

CCSPP Attachment IV-c: Community Schools Planning Artifacts - Alignment to the Framework
2023-24 Marysville Joint Unified School District

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* All artifacts pertain to all MJUSD school sites.

**LETTER OF AGREEMENT BETWEEN
YUBA COUNTY OFFICE OF EDUCATION AND
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT, PLUMAS LAKE ELEMENTARY
SCHOOL DISTRICT, YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY,
YUBA COUNTY PREPARATORY CHARTER SCHOOL**

This Agreement is entered into by and between the Yuba County Office of Education (hereinafter called "YCOE"), located at 935 14th street, Marysville CA. 95901 and the Marysville Joint Unified School district, Plumas Lake Elementary School District, Yuba Environmental Science Charter Academy and Yuba County preparatory Charter school located in Yuba County.

RECITALS

WHEREAS, the California Department of Education's (CDE) Educational Options Office (EEO) is to help build the capacity of local educational agencies to identify and implement evidence-based, nonpunitive programs and practices to keep our most vulnerable pupils in school, consistent with each local educational agency's local control and accountability plan, including but not limited to, its goals for pupil engagement and school climate.

The CDE will fund Learning Communities for School Success grants for three years from July 1, 2022 through June 30, 2025. The level of funding appropriated by the Legislature, the number of qualified applications, and the total amount requested by qualified applications will determine the number of grants awarded.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants contained herein, the Parties agree as follows:

1. LCSSP Grant Services

As lead agency, YCOE designated Educational Services, including Curriculum, Instruction (CI) and Youth Advocacy Department (YAD) as the lead departments to provide direct services for this grant. Assistant Superintendent, Curriculum instruction will serve as LCSSP Project Coordinator to ensure that overall coordination and implementation by staff will support the required activities needed to fully implement the LCSSP grant program. The CI Coordinator will monitor Project Work Plan to ensure that the listed district schools' are served in the capacity detailed in the grant. LCSSP Program includes professional development and support to enhance social emotional LCAP goals, professional development in the areas of social emotional learning and restorative practices, hire and support school counselors to implement identified, appropriate tiers of social emotional counseling services, and administer and maintain tools and data that measure the effectiveness of the program.

2. Payment

YCOE will serve as the lead agency, which includes fiscal responsibility for the listed district schools.

3. Representations and Warranties

If CDE does not award the LCSSP Cohort 4 Grant, July 1, 2022 - June 30, 2025 to YCOE and listed district schools, this LOA is null and void.

4. Indemnification

The District shall defend, hold harmless, and indemnify the YCOE and each of its officers, agents, heirs, successors, assignees, representatives, attorneys, and/or employees from and against any and all liability, costs, losses, damages, expenses, causes of action, claims or judgments, which arise out of or are in any way related to the performance of work under this Agreement or failure to comply with any of the obligations contained in this Agreement.

Signed:

YUBA COUNTY OFFICE OF EDUCATION

DocuSigned by:
Francisco Reneles 5/12/2022
18348FD7D548437
Superintendent or designee Date

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

DocuSigned by:
Jolie Critchfield 5/12/2022
5025125845542C
Superintendent or designee Date

PLUMAS LAKE ELEMENTARY SCHOOL DISTRICT

DocuSigned by:
Jason Hoffmeyer 5/12/2022
774688FA7007410
Superintendent or designee Date

YUBA ENVIROMENTAL SCIENCE CHARTER ACADEMY

DocuSigned by:

Louise Miller

88D291C11200487

Superintendent or designee

5/12/2022

Date

YUBA COUNTY PREPARATORY CHARTER SCHOOL

[Signature]

Superintendent or designee

5/12/2022

Date

Artifact 3101

Business Services 8 Date 6/1/22
Purchasing B Date 6/1/22

AGREEMENT FOR SCHOOL-BASED SERVICES OF COUNSELING CONSULTANT

By and Between
Wellness Together, Inc.
and

Marysville Joint Union School District

This agreement ("Agreement") is by and between the Marysville Joint Union School District ("District") and Wellness Together, Inc. ("Consultant") (together, they are referred to as "Parties," and individually, as a "Party").

I. RECITALS

1. District provides educationally related counseling services to school age children and their families.
2. District is authorized by Section 53060 of the California Government Code to contract with and employ any persons to furnish special services and advice, if those persons are specially trained and experienced and competent to perform the special services that are required.
3. District is in need of such services and advice and Consultant warrants that it is specially trained, licensed, experienced, and competent to perform the services required by District.

II. AGREEMENT

1. EXHIBITS

This Agreement has multiple Exhibits. Any Exhibit that is specified in this Agreement is by this reference made a part of it.

Exhibits include:

- Exhibit A: Scope of Services
 - Appendix A: Wellness Together Mental Health Specialist Site Disbursement
 - Appendix B: Expected Hiring and On-Boarding Timelines
- Exhibit B: Compensation
- Exhibit C: General Terms and Conditions
- Exhibit D: Insurance

2. EFFECTIVE DATE AND TERM

- a. This Agreement is effective on August 11, 2022 ("Effective Date").
- b. Unless terminated or otherwise canceled in accordance with a provision of this Agreement, the term of this Agreement shall be: (i) from the Effective Date to

(ii) June 3, 2023. Dates are based on 2021-2022 school year and are subject to change.

3. INDEPENDENT CONTRACTOR

District hereby agrees to engage Consultant to support the overall counseling goals of District. In performance of this Agreement, Consultant is an independent contractor, the District being interested only in the result obtained. The manner and means of conducting the work will be under the sole control of Consultant. However, all work performed under this Agreement will be done in accordance with the provisions of this Agreement and be subject to the continuing right of inspection by the District's representatives.

Consultant, in the performance of this Agreement, is and shall act as an independent Consultant. Consultant understands and agrees that Consultant and all of Consultant's employees shall not be considered officers, employees, agents, partner, or joint venture of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to Consultant's employees.

4. SCOPE OF SERVICES

Consultant shall furnish to District the services described in Exhibit A ("Services").

5. COMPENSATION

Consultant shall receive payment, for Services satisfactorily rendered pursuant to this Agreement, as specified in Exhibit B ("Compensation").

6. GENERAL TERMS AND CONDITIONS

The General Terms and Conditions are set forth in Exhibit C.

7. INSURANCE

Exhibit D, entitled Insurance, is attached and incorporated by reference.

8. NOTICE

Any notice required by this Agreement may be given either by personal service or by deposit (postage prepaid) in the U.S. mail addressed as follows:

To District:

Marysville Joint Union School District
1919 B St.

Marysville, CA 95901

Attn: Jessica Guth

To Consultant:

Wellness Together, Inc.

1382 Blue Oaks Blvd., Suite 213

Roseville, CA 95678

Attn:

Jacob

Vallejo

9. LIMITATION OF LIABILITY

Other than as expressly provided in this Agreement, Consultant's obligations shall be limited to the Scope of Services (Exhibit A). Notwithstanding any other provision of this Agreement, in no event, shall Consultant be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

The Parties have executed this Agreement on the dates indicated below.

Marysville Joint Union School District

Date: _____, 20__

By: _____

Print Name: _____

Its: _____

Wellness Together, Inc.

Date: 6/8/2022, 20__

DocuSigned by:
By: Jacob Vallejo
E8B0006B76734E0...

Print Name: Jacob Vallejo

Its: Director of Operations

**EXHIBIT A
to AGREEMENT FOR SERVICES**

SCOPE OF SERVICES

1. Nature of Work

Consultant will perform consulting and advisory services on behalf of District with respect to all matters relating to or affecting the integration and implementation of supplementary counseling support services for District students in a safe, encouraging, and supportive manner in an individual and/or group setting, relevant and specific to the needs of the participating students. These services may be conducted in person or online if applicable. Specific services may include, but will not necessarily be limited to, the following:

a. School-based services:

1. Individual counseling sessions
 2. General psychosocial interventions
 3. Group counseling sessions
- b. Community referrals:
Upon discontinuation of School-based services, as set forth above, the student and/or family may be offered three (3) referrals to alternative community mental health providers. Students and/or families may also choose to obtain services through Consultant in an agency setting, by separate Agreement with Consultant, at their own expense.
- c. Family engagement sessions.
- d. Classroom presentations.
- e. Collection, analysis, and provision of certain non-personally identifying process data in aggregate to the District.

To the extent that the District desires Consultant to perform additional work beyond the foregoing and/or in excess of the staffing requirements below, the District may request those additional services, in writing and will pay Consultant for those additional services.

2. Consultant Staffing

Consultant's staffing shall include, but will not necessarily be limited to, the following:

- a. Any combination of Mental Health Specialist positions (MHS), (MHS I), (MHS II) and/or (MHS III) totaling 96 service hours per week.

(1) MHS

Holds a bachelor's degree and is currently enrolled in a graduate program for Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field. Individuals enrolled in a Pupil Personnel Services Credential program in the State of California may also be eligible to hold this position.

(2) MHS I

Holds a bachelor's degree and is currently enrolled in a graduate program for Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field and has completed a minimum of 12 units. Individuals enrolled in a Pupil Personnel Services Credential program in the State of California may also be eligible to hold this position.

(3) MHS II

Registered Associate with the California Board of Behavioral Sciences (BBS) or the California Board of Psychology (BOP) in at least one of the following areas: Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field.

(4) MHS III

Licensed with either the California Board of Behavioral Sciences (BBS) or the California Board of Psychology (BOP) in at least one of the following areas: Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field.

b. One (1) clinical supervisor, and

c. One (1) organizational leadership and support staff member.

See also, Appendix A: Wellness Together Mental Health Specialist Site Disbursement.

3. Limitation on Delegation of Personal Services by Consultant

The work and services provided for in this Agreement shall be performed by Consultant, and no person other than regular associates or employees of Consultant shall be engaged in such work or services except on written approval of District, provided that this provision shall not apply to secretarial, clerical, routine mechanical, and similar incidental services needed by Consultant to assist in the performance of this Agreement.

APPENDIX A

Wellness Together Mental Health Specialist Site Disbursement

**Wellness Together Site & Hours
Options Reference Guide**

Table 1.1

Site Options					
# of MHS	One MHS	Two MHS	Three MHS	Four MHS	There is no maximum number of MHS's. Any number of MHS's not listed in Table 1.1 may follow the same incremental increases outlined in Table 1.1.
# of Sites	1-2 sites	1-4 Sites	1-6 Sites	1-8 Sites	
24-hours per week (renewals only)	24 Hours	48 Hours	72 Hours	96 Hours	
32-hours per week	32 Hours	64 Hours	96 Hours	128 Hours	

Hours and Caseload Reference Guide

Table 1.2

MHS HOURS PER WEEK	Case management/ admin	Crisis Intervention and Follow-Up	Individual Caseload
24	2	2	20
30	3	3	24
32	3	3	26

APPENDIX B

Expected Hiring and On-Boarding Timelines

The expected start date for this agreement is August 11, 2022.

Wellness Together Service Delivery

Start Date Dependency Matrix

Please sign and return the Agreement as soon as possible to avoid any delay in services. There may be up to a 2-month period after signature to allow for onboarding and training of new staff members. Please see the matrix below to anticipate your services start date based on signature date of the Services Agreement. This Matrix is for reference only. Actual timeline will be agreed upon by both Parties.

Signature Date	January 1st	January 15th	February 1st
Service Start Date	March 1st	March 15th	April 1st

Signature Date	February 15th	March 1st	March 15th
Service Start Date	April 15th	May 1st	May 15th

Signature Date	April 1st	April 15th	May 1st
Service Start Date	June 1st	June 15th	July 1st

Signature Date	May 15th	June 1st	June 15th
Service Start Date	July 15th	August 1st	August 15th

Signature Date	July 1st	July 15th	August 1st
Service Start Date	September 1st	September 15th	October 1st

Signature Date	August 15th	September 1st	September 15th
Service Start Date	October 15th	November 1st	November 15th

Signature Date	October 1st	October 15th	November 1st
Service Start Date	December 1st	December 15th	January 1st

Signature Date	November 15th	December 1st	December 15th
Service Start Date	January 15th	February 1st	February 15th

**EXHIBIT B
to AGREEMENT FOR SERVICES**

COMPENSATION

1. Compensation

District will pay Consultant the total sum of THREE HUNDRED SIX THOUSAND NINE HUNDRED SEVENTY NINE DOLLARS AND TWENTY CENTS (\$306,979.20) for the work required to be performed pursuant to this Agreement, as follows:

Any combination of Mental Health Specialist (MHS), Mental Health Specialist I (MHS I), Mental Health Specialist II (MHS II), and/or Mental Health Specialist III (MHS III) positions.

Total Cost of Contract
\$306,979.20

Total cost of Licensed Supervision, Program Administration, Program Costs and Wages for 96 MHS Hours Per Week for 38 Weeks in School Year weeks during the 2022-2023 School Year.

2. Payment

a. Schedule

Consultant shall be paid in accordance with monthly invoicing from Consultant. Up to four (4) of the days may be used as paid training and/or administrative days. Invoices will be sent by the 5th of the month in which services are rendered.

b. Payment Options: To the extent that this Agreement is terminated prior to Consultant performing the work for which the District has prepaid, Consultant shall refund any unearned fees upon termination.

1. Pay In Full with 3% Discount (one invoice per school year): If District pays total cost of contract amount (\$306,979.20) in one lump sum on the initial invoice (net 30), parties agree to a full payment discount of three percent (3%). Invoices are sent by the 5th of the first month in which services are rendered.
2. Quarterly Payment with 1% Discount (four invoices per school year): If District pays total cost of contract in four equal payments, parties agree to a quarterly payment discount of one percent (1%). This payment option will be detailed on the initial invoice. Invoices are sent by the 5th of the first month of each quarter in which services are rendered. Quarterly invoicing procedures are outlined below:
 - a. Consultant shall invoice the District on a quarterly basis. Invoices will be sent by the 5th of the first month of each quarter and will be net 30. If services are initiated mid-quarter, all services for that quarter will be prorated and billed within five (5) business days of service start date. Quarters are as follows:
 - i. Q1: July - September
 - ii. Q2: October - December
 - iii. Q3: January - March
 - iv. Q4: April-June
3. Monthly Payment: Consultant shall be paid in accordance with monthly invoicing from Consultant. Consultant shall invoice the District by the 5th of the month in which services are rendered. The District shall pay Consultant within fifteen (15) calendar days of the invoice date.

Please select a payment option for the 2022-2023 school year below:

- **Option 1: Pay In Full with 3% Discount (one invoice per school year)**
- **Option 2: Quarterly Payment with 1% Discount (four invoices per school year)**
- **Option 3: Monthly Payments (monthly invoices)**

c. Process

Payment shall be made (for all undisputed amounts) within thirty (30) calendar days after Consultant submits an invoice to District for Services. To the extent that this Agreement is terminated prior to Consultant performing the work for

which the District has paid, Consultant shall refund any unearned fees upon termination.

d. Delay of Start of Services / Prorated Services

The Consultant hires based on the needs of the District, regardless of previous agreement(s). Consultant hiring begins after this Agreement is fully executed. Any delay in executing the Agreement by the District may therefore delay the Consultant's completion of the hiring process. If the start date of Services falls after the start date of this Agreement due to a delay based on Consultant hiring and training, hours will be prorated and Services will not be billed until Services begin on campus or online.

If the start date of Services falls after the start date of this Agreement due to delay in necessary communication on behalf of the District to the Consultant after the full execution of this Agreement, including but not limited to communication regarding school site assignments, scheduling, and introduction meetings necessary for Services to commence, Services will be billed according to the start date of this Agreement, regardless of when Services begin on campus or online.

See also Exhibit A, Appendix B: Expected Hiring and On-Boarding Timelines.

e. Additional Work and Compensation

Except for the provision allowing the District to request Consultant perform additional counseling work requested in accordance with the Scope of Work (Exhibit A) above, the Parties agree that work performed during the term of this Agreement shall be deemed to be performed under the provisions of this Agreement and shall not entitle Consultant to any additional compensation. If, during the term of this Agreement, District desires to retain Consultant to perform work or services determined by the Parties to be new work or services not covered by this Agreement, then a separate written Agreement for the new work or services must be executed between the parties prior to performance of the new work or services.

EXHIBIT C
to AGREEMENT FOR SERVICES

GENERAL TERMS AND CONDITIONS

1. **STANDARD OF CARE.** Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to local educational agencies.
2. **COMMUNICATIONS TO DISTRICT.** Consultant will work and coordinate with a designated administrator as a point of contact for each school site for purposes of referral processes, location of counseling services, office space, and data collection and sharing. Consultant will provide District with documentation and processes that ensure parent/guardian permissions and attention to student privacy as may be required by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), as appropriate.
3. **CONTROL OF WORK AND WORKERS BY CONSULTANT.** Consultant shall have sole control of the manner and means of performing this Agreement and shall complete it according to Consultant's own means and methods of work. Consultant shall direct the performance of Consultant's agents and employees.

4. **FURNISHING OF MATERIALS AND EQUIPMENT.** All materials and equipment needed by Consultant to carry out the work to be performed by Consultant under this Agreement shall be furnished by Consultant at Consultant's expense. Notwithstanding the foregoing, the District shall at its expense provide Consultant with a confidential, safe, furnished office with secure WiFi/Internet (minimum speed of WiFi/Internet 20 mb/s upload and 20mb/s download), adequate student supervision during transitions, reasonable technical assistance, and other standard utilities, at each campus location from which Consultant may perform in-person or telehealth services.
5. **PLACE OF PERFORMANCE OF SERVICES.** The services to be performed under this Agreement shall be performed at the District's place of business and other District locations as District may determine or online.
6. **HIRING OF EMPLOYEES.** Consultant shall have full authority to employ qualified and experienced workers in carrying out the terms of this Agreement and shall be responsible for, and in full control of, such workers. Persons hired by Consultant shall be employees of Consultant and are to be paid by Consultant alone at such compensation as Consultant deems proper, subject to applicable law. Consultant alone shall have the right to discharge workers in Consultant's employment.
7. **SUPERVISION BY CONSULTANT.** Consultant shall superintend, either personally or through a job supervisor, representative or employee, as the case may be, the execution of all work covered by this Agreement. If Consultant uses a job supervisor, representative or employee, as the case may be, Consultant agrees that such individual shall be competent and qualified and shall give his or her personal attention to the work under this Agreement at all times, and shall represent Consultant with full power to act on matters pertaining to this Agreement.
8. **RIGHT OF DISTRICT TO SUPERVISE AND INSPECT.** Consultant, as an independent Consultant, shall have the authority to control and direct the performance of the work done under this Agreement. However, the work shall be subject to District's general right of inspection and supervision to secure the satisfactory completion of it in accordance with generally accepted counseling standards and principles. District shall designate a representative or representatives who shall have access at all reasonable and appropriate times for the purpose of observing or inspecting the work performed by Consultant to judge whether such work is being performed by Consultant in accordance with this Agreement. However, the actual performance and superintendence of all work shall be by Consultant. Such representative or representatives shall be empowered to act for the District in all matters relating to Consultant's performance of work under this Agreement. Any and all of District's foregoing right to observe and supervise Consultant's work is subject to and conditioned on any applicable privacy laws, and the reasonably accepted privacy and confidentiality concerns of patients for whom Consultant is providing services. To the extent there is any conflict or question between District's right to supervise or observe and the privacy rights of patients, the latter will control.
9. **CLEARANCES.** All clearances required to provide service in a public school district in the State of California will be arranged and executed by and at the expense of Consultant. To the extent possible, District will reasonably assist and inform Consultant of such required clearances.
10. **INTELLECTUAL PROPERTY.** Consultant is and will be the sole and exclusive owner of all right, title, and interest in and to all Services performed by Consultant, including all Intellectual Property Rights therein. For the purposes of this Agreement: "Intellectual Property Rights" means any and all rights in and to (a) patents, patent disclosures, and inventions (whether patentable or not), (b) trademarks, service marks, trade dress, trade names, logos, corporate names, and domain names, and other similar designations of source or origin, together with the goodwill symbolized by any of the foregoing, (c) copyrights and works of authorship (whether copyrightable or not), including computer programs, and rights in data and databases, (d) trade secrets, know-how, and other confidential or proprietary information, and (e) all other intellectual property, in each case whether registered or unregistered, and including all registrations and applications for such rights and renewals or extensions thereof, and all similar or equivalent rights or forms of protection.
11. **TERMINATION.**
 - a. **With Cause by District.** District may terminate this Agreement upon giving written notice of intent to terminate for cause. Cause shall include:
 1. material violation of this Agreement by Consultant; or
 2. any act by Consultant exposing District to liability to others for personal injury or property damage; or
 3. Consultant is adjudged bankrupt, Consultant makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Consultant's insolvency.

Written notice by District shall contain the reasons for such intent to terminate and unless within fifteen (15) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the fifteen (15) calendar days cease and terminate.

- b. **With Cause by Consultant.** Consultant may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 1. material violation of this Agreement by District; or
 2. any act by District exposing Consultant to liability to others for personal injury or property damage; or
 3. District is adjudged bankrupt, District makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant's insolvency.

Written notice by Consultant shall contain the reasons for such intention to terminate and unless within fifteen (15) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the fifteen (15) calendar days cease and terminate. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Consultant.

- c. Upon termination, except as deemed privileged and/or confidential by law, Consultant shall provide District with all documents produced maintained or collected by Consultant pursuant to this Agreement, whether or not such documents are final or draft documents.
12. **MUTUAL INDEMNIFICATION / DEFENSE / HOLD HARMLESS.** District and Consultant shall indemnify, defend with counsel reasonably appointed by the party to be defended, and hold harmless the other party, their respective officers, directors, employees, and agents from and against any and all claims, costs, loss or damages, including without limitation, for bodily injuries, death, worker's compensation subrogation claims, or damage to or loss of use of property caused by or arising from the negligent acts, omissions, or willful misconduct by Consultant or District, its officers, directors, employees, or agents in connection with or arising out of the performance of this Agreement.
13. **INSURANCE.** Consultant shall procure and maintain at all times it performs any portion of the Services the insurances specified in Exhibit D to the Agreement.
14. **CONFIDENTIALITY.** Consultant and Consultant's agents, personnel, employee(s), and/or subconsultant(s) shall maintain the confidentiality of all information received in the course of performing the Services ("Confidential Information"), and shall not disclose Confidential Information, including information derived from Confidential Information, to any person not a party to this Agreement without the express prior written consent of District, except as required by law or as necessary for Consultant's agents, personnel, employee(s), and/or subconsultant(s) to perform the Services. If Consultant or any of Consultant's agents, personnel, employee(s), and/or subconsultant(s) is served with any subpoena, court order, or other legal process seeking disclosure of any Confidential Information, both Consultant and the person served shall each promptly send to District notice(s) of the legal process, but in no event shall do so any later than forty-eight (48) hours or such shorter time frame as necessary so that District may exercise any applicable legal rights and remedies. Consultant shall require its agents, personnel, employee(s), and/or subconsultant(s), as a condition of their retention, appointment, employment, or contract, to agree to comply with the provisions of this Section, and shall not permit its agents, personnel, employee(s), and/or subconsultant(s) access to Confidential Information in the absence of such agreement being effective. The obligations imposed in this Section shall survive the termination of this Agreement.
15. **CONFLICT OF INTEREST.** Through its execution of this Agreement, Consultant acknowledges that it is familiar with the provisions of Gov. Code, § 1090 et seq. and Chapter 7 of the Political Reform Act of 1974 (Gov. Code, § 87100 et seq.), and certifies that it does not know of any facts that constitute a violation of those provisions. In the event Consultant receives any information subsequent to execution of this Agreement that might constitute a violation of these provisions, Consultant agrees it shall immediately notify District of this information.
16. **DISPUTES.** In the event of a dispute between the parties as to performance of Services, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation (the cost of which shall be split equally) prior to either Party commencing litigation. Pending resolution of the dispute, Consultant shall neither rescind the Agreement nor stop performing the Services.
17. **CONTRACT GOVERNED BY LAW OF STATE OF CALIFORNIA.** The parties agree that it is their intention and covenant that this Agreement and performance under this Agreement and all suits and special proceedings under this Agreement be construed in accordance with and under and pursuant to the laws of the State of California and that in any action, special proceeding, or other proceeding that may be brought arising out of, in connection with, or by reason of this Agreement, the laws of the State of California shall be applicable and shall govern, to the exclusion of the law of any other forum, without regard to the jurisdiction in which any action or special proceeding may be instituted.
18. **COMPLIANCE WITH LAWS AND REGULATIONS.** In the performance of work provided for in this Agreement, Consultant agrees that it shall be conducted in full compliance with any and all applicable laws, rules, and regulations adopted or promulgated by any governmental agency or regulatory body, both state and federal. Consultant assumes full responsibility for the payment of all contributions, payroll taxes, or assessments, state or federal, as to all its employees engaged in the performance of work under this

- Agreement. Consultant further agrees to meet all requirements that may be specified under regulations of administrative officials or bodies charged with the enforcement of any state or federal laws on this subject. Consultant further agrees to furnish District, on request, a certificate or other evidence of compliance with state or federal laws covering contributions, taxes, and assessments on payrolls. Consultant assumes and agrees to pay any and all gross receipts, compensation, use, transaction, sales, or other taxes or assessments of whatever nature or kind levied or assessed as a consequence of the work to be performed or on the compensation to be paid under this Agreement.
19. **DURATION.** This Agreement shall become effective upon execution by the Parties, but the obligations therein shall commence on Start Date of Contract, and shall remain in effect for the duration of this Agreement as provided, unless terminated for breach.
 20. **ASSIGNMENT.** This Agreement is personal to the parties and may not be assigned by Consultant, in whole or in part, without the prior written consent of the District.
 21. **REPRESENTATIVE'S AUTHORITY.** Consultant shall have no right or authority, either express or implied, to assume or create, on behalf of the District, any obligation or responsibility of whatsoever kind or nature.
 22. **WAIVER OR MODIFICATION INEFFECTIVE UNLESS IN WRITING.** No waiver, alteration, or modification of any of the provisions of this Agreement shall be binding unless it is in writing and signed by a duly authorized representative of both parties to this Agreement.
 23. **WRITTEN NOTICE**
 - a. All communications regarding this Agreement should be sent to Consultant at the address set forth above unless notified to the contrary.
 - b. Any written notice under this Agreement shall become effective as of the date of mailing by registered or certified mail and shall be deemed sufficiently given if sent to the address stated in this Agreement or such other address as may hereafter be specified by notice in writing.
 24. **MEDIATION.** Any differences, claims, or matters in dispute arising between the parties out of this Agreement or connected with this Agreement shall be submitted by them to mediation (the cost of which shall be split equally) prior to either Party commencing litigation.
 25. **PERMITS / LICENSES.** Consultant and all Consultant's employees or agents shall secure and maintain in force all permits and licenses that are required by law in connection with the furnishing of Services pursuant to this Agreement.
 26. **SAFETY AND SECURITY.** Consultant is responsible for maintaining safety in the performance of this Agreement. Consultant shall be responsible to ascertain from District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.
 27. **ANTI-DISCRIMINATION.** It is the policy of District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, or any other class or status protected by applicable law, and therefore Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, Consultant agrees to require like compliance by all its subconsultant(s).
 28. **FINGERPRINTING OF EMPLOYEES.** Consultant shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees if required by law to do so. Consultant's responsibility shall extend to all employees, subcontractors, agents, and employees or agents of subcontractors regardless of whether those individuals are paid or unpaid, concurrently employed by District, or acting as independent Consultants of Consultant. Verification of compliance with this Section is available upon request in writing to Consultant by District.
 29. **RECORDKEEPING.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles (GAAP), reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for a minimum of three (3) years thereafter.
 30. **EVALUATION OF CONSULTANT AND SUBORDINATES.** District may evaluate Consultant in any manner which is permissible under the law. District's evaluation may include, without limitation:
 - a. Requesting that District employee(s) evaluate Consultant and Consultant's employees and subcontractors and each of their performance.
 - b. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subconsultant(s)
 31. **TIME IS OF THE ESSENCE.** Time is of the essence in the performance of Services and the timing requirements agreed upon by the Parties, if any, shall be strictly adhered to unless otherwise modified.

writing in accordance with Section 22 of this Agreement. Consultant shall commence performance and shall complete all required Services no later than the dates agreed upon by the Parties. Any Services for which times for performance are not specified shall be commenced and completed by Consultant in a reasonably prompt and timely manner based upon the circumstances and direction communicated to Consultant by District.

32. **PROVISIONS REQUIRED BY LAW DEEMED INSERTED.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted and this Agreement shall be read and enforced as though it were included. If through mistake or otherwise, any provision is not inserted or is not correctly inserted, then upon application of either Party, the Agreement shall be amended to make the insertion or correction. All references to statutes and regulations shall include all amendments, replacements, and enactments in the subject which are in effect as of the date of this Agreement, and any later changes which do not materially and substantially alter the positions of the Parties.
33. **ASSIGNMENT AND SUCCESSORS.** Neither District nor Consultant shall, without the prior written consent of the other Party, assign the benefit or in any way transfer their respective obligations under this Agreement. This Agreement shall inure to the benefit of and be binding upon the Parties hereto and, except as otherwise provided herein, upon their executors, administrators, successors, and assigns.
34. **SEVERABILITY.** In the event that any provision of this Agreement shall be construed to be illegal or invalid for any reason, said illegality or invalidity shall not affect the remaining provisions hereof, but such illegal or invalid provision shall be fully severable and this Agreement shall be construed and enforced as if such illegal or invalid provision had never been included herein, unless to do so would frustrate the intent and purpose of this Agreement.
35. **SCOPE OF SERVICES**
In the event that any provision of these General Terms and Conditions shall be construed to be in conflict with the Scope of Services attached and incorporated into the terms of this Agreement, the Scope of Services shall prevail.
36. **FORCE MAJEURE.** No Party shall be liable to any other Party for any loss or damage of any kind or for any default or delay in the performance of its obligations under this Agreement (except for payment obligations) if and to the extent that the same is caused, directly or indirectly, by fire, flood, earthquake, elements of nature, epidemics, pandemics, quarantines, acts of God, acts of war, terrorism, civil unrest or political, religious, civil or economic strife, or any other cause beyond a Party's reasonable control.
37. **VENUE/GOVERNING LAWS.** This Agreement shall be governed by the laws of the State of California and venue shall be in the County and/or federal judicial district in which Consultant's principal administrative office is located.
38. **ATTORNEY'S FEES.** If suit is brought by either Party to enforce any of the terms of this Agreement, each Party shall bear its own attorney's fees and costs.
39. **EXHIBITS.** All Exhibits referred to in this Agreement are incorporated in this Agreement and made a part of this Agreement as if fully set forth herein.
40. **ENTIRE AGREEMENT.** This Agreement represents the entire agreement between District and Consultant and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended or modified only by an agreement in writing, signed by both District and Consultant.
41. **WAIVER.** Waiver of a breach or default under this Agreement shall not constitute a continuing waiver of a subsequent breach of the same or any other provision under this Agreement.
42. **AUTHORITY.** The individual executing this Agreement on behalf of Consultant warrants that he/she is authorized to execute the Agreement on behalf of Consultant and that Consultant will be bound by the terms and conditions contained herein.
43. **HEADINGS AND CONSTRUCTION.** Headings at the beginning of each paragraph and subparagraph are solely for the convenience of the Parties and are not a part of the Agreement. Whenever required by the context of this Agreement, the singular shall include the plural and the masculine shall include the feminine and vice versa. This Agreement shall not be construed as if it had been prepared by one of the Parties, but rather as if both Parties had prepared the same. Unless otherwise indicated, all references to paragraphs, sections, subparagraphs, and subsections are to this Agreement.
44. **COUNTERPARTS.** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which, together, when signed by all of the Parties hereto, shall constitute one and the same instrument. A facsimile or electronic signature shall be as valid as an original.

EXHIBIT D
to AGREEMENT FOR SERVICES

INSURANCE

1. Consultant shall procure and maintain at all times it performs any portion of the Services the following insurances with minimum limits equal to the amounts indicated below.
 - 1.1. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect Consultant, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001)
 - 1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, Consultant shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
 - 1.3. **Professional Liability (Errors and Omissions).** Professional Liability (Errors and Omissions) Insurance as appropriate to Consultant's profession.

Type of Coverage	Minimum Coverage
Commercial General Liability Insurance, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Professional Liability	\$1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$1,000,000

SERVICE AGREEMENT

This Service Agreement (the “**Agreement**”) is dated the 15th of December, 2021 between Marysville Joint Unified School District, a CA public school district (hereinafter “**School District**”), and Addiction Treatment Technologies, LLC DBA Care Solace, a Delaware limited liability company (hereinafter “**Care Solace**”). School District and Care Solace may be referred to individually as “**Party**,” or collectively as “**Parties**.”

RECITALS

WHEREAS, Care Solace provides a web-based navigation system to assist its school district clients and the districts’ students and parents in locating and connecting with mental health treatment providers (hereinafter the “**Services**”), and agrees to provide the Services to School District on the terms and conditions set forth in this Agreement; and

WHEREAS, School District desires for Care Solace to assist it in connecting students and families with mental health treatment providers.

TERMS AND CONDITIONS

NOW, THEREFORE, in consideration of the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

Scope of Services

1. Care Solace shall provide the Services as follows:

1.1 Care Solace owns and operates a website located at the URL caresolace.org which provides information related to mental health treatment providers (hereinafter the “**Main Site**”). As part of this Agreement, Care Solace will manage and operate a version of the Main Site that is branded with School District’s name (hereinafter the “**Branded Site**”). Care Solace will take all reasonable steps to ensure the Branded Site is live in January 2022. Care Solace will provide access to the Branded Site to users authorized by the School District, including School District staff, students, and parents (hereinafter the “**Authorized Users**”), on a Software-as-a-Service (“**SaaS**”) basis pursuant to the terms and conditions set forth in Paragraphs 26-34, *infra*.

1.2 Care Solace shall facilitate a process called the “**Warm Handoff®**,” whereby School District staff or third-party contractors, consultants, or other parties to whom School District has outsourced institutional services (hereinafter “**Independent Contractors**”) designated as school officials pursuant to 34 CFR § 99.31(a)(1)(i)(B) provide Care Solace with contact information of a student or family in need of mental health treatment providers (hereinafter the “**Treatment**”).

Providers”). The family contact shall be a parent, legal guardian, or other adult primary contact as directed by School District. Care Solace will then work directly with the primary contact to connect the student to Treatment Providers.

1.3 In addition to providing Authorized Users with access to the Branded Site, Care Solace will also provide Authorized Users with telephone and email access to a Care Companion™. The Care Companions are care coordinators with experience in customer service, trained to navigate the mental health system and health insurance. The Care Companions are not licensed mental health professionals and do not diagnose, assess or evaluate. No provider-patient relationship is formed by provision of services by a Care Companion to an Authorized User. The Care Companions are not a crisis response team. The Care Companions are available to work directly with students and families to connect them with Treatment Providers. Care Companions are available 24 hours per day, 7 days per week.

1.4 Care Solace connects Authorized Users with Treatment Providers based on criteria such as geographic proximity, whether the provider accepts the Authorized User’s insurance, and whether the provider is accepting new patients. Care Solace will use reasonable efforts to have each Treatment Provider it refers to Authorized Users reviewed through Care Solace’s verification process. The information available on Treatment Providers through the verification process may vary significantly.

Care Solace is Not a Treatment Provider

2. Care Solace is not a mental health treatment provider or a provider network, and does not provide mental health treatment or other health care treatment to Authorized Users. Rather, Care Solace acts solely as a care coordinator by connecting Authorized Users to Treatment Providers. Care Solace does not represent, warrant or guarantee that Treatment Providers are of a particular quality. Care Solace shall not be liable for the quality of care provided by Treatment Providers.

Implementation Process

3. Care Solace will provide an onsite or virtual walk-through of the Services to School District representatives designated by School District in order to demonstrate the features and functionality of the Services.

4. Care Solace will conduct initial on-boarding training sessions with School District staff designated by School District in order to explain and demonstrate the Services.

5. Care Solace will provide training and on-going support concerning the use and functionality of the Services to key stakeholders of School District as requested by School District. Key stakeholders may include, but are not limited to: School District’s mental health team, psychologists, counselors, assistant principals, principals, human resources staff, district leadership, and parent-teacher associations.

6. Care Solace will assist in providing access to the Branded Site on School District's website as well as individual school websites, as requested by School District.

7. Care Solace will provide backpack mailer templates and email/text templates for School District to deliver to students and parents quarterly, or four times per year, to remind them of the Services and provide the URL for the Branded Site.

8. School District shall designate one of its employees as its principal contact for communicating with Care Solace regarding technical issues in the provision of the Services, and shall notify Care Solace of such designation in writing within fifteen (15) days of the execution of this Agreement. School District may change its principal contact from time to time by providing written notice to Care Solace pursuant to Paragraph 53, *infra*.

Term of Agreement and Fees

9. This Agreement shall be effective as of December 15, 2021 (hereinafter the "Effective Date").

10. The initial term of this Agreement (hereinafter the "Introductory Term") will begin on January 3, 2022 and continue through June 30, 2022. This Agreement will automatically renew for a full one-year term (hereinafter, "First Annual Term") on July 1, 2022, following the Introductory Term. This Agreement may then be renewed for up to three additional one-year terms following the First Annual Term (hereinafter the "Renewal Terms"), after which time a new Agreement must be executed. In California, the maximum term of this Agreement is five years per Cal. Educ. Code § 17596.

11. In exchange for the Services contemplated under this Agreement, School District will compensate Care Solace as follows:

11.1. For the Introductory Term, January 1, 2022 to June 30, 2022, School District will pay \$17,500 to Care Solace upon execution of this Agreement.

11.2. For the First Annual Term July 1, 2022 thru June 30, 2023 on or around the renewal date, School District will pay \$35,000 to Care Solace (based on a student enrollment of 10,000 to be confirmed by School District, at a rate of \$3.50 per enrolled student.

11.3. In the event that School District wishes to renew this Agreement for any Renewal Term beyond July 1, 2023, pricing for any Renewal Term will be determined and agreed to by the Parties at or around the time of renewal on a price-per-student basis and then-current enrollment figures.

12. The fees set forth in Paragraph 11, *supra*, shall be earned by Care Solace when paid and shall not be subject to a prorated refund in the event of a termination without cause by School District of this Agreement prior to the end of the Initial Term or any Renewal Term.

13. To ensure continuity of the Services, Care Solace will continue to provide the Services for a grace period of ninety (90) days after expiration of the First Annual Term or any Renewal Term to allow for negotiation of a subsequent Renewal Term or new Agreement. During this grace period, all terms of the Agreement shall remain in full force and effect, and any Renewal Term or new Agreement beginning after this grace period shall be retroactive to the expiration date.

14. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (United States Dollars).

Termination of Agreement

15. School District may terminate without cause an Initial Term or a Renewal Term pursuant to this Agreement at any time after providing Care Solace with sixty (60) days written notice, pursuant to Paragraph 53, *infra*. In the event of termination without cause of an Initial Term or a Renewal Term by School District pursuant to this paragraph, the fees paid by School District shall not be subject to a prorated refund.

16. In the event that Care Solace determines, in its sole and absolute discretion, to cease to offer the Services to new clients and to discontinue support of the Services for existing clients, Care Solace may terminate without cause an Initial Term or a Renewal Term pursuant to this Agreement by providing School District with sixty (60) days written notice pursuant to Paragraph 53, *infra*. In the event of termination without cause of an Initial Term or a Renewal Term by Care Solace pursuant to this paragraph, the fees paid by School District shall be subject to a prorated refund.

17. If either Party fails to comply with any of the material terms and conditions of this Agreement, including, without limitation, the payment of any fee to Care Solace, the non-breaching Party may terminate this Agreement with cause upon thirty (30) days written notice to the breaching Party specifying the breach(es). Upon receiving written notice of a specified breach, the breaching Party shall have a thirty (30) day cure period to remedy the specified breaches. The written notice must be provided in accordance with Paragraph 53, *infra*.

17.1. Only in the event that a Party fails to remedy a specified breach within the thirty (30) day cure period shall such a breach be considered a "Dispute" subject to the dispute resolution provisions set forth in Paragraphs 42-49, *infra*.

17.2. The written notice to a breaching Party specifying any breach(es) of the material terms of this Agreement and the thirty (30) day cure period set forth in this Paragraph 16 are conditions precedent to any Party's ability to provide the other Party with notice of a Dispute under Paragraph 41, *infra*.

Data and Information Privacy

18. Care Solace and School District each agree to comply with all data privacy laws and requirements, state and federal, to which they are each subject, which may include, without limitation, the Student Online Personal Information Protection Act, Cal. Bus. & Prof. Code § 22584 (hereinafter "SOPIPA"), the Children's Online Privacy Protection Act, 15 U.S.C. §§ 6501-6506 (hereinafter "COPPA"), and The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 (hereinafter, "FERPA").

19. The Branded Site will include links to a privacy policy and terms of use which will comply with applicable law.

20. The Parties expect that, in many instances, only education records constituting "directory information," as that term is defined by FERPA at 20 U.S.C. § 1232g(a)(5)(A), would be conveyed to Care Solace by School District. In order to ensure compliance and that Care Solace is able to perform the Services, School District designates Care Solace a school official pursuant to 34 CFR § 99.31(a)(1)(i)(B) for the limited purposes of providing the Services.

21. The Parties expressly understand and agree that: (1) the Services are an institutional service or function that would otherwise be performed by employees of School District, such as counselors or principals; (2) Care Solace is under the direct control of School District with respect to the use and maintenance of "education records," as that term is defined at 34 CFR § 99.3; (3) Care Solace shall comply with the obligations imposed by 34 CFR § 99.33(a) regarding the redisclosure of any information relating to students and families obtained in providing the Services; (4) School District has determined that Care Solace has legitimate educational interests in any education records provided to it; and (5) School District has provided parents and eligible students with the annual notice required by 34 C.F.R. §99.7(a)(3)(iii) regarding its criteria for determining who is a school official and what constitutes a legitimate educational interest in education records.

22. School District represents and warrants that any Independent Contractor that is provided with access to the Warm Hand-Off or is otherwise responsible for transmitting directory information or education records to Care Solace has also been designated as a school official pursuant to 34 CFR § 99.31(a)(1)(i)(B) and that School District has provided parents and eligible students with the annual notice required by 34 C.F.R. §99.7(a)(3)(iii)

23. Care Solace reserves the right to internally monitor School District's and Authorized Users' usage of the Branded Site and Services.

24. Care Solace will provide access to School District to the following non-personally identifiable information collected from Authorized Users: number of visitors, matches, and phone appointments. If School District desires to obtain personally identifiable information from Care Solace related to a particular Authorized User's use of the Services, School District shall obtain and deliver to Care Solace a duly executed written authorization from the Authorized User, or his or her legal guardian if applicable, in a form that complies with applicable law.

25. Care Solace shall ensure that: (i) all data and information provided by School District is stored on files that are separate from those of other Care Solace clients, or (ii) all files containing data and information provided by School District are partitioned from the information and data provided by other clients sufficient to protect the security and privacy of such information and data.

Software-as-a-Service Terms

26. Care Solace grants School District a non-exclusive, non-transferable, limited, revocable and royalty-free license to provide a hypertext reference link (hereinafter the "Link") to the initial, top-level display of the Branded Site solely for the purpose of linking any website owned or controlled by School District to the Branded Site.

27. Use Restrictions. School District covenants and agrees that its use of the Services will be in a manner consistent with this Agreement and with all applicable laws and regulations, including trade secret, copyright, trademark, and export control laws. Without limiting the generality of the foregoing, School District will not, directly or indirectly, do any of the following: reverse engineer, decompile, disassemble, or otherwise attempt to discover the source code, object code, or underlying structure, ideas, or algorithms of or included in the Services or any software, documentation or data related to the Services (hereinafter "Software"); modify, translate or create derivative works based on the Services or any Software; or copy (except for archival purposes), distribute, pledge, assign or otherwise transfer or encumber rights to the Services or any Software; use the Services or any Software for timesharing or service bureau purposes or otherwise for the benefit of a third party; or remove any proprietary notices or labels.

28. Security. School District and the Authorized Users shall be solely responsible for acquiring and maintaining technology and procedures for maintaining the security of their connections to the Internet. As part of the Services, Care Solace shall implement reasonable security procedures consistent with prevailing industry standards to protect information provided by School District and Authorized Users from unauthorized access. The Parties agree that Care Solace shall not, under any circumstances, be held responsible or liable for situations in which: (i) data or transmissions are accessed by third parties through illegal or illicit means, or (ii) the data or transmissions are accessed through the exploitation of security gaps, weaknesses, or flaws unknown to Care Solace at the time, provided Care Solace complies with its obligations in this paragraph.

29. Unauthorized Access. Care Solace will promptly report to School District any unauthorized access to data or information provided by School District upon discovery of such access by Care Solace, and Care Solace will use diligent efforts to promptly remedy any breach of security that permitted the unauthorized access to occur. In the event that Care Solace was solely responsible for the breach and to the extent that Care Solace has an obligation imposed by law or statute to notify any individuals whose information was provided to Care Solace by School District, Care Solace shall be solely responsible for any and all such notifications at its expense. In the event the School District was solely responsible for the breach, the School District shall reimburse Care Solace for time and expenses incurred to assist School District with any required notifications to affected individuals. In the event that Care Solace and School District are jointly responsible for the breach, the Parties will attempt to reach an informal resolution as to expenses and, if unable to do so, it will be considered a "Dispute" subject to the dispute resolution provisions set forth in paragraphs 42-49, *infra*.

30. Ownership of Proprietary Rights. Ownership of any and all rights, whether registered or unregistered, in and with respect to patents, copyrights, confidential information, know-how, trade secrets, moral rights, contract or licensing rights, confidential and proprietary information protected under contract or otherwise under law, trade names, domain names, trade dress, logos, animated characters, trademarks, service marks, and other similar rights or interests in intellectual or industrial property (hereinafter "**Proprietary Rights**") embodied in the Branded Site, the Services, and the computer hardware, software and other tangible equipment and intangible computer code necessary to deploy and serve the Services (hereinafter the "**Technology**") shall remain exclusively vested in and be the sole and exclusive property of Care Solace and its licensors. In addition School District hereby transfers and assigns to Care Solace any rights School District may have to any suggestions, ideas, enhancement requests, feedback, recommendations or other information provided by School District personnel relating to the Branded Site, the Services, or the Technology.

31. Mutual Exchange of Confidential Information. The Parties desire to establish terms governing the use and protection of certain confidential information one Party (hereinafter "**Owner**") may disclose to the other Party (hereinafter "**Recipient**"). For purposes of this Agreement, the term "Confidential Information" means (i) the terms and conditions of this Agreement, subject to a valid request under the applicable state's open records act (ii) non-public aspects of the Branded Site and the operation thereof, the Technology, the Services, and Care Solace's business and technical information and data, and (iii) School District's information or other data processed, stored or transmitted by, in or through the Services (hereinafter "**School District Data**"). In addition, Confidential Information includes information which, although not related to the Services or this Agreement, is nevertheless disclosed hereunder and which is disclosed by an Owner or an affiliate to a Recipient in documentary or other tangible form bearing an appropriate label indicating that it is confidential or proprietary in nature, or which, if initially disclosed orally or visually is identified as confidential at the time of disclosure and a written summary hereof, also marked with such a label, is provided to Recipient within fifteen (15) days of the initial disclosure. Recipient may use Confidential Information of Owner only for the purposes of fulfilling the obligations contemplated in this Agreement and shall protect such Confidential Information from disclosure

to others, using the same degree of care used to protect its own proprietary information of like importance, but in any case using no less than a reasonable degree of care. Recipient may disclose Confidential Information received hereunder only as reasonably required to perform its obligations under this Agreement and only to its employees who have a need to know for such purposes and who are bound by signed, written agreements to protect the received Confidential Information from unauthorized use and disclosure. The restrictions of this Agreement on use and disclosure of Confidential Information shall not apply to information that: (i) is in the possession or control of Recipient at the time of its disclosure hereunder; (ii) is, or becomes publicly known, through no wrongful act of Recipient; (iii) is received by Recipient from a third party free to disclose it without obligation to Owner, (iv) is independently developed by a Party as evidenced by its written and dated records and without any breach of this Agreement; or (v) is the subject of a written permission to disclose provided by Owner. The Recipient may disclose Confidential Information of Owner pursuant to the requirements of a governmental agency or by operation of law, provided that such Recipient gives Owner written notice thereof as soon as practicable to allow sufficient time for Owner to object to disclosure of such Confidential Information.

32. General Skills and Knowledge. Notwithstanding anything to the contrary in this Agreement, School District agrees that Care Solace is not prohibited from utilizing any skills or knowledge of a general nature acquired during the course of providing the Services, including information publicly known or available or that could reasonably be acquired in similar work performed for another client of Care Solace.

33. Publicity and Branding. School District agrees that Care Solace may (a) publicize School District's name, the fact of the Branded Site, and School District's use of the Services; and (b) brand the Branded Site with a "powered by Caresolace.com" or similar legend and/or copyright notice.

34. Options for Infringement Claims. If any Party is enjoined from using the Technology, or if Care Solace believes that the Technology may become the subject of a claim of intellectual property infringement, Care Solace, at its own option and expense, may: (i) procure the right for School District to continue to use the Services; (ii) replace or modify the Technology so as to make it non-infringing; or (iii) terminate this Agreement, in which case Care Solace shall provide a prorated refund to School District of any and all fees paid in advance for the Initial Term or any Renewal Term by School District for those Services not provided by Care Solace. This Paragraph and the preceding Paragraph set forth the entire liability of Care Solace to School District for any infringement by the Technology or Services of any intellectual property right of any third party.

Representations and Warranties

35. School District represents and warrants that: (a) any information it provides to Care Solace does not and will not infringe, misappropriate, or otherwise violate any intellectual property right or right of privacy or publicity of any third

party; (b) School District has provided parents with the notice required by 34 CFR § 99.7(a)(3)(iii) regarding the criteria used to determine who constitutes a school official and what constitutes a legitimate educational interest; and (c) the performance of its obligations as set forth in this Agreement and the use of the Services by School District and its Authorized Users will not (i) violate any applicable laws or regulations, or (ii) cause a breach of any agreements with any third parties. In the event of any breach by School District of any of the foregoing representations and warranties set forth in this Paragraph 35, in addition to any other remedies available at law or in equity, Care Solace will have the right to suspend immediately any Services if deemed reasonably necessary by Care Solace to prevent any harm to Care Solace and its business. Care Solace will provide written notice of any breach of the foregoing representations and warranties to School District in accordance with Paragraph 53, *infra*, and a reasonable time period to cure, if practicable, depending on the nature of the breach.

36. Care Solace represents and warrants that it will comply with all state and federal healthcare referral and anti-kickback statutes, and that it does not have an ownership interest in any of the Treatment Providers to whom it refers Authorized Users. In the event of any breach by Care Solace of the foregoing representations and warranties set forth in this Paragraph 36, School District will provide written notice of the breach to Care Solace in accordance with Paragraph 53, *infra*, and a reasonable time period to cure, if practicable, depending on the nature of the breach.

37. Except as expressly set forth herein, the Services are provided on an "as is" and "as available" basis, and without warranties of any kind either express or implied. Care Solace hereby disclaims all warranties, express or implied. Care Solace does not warrant that the services will be uninterrupted or error free or that defects will be corrected. Care Solace does not offer a warranty or make any representation regarding the results or the use of the Services in terms of their correctness, accuracy, reliability, risk of injury to School District's or any Authorized User's computer, network, market, or customer base or commercial advantage.

Insurance and Indemnification

38. **Insurance.** During the term of this Agreement, Care Solace shall obtain and maintain liability insurance with policy limits having minimum coverage of \$1,000,000 per occurrence, which can be met through an umbrella or standard policy or any combination thereof. The insurance shall be evidenced by a Certificate of Insurance reflecting the minimum coverage limits.

39. **Defense and Indemnity.** Care Solace or its insurer shall defend and indemnify School District and its officers, agents, employees and volunteers (collectively "**School District Parties**") against any and all claims, demands, liability, judgments, awards, losses, damages, expenses or costs of any kind or character (hereinafter collectively referred to as "**Claims**"), to the extent arising out of any act, error, omission, negligence, or willful misconduct of Care Solace or its officers, employees, agents, contractors, licensees, or servants connected to the Services covered by this Agreement. Care

Solace or its insurer shall have no obligation, however, to defend or indemnify School District Parties from a Claim if it is determined that such Claim was caused by the sole negligence or willful misconduct of School District Parties.

39.1 Additional Insured. Care Solace shall cause School District to be named as an "Additional Insured" under the liability insurance policy obtained and maintained as set forth in Paragraph 38, *supra*. Notwithstanding School District's coverage as an Additional Insured, in no event shall Care Solace or its insurer be held liable for School District's sole negligence or willful misconduct. Under no circumstances is any Additional Insured entitled to any coverage beyond the contractual indemnification provisions in Paragraph 39, *infra*.

40. A School District seeking defense and/or indemnification hereunder shall promptly notify Care Solace in writing of the Claim in accordance with Paragraph 53, *infra*, and shall cooperate with Care Solace or its insurer at Care Solace's or its insurer's sole cost and expense. Care Solace or its insurer shall control the defense and investigation of the Claim and shall employ counsel of its choice to handle and defend the same, at Care Solace's or its insurer's sole cost and expense. The obligations and responsibilities set forth in this Paragraph 39 shall apply only in the event that Care Solace or its insurer agree to provide a defense and/or indemnification.

41. If requested by School District, Care Solace may cause School District to be named as an additional insured under the liability policy obtained and maintained as set forth in Paragraph 37. Naming a School District as an additional insured does not alter the limitations, obligations and conditions set forth in paragraphs 38 and 39 and in no circumstances will School District be entitled to coverage beyond the contracted for amount of \$1,000,000 per occurrence contained in Paragraph 37.

Dispute Resolution

42. Any and all disputes, controversies, or Claims arising out of or relating to this Agreement or a breach thereof, including without limitation Claims based on contract, tort, or statute (hereinafter a "**Dispute**"), shall be determined by binding arbitration as set forth in this section, consisting of Paragraphs 42-49, *infra* (hereinafter the "**Arbitration Agreement**").

43. An aggrieved Party shall notify the other Party of a Dispute within fifteen (15) days of being made aware of the Dispute; however, no Party may provide notification of a Dispute prior to the termination of the thirty day cure period described in Paragraph 16, *supra*. Notice shall be provided in accordance with the requirements of Paragraph 53, *infra*. The date that notice is received by the opposing Party shall hereinafter be referred to as the "**Notification Date**."

44. If the Parties are unable to informally resolve the Dispute within thirty (30) days of the Notification Date, the Parties agree to engage in mediation in good faith. The requirement to engage in mediation is a condition precedent to the

initiation of arbitration pursuant to this Arbitration Agreement. Mediation must occur within 120 days of the Notification Date. The 120-day deadline may be waived by mutual agreement of the Parties. Mediation shall be conducted according to the following terms:

44.1 Mediation shall be conducted by a single mediator from JAMS, or another mediation service agreed to by the Parties (hereinafter "Mediation Service").

44.2 The Parties will cooperate with the Mediation Service and one another in selecting a mediator from the Mediation Service's panel of neutrals and in scheduling mediation proceedings. In the event that the Parties are unable to agree upon the selection of a mediator, the Parties shall request that the Mediation Service assign a mediator from its panel of neutrals with experience as a state or federal court judge.

44.3 The Parties agree that they will participate in the mediation in good faith and that they will share equally in the costs of mediation.

45. If the Parties are unable to resolve the Dispute through mediation, the Parties shall submit the Dispute to binding arbitration pursuant to the Federal Arbitration Act, 9 U.S.C. § 1, *et seq.* (hereinafter the "FAA"). Notwithstanding any other provisions of this Agreement regarding applicable law, the Parties agree that the substantive and procedural provisions of the FAA will apply to this Arbitration Agreement, to the exclusion of any state-specific substantive and procedural law regarding arbitration.

46. Arbitration shall be initiated by the aggrieved Party within thirty (30) days of the conclusion of mediation. In no event shall arbitration be demanded after the date the Claim would be barred by the applicable statute of limitations. Arbitration shall be conducted in accordance with the following terms:

46.1. Arbitration shall be conducted by a single neutral arbitrator from the National Roster of Arbitrators and administered according to the American Arbitration Association's ("AAA's") Commercial Arbitration Rules and Mediation Procedures then in effect, except as modified by this Agreement or as otherwise agreed to in writing by the Parties. A copy of the AAA's current Commercial Arbitration Rules and Mediation Procedures may be viewed here by clicking on this link: <https://home.caresolace.com/contracts/AAA-Commercial-Arbitration-Rules-and-Mediation-Procedures-020121.pdf>

46.2. In rendering the award, the arbitrator will determine the rights and obligations of the parties in accordance with the substantive law of the State of Delaware, subject to the limitations on damages set forth in Paragraphs 46-49, *infra*.

46.3. The arbitrator shall award the prevailing Party the costs of mediation and arbitration.

46.4. This Arbitration Agreement is intended to be binding on and to inure to the benefit of the Parties, their principals, successors, assigns, affiliates, partners, employees, parent or subsidiary entities, and to any other persons or entities whose claims or defenses may arise out of or relate to this agreement, including third party beneficiaries.

46.5. In the event a Dispute involves a third-party beneficiary of this Agreement, the third-party beneficiary shall be excused from compliance with the notice and opportunity to cure requirements of Paragraphs 16 and 42, *supra* and shall also be excused from the mediation required under Paragraph 43, *supra*. The costs of any arbitration involving a Party and a third-party beneficiary of this Agreement shall be borne solely by the Party involved in the Dispute, unless such Dispute involves both Parties, in which case the Parties shall share equally in the costs of arbitration. In no event shall a third-party beneficiary be responsible for the costs of arbitration pursuant to this Arbitration Agreement.

46.6. Any arbitration award shall be binding on the Parties and on any third-party beneficiaries. This binding Arbitration will not be subject to appeal.

Limitation on Damages

47. As a result of any Dispute, no Party shall be liable to the other Party or to any third-party beneficiary for any indirect, incidental, or consequential damages under any theory, even if the Party allegedly causing such damages has been advised of the possibility of such damages. The Parties waive any right to recover such damages.

48. As a result of any Dispute, in no event shall any Party be liable to the other Party or to any third-party beneficiary for punitive or exemplary damages, unless specifically provided by statute. The Parties waive any right to recover such damages unless specifically provided by statute.

49. In the event that Care Solace is found liable to School District or any third-party beneficiary as the result of a Dispute, or in the event that School District is found liable to any third-party beneficiary, liability shall not exceed the total general liability insurance amount in Care Solace's certificate of insurance pursuant to this Agreement. In no event shall Care Solace be held liable for the sole negligence of any other Party, including School District.

50. The prevailing Party in any Dispute will be entitled to recover, in addition to costs and any other damages or award, all reasonable attorneys' fees associated with the action.

Miscellaneous Terms

51. Performance. The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect and each Party will use its best efforts to ensure that Authorized Users are made aware of the Services and their ability to access the Branded Site.

52. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of California without giving effect to any choice or conflict of law provision or rule (whether of California or any other jurisdiction) that would cause the application of laws of any jurisdiction other than those of the California. The sole exception to this Paragraph is that the Arbitration Agreement set forth in Paragraphs 42-49, *supra*, shall be governed by the procedural and substantive provisions of the FAA.

53. Venue for Arbitration. Arbitration conducted as set forth in Paragraphs 42-50, *supra*, shall take place in Yuba County, CA.

54. Notices. All notices, requests, demands or other communications required by this Agreement between Care Solace and School District shall be in writing and shall be deemed given and served upon delivery, if delivered personally or by email, or three (3) days after mailing by U.S. mail as follows:

If to School District:

Marysville Joint Unified School District

1919 B Street

Marysville, CA 95901

Attention: Fal Asrani

Superintendent of Schools

Email: fasrani@miusd.com

If to Care Solace: Addiction Treatment Technologies, LLC DBA: Care Solace

237 A St. PMB 94660

San Diego, California 92101-4003

Attention: Chad A. Castruita

Email: chad@caresolace.org

Any Party may change the address or persons to which notice is to be provided by giving written notice of the change of address or persons to the other Party in the manner provided for giving notice in this paragraph.

55. Third-Party Beneficiaries. The Parties agree that this Agreement is intended to benefit Authorized Users as third-party beneficiaries and that the Parties mutual intent to confer a benefit upon Authorized Users as third-party beneficiaries of this Agreement is a material part of the Agreement's purpose. The Parties expressly agree that it is their intention by this Agreement that all Claims, as that term is defined in Paragraph 38, *supra*, brought by third-party beneficiaries including, but not limited to Authorized Users, shall be subject to the Arbitration Agreement set forth in Paragraphs 42-49, *supra*.

56. Waiver. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party shall not be construed as a waiver of any subsequent breach of the same or any other provision of this Agreement.

57. Continuing Obligations. The following obligations shall survive the expiration or termination of this Agreement: (i) any and all warranty disclaimers, limitations of liability and indemnities granted by either Party herein; (iv) any covenant granted herein for the purpose of determining ownership of, or protecting, the Proprietary Rights, including without limitation, the Confidential Information of either Party, or any remedy for breach thereof; and (v) the payment of any money due to Care Solace.

58. Force Majeure. Neither Party shall be liable for damages for any delay or failure to perform any obligation imposed by this Agreement if such delay or failure arises out of causes beyond the Party's reasonable control and without their fault or negligence, including, but not limited to, acts of God, acts of civil or military authority, fires, riots, wars, national or regional emergencies, pandemics, embargoes, Internet disruptions, hacker attacks, any action taken by a governmental authority, or telecommunications failures. A Party whose performance is affected by any of the foregoing shall give written notice to the other Party stating the period of time the occurrence is expected to continue, and shall use diligent efforts to end the failure or delay and minimize the effects of such delay. Notwithstanding anything to the contrary contained herein, if either Party is unable to perform hereunder for a period of thirty (30) consecutive days, then the other Party may terminate this Agreement immediately by providing ten (10) days written notice. Should the application of this Paragraph 57 become the source of a Dispute between the Parties, then either Party may immediately initiate the dispute resolution process outlined in the Arbitration Agreement, Paragraphs 42-49, *supra*, without first providing notice and an opportunity to cure as set forth in Paragraphs 16 and 42, *supra*. Any written notice under this Paragraph 58 must comply with the written notice requirements of Paragraph 53, *supra*.

59. Modification of Agreement. Any amendment or modification of this Agreement will only be binding if evidenced in writing and signed by each Party or an authorized representative of each Party with authority to bind the Party. Any amendment or modification must comply with the notice requirements of Paragraph 53, *supra*.

60. Assignment. Care Solace will not assign or otherwise transfer its obligations under this Agreement without the written consent of School District.

61. Entire Agreement. This Agreement contains the entire agreement with respect to the subject matter hereof and supersedes all prior negotiations, understandings, or agreements, written or oral. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

62. Titles/Headings. Titles and Headings are utilized in this Agreement for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

63. Severability. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

64. Counterparts. This Agreement may be executed in counterparts which, taken together, shall constitute one original document.

65. Authority to Execute Agreement. Each individual signing this Agreement warrants and represents that he or she has been authorized to enter into this Agreement on behalf of the Party.

SIGNATURES ON NEXT PAGE – REMAINDER OF PAGE INTENTIONALLY BLANK

IN WITNESS WHEREOF the Parties hereto have executed this Agreement as of the date first set forth above.

Addiction Treatment Technologies, LLC

("Provider") DBA: Care Solace

Printed Full Name: Chad Castruita

Title: CEO

Signature: 

Marysville Joint Unified School District ("Client")

Printed Full Name: Jennifer Passaglia

Title: CBO

Signature: _____

Accounts Payable Information:

School District Dept: _____

Accounts Payable contact:

Name: _____

Email: _____

Phone: _____

Minutes- 2/8/22 School board meeting

50 MHS students and 4 MHS staff members

B. American Indian Education Program's Title VI Program

Point Reyes National Seashore Park, Point Reyes, CA

3/29/22 – 3/31/22

28 students and 4 chaperones

2. **APPROVE THE MOU BETWEEN MJUSD AND SUTTER-YUBA BEHAVIORAL HEALTH (SYBH) FOR PREVENTION AND EARLY INTERVENTION (PEI) BEHAVIORAL SERVICES** #Approved MOU
The Board approved the MOU between MJUSD and SYBH for the PEI program from 2/22/22 to 7/1/27 for behavior intervention services for students who are referred by site administrators to receive intervention.
3. **ACCEPT THE "GRANT AND COOPERATIVE AGREEMENT" WITH THE BUREAU OF INDIAN EDUCATION FOR THE JOHNSON O'MALLEY PROGRAM FUNDS FOR THE AMERICAN INDIAN EDUCATION PROGRAM** #Accepted Grant and Agreement
The Board approved the "Grant and Cooperative Agreement" with the Bureau of Indian Education for Johnson O'Malley funding for year 1 of the 2022-27 funding period, for the amount of \$13,986.

PERSONNEL SERVICES

1. **CERTIFICATED EMPLOYMENT** #Approved
Veronica Z. Lariz, Teacher/LHS, probationary, 2022-23 SY
James Lohman, Principal/MCAA, 2/9/22
2. **CERTIFICATED REASSIGNMENT** #Approved
Robert J. Eckardt, High School Principal/LHS, to Adult Education Principal
Title Change to Director of Adult Programs and Community Partnership on
3. **CERTIFICATED LEAVE OF ABSENCE** #Approved
Danielle E. Woods, Teacher/LIN, personal-child care, 1/26/22
4. **CLASSIFIED EMPLOYMENT** #Approved
Armando Ambriz, Custodian/Maintenance Worker/MHS, 8 hour, 12 month, probationary, 1/24/22
Jenny L. Dolan, Special Education Data Facilitator/DO, 8 hour, 12 month, probationary, 2/1/22
5. **CLASSIFIED TRANSFERS** #Approved
Adriana Andrade Hernandez, Outreach Consultant/LIN, 7.5 hour, 10 month, probationary to EL Facilitator/LIN, 7 hour, 10 month, probationary, 2/1/22
Mikee K. Cook, Nutrition Assistant/ARB, 3.5 hour, 10 month, permanent to Nutrition Assistant/MHS, 3.5 hour, 10 month, permanent, 1/14/22
Myla D Lamora, Nutrition Assistant/OLV, 3 hour, 10 month, probationary to Nutrition Assistant/EDG, 3 hour, 10 month, probationary, 1/31/22
Alyssa M. Nietsche, Nutrition Assistant/MHS, 3.5 hour, 10 month, permanent to Nutrition Assistant/YFS, 3.5 hour, 10 month, permanent, 1/18/22
Faith G. Yang, Para Educator/OLV, 3.5 hour, 10 month, probationary to Para Educator/CLE, 6.5 hour, 10 month, probationary, 2/8/22

Action (Consent): 13.9 APPROVE THE OVERNIGHT FIELD TRIP FOR MARYSVILLE HIGH SCHOOL FFA

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

PERSONNEL

Action (Consent): 14.1 CERTIFICATED EMPLOYMENT

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.2 CERTIFICATED TITLE CHANGE

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

*- Adult Ed principal to
Director of Adult Programs
and Community Partnership*

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.3 CERTIFICATED RESIGNATIONS

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.4 CLASSIFIED EMPLOYMENT

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.5 CLASSIFIED TITLE CHANGE

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.6 CLASSIFIED PROMOTION

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

Yes: Jeff Boom, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Action (Consent): 14.7 CLASSIFIED TRANSFER

The Board approved all items of the Consent Agenda, 13.1 through 15.8.

Motion by Randy Rasmussen, second by Alisan Hastey.

Final Resolution: Motion Carried

BOARD MEETING - BOARD OF TRUSTEES (Tuesday, November 8, 2022)

Generated by Angela Hale on Wednesday, November 9, 2022

Members present

Jeff Boom, Frank Crawford, Doug Criddle, Gary Criddle, Randy Davis, Alisan Hastey, Randy Rasmussen

Also Present

Dr. Fal Asrani, Dr. Gabe Simon, Jay Trujillo, Bryan Williams, Jennifer Passaglia and members of the audience (approximately 63 in person and 22 via live stream)

Meeting called to order at 5:30 PM

PLEDGE OF ALLEGIANCE

Alisan Hastey, Vice President to the Board of Trustees.

ANNOUNCEMENTS OF ACTION TAKEN IN CLOSED SESSION

Mr. Randy Davis announced the following actions from closed session:

By a vote of 7/0 the Board authorized the District to enter into a resignation settlement agreement in case No. OAH 2022070749, upon final approval by the employee.

The board appointed Robert Gregor as the Director of Wellness and Heather Marshall the Principal of Olivehurst

The following items were approved by a 7/0 vote:

EXPULSIONS

EH22-23/10

EH22-23/24

COMMENTS FROM SCHOOL SITE REPRESENTATIVES

Student representatives from Marysville High School, Lindhurst High School and Marysville Charter Academy for the Arts addressed the Board.

RECOGNITIONS

The Board recognized the staff and students nominated for positive impact awards, the first graduate from the Marysville School for Adults and Mr. Jeff Boom and Mr. Randy Rasmussen for their years of service as a Trustee to the MJUSD.

OPPORTUNITY FOR EMPLOYEE ORGANIZATIONS TO ADDRESS THE BOARD

Marysville Unified Teachers' Association - Angela Stegall addressed the Board

PRESENTATIONS

- PRESENTATION WITH PBK FOR THE FENCING PROJECT AT LINDHURST HIGH SCHOOL, MARYSVILLE HIGH SCHOOL, AND MARYSVILLE CHARTER ACADEMY FOR THE ARTS
Jennifer Passaglia, Doug Trower, Chris Schmidt, Scott Jackson, Nohemi Arroyo-Magana, David Vujovich and Angela Stegall spoke to the Board and Zoe Bick from PBK gave a presentation and an opportunity for the Board to ask questions.
- CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)
ASSESSMENT DATA & SB 359
Amy Stratton gave a presentation and an opportunity for the Board to ask questions.
- PERSONNEL 2022-23 PRIORITY GOALS TO INCLUDE TEACHERS PATHWAYS PROGRAM
Dr. Gabe Simon, Assistant Superintendent of Personnel gave a presentation and an opportunity for the Board to ask questions.
- BUSINESS SERVICES 2022-23 PRIORITY GOALS
Jennifer Passaglia, Assistant Superintendent of Business Services gave a presentation and an opportunity for the Board to ask questions.



MJUSD SOCIAL AND EMOTIONAL LEARNING

Artifact 3(K)

Educational Services is initiating the work to bring a focused, district-wide approach to Social Emotional Learning (SEL). This fall, teachers, counselors, and administrators will have the opportunity to provide input on the criteria for and selection of the SEL curriculum.

**If you are interested in participating, please
SAVE THESE DATES:**

October 17, 2022

November 28, 2022

December 5, 2022

**To register, go to
<https://forms.gle/9XRiA9fH>
W8o2HeQD9.**

Message from Amy Stratton

Over the past year, we have grappled with how to best support the social-emotional needs of our students. If COVID has taught us anything, it is that we need to address these needs so that our students are well-supported throughout their educational careers.

Social and Emotional Learning (SEL) is a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This approach to education cultivates a caring and equitable learning environment that improves school climate, attendance, graduation rates, academic achievement, and behavior outcomes.

Through a system of five core social and emotional competencies from the CASEL framework, MJUSD can support our students' social and emotional growth, which will have lasting positive effects on the lives of our students. The five core competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

A successful implementation that supports the needs of all students requires a joint effort from all educational partners. Therefore, we are inviting all teachers, administrators, and school counselors to have a voice in defining what SEL means to MJUSD and our students as well as providing input on a district-wide SEL curriculum.

Over the course of three after school meetings, teachers, counselors, and administrators will have the opportunity to provide their insights into the needs of students and review curriculum options.

All teachers and counselors who participate in the process will be compensated at the extra-duty hourly rate for up to six hours. We are excited to begin this collaborative work and look forward to your participation.

FAQ

Why Social and Emotional Learning (SEL)? SEL is the process through which children and adults understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships, and make responsible decisions. This approach to education cultivates a caring and equitable learning environment that improves school climate, attendance, graduation rates, academic achievement, and behavior outcomes.

What is Social and Emotional Learning (SEL)?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) model, SEL is a system that seeks to uplift and promote the identities, strengths, values, life experiences, and culture of all educational partners in our schools and communities. SEL does not seek to have students conform but promotes understanding of diversity and creates improved learning for all students. Through a system of five core social and emotional competencies, MJUSD can support our student's social and emotional growth, which will have lasting positive effects on the lives of our students. The five core competencies are:

Self-awareness: The ability to accurately recognize one's emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical behavior norms and recognize family, school, and community resources and support.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions and a consideration of the well-being of oneself and others.

Who is responsible for teaching SEL competencies?

SEL is more than just lessons taught by one person during the school day; it is a way of navigating and promoting skills that impact the culture of a school. SEL begins with curriculum and lessons to teach students explicitly the goals and behavior expectations of the school and community. Once introduced, teachers will support the goals and expectations by integrating the SEL strategies throughout the school day. This instructional reinforcement positively impacts academic achievement and behavioral expectations in the classroom.

FAQ

How does this fit into our schools?

To build a solid foundation for our students, students will need instruction in a district-approved curriculum that reinforces behavioral and academic skills in and out of the classroom. MJUSD, in collaboration with MUTA, will evaluate and decide on a districtwide curriculum. Implementation of the SEL curriculum will also include professional development.

What curriculum is MJUSD using for SEL?

The California Department of Education does not review or recommend any particular SEL curriculum. It is the responsibility of MJUSD to determine which curriculum best meets the needs of our students. During the 2021-22 school year, the MJUSD counselors reviewed and made initial recommendations on an SEL curriculum aligned with the CASEL Model. This year, teachers, counselors, and administrators will build on those recommendations and provide input on the final recommendation to the Board for the SEL curriculum adoption.

What is the Process?

Educational Services will invite teachers and counselors to participate in the needs assessment and process for curriculum selection. The MUTA Curriculum Committee will work with MJUSD to analyze the needs assessment and make the final recommendation for the curriculum.

How do I sign-up/register?

This link will register you for the project and serve as your signature for the supplemental agreement.

<https://forms.gle/9XRiA9fHW8o2HeQD9>

SEL Agenda Oct 3, 2022 3:30-5:30 https://mjusd.zoom.us/j/89664982697?pwd=RGh6R1VSS0szNThURTMvWjRlMkIkQT09	
<p>Welcome and Introductions Committee Members:</p> <p>Amy Stratton Amy Murray Jessica Alcatar Emily McKinnon Angelica Zermeno Jesus Rivas Susan Roger Christina Sleigh-Garcia Angela Stegall</p>	<p>Is this a pilot or is this the actual purchase?</p> <p>Worried that we can't make the final recommendation by the end of December.</p> <p>When will SEL be taught in the curriculum?</p> <p>Is SEL a curriculum or a set of strategies for the classroom</p>
<p>Expectations for the SEL committee:</p> <ul style="list-style-type: none"> • Define what SEL is to MJUSD • Agree to the process for the curriculum selection <u>SEL timeline</u>: • Set the agenda for the 1st large group meeting <u>Agenda - Large Group</u> 	<p>What is SEL?</p> <p>Understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <ul style="list-style-type: none"> • Building a classroom climate so students can discuss their needs. • It is OK to have emotions and tools to deal with them. • Recognize and appreciate emotions in others (self and other awareness) • Safe zone and self-regulate tools • Normalizing behaviors and emotions and how to work through them. • Working on SEL helps support the future and we will continue to work on these skills forever. • Empathy • Setting and achieving positive goals <p>Needs in a curriculum</p> <ul style="list-style-type: none"> • Something kids can connect with. • Not a lot of busy work - not a lot of prep • Relevant to each grade group • Provide a lot of resources that go across the grade levels. Options to pull from • There are free resources to use - CA healthy minds; random acts of kindness;

	<ul style="list-style-type: none"> • May not be just lessons, can be a set of strategies for teachers • Culturally responsive • We're considering Second Step, Positive Action, Wayfinder, Character Strong • How are other districts integrating SEL? Angela can ask at conference
SEL Agenda October 17, 2022 3:30-5:30 (in person)	
Review the feedback <u>SEL Meeting 1 - All together</u>	<u>Agenda - Primary Elementary Large Group</u> <u>Agenda - Upper Elementary Large Group</u> <u>Agenda - Middle School Large Group</u> <u>Agenda - High School Large Group</u>
Standards by grade?	
Design and agree to the evaluation tool for curriculum review	
4 SEL Curriculum Providers Links and PDFs: 📎 Links to 4 SEL Publishers-Websites/Re... <u>PDFs 4 SEL providers - October 17</u>	1. Character Strong 2. Positive Action 3. Second Step 4. Wayfinder
SEL Agenda November 14, 2022 3:30-5:30 (zoom) Small group (Curriculum Committee) Amy Murray, Angela Steagall, Susan Roger, Angelica Zermeno, Jesus Rivas, Emily McKinnon, Christy Garcia	
Review the data from the large group <u>SEL Meeting 1 - All together</u>	How to integrate skills in the curriculum - need PD on the strategies
Build a Rubric for curriculum evaluation <u>Curriculum Evaluation</u>	
SEL Agenda - if needed December 8, 2022 3:30-5:30 zoom	
Final recommendation to pilot	

Social Emotional Learning - Input from educational partners

10/17/2022

Agenda

Primary Elementary

Jessica Alcatar and Amy M.

<https://mjusd.zoom.us/j/85765202197?pwd=RFNDcm5DS1RHdlpHZStwMUZDeGdvdz09>

Introductions	Names, grades
What is SEL?	<p>Encompasses a lot how to get along, how to deal with your own feelings, interactions with others. Helping them deal with big emotions, communication and listening, respecting others' wishes - they don't know how. Overarching how to be a human. No manual. It can be scary... we have to teach this, because parents might have different ways of dealing at home. Needs to include differences - Behavior might be ok at home but not at school. Complicated. How to overcome setbacks and challenges, tools to overcome, tools when we feel overwhelmed, so we get stronger. Time and a safe space to talk about things that bother them, or "blanket topics" - divorce or separation anxiety, acceptance, different family situations, differences are ok, beginning of the year to set up/start kids to deal with separation anxiety and being in school for the first time, death/dying/loss/illness, pets, trauma, lots of students who have been living with grandparents, domestic violence. Empathy piece - if a friend is acting out, there's a reason for that. Help kids understand each other - have the time and space to talk it out, or write, lots of kids don't have safe space at home. Would like to see a family component to bridge the gaps, would like home connection letter (second step has this) to explain what we're doing at school. Need to work to help them with their anxiety; anxiety and depression are so common in society in the world right now; strategies for dealing with it are important.</p>
<p>The Data - What do you notice?</p> <p>Teacher Survey Results - 10/3</p> <p>Student Responses to SEL survey - 254 responses</p>	<p>When looking at the student survey - looking at the Purple and green - are indicators of concern on the student survey, and we should also consider students in the orange band. Erika - we also need to consider the students in the purple and green, even if we have just a few students. Noticed that the question about managing stress would benefit from a follow up question - "What do you do when you feel stressed?"</p> <p>CASEL - Collaborative for Social and Emotional Learning - all of our curriculum should align with CASEL requirements. Jessica suggests we review CASEL before our next meeting. Data shows our students need: problem solving, Jessica - assuming positive intent, manage personal and interpersonal stress, Kelso's choice</p>

	<p>empowered them with phrases to talk to each other... Have you tried this, tried that? Encouraged ownership...offered frames to work with. Michelle - kids need to know what their triggers are, recognizing their own triggers. Kids in lower grades who haven't been identified yet, so there may not be supports in place yet... so it's helpful for kids to be able to help each other. Social stories, learning to share at the beginning of the year leads to bigger things later. Prefer hands on, acting out, so kids can "see" what it looks like. Erika - noticing self-esteem - kids need an opportunity throughout the day to have a sense of achievement - SEL isn't necessarily a program but a need throughout the day...we need more PD for teachers so they can help kids throughout the day to be more successful...skills and strategies to help when there is a learning opportunity, a "Teachable moment". Conscious Disc., for ex, stresses how we talk to kids so we can address issues throughout the day. Teachers need more training, like Conscious Disc., in addition to SEL curriculum. Teachers need more empathy, awareness, and tools... how to motivate kids, so all kids feel successful. Adults need to know this too. Kate's experience with second step - finds she's reinforcing the skills all day long (example: How does he feel? Looking at his face, what do you think he's feeling?) We need to learn to use the tools all day. Also, self-talk can be taught. .</p>
What specific components/skills do you want to see in an SEL curriculum	<p>Heather - does not want a slide deck; wants to give kids a chance to interact with students, not with screens. Teach students to interact, not just view slide deck. Denise - Notice people don't want a workbook; they want scripts. Arboga is using Toolbox, and it would be nice to have classes for the parents, like we used to have Love & Logic.</p> <p>Parent component Can be used school-wide Common Language CASEL alignment tool - https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#interactive-casel-wheel</p>
Questions	<p>CASEL aligned? Who took the student survey? It was open to 4-12 grade. Can we open up the survey again (Covillaud?) Concern about taking the survey twice.</p>
Next meeting	<p>November 28th - Publishers will present. You will have opportunities to view information from each publisher prior in order to look it through and familiarize yourself with the materials they have given us access to.</p> <p>Small groups will meet again and look at notes, and come up with a rubric for evaluating the programs based upon our needs.</p> <p>Then we can see what the publishers have available, and how their program will support our needs. We will come together again in</p>

	December to decide on 2 for a Spring pilot.
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SEL - large group Agenda 3:30-5:00	
Review the Publisher Eval Form and the results of the Publisher Presentations Review the materials provided by the publisher 20 minutes	<u>Publisher's Evaluation Form</u> <u>Curriculum review.xlsx</u> <u>PDFs 4 SEL providers - October 17</u>
Breakout room: Discuss what you see in the data and decide which 2 programs you would like to pilot 30 minutes	Lower Elem (Character Strong & Wayfinder) Upper Elem (Character Strong & Wayfinder) Secondary (Character Strong)
Final decision for the pilot	Each program will have: <ul style="list-style-type: none"> • Training • 4 weeks of piloting of the curriculum
Who wants to pilot?	https://forms.gle/s4XUe4Km3jBW9dBS6

What is SEL?

5 competencies What Is the CASEL Framework? :

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible decision making

Primary Elem	Upper Elem	Middle School	High School
<ul style="list-style-type: none"> Encompasses a lot how to get along, how to deal with your own feelings, interactions with others. Helping them deal with big emotions, communication and listening, respecting others' wishes - they don't know how. Overarching how to be a human. No manual. It can be scary... we have to teach this, because parents might have different ways of dealing at home. Needs to include differences - Behavior might be ok at home but not at school. Complicated. How to overcome setbacks and challenges, tools to overcome, tools when we feel overwhelmed, so we get stronger. Time and a safe space to talk about things that 	<ul style="list-style-type: none"> SEL is a lot of different things, including self-control, self-awareness, and self-regulation (helping students develop the skills to identify and manage their own emotions). It has to deal with coping with things that occur in everyday life/ in the home (death, drug-use, etc.). SEL is individual wellness and overall well-being. Making sure students are supported. SEL can help teach positive self-image/self-worth. Teaching skills that children did not necessarily learn at home, such as empathy. Behavior expectations based on setting. Each setting may have a different expectation depending on where you 	<ul style="list-style-type: none"> Self-management, social awareness, relationship skills Tools for responsible decision-making Developing coping skills for everyday life Understand that different people have different emotional needs and methods of emotional regulation Mindfulness as related to self and others Self-advocacy Metacognition- understand why they feel what they feel Learn positive ways of handling emotions- in a way that is acceptable socially, but without stamping out the emotions 	<ul style="list-style-type: none"> Music -plays a role in the curriculum Managing emotions Setting and achieving positive goals Connections - Positive & empathetic Social/Emotional Regulation Home life - does it connect back to the curriculum? Safe place - getting to a safe place/containing emotions until in a safe place Social Media regulation How to insert self into a conversation Understanding consequences Collaborative learning Play Students have to connect/buy in Culturally responsive and what languages do we have resources in? Does curriculum extend into Adult Ed

<p>bother them, or "blanket topics" - divorce or separation anxiety, acceptance, different family situations, differences are ok, beginning of the year to set up/start kids to deal with separation anxiety and being in school for the first time,</p> <p>death/dying/loss/illness, pets, trauma, lots of students who have been living with grandparents, domestic violence.</p> <ul style="list-style-type: none"> • Empathy piece - if a friend is acting out, there's a reason for that. • Help kids understand each other - have the time and space to talk it out, or write, lots of kids don't have safe space at home. • Would like to see a family component to bridge the gaps, would like a home connection letter (second step has this) to explain what we're doing at school. • Need to work to help them with their anxiety; anxiety and depression are so common in society in the world right now; strategies for dealing with it are important. 		
	<p>are and what you are doing.</p> <ul style="list-style-type: none"> • SEL emphasizes growth (grit, growth-mindset, perseverance are needed to help achieve these goals). • SEL can help build a community of learners. • There are levels of social-emotional learning. We have all had different experiences that place us on a different part of the journey. • Developing and establishing positive, healthy relationships and friendships (student-student, friends, boyfriends/girlfriends). • Teaching problem-solving/conflict resolution. • SEL offers something for everyone. 	

What specific components/skills do you want to see in an SEL curriculum

- | | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Does not want a slide deck; wants to give kids a chance to interact with students, not with screens. • Teach students to interact, not just view slide decks. • Notice people don't want a workbook; they want scripts. • Classes for the parents, like we used to have Love & Logic. • Parent component • Can be used school-wide • Common Language • CASEL alignment tool - https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#interactive-casel-wheel | <ul style="list-style-type: none"> • We don't want there to be a disconnect if different programs are adopted for the grade-spans. • Often times, our schools feel like islands • Common language is essential • Relatable to students • Developmentally appropriate • Components of restorative practices • Restorative rather than punitive • Very little prep. Teachers, counselors, and other support staff have a lot to deal with as it is in the day-to-day. • Teach our students the skills that they don't have rather than punish them for the skills that they have not yet developed. • Teachers are not trained as counselors, so to expect teachers to prep for SEL can be a bit daunting. If the prep is mostly done, that would be easier to manage. • Social media component needed • We need to educate the community on SEL (a | <ul style="list-style-type: none"> • Helping students learn positive ways of handling their emotions • Solid curriculum connecting prior learning • Ways for kids to see their growth/ change in self • Ways for students to connect with one another • How to teach students to set reasonable goals • Trauma-informed training for staff • All lessons need to be relevant to the student and specific grade level, age • Strong pedagogical background to calm concerned parents • Will it be with one teacher/subject or in all classes? • Flexibility within curriculum is important (in terms of time) • Mindfulness component would be helpful • Engaging and appealing to students • Combination of paper, digital, class discussion as part of curriculum • Identify emotions AND triggers • Include problem solving/conflict resolution | <ul style="list-style-type: none"> • |
|--|---|--|---|

	<ul style="list-style-type: none"> community/parent component-keeping parents informed). You don't have to spend a lot of money to get SEL to work, or into the classrooms Not workbook-based, but more discussion based. Authentic discussions rather than just filling out worksheets. No more than 15-20 minutes per lesson. Managing time can be hard as it is. How to talk to adults is an important skill EQUITABLE! 	<ul style="list-style-type: none"> Ready to use (little or no prep) 	
Questions (will create a FAQ from these questions)			
<ul style="list-style-type: none"> CASEL aligned? Who took the student survey? It was open to 4-12 grade. Can we open up the survey again (Covillaud?) Concern about taking the survey twice. 	<ul style="list-style-type: none"> Will parents know what we are working on for SEL so it can be reinforced in the home? What do we do when parents are against SEL? How do we get through the misconceptions? How do we get in front of the issue of parents possibly wanting to opt-out? The state does not have a framework for SEL, so how do we adopt a curriculum when there is no list of what a quality program should contain? Should we wait? Should we just use 	<ul style="list-style-type: none"> Will it be with one teacher/subject or in all classes? Consistency is important. When will SEL be presented? Once/week? Who is implementing the lessons? (It was teachers at McK, outreach and counselors at YG) If teachers, which teachers? With or without support? How long do the publishers think we should spend per day/per week/per month? to faithfully implement the curriculum? How relevant are the topics? Do they relate to 	<ul style="list-style-type: none"> Do we want 1 curriculum for elementary and 1 for secondary? Or do we want just 1 k-12 curriculum? Can we create a survey to ask secondary about their preferences, what counselors and Outreach consultants - do we want lessons, do we want resource guides and strategies that we can choose from? Will the students buy in?

	<p>valuable, free resources in the meantime?</p> <ul style="list-style-type: none"> • What is the rush with the adoption? • Most of our schools use PBIS. Will what we adopt tie into PBIS? • How do we get teachers to buy-in? • How do teachers find the time? Will lessons be short? • Will implementing SEL in the classrooms relieve counselors from having to come in and teach the lessons? • Will it be required for all teachers to teach? 	<p>current issues?</p> <ul style="list-style-type: none"> • Can we really SEE the components in the curricula? • Optional tools to help parents navigate "welcome to having a teen"- land? • How do we implement at least some of this into regular classroom instruction instead of only in an "SEL class"-- how to generalize the learning 	
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Social Emotional Learning Standards by Grade Span

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Primary Elementary	Upper Elementary	Middle School	High School
Self Awareness	Self Awareness	Self Awareness	Self Awareness
<ul style="list-style-type: none"> Identifying one's emotions Linking feelings, values, and thoughts Developing interests and a sense of purpose 	<ul style="list-style-type: none"> Identifying one's emotions Linking feelings, values, and thoughts Integrating personal and social identities 	<ul style="list-style-type: none"> Identifying one's emotions Linking feelings, values, and thoughts Experiencing self-efficacy 	<ul style="list-style-type: none"> Identifying one's emotions Linking feelings, values, and thoughts
Self Management	Self Management	Self Management	Self Management
<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Demonstrating personal and collective agency Identifying and using stress management strategies 	<ul style="list-style-type: none"> Managing one's emotions Identifying and using stress management strategies Exhibiting self-discipline and self-motivation Demonstrating personal and collective agency 	<ul style="list-style-type: none"> Managing one's emotions Identifying and using stress management strategies Exhibiting self-discipline and self-motivation 	<ul style="list-style-type: none"> Managing one's emotions Identifying and using stress management strategies Exhibiting self-discipline and self-motivation Setting personal and collective goals
Social Awareness	Social Awareness	Social Awareness	Social Awareness
<ul style="list-style-type: none"> Taking others' perspectives Demonstrating empathy and compassion 	<ul style="list-style-type: none"> Taking others' perspectives Recognizing strengths in others Demonstrating empathy and compassion Recognizing situational demands and opportunities Understanding the influences of organizations and systems on behavior Showing concern for the feelings of others 	<ul style="list-style-type: none"> Demonstrating empathy and compassion Identifying diverse social norms, including unjust ones Recognizing situational demands and opportunities Understanding the influences of organizations and systems on behavior 	<ul style="list-style-type: none"> Understanding the influences of organizations and systems on behavior Taking others' perspectives Recognizing strengths in others Demonstrating empathy and compassion Recognizing situational demands and opportunities
Relationship Skills	Relationship Skills	Relationship Skills	Relationship Skills
<ul style="list-style-type: none"> Developing positive relationships Resolving conflicts constructively Communicating effectively Seeking or offering support and help when needed 	<ul style="list-style-type: none"> Showing leadership in groups Seeking or offering support and help when needed Developing positive relationships Resolving conflicts constructively Resisting negative social pressure 	<ul style="list-style-type: none"> Communicating effectively Developing positive relationships 	<ul style="list-style-type: none"> Resisting negative social pressure Communicating effectively Practicing teamwork and collaborative problem-solving Showing leadership in groups Seeking or offering support and help when needed
Responsible Decision Making	Responsible Decision Making	Responsible Decision Making	Responsible Decision Making
<ul style="list-style-type: none"> Anticipating and evaluating the consequences of one's actions 	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness 	<ul style="list-style-type: none"> Identifying solutions for personal and social problems 	<ul style="list-style-type: none"> Reflecting on one's role to promote personal, family, and community well-being

**“Shared Risk, Shared Responsibility.
They are all our Kids”**

Yuba County Assessment Team (YCAT) is a multi-agency, multi-disciplinary team that represents the child-serving agencies in Yuba County. Our purpose is to provide the best problem-solving in order to ensure that children and families with difficulties are afforded the best opportunity to succeed. Our guiding philosophy is that each of our agencies has a stake in each child and family presented and that we bring to the table our willingness to offer what support and resources we can. We all have the best interests of children in mind and will search for creative solutions that may lie outside the realm of our agencies' usual mission and mode of doing business. We strive to utilize all community resources, not only those that the government has to offer.

YCAT Referral Process:

Step One:

Determine what you hope to obtain from a YCAT referral and what category it may fall into (see attached: Why Bring a Case to YCAT?).

Step Two:

Review the possible referral with your agency supervisor or YCAT team representative. Determine whether this matter requires a multi-agency review or an internal review. If it requires a multi-agency review, is this something that you can do internally by inviting representatives from a specific agency to discuss the matter. If not, then refer the matter to YCAT.

Step Three:

Obtain the family's permission to discuss their situation in a multi-disciplinary team and obtain a signed Authorization for Interagency Information Exchange from the parent or legal guardian.

Complete the YCAT referral document indicating the issues and what you have already done in your own organization to address the issues. Also, indicate what you are looking for from the YCAT team.

If this is a CSOC referral, complete the CSOC referral.

If this is a TBS referral, complete the TBS referral.

Step Four:

Call Felicia Mayo at CSOC – 822-7478 – to place the youth on the YCAT agenda **by Wednesday at noon of the week you plan to bring the matter to YCAT.** This allows time for agencies to review their records and bring the appropriate information to the discussion.

Why Bring a Case to YCAT?

YCAT referrals generally fall into one of the following categories:

Therapeutic Behavioral Services (TBS) referral:

This is an intensive, short-term service available to Medi-Cal beneficiaries if they meet very specific criteria, including that they are already receiving specialty mental health services. These are rare, and generally involve cases where the youth is at imminent risk of placement in a high level group home.

Intensive Care Coordination (ICC)/ Intensive Home Based Services (IHBS)

ICC and IHBS are services that are provided to Medi-Cal beneficiaries if they meet medical necessity for these services in addition to specialty mental health services. These services are appropriate for children and youth with more intensive needs or who are in or risk of placement in residential or hospital settings, but who could be effectively served in the home and community.

Children's System of Care (CSOC) Referrals:

CSOC is a home- and community-based mental health service which includes case management, therapy, and psychiatric services. It is team-based and requires ongoing participation by partner agencies who make referrals and/or who are part of our treatment team temporarily. Referrals generally require multi-agency involvement to meet the referral criteria, in addition to having a mental health issue for the youth who is referred.

Information Sharing/Updates:

Occasionally, one of the partner agencies comes across a family or youth where there is concern that the situation will escalate and will begin to involve additional partners. In these cases, the family or youth is brought to YCAT to give a "heads up" or to obtain information from the other partners about the family.

"Updates" is the area where we discuss the ongoing progress of a family or youth we are following through YCAT.

Problem Solving/Resource Requests

Often one partner has a family or youth that is difficult and the partner seeks to obtain the assistance of YCAT in coming up with additional options for services for the family. YCAT is a place where the agencies present can provide information about resources in the community that the referring party may not be aware of. This is also a way to request that partner agencies participate in a joint effort with a family. This does not guarantee that the request can be fulfilled, nor does it mean that an agency that does help out will "open" a case in any formal way.

Placement Issues/Children Returning to the Community:

It is required that all placements in group homes above level 12 be reviewed with a "multi-disciplinary" team. YCAT serves as this body for Yuba County. The purpose of this review is to determine whether or not there are any options to placement as it has been shown that placement in group care does not have great outcomes for children.

We review children returning from placement in order to develop the best transition plan and to inform our partners who may be impacted by the youth's return to the community.

CSOC Closed Cases:

In order to report back regarding the services provided and the successes or failures of CSOC cases, all CSOC cases that were referred from YCAT are reviewed there upon closing.

☐ **FAST OR** ☐ **YCAT REFERRAL**
CASE SUMMARY

Child Information

Child Name: Last		Name: First	
Chart #:		DOB:	

School Information

School:			
School Based MH	Spec. Ed.	Last IEP/SST Date:	
Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Info:			

Parental Information

Mother/Gdn: Last		Mother/Gdn: First	
Aka:		DOB:	
Father/Gdn: Last		Father/Gdn: First	
Aka:		DOB:	
Sibling Name: (Opt.)		DOB:	
Sibling Name: (Opt.)		DOB:	
Referring Party Name:		Job Title	
Agency/School Name:		Contact Phone:	

Is this a CSOC Referral? ☐ Yes ☐ No
If yes, please request CSOC Referral Form.

If not CSOC referral, please check one choice below

TBS Referral <input type="checkbox"/>	ICC/IHBS Referral <input type="checkbox"/>	Info Sharing <input type="checkbox"/>	Case Updates <input type="checkbox"/>	Problem Solving <input type="checkbox"/>
Resource Request <input type="checkbox"/>	New Placement <input type="checkbox"/>	Returning from Out of Home Placement <input type="checkbox"/>		

Briefly state what the problem(s)/issues are:

What steps have already been taken to help this child?

What services are you looking for?

Agency Information – check any agencies involved with this child

MH	<input type="checkbox"/>	CPS	<input type="checkbox"/>	PUB HEALTH	<input type="checkbox"/>	VCSS	<input type="checkbox"/>	ALTA	<input type="checkbox"/>	SPEC ED.	<input type="checkbox"/>	PROBATION	<input type="checkbox"/>
EMPLOYMENT SVCS.	<input type="checkbox"/>	SHERIFF	<input type="checkbox"/>	POLICE	<input type="checkbox"/>	OTHER: (Specify)			<input type="checkbox"/>				

Agendas for FAST and YCAT meetings are finalized the Wednesday prior to each meeting by 2:00 pm. YCAT meetings are held every other Friday at 9:00 am at the Yuba County Office of Education. FAST meetings are held each Friday at 1:30 pm in the Sutter County Probation Training Room at 430 Center Street, Yuba City CA 95991.

Please email referral form to Felicia Mayo at fmayo@co.sutter.ca.us or fax to 822-7484.

**AUTHORIZATION FOR INTERAGENCY INFORMATION EXCHANGE
(YUBA COUNTY)**

PLEASE PRINT OR TYPE

INSTRUCTIONS AVAILABLE ON REQUEST

Client's/Patient's Full Name:

Phone #

Address:

Social Security Number:

Date of Birth

Other Identifying Name

Other Identifiers (specify)

I authorize the agencies listed below to exchange medical information about me:

Family Intervention & Community
Support
Sutter-Yuba Children's System of Care
Sutter-Yuba Mental Health Services
Yuba County Superior Courts
Yuba County Health & Human Services
Dept.

Yuba County Office of Education
Yuba County Probation Department
Yuba County Sheriff's Department
Marysville Joint Unified School District
Marysville Police Department
Wheatland School District

Physician/Dentist: _____

Other: _____

The information to be exchanged shall be limited to the following (indicate choices by **initialing** the blanks):

_____ My complete medical record **excluding** information related to use of alcohol and/or drugs, psychiatric conditions, or HIV/AIDS.

_____ Drugs/Alcohol _____ Psychiatric _____ HIV/AIDS

_____ Other (be specific): Any and all written and verbal communication between the parties listed above.

This exchange of medical information is for the purposes of evaluation, assessment, treatment, or services provided by Sutter-Yuba Children's System of Care and/or the Family Intervention Team and their affiliates.

If not revoked, this authorization shall terminate after (check one): ☐ 6 months

☐ 1 year ☐ Other date: _____ (must be less than one year)

(Continued on following page)

SUTTER-YUBA CHILDREN'S SYSTEM OF CARE

Distribution: White (original) – CSOC; Yellow Copy – Client

V. 9/1/2006, previous version is obsolete

**AUTHORIZATION FOR INTERAGENCY INFORMATION EXCHANGE
(YUBA COUNTY)**

I understand the following about this authorization:

- **I can revoke this authorization in writing.** Requests to revoke this authorization must be made in writing at Sutter-Yuba Children's System of Care. For additional information see the Sutter County Notice of Privacy Practices.
- **We cannot deny treatment to you based on your refusal to sign this authorization.** Providers of medical treatment included in the listing of agencies above will continue to provide any required treatment on an individual basis. However, clients will not be able to participate in Children's System of Care/Family Intervention Team programs.
- **If any of the organizations I have authorized to exchange information are not health plans or health care providers, the information released to those organizations may no longer be protected by federal privacy regulations.**
- **Disclosures resulting from this authorization may be in written, electronic, and/or verbal form.**
- **I have a right to receive and I will be offered a copy of this authorization.**
- **A copy of this authorization is as valid as an original.**

Signature of Client/Patient: _____

Date

Signature of Parent, Guardian or
Conservator: _____

Date

Indicate Relationship: _____

Witnesses: If signed with a mark, two witnesses' signatures are required at right. One witness must also print the name of the individual by the mark.

Witness

Date

Witness

Date

Authorization for Exchange of Non-Medical Information

I also authorize the agencies indicated on the first page of this form to share non-medical information about me that may be required for my treatment. This may include screening, assessment, educational, or other information that may assist in my recovery process.

(Signature of ☐ Client/Patient ☐ Patient Representative, e.g., parent, guardian, conservator) _____ (Date) _____

If patient representative, enter
relationship: _____

Witnesses: See instructions for
witnesses above

Witness

Date

Witness

Date

SUTTER-YUBA CHILDREN'S SYSTEM OF CARE

AUTORIZACIÓN PARA COMPARTIR INFORMACION PERSONAL MÉDICA (CONDADO DE YUBA)

Favor de usar letra de molde o escrita a maquina

Vea las instrucciones otra de la pagina

Nombre completo del paciente/cliente	# telefónico
Domicilio	
Numero de Seguro Social	Fecha de Nacimiento
Otros nombres que ha uso	Otros identificadores

Autorizo las agencias indicadas abajo que entre cambien mi información médica:

Intervención de Familia & Apoyo de la Comunidad El Sistema de Cuidado de Niños de Sutter-Yuba Servicios de Salud Mental del Sutter-Yuba Cortes Superiores del Condado de Yuba División de Salud del Condado de Yuba Departamento de Salud y Servicios Humanos del Condado de Yuba	Oficina de Educación del Condado de Yuba Departamento de Libertad Condicional del Condado de Yuba Departamento de Sheriff del Condado de Yuba Distrito Escolar Unificado de Yuba City Departamento de Policía de Marysville Distrito Escolar de Wheatland
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____ (Doctor/Dentista)

Otro: _____

Información que se revelara será limitada a lo siguiente: (seleccione la información según lo indique abajo con sus iniciales)

☐ Todos mis archivos médicos excluyendo información relacionada al alcohol y/o drogas, condiciones psiquiátrico, o VIH/SIDA
☐ alcohol y/o drogas ☐ condiciones psiquiátrico ☐ VIH/SIDA
☐ Otro (sea específico): Any and all written and verbal communication between the parties listed above.

El Propósito de este entre cambio de información médica es para la evaluación, tratamiento, o servicios proporcionados por El Sistema de Cuidado de Niños de Sutter-Yuba y/o Equipo de Intervención de Familia y sus afiliados.

Si no es revocada, esta autorización se terminara después de (marque uno): ☐ 6 meses
☐ un año ☐ Otra fecha: _____ (tiene que ser menos de un año)

(Continúa el la siguiente pagina)

EL SISTEMA DE CUIDADO DE NIÑOS DE LOS CONDADOS DE SUTTER-YUBA

AUTORIZACIÓN PARA COMPARTIR INFORMACION PERSONAL MÉDICA (CONDADO DE YUBA)

Entiendo lo siguiente de esta autorización:

- **Puedo revocar esta autorización por escrito.** Solicitudes para revocar esta autorización tiene que ser hechas por escrito ante la Oficina de Archivos Médicos donde esta forma origino. Para mas información vea el Aviso de Practicas de Privacidad.
- **No podemos negar su tratamiento si se negó a firmar esta autorización.** Sin embargo, agencias de afuera que requieren su información médica protegida para darle servicios no podrán.
- **Si la organización que autorizó que reciba la información no es un plan de salud o dador de servicios de salud, la información revelada no será protegida por las regulaciones de privacidad federales.**
- **Revelaciones resultando de esta autorización pueden ser por escrito, electrónico, y/o verbal.**
- **Tengo el derecho de recibir y seré ofrecido una copia de esta autorización.**
- **Una copia de esta autorización es valida como la original.**

Firma del Cliente/Paciente: _____ Fecha _____

Firma del
Padre/Guardián/Conservador:: _____ Fecha _____

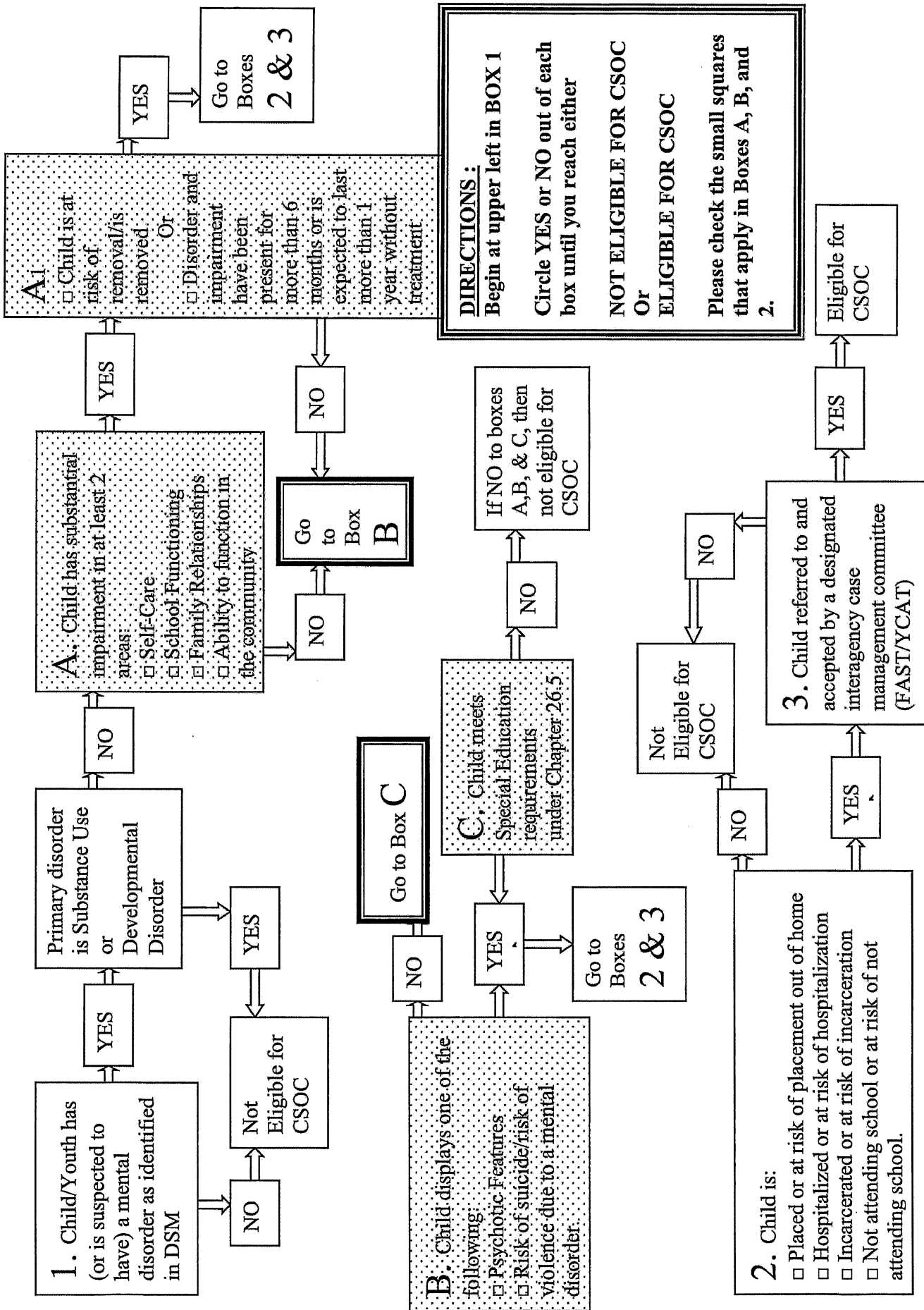
Indique el Parentesco: _____

Testigos: Si firmo con una marca, dos testigos son requeridos hacia la derecha. Uno de los testigos tiene que escribir el nombre del paciente o representante del paciente cerca de la marca..

_____ Testigo _____ Fecha _____

_____ Testigo _____ Fecha _____

EL SISTEMA DE CUIDADO DE NIÑOS DE LOS CONDADOS DE SUTTER-YUBA



Sutter-Yuba Children's System of Care
809 Plumas St., Yuba City, CA 95991
(530) 822-7478

Referral results-
Case accepted _____
Not Accepted/Referred to
other services _____
Date _____

Referral Form Instructions

1. Discuss referral with agency supervisor or designated representative to screening teams.
2. Discuss CSOC referral with family being considered for services.
3. Complete authorization for interagency exchange of information form - this form is **required** for presentation of case to screening teams.
4. Complete referral form
5. Bring completed packet to the FAST/YCAT meeting.

Date: _____

Client being referred: _____ DOB: _____

County of Residence: ☐ Sutter ☐ Yuba
☐ Other _____ (authorization obtained by QA)

Name of staff completing referral: _____ Agency: _____

Phone: _____ Fax: _____

Check all that apply

- ☐ Family informed about referral
☐ Family/Parent signed exchange of information form
☐ Child being referred is under the age of 18

Systems involved-check all that apply and list contact person

- ☐ CPS _____ ☐ School Counselor _____
☐ Probation _____ ☐ Pass Officer _____
☐ Mental Health _____ ☐ Psychiatrist _____
☐ Other Community Support Services _____

Reason for referral: _____

SUTTER-YUBA BEHAVIORAL HEALTH
REFERRAL PACKET
CSOC

NAME:
CHART #:

Page 1 of 3

Childs school of attendance: _____ Phone: _____

Current IEP? ☐ Yes ☐ No Current School Based Mental Health Services? ☐ Yes ☐ No

Caretakers Name and relationship to child: _____

Address: _____ Phone: _____

Employment: _____ Phone: _____

Parents Name (if not caretaker): _____ Phone: _____

Employment: _____ Phone: _____

People in the home (please include all individuals residing in the home):

Name	DOB	Relationship
------	-----	--------------

Safety Issues/Special Concerns:

SUTTER-YUBA BEHAVIORAL HEALTH REFERRAL PACKET CSOC	NAME:	Page 2 of 3
	CHART #:	

ALERT SHEET

If you do not have information on a specific concern please list it as "unknown"

Medical

Medication Allergies-_____

Food/Other Allergies-_____

Current Medications (if known)-_____

Physical Conditions

☐ Diabetes ☐ Epilepsy ☐ Other_____

☐ Other_____ ☐ Other_____

Behavioral Concerns

☐ Physical Aggression toward adults ☐ Risk of Suicide

☐ Weapons used ☐ Other_____

☐ Current Substance Abuse ☐ Other_____

☐ Self-mutilation tendency

Residence

Residents in home on parole-name_____relationship_____

Residents in home with violent offense history
name_____relationship_____

Residents in home with sexual offense history
name_____relationship_____

Residents in home with current substance abuse issues
name_____relationship_____

Dogs or other animal hazards_____
Specify_____

Other hazards to be noted_____
Specify_____

Completed by_____Date:_____

SUTTER-YUBA BEHAVIORAL HEALTH
REFERRAL PACKET
CSOC

NAME:
CHART #:

Page 3 of 3

**SUPPLEMENTAL REFERRAL FORM
CASE MANAGEMENT/SUBSTANCE ABUSE SERVICES**

Home Stability Needs:

- ☐ Establish routines (bedtimes, meals, etc.), Specify: _____
- ☐ Develop chores with client and parents
- ☐ Assist parent with calendaring/scheduling/organization
- ☐ Follow-up on implementation of behavioral chart
- ☐ Assist with medications
- ☐ Other home stability needs: _____

Parent Assistance:

- ☐ Assist parent with their own emotional/mental health needs
- ☐ Assist parent with substance use issue
- ☐ Provide specific parental instruction regarding: _____

Economic Stability:

- ☐ Housing Needs
- ☐ Public Assistance
- ☐ Food Shortages
- ☐ Furniture/Household Items
- ☐ Parent Needs Employment
- ☐ Child Needs Employment

Community Connections/Social Support:

- ☐ Develop engagement in sport activity: _____
- ☐ Develop engagement in hobby/club: _____
- ☐ Develop specific skills in sports: _____
- ☐ Mentoring activities needed: _____
- ☐ Other recreational/socialization needs: _____

Page 1 of 2

**SUTTER-YUBA BEHAVIORAL HEALTH
SUPPLEMENTAL REFERRAL FORM - CSOC
YOUTH & FAMILY SERVICES**

NAME:

CHART #:

**SUPPLEMENTAL REFERRAL FORM
CASE MANAGEMENT/SUBSTANCE ABUSE SERVICES**

School Performance Check:

☐

Interface with teacher regarding behavior, academic, attendance

☐

Other school needs: _____

Relationship Development:

☐

Child needs enhanced positive interactions with: _____

☐

Parents need enhanced relationship with each other (separation/divorce, etc.)

Substance Use Service – Youth:

☐

Assessment

☐

Individual Counseling/Relapse Prevention

☐

Group

☐

Assist with residential placement

☐

Linking with community resources

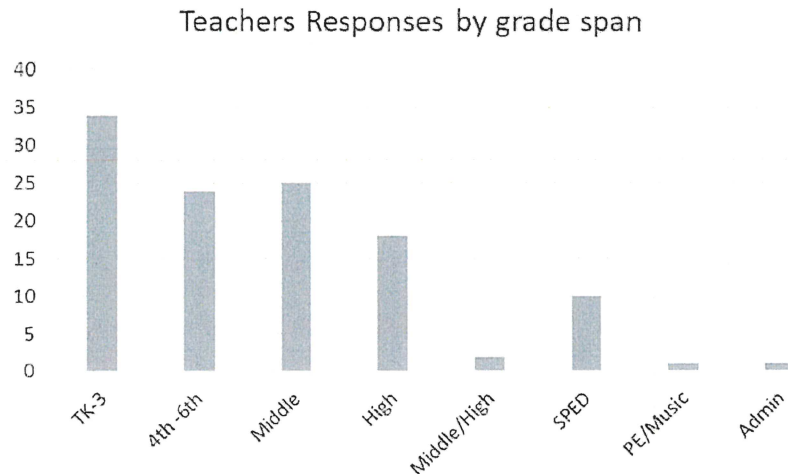
Page 2 of 2

SUTTER-YUBA BEHAVIORAL HEALTH SUPPLEMENTAL REFERRAL FORM - CSOC YOUTH & FAMILY SERVICES	NAME: CHART #:
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2021-2022 Professional Development Needs Assessment Executive Summary

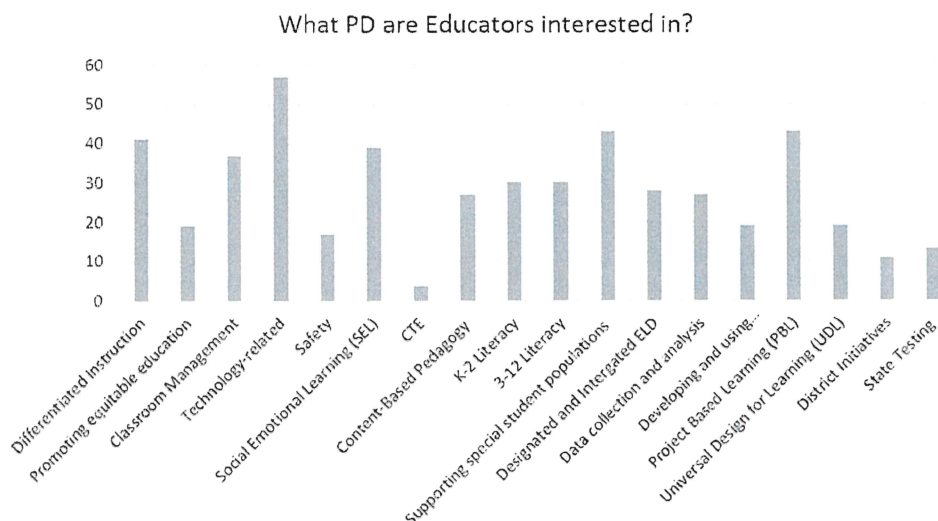
Teachers had the opportunity between November 28th and December 2nd to participate in a district wide Professional Development needs assessment. On December 6th, the results of the data were reviewed. This review is based on 116 results.

Who is included in this review



There was equitable representation of teachers from all grade levels.

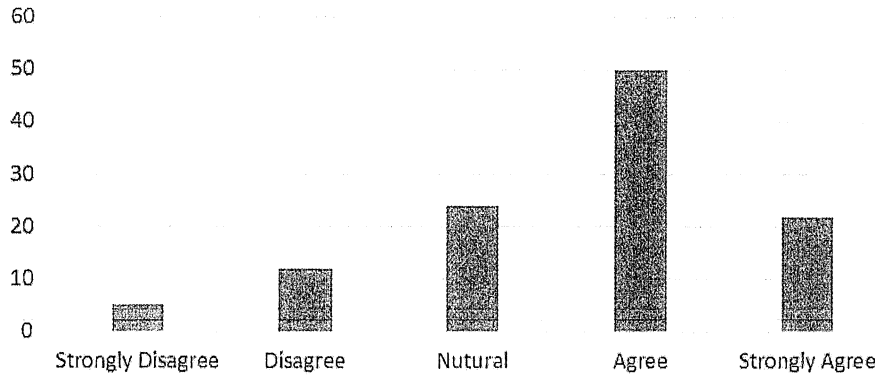
What PD are Educators interested in receiving?



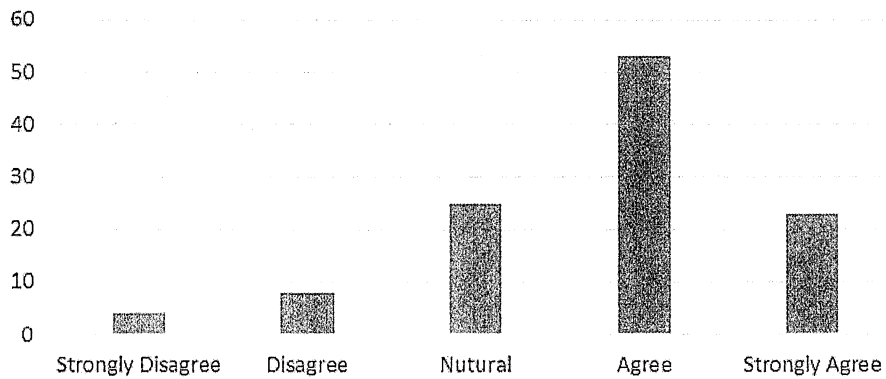
There are several topics in the data presented. Teachers by far are interested in Technology related PD, Literacy, Project Based Learning, Supporting the needs of our unduplicated students, Differentiated Instruction, SEL, and classroom management top the list. When looking deeper, themes start to appear: supporting the needs of students with varied needs and content-based pedagogy (including Literacy).

Evaluation of Previous PD

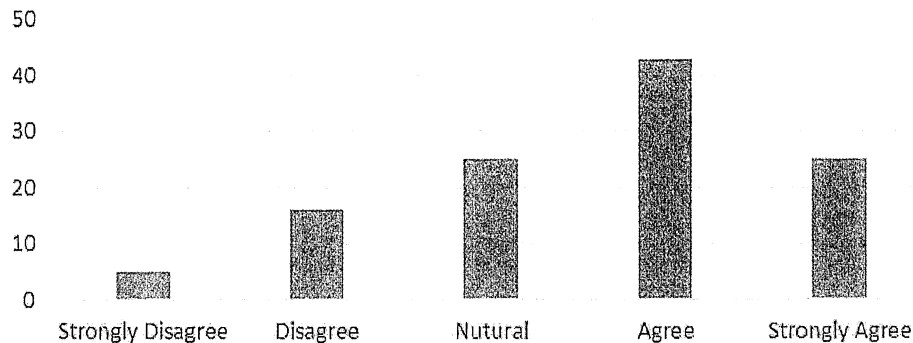
In general, the professional development opportunities offered by MJUSD meets my needs as an educator.



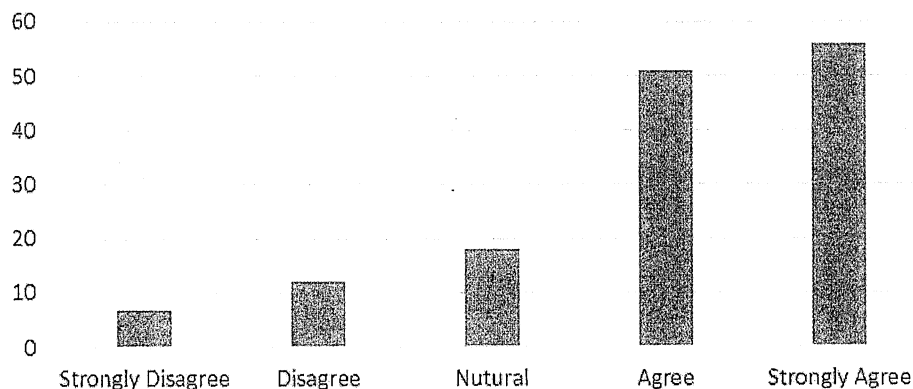
In general, the professional development opportunities offered by MJUSD positively impact my instructional practices.



In general, the professional development opportunities offered by MJUSD include offerings for participants of different skill/experience levels.



In general, the professional development opportunities offered by MJUSD are relevant to my work.



Overall, MJUSD is more satisfied than not satisfied with the quality of the Professional Development options across the district.

Conclusion

Based on the input of the educators, MJUSD will arrange Professional Development in two focus areas: supporting the needs of students with varied needs and content-based pedagogy (including Literacy). Supporting the needs of students will have PD in areas such as: Differentiated Instruction, SEL, Strategies for supporting the needs for unduplicated students, UDL, and monitoring student data. In addition to these areas, Professional Development will also be arranged for content areas, Literacy across the grades, and Project Based Learning.

MJUSD District Wide Professional Learning Plan

Why: Professional Learning involves a continuous process of reflection, learning and action to further our collective knowledge and skills, which lead to enhanced teaching practices that positively impact students' learning. The MJUSD *Professional Learning Plan* is designed as a guide to provide focused planning of professional learning in support of the educational staff. The information in this plan addresses the *optional* professional learning activities and not the *required* activities that all employees must complete as part of mandated training.

Vision: Through the collaborative efforts of our educational partners, MJUSD will survey, develop, and provide ongoing professional learning to support the needs of the students, teachers, and district initiatives.

Areas of focus: The area of focus will be determined by the educational partners within the scope of 5 broad areas that are tied to the competencies of the MJUSD Graduate Profile, Needs identified in the Strategic Plans, Alignment to LCAP, and Alignment to School Plan for Student Achievement:

- Academics/Student Achievement (Academic Competencies & Post-High School Competencies)
- Behavioral (Post-High school Competencies & Personal Characteristics for success
- Special Education (Academic Competencies & Post-High School Competencies)
- English Learners (Academic Competencies & Post-High School Competencies)
- School Climate/ Health & Safety (Community Engagement and Leadership & Cultural and Global Competencies)

Professional Learning specific to the MUTA Contract: MJUSD offers two types of PD: "Voluntary PD" and "In Addition to" PD.

- "Voluntary PD" is described as the PD offerings associated with the number of hours outlined in the CBA.
- For "Voluntary PD", once the contractual hours have been met by an individual member, the district will no longer compensate for PD that is described as Voluntary.
- Generally speaking, Voluntary PD will consist of ongoing PD or in concert with district initiatives in response to the data generated through the needs assessment.
- "In Addition to PD" is associated with any PD that is not specific to the Voluntary PD.
- Each PD offered for MUTA will be clearly identified as "Voluntary" or "In addition to." There are no restrictions on the number of PD hours that can be used for training associated with "In Addition to" PD offerings. "In Addition to" PD will consist of PD to support the district initiatives or areas of focus identified by the district. PDC contract

Whenever possible, classroom teachers and administration will be used to facilitate PD. MJUSD will make efforts to support this by building capacity through the Training of Trainers (TOT) model. To build capacity, MJUSD will seek outside support for the purpose of supporting teachers in the TOT model. This model may include advance training for teachers, in class coaching, or ongoing professional learning to support extended learning for the trainers. Any Professional Learning requirements as a result of a grant or other requirement due to the State and Federal accountability requirements are not a part of the MJUSD Professional Learning Plan.

Professional Learning specific to non-MUTA staff: MJUSD offers Professional Learning based on identified needs from the needs assessments.

Needs Assessment: A needs assessment will be developed to help identify the needs of the district and the educational partners. The needs assessments will be sent to staff at the beginning and end of each year. The data provided by this survey will be used to determine the type and frequency of PD that will be offered. Included in the survey will be a call to educators to support the PD efforts in the district. MJUSD recognizes that our teachers have a wealth of skills, talent, and knowledge that will support the professional needs of our staff members.

Professional Learning Calendar: The goal of Educational Services is to establish a Professional Learning Calendar that will span the school year. This calendar should be published before the start of the school year and available to all educational partners.

Professional Development Committee: MJUSD will work with the educational partners collaboratively to develop the Professional Learning Calendar and schedule the Professional Learning opportunities.

In Lieu Of: When Professional Learning opportunities for teachers occur outside of the scope of the District Professional Learning offerings, teachers may request an *in lieu of* professional development. *In lieu of* is defined as an approved professional Learning opportunity a teacher attends that is not offered by the district. *In lieu of* must be approved before the teacher attends the professional Learning opportunity. The District will pay the hourly rate for the training but not the cost of the training. The teacher will request the *In lieu of* through the agreed upon process and the approval will be determined based on the *In lieu of* criteria. If it is decided that the *In lieu of* will not meet the criteria, Educational Services will meet with MUTA to discuss the merit of the *In lieu of* and jointly determine if it is approved or denied. In Lieu Of

Evaluation of Professional Learning: After each professional Learning opportunity, an evaluation of the session will be given. This evaluation will be used as a tool in determining the final evaluation of the year. This evaluation will be completed and results shared with Educational Partners.

Categories and Examples of Professional Learning

Professional Learning for Teachers:

Academic: <ul style="list-style-type: none"> • K-2 Literacy • 3-12 Literacy • Subject Area specialized PD • CTE • UDL • PBL • English Learner PLC • Data Analysis (universal screener, common assessment, etc.) 	Behavioral: <ul style="list-style-type: none"> • SEL • Restorative Practices • Data Analysis • SST • PBIS • RTI • Conscious Discipline • Classroom management 	Special Education: <ul style="list-style-type: none"> • IEP writing • Secondary Suicide Prevention training • ProAct • RTI/UDL 	English Learners: <ul style="list-style-type: none"> • Designated and Integrated ELD • Monitoring • ELPAC • Reclassification 	School Health & Safety: <ul style="list-style-type: none"> • ALICE • CPS
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Professional Learning for Administrators

Academic: <ul style="list-style-type: none"> • K-2 Literacy • Site Council • PLC including Global PD • English Learner • Data Analysis (universal screener, common assessment, etc.) 	Behavioral: <ul style="list-style-type: none"> • Data Analysis • SEL • Restorative Practices • SST • PBIS • RTI • Conscious Discipline 	Special Education: <ul style="list-style-type: none"> • LRE • IEP Monitoring • SPED Data • ProAct • RTI/UDL 	English Learners: <ul style="list-style-type: none"> • Designated and Integrated ELD • Monitoring 	School Health & Safety: <ul style="list-style-type: none"> • ALICE • CATAPULT
--	--	---	--	--

Other MUTA staff (counselors, nurses, etc.)

Academic: <ul style="list-style-type: none"> • K-2 Literacy • 3-12 Literacy • Subject Area specialized PD • CTE • PBL • English Learner PLC • Data Analysis (universal screener, common assessment, etc.) 	Behavioral: <ul style="list-style-type: none"> • Data Analysis • SEL • Restorative Practices • SST • PBIS • RTI • Conscious Discipline • Data analysis 	Special Education: <ul style="list-style-type: none"> • LRE • IEP Monitoring • SPED Data • ProAct • RTI/UDL 	English Learners: <ul style="list-style-type: none"> • Designated and Integrated ELD • Monitoring 	School Health & Safety: <ul style="list-style-type: none"> • ALICE • Health related concerns
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Support Staff

Academic: <ul style="list-style-type: none"> • Literacy • English Learner • Intervention • Content Pedagogy • Data Analysis (universal screener, common assessment, etc.) 	Behavioral: <ul style="list-style-type: none"> • Intervention • SEL • Restorative Practices • PBIS • RTI • Conscious Discipline • Classroom management • Data analysis 	Special Education: <ul style="list-style-type: none"> • Supporting Instruction 	English Learners: <ul style="list-style-type: none"> • Designated and Integrated ELD • Monitoring 	School Health & Safety: <ul style="list-style-type: none"> • ALICE
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PD planning for the 2022-23

- With MUTA PDC - 2022-23

Notes

- Agenda with MUTA Agenda - Sept 28

SUTTER-YUBA BEHAVIORAL HEALTH

YOUTH AND FAMILY SERVICES

THERAPEUTIC BEHAVIORAL SERVICES (TBS) INFORMATION SHEET

What is Therapeutic Behavioral Services (TBS)?

TBS is an intensive, one-to-one behavioral health coaching service available to children/youth up to 21 years old, with moderate to severe emotional and/or behavioral challenges, and their families or caregivers.

TBS uses a wide variety of behavioral interventions to support ongoing Medi-Cal therapeutic services and is only offered if a child/youth is receiving other Specialty Mental Health Services from a county behavioral health provider (known as an MHP).

Short-term, intensive coaching from trained behavioral coaches helps children/youth and their families/caregivers to achieve short-term treatment goals, stabilize placement, and maintain the least restrictive level of care possible.

Coaching services are provided at agreed upon times- up to seven days per week. Services can occur in home settings, schools, group home placements, and other environments where the child/youth's behavior occurs.

Our Goal

The goal of TBS is to focus on the behaviors that are putting a child/youth's living situation at risk and to assist the child/youth and family/caregiver in learning new ways of reducing and managing challenging behaviors in order to help them be successful in their current environment or become successful if a move to a lower level of care is needed.

The potential benefits of TBS include:

- Improved behaviors
- Reduced family stress
- Strength-based interventions, skills and education for the child/youth and for the family or caregiver to use for continued behavioral success
- Active, short-term treatment with long-term gains
- Empowerment of the child/youth, family and caregivers
- Increased ability to communicate feelings, wants and needs appropriately
- Child/youth is able to stay in the least restrictive level of care

Who is eligible for TBS?

Referrals for TBS services are accepted from many sources, such as probation officers, child welfare social workers, and therapists; as long as the child/youth meets the following eligibility requirements:

- Must have full scope Medi-Cal;
- Must meet medical necessity (or have a qualifying mental health diagnosis);
- Must be receiving other Specialty Mental Health Services through an MHP; and
- Must be a member of a certified class by meeting one of the following criteria:
 - Currently placed in a group home facility RCL (Rate Classification Level) 12 or above and/or a locked treatment facility (beginning January 1, 2017, placement in a Short-Term Residential Therapeutic Program (STRTP))
 - Is being considered by the county for placement in a facility RCL 12 or above (STRTP beginning January 1, 2017), and/or a locked treatment facility;
 - Has undergone at least one emergency psychiatric hospitalization related to current presenting disability within the preceding 24 months;
 - Has previously received TBS while a member of a certified class; or
 - Is at risk of requiring psychiatric hospitalization

REFERRAL FOR THERAPEUTIC BEHAVIORAL SERVICES (TBS)

This form is to be completed when requesting Therapeutic Behavioral Services for a Sutter or Yuba County Medi-Cal beneficiary. Submit completed form with a copy of the current treatment plan attached to the Youth and Family Services Program Manager at: FAX (530) 822-7484; PHONE (530) 822-7478.

Child/Youth Name: _____ DOB: _____

Full Scope Medi-Cal? ☐ YES ☐ NO* (Not eligible for TBS)

If yes, Medi-Cal #: _____ Beneficiary County: _____

Currently receiving Specialty Mental Health Services? ☐ YES ☐ NO* (Not eligible for TBS. Please contact the Mental Health Plan in the County of residence to initiate Specialty Mental Health Services.)

Current location of client (Specify Name of Placement and Type – Family Home, Foster Home, FFA, Group Home, Hospital, Etc.): _____

Address: _____

Phone #: _____ Contact Person: _____

If client is under 18, please complete information regarding parent/guardian below:

Parent/Guardian's Name: _____

Address: _____ Phone: _____

Does parent hold consent authority for mental health services? ☐ YES ☐ NO*

*If no, please indicate who holds consent authority and attach court verification: _____

Certified Class Membership (Child/youth must meet one of the following criteria):

☐ Is placed in a group home facility of RCL 12 or above and/or a locked treatment facility.

☐ Is being considered by the county for placement in a facility RCL 12 or above, and/or a locked treatment facility.

Indicate department considering placement options: _____

☐ Has undergone at least one emergency psychiatric hospitalization related to current presenting disability within the preceding 24 months. Date(s): _____

☐ Has previously received TBS while a member of a certified class. Date(s): _____

☐ Is at risk of requiring psychiatric hospitalization

Is the client involved with Probation or Child Protective Services? ☐ YES ☐ NO

If yes, please list agency, contact person and phone number: _____

Please describe the behavior(s) that is placing the current living situation or transition to a lower level living situation at risk: _____

What services and interventions are currently being provided to address this behavior? (Please include the types and frequencies of current services): _____

SUTTER-YUBA BEHAVIORAL HEALTH TBS REFERRAL FORM YOUTH AND FAMILY SERVICES	NAME: CHART #:
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REFERRAL FOR THERAPEUTIC BEHAVIORAL SERVICES (TBS)

This box is to be completed by the current Specialty Mental Health provider:

- ☐ It is highly likely, in my clinical judgement, that without the additional short-term support of therapeutic behavioral services this child/youth will need to be placed in a higher level of residential care, including acute care, because of a change in the child/youth's behaviors or symptoms which jeopardize continued placement.
- ☐ It is highly likely, in my clinical judgment, that this child/youth will need therapeutic behavioral services as an additional support to help transition to a lower level of residential placement.
- ☐ None of the above applies. (Not eligible for TBS)

If this child/youth is approved for TBS, I agree to collaborate with the TBS provider, which will include regular phone contact. I will write TBS into my treatment plan as an intervention. **I have attached a copy of my current treatment plan for this child/youth.**

Signature of Specialty Mental Health Provider

Print Name of Specialty Mental Health Provider

Agency: _____
Phone Number: _____
Fax Number: _____
E-Mail: _____

What is the anticipated location (type of facility and address/city) of TBS service delivery?

Are there any cultural considerations or special accommodations needed to provide TBS to this child/youth and/or family/caregivers?

Completed by:

Name: _____ Date: _____
Phone: _____ Relationship to Child/Youth: _____

To be completed by Youth & Family Services Program Manager or Designee

Outcome/Disposition:

TBS Approved ☐ YES ☐ NO*

If no, reason for denial:

- ☐ Does not meet TBS class criteria (describe): _____
- ☐ Other reason (describe): _____

• NOA-B Completed ☐ YES ☐ NO Date Sent: _____

Name: _____ Title: _____

Signature: _____ Date: _____

**SUTTER-YUBA BEHAVIORAL HEALTH
TBS REFERRAL FORM
YOUTH AND FAMILY SERVICES**

NAME:

CHART #:



Marysville Joint Unified
School District

Strategic Plan 2022-2025

Educating Today's Youth For Tomorrow's World

Dear MJUSD Community:

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

Sincerely,



Fal Asrani, Ed.D.

Superintendent

Board of Trustees

Randy Davis, President

Alisan Hasteley, Vice President

Randy Rasmussen, Clerk

Jeff Boom, Member

Frank Crawford, Member

Doug Criddle, Member

Gary Criddle, Member

Executive Cabinet

Rocco Greco, Ed.D., Assistant Superintendent of Personnel Services

Jennifer Passaglia, Chief Business Official

Strategic Planning Team Leads

Jodi Buda, Assistant Principal at Edgewater Elementary School

Karen Dow, Assistant Principal at Ella Elementary School

Rebecca Evers, Principal at Cedar Lane Elementary School

Amy Murray, MTSS Coordinator

Tracy Pomeroy, Principal at Johnson Park Elementary School

Monica Reyna, Assistant Principal at Cedar Lane Elementary School

Chris Schmidt, Assistant Principal at Lindhurst High School

Joe Seiler, Principal at McKenney Intermediate School

Amy Stratton, Director of Curriculum, Assessment, and Accountability

Ashley Vette, Principal at Loma Rica Elementary and Foothill Intermediate schools

Bryan Williams, Director of Technology

Alicia Wright, Coordinator of Innovation and Instructional Technology

Design by Courtney Tompkins, Public Information Officer

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INTRODUCTION

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

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

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

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

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

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

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

- Superintendent Dr. Fal Asrani

MISSION & VISION



Mission:

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



Our Vision for the Education of Children:

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



CORE VALUES



Student Centered

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

Fiscal Accountability

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

Diversity

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

Respect

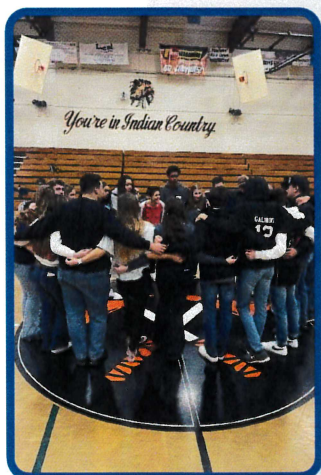
- We treat all students, their families, and all staff members with fairness, respect, and understanding.

Social Responsibility

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

Shared Commitment to Public Education

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



WHAT IS A STRATEGIC PLAN?

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

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

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

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

Strategic Plan

Focus Areas

Analysis & Recommendations

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

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

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

For quick reference:

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



Focus Area 1: Facilities & Infrastructure

Executive Summary

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

SWOT Analysis

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

Goals & Strategies: Facilities & Infrastructure

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

Strategies:

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

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

Strategies:

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

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

Strategies:

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



Focus Area 2: Fiscal Accountability

Executive Summary

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

SWOT Analysis

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

Goals & Strategies: Fiscal Accountability

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

Strategies:

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

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

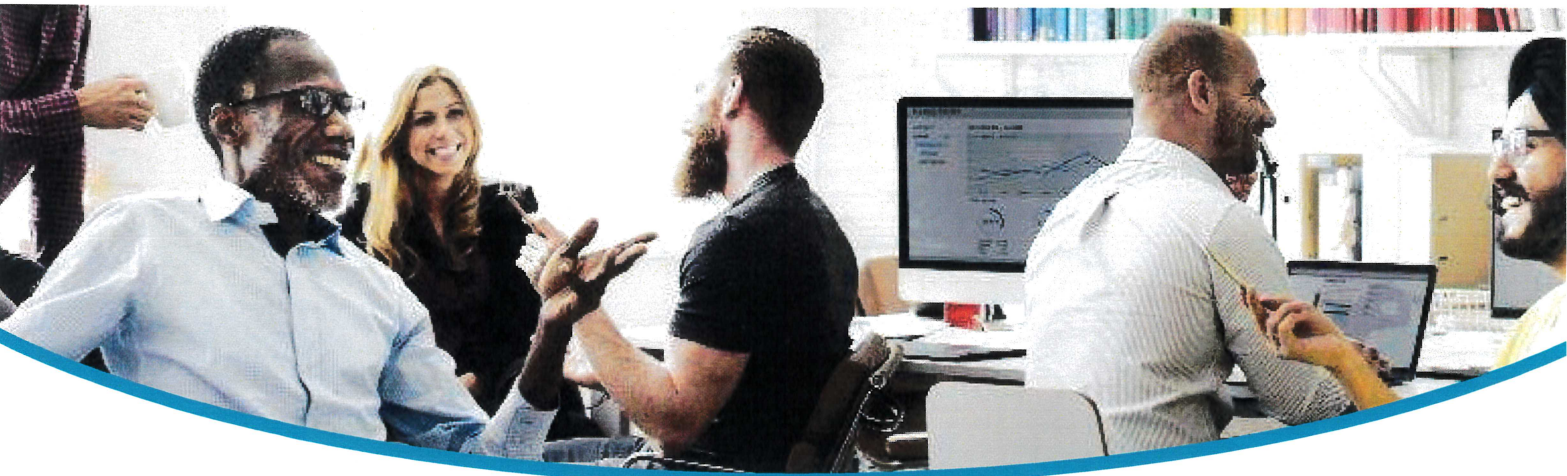
Strategies:

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

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

Strategies:

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



Focus Area 3: Hiring, Retention, & Development of Personnel
Executive Summary

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

SWOT Analysis

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

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

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

Strategies:

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

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

Strategies:

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

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

Strategies:

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



Focus Area 4: Student Programs & Supports

Executive Summary

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

SWOT Analysis

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

Goals & Strategies: Student Programs & Supports

Goal 1: Support academic programs for college and career readiness

Strategies:

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

Goal 2: Maximize personnel to support students and programs

Strategies:

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

Goal 3: Support community and family engagement

Strategies:

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

District Action Plan

2022-2025

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

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

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

The departmental plans referred to in this section include:

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

Executive Summary of Findings

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

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

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

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

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

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

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

Goals & Actions

Goal 1: ACADEMIC PROGRAMS - Design a Graduate Profile to support program implementation for academic, social-emotional, and skills preparation across grades TK-12

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

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

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

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

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

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

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

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

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

Appendix

Appendix

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

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

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

Educational Partners:

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

Appendix

ABOUT THE SURVEY:

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

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

Participation:

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

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

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

[Charts](#)

SUMMARY OF FINDINGS:

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

Appendix

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

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

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

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

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

Appendix

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

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

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

Appendix

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

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

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

Appendix

Facilities that Support State-of-the-Art Instruction	52%	Social and Emotional Well-Being of Students and Teachers	76%
Facilities that Keep Operating Budgets Low	27%	Facilities that Provide a Sense of Pride for Users and the Community	62%
SUMMARY OF FINDINGS: For this section, the data only represents responses rated as High Priority . The responses prioritized facilities that support the highest quality of academic instruction, social-emotional wellbeing of students and teachers, and those that provide a sense of pride for users and the community.			

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

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

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

[Strategic Plan Presentation Video](#)

Meeting Dates:

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

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

Community Representatives Feb. 1, 2022 245	Amy Nore Brent Hastey Sean Andersen Jim Schaad Francisco Reveles	Monica Oakes Brynda Stranix Brenda Harris Chuck Smith Donna Hillegass Lon Hatamiya	John Floe David Read Johnny Burke Jennifer Vasquez Stephanie McKenzie Tawny Dotson	Jackie Sillman Chris Sachs Steve Kroeger Rachel Downs Chong Yang
Certificated Feb. 24, 2022 3:15-4:15 pm	Anthony Dechene Jeffery Garcia Francesca Holcomb Dawn Williams Maria Soto Alexis Barker Melissa White Alicia Tindel Debi Fernandez Christin Hunter Inge Schlusler Heather Heap James Kupser Jennifer Campbell Kenny Her	Karen McNay Meenu Pal Shoua Thao Heather Baker Ashley Trower Roxanne Eggar (Rburrow) Jason Neiber Jim Walz Kaleb George Maria Lamas Jiwan Ghag Michael Trahin Jen Landrum	Megan Marble Rose Weidert Sandra Munoz Lule Teresa Anderson Chase Bisby Marcy Tarr Michelle Higgins Daniel Tejada Mathew Fridrich Todd deVlaming Ashley Martinez	Yazmin Munoz Robert Verdugo Peggy Rister Michelle Jones Jonathan Kinsman Becky Stewart Amber Cleverdon Amanda Bowman Rhonda Lococo Kelly Bertsch Jessie Smith Alyce Sokoloski Nikki Nakamura Angela Stegall Mathew DeMeritt Valeri Mathews
Classified Feb. 23, 2022 2:45-3:45	Adriana Andrade Andrea Tucker Angela Gresham Angelica Fielding Carol Rogers Wood	Daneen Phillips Felisa Guerrica Fran Tune Gabriel Coomes Gloria Castro	Juan Lopez Kashli Bechtel Michelle Cooper Rachel Colon Nicole Tindall	Anna Mitchell Andrew Wahl Violet Vigil Stan Easter Shelly Arrenquin Rocio Rodriguez
Board Members	Frank Crawford	Randy Davis	Alisan Hastey Gary Criddle	Randy Rasmussen Doug Criddle
Team LEADS 58 72736 0000000	Monica Reyna, Joe Seiler, Amy Stratton March 21, 2022 April 19, 2022	Rebecca Evers, Alicia Wright, Jodi Buda March 15, 2022 Apr 5, 2022	Amy Murray, Chris Schmidt, Tracy Pomeroy March 15, 2022 April 19, 2022	Karen Dow, Ashley Vette, Bryan Williams March 29, 2022 April 21, 2022

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

Peach Tree Health Clinic

MJUSD partners with Peach Tree Health Clinic, a FQHC (Federally Qualified Health Center) that provides medical, vision, dental and behavioral health services in the Yuba/Sutter county area. Peach Tree provides access to clinical services for students requiring a higher level of behavioral health care than our district can currently offer using school resources. Sessions are available in both in-person and virtual formats, allowing for an increased number of students who can receive clinical services.



Welcome to Peach Tree Behavioral Health!

Mission Statement:

Peach Tree Healthcare is committed to providing personalized, affordable, high-quality health services.

About Peach Tree Behavioral Health:

Our Behavioral Health team believes in the power of collaboration and works together with primary care providers, addiction specialists as well as perinatal providers to create an individualized plan of care. Our Behavioral Health providers offer a range of services to patients of all age's; All behavioral health services provided to patients aged 5 and under require the presence and involvement of a legal guardian in all phases of care.

Most commonly, we provide treatment for symptoms associated with depression, anxiety, post-traumatic stress disorder, bipolar, post-partum depression, grief, ADD/ADHD, co-occurring treatment for addiction recovery, and **SO MUCH MORE!**

Hours of Operation & Service Locations:

Our Behavioral Health department is open Monday through Friday 8:00 AM to 5:00 PM. We offer our services at each of the locations listed below:

★ **Peach Tree North Sacramento**

3810 Rosin Court, Suite 100
Sacramento, Ca
95834

★ **Peach Tree Linda**

5730 Packard Avenue, Suite 500
Marysville, Ca
95901

★ **Peach Tree Yuba City**

1275 Tharp Road
Yuba City, Ca
95993

★ **Peach Tree Live Oak**
9980 Live Oak Blvd
Live Oak, Ca
95953

Types of Services Offered:

Therapy is provided by our highly trained Licensed Clinical Social Workers. We offer individual therapy for both adults and children. Additionally, we offer group therapy for adults at our Linda location (group content can also be completed in 1:1 sessions with our group facilitator). Generally, therapy can be completed in person, on video chat, or by telephone (telehealth). Please be aware that there may be instances when your provider requests that you come to the clinic for an in-person appointment.

Psychiatric Medication Support is also commonly referred to as our 'TelePsychiatry' program because the providers work remotely. In an effort to provide safe and effective care, we require all patients receiving medication meet with our telepsychiatry providers at one of our four clinic locations for a live video conference and to have their vitals monitored. Our TelePsychiatry providers consist of two Psychiatric Nurse Practitioners. *Psychiatric medication providers do not provide therapy*.



Medical Assistants: Gurpreet & Sarai



Pamela Coleman-Snow, PMHNP (Telepsych medication provider)

&



Franchesca Tucker, PMHNP (Telepsych medication provider)

- We are excited to welcome behavioral health trainees for the 2022-2023 calendar year. These trainees are currently attending school and are eager to integrate real life experience with knowledge application. They may be shadowing appointments with your provider, running groups or classes, or providing you with education and treatment. We have partnerships with CSU Chico, Louisiana State University, Concordia Irvine University, Brandman University, and Walden University.

Behavioral Health Providers:



Rosanna Leo, LCSW (Linda)



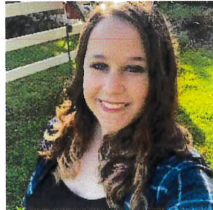
Mark Miller, LCSW (Linda) *Group Therapist



Rocio Rosas, LCSW (Linda & Live Oak) *Bilingual Spanish



Yer Yang, LCSW (TELEHEALTH ONLY) ***Bilingual Hmong**



Ashley Hargrove, AMFT (North Sacramento) ***EMDR & Brainspotting**



Noemi Sanchez, AMFT (Yuba City & Live Oak) ***Child Therapist/Parenting**



Lillian Tsang, AMFT (North Sacramento) ***MAT clinic provider**



Elva Cortez, LCSW, (Lindhurst High School) ***Bilingual Spanish**



Lori Stone, ASW, (Yuba County Probation) ***Licensed Drug & Alcohol
Counselor**

Behavioral Health FAQ for Patients

Q: My provider referred me to Behavioral Health, does that mean I'm crazy?

A: NO! Your provider would like you to meet with a therapist or a Behavioral Health provider for medications that they feel will help improve not only your mood, but also your overall health and quality of life.

Q: What does my first appointment look like?

A: Therapy - By the end of your first visit, your therapist will review our treatment agreement with you and inquire about what brings you in for therapy. Over the first 3-5 sessions, the provider will ask you questions to better understand your background and treatment goals. This is paperwork that has to be completed for insurance purposes. Sessions are 30 minutes in length and appointment frequency is dependent upon the outlined goals of care as well as schedule availability.

A: TelePsychiatry – You will come to our clinic. An MA will get your vital signs, verify you have signed a telehealth consent form, review your medication list (so please be aware of what you take or bring a medication list with you). Additionally, the MA's will ask you a few background and screening questions to prep the provider who will be meeting with you. For adults, our TelePsychiatry provider will complete an intake/history, discuss the symptoms you are experiencing, and then recommend medication(s). Your initial appointment is scheduled for approximately 60 minutes; Follow up appointments are scheduled for approximately 30 minutes. For children, a parent or legal guardian must be present and agree to medication(s).

Q: How can I get the most out of treatment?

A: PARTICIPATE! Active participation in therapy and/or medication support treatment is essential to feeling better.

Q: What if I need to cancel or reschedule my appointment?

A: Please let us know **AS SOON AS POSSIBLE** if you can't make it to your appointment. Call us at (530) 749-3242 to reschedule. Behavioral Health is a specialty service and wait times can be longer than with other care providers.

Q: If I am prescribed medication, how do I get it refilled?

A: Medication is refilled at your follow up appointments. Therefore, it is imperative you attend these appointments. However, if you need your medication refilled prior to your next appointment, please contact your pharmacy who will then send a refill to request to your provider for review. If you contact your pharmacy a week before, you are less likely to experience a lapse in coverage. Please allow up to 3 business days for medication refill requests. All medication is ordered and refilled at the provider's discretion.

Q: How long does it take to have paperwork completed?

A: Generally, a Behavioral Health provider cannot complete paperwork after just one visit. Once the provider feels he/she has had adequate time to get to know you as a patient, we reserve up to 15 business days for completion of paperwork.

We do not have URGENT or IMMEDIATE appointments in Behavioral Health. If you need to speak to someone right away, please refer to the resources listed below:

- **Sutter-Yuba Behavioral Health (530) 673-8255**
- **Sacramento Mental Health Urgent Care Clinic (916) 520-2460**
- **National Text Number: Text HELLO to 741741**



Want to talk to someone right now, but it's not a crisis? Call a WARM LINE:

- **Friendship Line: 1.800.971.0016**
- **Cal HOPE Line: (833) 317-HOPE (4673)**

Behavioral Health Services outside of Therapy & Medication:



Erika Estrada, Behavioral Health Coordinator

BEHAVIORAL HEALTH COORDINATION: New patients coming into services will be greeted via phone by the coordinator. Services will be explained, and assessments/screenings will take place. Patient will be fielded to the correct location and person in behavioral health based on the information that the patient provides.



Amara Bath, Patient Resource Care Navigator

RESOURCES AND NAVIGATION: Struggling with how to connect to resources in the community? Need someone to help walk you through the steps of applying for aid or getting on a housing list? Looking for someone to point you in the right direction with your mental health or medical needs? Our patient resource navigator can assist you. Let your behavioral health therapist or medical provider know you want to connect to the patient resource navigator.



Amie Stafford – Patient Account Advocate

INSURANCE AND PAYMENT ISSUES: Have an outstanding bill at our health center that is looming in your mind? Scared to apply for insurance because it seems so confusing or afraid, you'll be turned down? Do you need to know how to apply for sliding scale fees? We can help you learn how to budget, how to access resources,

and help you address your financial needs at Peach. Our Patient Account Advocate is here to assist!

GET TO KNOW MANAGEMENT:



Kimberly Zenoni, RN, Behavioral Health Nurse Care Manager

COMPLEX BEHAVIORAL CASE MANAGEMENT:

Kim oversees Telepsychiatry services and the scheduling staff. Kim also provides complex Behavioral Health Case Management. This services requires patients to have chronic illness, dual diagnosis, and complex care. Complex case management is a long-term service for people who need extra assistance or extra contact with a behavioral health provider. Complex case management is only available via referral from a Behavioral Health provider (therapist or psychiatric medication provider). Complex case management assists the patient in creating and maintaining health goals for their chronic conditions or mental illness.



Camesha Harper, LCSW, Behavioral Health Program Manager

Camesha oversees all behavioral health therapy services and other support services within Behavioral Health. Camesha also maintains a very small caseload of patients.



Patient Contact Information Update Form

Name: _____

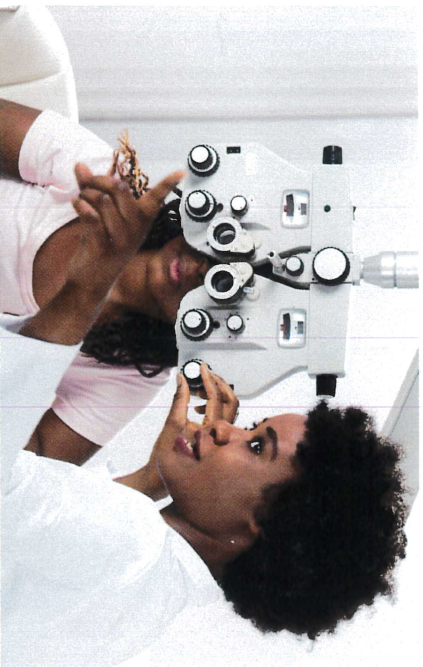
Telephone Number: _____

Address: _____

Email: _____

Vision Services

A comprehensive eye health examination at Peach Tree Health can detect diseases like glaucoma and diabetes. These diseases not only affect your eyes, but your overall health. Our innovative technological equipment allows us to detect even the smallest challenges in your vision. With in-house, state-of-the-art diagnostic equipment, we can ascertain your risk factors for debilitating eye disease, which with early detection, can be manageable. We also offer trendsetting glasses and sunglasses.



Patient Portal

Our patient portal is an easy and reliable way to schedule online primary care appointments. Patients can review their primary care health record and lab results. Our goal at Peach Tree Health is to provide you with high-quality care that helps you stay healthy. That's why we want to give you a healthcare management tool that fits in with your busy life and is easily manageable on your own time.

Download our app

1. Open the camera app on your phone and scan the code to the right.
2. Ask a front office staff member or call center representative for a token to log in.
3. Start managing your care!



(530) 749-3242 | www.pickpeach.org | @pickpeach

Peach Tree Live Oak
9980 Live Oak Boulevard
Live Oak, CA 95953
(530) 749-3242

Peach Tree North Sacramento
3810 Rosin Court
Suite 100
Sacramento, CA 95834
(916) 779-7656

Peach Tree – Yuba City
1275 Tharp Road
Yuba City, CA 95993
(530) 749-3242

Sacramento Immediate Care
3810 Rosin Court
Suite 100
Sacramento, CA 95834
(916) 779-7656

Peach Tree Linda
5730 Packard Avenue
Suite 500
Marysville, CA 95901
(530) 749-3242

Peach Tree Chico Eye Center
120 Independence Circle
Suite A
Chico, CA 95973
(530) 634-7647

Peach Tree Oroville Eye Center
2200 5th Avenue Oroville,
CA. 95965

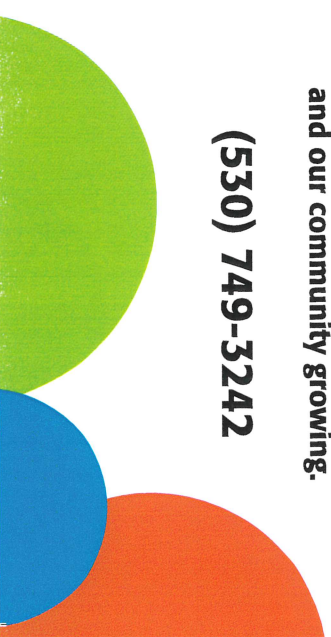


a california *health+* center



Peach Tree Health is committed to providing personalized, affordable, high-quality healthcare services. Peach Tree Health is your center for healing, opportunity, and hope. Join us as we keep our neighbors healthy and our community growing.

(530) 749-3242



Family Medicine

We provide comprehensive, non-emergency primary care services. Our services are designed to treat the whole patient with annual exams, well visits, disease management, and patient education.



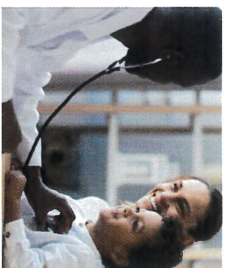
Behavioral Health

Our Behavioral Health team works closely with your medical and perinatal providers to ensure that we are treating the whole person. Peach Tree Behavioral Health Services will also work with your addiction services provider upon request. We provide a wide range of services to support inclusive mind and body wellness. Our services include individual therapy, group therapy, and medication support services.



Pediatrics

Peach Tree Health offers a wide range of pediatric services such as care of minor illnesses, routine exams, immunizations, sports physicals, and parents education.



Other Specialties Provided at Peach Tree

- Acupuncture
- Podiatry
- Diabetes Management
- Non-Surgical Orthopedics
- Pharmacy and Lab Services

Virtual, telephone, or in-person visits available.

Additional Treatment Services

Medication Assisted Treatment (MAT) for Opioid Dependence is provided at most of our clinics. MAT involves medications in combination with other therapies to provide a whole-patient approach to substance use recovery.

Immediate Care

With extended hours and walk-in options available, we can accommodate patients who need to see a provider quickly but do not have a life-threatening condition in need of care.

Peach Tree Linda
5730 Packard Avenue
Suite 500
Marysville, CA 95901
(530) 749-3242

Peach Tree North Sacramento
3810 Rosin Court
Suite 100
Sacramento, CA 95834
(916) 779-7656

Women's Health Services

Peach Tree Health's comprehensive services for women include prenatal care; gynecological services such as annual exams, pap smears, treatment for urinary and vaginal infection; mammogram referrals; family planning; pregnancy testing; birth control; and STD testing and treatment.



Dental Services

We provide dental services to the entire family! We offer X-rays, screenings, fillings, extractions, dentures, sealants, cleanings, fluoride treatments, dental education and more.



Schedule a dental appointment today.

Yuba City Dental,
1275 Tharp Road, Yuba City CA 95993
(530) 749-3241

Happy Toothmobile
(mobile dental office in Yuba County)
for patients under 19 years of age
(530) 788-3578

ARTIFACT 3**Executive Summary - LCAP, SPSA, CCSP Alignment & Gap Analysis**
Marysville High School

The Marysville High School needs/gap analysis officially began during the 2021-22 school year with the development of the *MJUSD 2022-25 Strategic Plan*, where the vision for *Project LEAP* was born. The continuing needs/gap analysis was further conceptualized and reflected in the development of our *Local Control Accountability Plan* (2021-22 & 2022-23) and our *Single Plan for Student Achievement*. These foundational documents and the processes which guided them were foundational to *Project LEAP*. **Their alignment is depicted in the table below.**

Our *Strategic Plan*, which was collaboratively developed during the 2021-21 school year, identified five broad goals and actions which relate directly to *Project LEAP*: *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; (4) Design a Graduate Profile to clearly outline the community expectations for student graduates; *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. It's important to note that the *Strategic Plan* involved over 100 collaborators, 800 survey responses, and dozens of community meetings across the district. This included several key staff, parents, and community leaders from Yuba Gardens. The goals identified in the *Strategic Plan* stem directly from a comprehensive school community needs assessment.

MJUSD's *Local Control Accountability Plan* aligns directly to the district's *Strategic Plan*, *Project LEAP*, and the *Marysville High Single Plan for Student Achievement*. Specific goals of the district's LCAP and the Marysville High Single Plan for Student Achievement are the following: (1) Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students; (2) Create an environment that addresses the physical, emotional, and safety needs of all students and staff; (3) Prepare every student with the skills needed for college and career readiness; (4) Build a system of specific support for our EL, foster youth, and low SES students; (5) Improve meaningful home/school relationships. Again, our LCAP and SPSA goals are grounded in the comprehensive needs assessment of our students and school community.

CCSPP Framework Pillar
Integrated student supports

Strategic Plan	LCAP/District Supports	Marysville HS SPSA	CCSPP Project LEAP
Design an academic environment that includes acceleration, intervention, and enrichment practices across all school sites	LCAP Goal 1 Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students. Supplemental Paraeducators to support the needs of the unduplicated students	Goal 1 Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students. Strategy/Activity Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success. Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students	Priority 5 - Key Staffing Site Coordinator of CCSPP (Classified) District Coordinator (Certificated - cost shared by all grantees) Priority 4 - Improve school-based support programs for student success Priority 4 - Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan Priority 5 - Recruit and hire high quality LEAP Program Staff Priority 7 - Impactful role-specific professional learning is provided to community and staff Priority 9 - School develops high-level capacity to problem-solve and effect positive change

		<p>Communication and Lesson Delivery</p> <p>Supplementary technological tools and applications and subscriptions</p> <p>Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students</p>	
Focus on high-quality first instruction and literacy gaps across all grades	<p>LCAP Goal 1 Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MUUSD students.</p>	<p>Goal 1 Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MUUSD students.</p> <p>Supplemental classroom supplies and instructional materials</p> <p>Provide teachers and students with technology tools and software</p> <p>Opportunities for students to access academic extension activities to improve speaking, listening, reading and writing skills</p>	<p>Priority 7 - Impactful role-specific professional learning is provided to community and staff</p> <p>Priority 9 - Progress Monitoring</p> <p>Priority 5 - Key Staffing Data Management & Communications (classified staff)</p> <p>Priority 4 - Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan</p> <p>Priority 9 - School develops high-level capacity to problem-solve and effect positive change</p>
Engage in a transparent and	LCAP Goal 1 Improve	Goal 1 Improve Academic	Priority 4 - Implementation Plan

timely analysis of student performance data to provide supportive resources needed	Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students. Additional site administrators to support student needs	Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students. Administrators to work directly with at risk students and PLCs Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students	Key Action - Bridge to Success Program Priority 4 - Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan Priority 9 - Progress Monitoring - Key Actions Priority 5 - Key Staffing Data Management & Communications (classified staff) Priority 9 - School develops high-level capacity to problem-solve and effect positive change
Expand access to rigorous college and career preparation at all sites	LCAP Goal 3 Prepare every student with the skills needed for college and career readiness.	Goal 3 Prepare every student with the skills needed for college and career readiness. College/career center technician Materials, supplies and support to EDY students in the areas of college and career exploration/readiness Technology or application programs that directly connect families school information, to college and career	Priority 4 - Improve school-based support programs for student success

		opportunities, college readiness skills, college applications, financial aid information	
CCSPP Framework Pillar <i>Family and Community Engagement</i>			
Strategic Plan	LCAP/District Supports	Marysville HS SPSA	CCSPP Project LEAP
Design community partnerships to increase mental health support, counseling, and other social services	LCAP Goal 2 Create an environment that addresses the physical, emotional and safety needs of all students and staff. City Police and County Sheriff resource officers	Goal 2 Sustain and enhance positive school culture, safety and engagement at Marysville High School. PASS Officer PBIS, Link Crew capacity building expenses	Priority 3 - Develop and implement collaborative leadership and decision making for Project LEAP Priority 6 - Establish school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs
		Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students	Priority 8 - Educators implement community-based learning to successfully engage students and families Priority 9 - School develops high-level capacity to problem-solve and effect positive change
Develop a Graduate Profile to clearly outline the community expectation for student graduates	LCAP Goal 3 Prepare every student with the skills needed for college and career readiness.	Goal 2 Sustain and enhance positive school culture, safety and engagement at Marysville High School.	Priority 4 - Improve school-based support programs for student success Priority 6 - Establish

	School Counselors	Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students	school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs Priority 7 - Impactful role-specific professional learning is provided to community and staff Priority 9 - School develops high-level capacity to problem-solve and effect positive change
Improve and expand community and family engagement in schools	LCAP Goal 5 Improve the meaningful school to home relationship.	Goal 2 Sustain and enhance positive school culture, safety and engagement at Marysville High School. Purchase of applications/technology that enhance communication with families related to student progress, and career/college information and outcomes Parent communications to involve community stakeholders in improving the academic outcomes for students	Priority 4 - Improve school- based support programs for student success Priority 6 - Establish school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs Priority 8 - Educators implement community-based learning to successfully engage students and families
Expand community partnerships for well-being and safety	LCAP Goal 2 Create an environment that addresses the physical, emotional and safety needs of all students	Goal 2 Increase positive school culture across Marysville High School for staff and students. Reduce	Priority 6 - Establish school-community partnerships to support students' academic, behavioral and social/emotional &

	and staff. Mental Health Contracts Outreach Consultants	chronic absenteeism with at risk students, increase positive attendance percentages, reduce D's & F's among at risk youth, and decrease suspension rates for at risk populations by 2%. Strategy/Activity Fund PASS Officer to work with at risk youth to increase attendance and school performance, & engagement promote a positive school culture and maintain a positive connection between students and law enforcement agencies Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students	wellness needs Priority 7 - Impactful role-specific professional learning is provided to community and staff Priority 8 - Educators implement community-based learning to successfully engage students and families Priority 9 - School develops high-level capacity to problem-solve and effect positive change
CCSPP Framework Pillar <i>Collaborative Leadership and Practices for Educators and Administrators</i>			
Strategic Plan	LCAP/District Supports	Marysville HS SPSA	CCSPP Project LEAP
Build a budget for a system of supports for students in poverty, Foster & Homeless youth, students in special programs and English Learners	LCAP Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students. District Learning Plan	Goal 2 Sustain and enhance positive school culture, safety and engagement at Marysville High School. Secondary Support Specialist to assist EL learners English/Language technology	Priority 4 - Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan Priority 7 - Impactful role-specific professional learning is provided to community and staff

		<p>applications to increase access for EL students to curriculum</p> <p>Identify students and specifically at risk students related to academic, attendance, behavior and social emotional issues.</p> <p>Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students</p>	<p>Priority 9 - School develops high-level capacity to problem-solve and effect positive change</p> <p>Priority 8 - Educators implement community-based learning to successfully engage students and families</p>
Implement a budget for professional supports and services for staff, students and families	<p>LCAP Goal 2 Create an environment that addresses the physical, emotional and safety needs of all students and staff. LCAP Goal 4 Build a system of specific support for our EL (English Learner), foster and low SES students.</p> <p>PLC in school Calendar</p>	<p>SPSA Plan Development through School Site Council, involving shared decision making with staff, parents, and students</p>	<p>Priority 3 - Develop and implement collaborative leadership and decision making for Project LEAP</p> <p>Priority 6 - Establish school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs</p> <p>Priority 7 - Impactful role-specific professional learning is provided to community and staff</p> <p>Priority 9 - School develops high-level capacity to problem-solve and effect positive change</p>

CCSPP Framework Pillar <i>Extended Learning Time and Opportunities</i>			
Strategic Plan	LCAP/District Supports	Marysville HS SPSA	CCSPP Project LEAP
Increase parent institutes and volunteer opportunities	LCAP Goal 5 Improve the meaningful school to home relationship.	TO BE ADDED IN 2023-24 SCHOOL PLAN	<p>Priority 4 - Improve school-based support programs for student success</p> <p>Priority 8 - Educators implement community-based learning to successfully engage students and families</p>
Develop a well-defined adult education opportunities in the community	LCAP Goal 3 Prepare every student with the skills needed for college and career readiness. Director of Adult Education	TO BE ADDED IN 2023-24 SCHOOL PLAN	<p>Priority 4 - Improve school-based support programs for student success</p> <p>Priority 6 - Establish school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs</p> <p>Priority 7 - Impactful role-specific professional learning is provided to community and staff</p> <p>Priority 8 - Educators implement community-based learning to successfully engage students and families</p> <p>Priority 9 - School develops high-level capacity to</p>

			problem-solve and effect positive change
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Mobile Access Hub Description

MJUSD partners with Mobile Access Hub (MAH), a partnership with Victor Youth Services, Yuba County Office of Ed, Sutter County Superintendent of Schools, and Yuba/Sutter Behavioral Health. MAH provides short term or emergency behavioral health services in the Yuba/Sutter county area. MAH services are seen as a bridge to longer term counseling, utilizing a warm handoff approach between clinicians. MAH sessions are conducted in-person with MAH clinicians traveling to students.

Mobile Access Hub/ MUSD Wellness

2/28/2023

Present: Bianca Zitelli- Victor Community Resources; Rob Gregor – Marysville Joint Unified School District; Huma Khaliqi- Yuba County Office of Education

1. Introductions
 - Who we are and why we do what we do
2. MAH Goals/Overview
 - Brief History
 - Services Provided
3. Areas to Expand
 - LCSSP Collaboration in Foothills
 - Outreach Opportunities
 - CCSPP Opportunities w/MJUSD

Sign-In

Mobile Access Hub (MAH) Meeting 2/28/23

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Topic	Bi-County Mobile Access Hub/MJUSD Collaborative and Next Steps	
Meeting Date	February 28 th , 2023	
Participants	Huma Khaliqi, YCOE, SEL Coordinator Rob Gregor, MJUSD, Director of Wellness Bianca Zitelli, Clinical Supervisor, Victor Community Services	
Topic		Follow-up
Mobile Access Hub Goals/Overview	<ul style="list-style-type: none"> • What specifically are we trying to accomplish? • What change(s) might we introduce and why? • How will we know that a change is an improvement? 	<ul style="list-style-type: none"> - implemented services to address the barriers to mental health services by providing short term brief-therapy to students. (3 clinicians, 1 Family Support Counselor) - Addressing barriers identified in the foothill region. - Establishing a contact to then identify as a school liaison for referrals to MAH. - Evaluating number of referrals received from rural schools within MJUSD
Addressing Barriers	Support to rural school sites, establishing contacts/liaisons	<ul style="list-style-type: none"> - LCSSP team rapport building will assist MAH in establishing site liaisons at Yuba-Feather and other sites with barriers to access - MAH will present at school counselor/ORC meeting to build connections and establish designated liaisons.
Areas to Expand	Challenge Center CCSPP Grant w/MJUSD Outreach Opportunities	<ul style="list-style-type: none"> -Contacts and partnership with Cathy Leblanc, Leighann Lakeman, Debbie Reynoso Center open M-Thurs 9am-1pm -Embed MAH into CCSP model to support rural sites -Discussed ways to collaborate with MJUSD and using the CCSP Grant to help students and sites in MJUSD for SEL and Wellness Centers
Next check in meeting date	TBD	