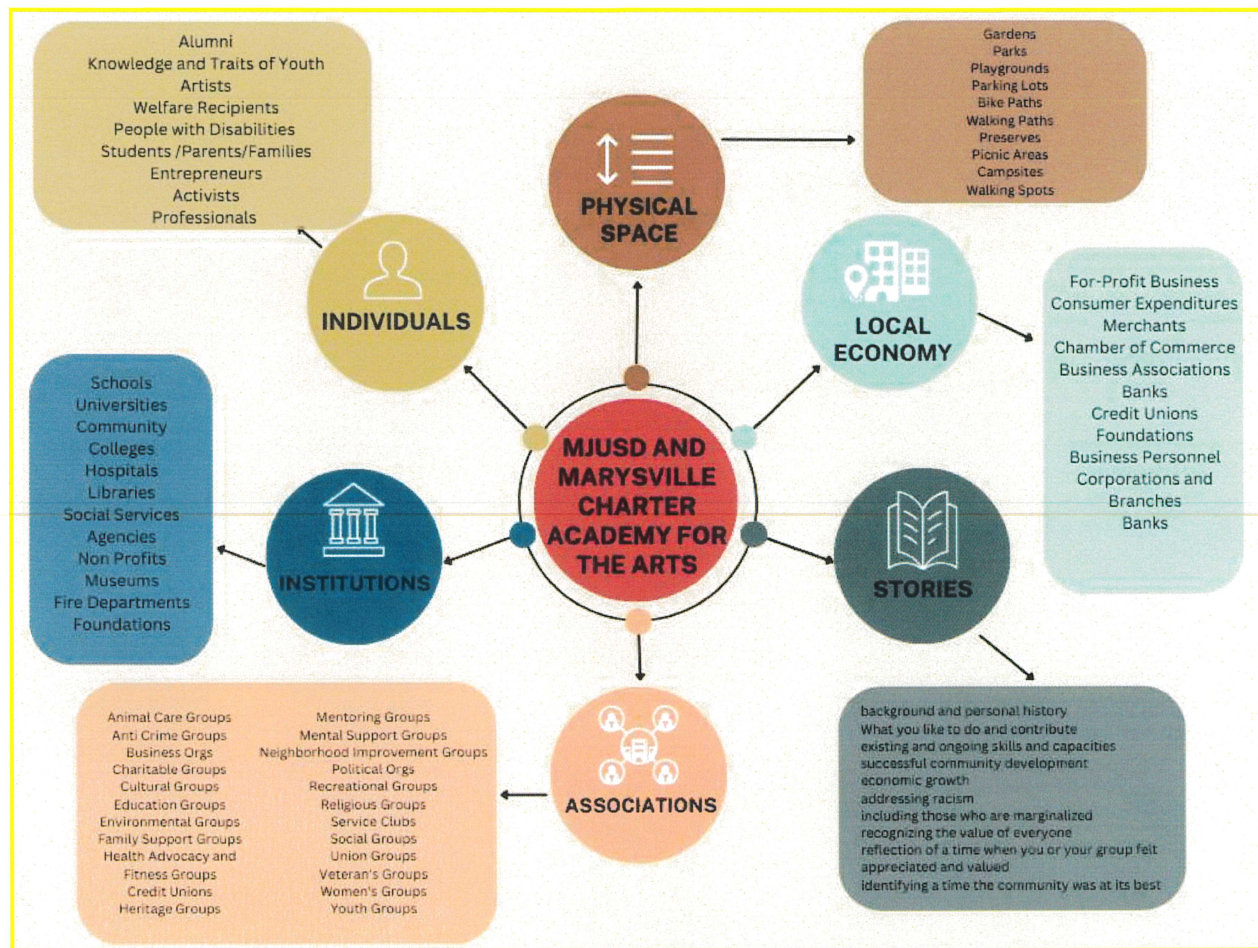
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES: <ul style="list-style-type: none"> ● School Site Council meetings ● Annual School Climate Survey ● Feedback and decision-making involves community partners ● MJUSD Community Safety Task 	NEEDS: <ul style="list-style-type: none"> ● Recruit students and parents to sit on shared decision-making council ● Develop and update leadership structures to flatten structure and be more collaborative
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<p>Force</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • LCAP process • Guiding Coalition • Scheduling Committee • Student Handbook Student Focus Group • Student Surveys for CTE/Scheduling 	<ul style="list-style-type: none"> • Develop a data collection and assessment plan • Formalize school-site shared decision-making councils • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness • Student Leadership Development and Opportunities

Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
After school expanded and enriched learning opportunities	Offering our students learning opportunities that we cannot during the school day, that will not result in credits earned, but in skills/knowledge gained and will also provide community members opportunities to showcase their talents/knowledge,
Counseling/Career Center	Providing our students with more counseling assistance on site for SEL, academic, and career
Student Leadership Development and Opportunities	Helping students to find their voice and to realize that their voice matters more than they think it does,
Emerging partnerships with local businesses that may result in internship possibilities for our students	Building relationships with local businesses that will both help our students and help our community,

Marysville High School

<p>Chronic Absenteeism 37% among White and students with disabilities.</p> <p>538 occurrences of students removed from class for vaping, drugs, fighting, and disruptive behavior.</p> <p>11.5% Suspension Rate with 41.1% repeat suspensions, signaling critical necessity for enhanced mental health and behavioral support.</p>	<p>19% of Marysville High School students reading at grade level / 19% ELA proficiency.</p> <p>20.9% at grade level in math / 8% proficiency.</p>	<p>56% of Marysville High School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Full Implementation • School Site Council • English Language Advisory Council • Ag Alumni & Friends Advisory • Grad Night Committee • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Yuba Sutter Arts & Culture educational programs 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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<ul style="list-style-type: none"> • UC Davis educational programs • Parent Summit 	
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • Middle College Program • Hope Program (homeless students) • Back to School Bash with YCOE and community partners • MPD School Resource Officer • PASS Officer • Yuba College Dual Enrollment program • Social Workers and Counselors • Wellness Together • Mobile Access Hub • Care Solace • Parent Summit • Outreach Consultants 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • Health and Wellness Facilitator • Social Workers • CCSPP Site Coordinator • Establish Opportunity Classroom in conjunction with Credit Recovery Program • Expand parent and family education hubs • Introduce programs for pregnant teens and teen parents • Involve community partners as resources • Expand adult and community education • Increase wellness resources for families • Establish Wellness Center at each site as part of the community hub • Staff for Wellness Center • Establish social- emotional counseling for families and adults in addition to students • Institute health screenings and supports to address social-emotional needs
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Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> ● PLC Groups ● SEL ● Tiered PBIS Implementation ● Career Technical Education ● UC Davis educational programs ● Yuba Sutter Arts & Culture educational programs ● Yuba Water Agency educational programs 	<p>NEEDS:</p> <ul style="list-style-type: none"> ● STEM training for teachers ● Instructional Coaches ● Partner with YCOE Youth Recreation Program ● Partner with SAYLove Organization for community service opportunities ● Implement the <i>Bridge to Success</i> program to improve attendance/discipline/culture ● Consistent implementation of site identified Tier I and Tier II supports and training ● Establish an Opportunity Classroom at secondary sites ● Provide professional development to address behaviors, safety, wellness for all ● Institute CBL with community partner supports ● Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> ● Tiered PBIS implementation ● PD related to culturally proficient practices 	<p>NEEDS:</p> <ul style="list-style-type: none"> ● School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction ● Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

ESTABLISHED ASSETS/PRACTICES:

- Monthly School Site Council meetings
- Annual School Climate Survey
- Feedback and decision-making involves community partners
- MJUSD Community Safety Task Force
- Superintendent's Advisory Council
- LCAP process

NEEDS:

- Recruit students and parents to sit on shared decision-making council
- Develop and update leadership structures to flatten structure and be more collaborative
- Develop a data collection and assessment plan
- Formalize school-site shared decision-making councils
- Yuba Community CCSPP Task Force to take responsibility for Project LEAP
- Appoint staff for implementation of actions
- Implement consistent communication protocol to reach the community
- Implement training and workshops for families re: wellness resources/programs
- Identify additional community and County partnerships/esources to support wellness

Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

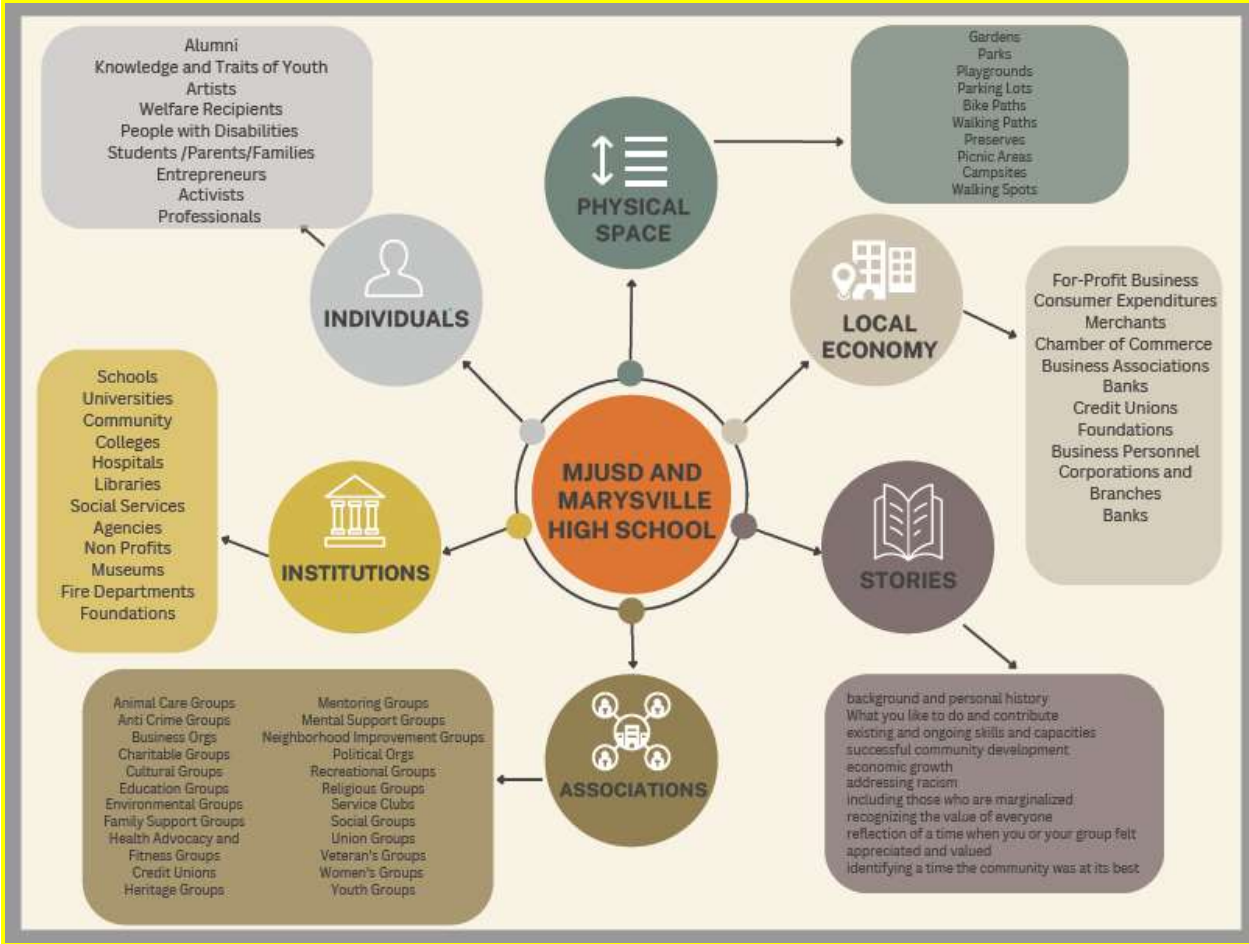
ESTABLISHED ASSETS/PRACTICES:

- Superintendent's Advisory Council
- MJUSD Community Safety Task Force
- Partnership with YCOE and local health agencies to support

NEEDS:

- Formalize school-site shared decision-making councils
- Advocacy and Communications personnel develop awareness and partnerships within community that

Wellness Centers and Medical/Mental Health supports	support school beyond the grant term <ul style="list-style-type: none"> • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
Mental Health and Wellness Services	Students have access to wellness services at MHS
Personalized Learning Plans	All students starting in the 9th Grade will create and maintain My10YearPlan
Academic Support	Coordination of a credit recovery program.

Olivehurst Elementary School

<p>Chronic Absenteeism 27.4%</p> <p>3.61% Suspension Rate, signaling critical necessity for enhanced mental health and behavioral support.</p>	<p>22.63% ELA proficiency</p> <p>17.69% math proficiency.</p>	<p>79.5% of Olivehurst Elementary School students are classified as Socio-Economically Disadvantaged.</p>
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Goal: Effectively and meaningfully engage students, teachers, families, and community partners.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS Implementation • School Site Council • English Language Advisory Council • Parent/Teacher Organization • Town Hall Meeting • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Yuba Water Agency educational programs • Parent Summit 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Education • SEL check-ins • CCSPP Site Coordinator • Shared Decision-Making Council
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Goal: Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets.

ESTABLISHED ASSETS/PRACTICES:

- Tiered PBIS Implementation
- Hope Program (homeless students)
- Back to School Bash with YCOE and community partners
- MPD School Resource Officer
- Social Workers and Counselors
- Wellness Together
- Mobile Access Hub
- Parent Summit
- Outreach Consultants

NEEDS:

- Parent Education
- Health and Wellness Facilitator
- Social Workers
- CCSPP Site Coordinator
- Establish Opportunity Classroom
- Expand parent and family education hubs
- Introduce programs for pregnant teens and teen parents
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Establish Wellness Center at each site as part of the community hub
- Staff it appropriately to assist students during the day and families after school.
- Establish social- emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal: Expand student-centered teaching practices and enrichment opportunities during and out of school time.

ESTABLISHED ASSETS/PRACTICES:

- PLC Groups
- SEL
- Tiered PBIS Implementation
- Career Technical Education
- STARS
- Yuba Water Agency educational

NEEDS:

- Instructional Coaches
- Partner with YCOE Youth Recreation Program
- Partner with SAYLove Organization for community service opportunities
- Implement the *Bridge to Success*

programs	<p>program to improve attendance/discipline/culture</p> <ul style="list-style-type: none"> • Consistent implementation of site identified Tier I and Tier II supports and training • Provide professional development to address behaviors, safety, wellness for all • Adding summer and after school activities in the hub to improve student options
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Goal: Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Tiered PBIS implementation • PD related to culturally proficient practices 	<p>NEEDS:</p> <ul style="list-style-type: none"> • School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices
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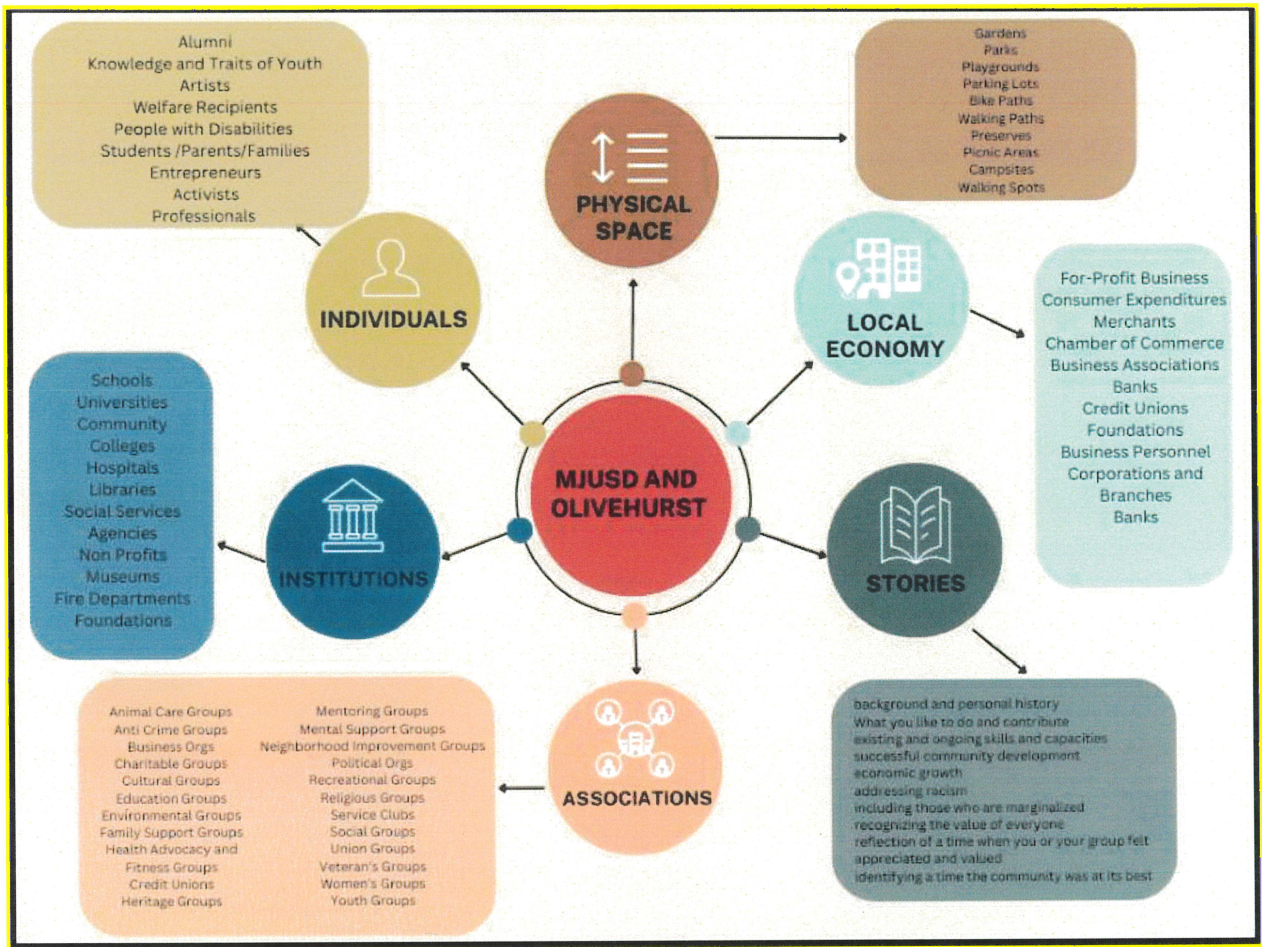
Goal: Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners).

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Monthly School Site Council meetings • Annual School Climate Survey • Feedback and decision-making involves community partners • MJUSD Community Safety Task Force • Superintendent's Advisory Council • LCAP process 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Recruit students and parents to sit on shared decision-making council • Develop and update leadership structures to flatten structure and be more collaborative • Develop a data collection and assessment plan • Formalize school-site shared
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	<p>decision-making councils</p> <ul style="list-style-type: none"> • Yuba Community CCSPP Task Force to take responsibility for Project LEAP • Appoint staff for implementation of actions • Implement consistent communication protocol to reach the community • Implement training and workshops for families re: wellness resources/programs • Identify additional community and County partnerships/esources to support wellness
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Goal: Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

<p>ESTABLISHED ASSETS/PRACTICES:</p> <ul style="list-style-type: none"> • Superintendent's Advisory Council • MJUSD Community Safety Task Force • Partnership with YCOE and local health agencies to support Wellness Centers and Medical/Mental Health supports 	<p>NEEDS:</p> <ul style="list-style-type: none"> • Formalize school-site shared decision-making councils • Advocacy and Communications personnel develop awareness and partnerships within community that support school beyond the grant term • Develop a sustainability plan • Formal partnerships and MOU's
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Collective Priorities identified through Needs Assessment

Priority	Identified Need
PBIS	Decrease in suspensions and referrals
Academic Support	Increased access to Tier 3 RTI
Staff Development	Increased ELA and Math CAASPP scores, Decrease in Absenteeism