

Marysville Joint Unified School District
Project LEAP - California Community Schools Partnership Program
2023-24 CCSPP Form B

1 - Vision for the proposed continuation or expansion of the community schools initiative.

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

1. Chronic Absenteeism and Truancy
2. Reducing Dropout Rate

Each of these goals are delineated in the Strategic Plan under Goal 1: Academic Programs and Supports, encompassing the following objectives:

- Designing community partnerships to enhance mental health support, counseling, and other social services
- Developing a budget for professional supports and services for staff, students, and families
- Establishing a budget for a system of supports for students in poverty, Foster and Homeless Youth, students in special programs, and English Learners
- Expanding access to rigorous college and career preparation at all sites

Additionally, these areas are also addressed in Goal 3: Community Engagement, which includes the following objectives:

- Increasing parent institutes and volunteer opportunities
- Enhancing and expanding community and family engagement in schools
- Broadening community partnerships for well-being and safety
- Supporting community and family engagement to enhance student success

The Local Control and Accountability Plan (LCAP) and School Plans for the 2022-23 and 2023-24 academic years were aligned with the Strategic Plan to ensure coherence and accountability. The *MJUSD Community Safety Task Force* was created in September 2022 to engage the larger community in decisions to address five specific areas of need in the Strategic Plan: safety, wellness, family engagement, student academic achievement, and school culture. MJUSD's work transitions perfectly to align with the CCSPP framework. Additionally, to reinforce these initiatives, the Director of Community Partnerships and Adult Programs, School Site Outreach Consultants, robust TK-12 counseling staff and many other investments showcase the district's commitment to sustainability beyond the grant.

MJUSD's vision for Community Schools is Project **LEAP**, that prioritizes the CCSP *Four Pillars* of exemplary **L**eadership, **E**ducation, **A**ccountability, and **P**rograms to integrate student supports, family engagement and collaborative leadership in improving learning opportunities and student self-efficacy for college and career success. Furthermore, the four proven practices identified by CCSP played a guiding role in conducting the MJUSD Project LEAP needs assessment and gap analysis. This collaborative process involved site and Local Education Agency (LEA)-based advisory councils to address the enhancement of existing programs, specifically focusing on safety, poverty, student supports, and academic programs. In addition, our Project LEAP plan has been formulated to address both academic and social impacts, tackling barriers to learning. All school plans and implementation activities are intricately aligned with the Framework, incorporating the following CCSP cornerstone commitments: (1) asset-driven and strength-based practice; (2) racially just and restorative school climate (3) powerful, culturally proficient and relevant instruction; and (4) shared decision making and participatory practices.

2 - Local educational agency (LEA), participating school sites applying for funds to continue or expand an existing community schools program, and any new school sites to be included.

Marysville Joint Unified School District

Situated 40 miles north of Sacramento, MJUSD was established 160 years ago and serves 23 schools located within three communities- the City of Marysville, Olivehurst and Linda, and two large unincorporated communities in Yuba County. The district covers almost 2400 square miles within three diverse locations which are South and North of the Yuba River and in the mountains bordering Nevada County. The largest employers in the area are Beale Air Force Base, medical organizations, and the school district.

Guidance from the **MJUSD Community Safety Task Force** including district and school representatives, elected Supervisors for the County, Olivehurst Public Works Department, Department of Public Health and Social Services, Yuba County Sheriff's Office, community partners and the Yuba County Office of Education, will continue to steer the work of Project LEAP. The expansion of Project LEAP will include representation of parents, students and staff who will serve as the decision-making team that meets monthly. This supports an increase in collaboration and integration of services across MJUSD and County agencies.

CCSP Cohort 2 in MJUSD

Funding from the CCSP Cohort 2 grant is currently supporting ten schools, including Lindhurst and South Lindhurst High Schools, McKenney and Yuba Gardens Intermediate Schools, Kynoch, Cedar Lane, Ella, Johnson Park, Linda, and Yuba Feather Elementary Schools. The southern region of the district, particularly affected by a levee break on the Feather River in 1986, and again in 1997, resulting in the destruction of approximately 1,000 homes in Olivehurst and Linda, continues to grapple

with enduring economic consequences. Lindhurst High School and its associated feeder schools in this region exhibit pronounced needs in the areas of culture, safety, and academic readiness. The students who reside in the north Yuba County and in the City of Marysville attend Kynoch, McKenney, where low response to the Free and Reduced Lunch paperwork results in low identification of unduplicated students (below 80%), even though the community reflects the social and economic needs of the County. Yuba Feather Elementary, located in the northernmost mountainous region of Yuba County, is identified as a rural school isolated 3500 feet above sea-level. Many families here are at a high level of poverty with nearly 86% of the student population contributing to the unduplicated count. poor access to public transportation, and to social services available within the community. These schools through community schools activities are beginning to actively engage their communities and form partnerships to create a supportive educational environment. Initiatives include parent education courses, expanding adult education outreach, and contracting mental health services, demonstrating a commitment to holistic well-being and continuous learning opportunities for all ages. These services and supports will only continue to expand as our budding shared governance structure and focus on student and family support is further sustained.

Additional Sites to Join the Project LEAP Coalition (CCSPP Cohort 3)

In the 2023-24 school year additional schools are submitting applications for the remaining 12 of our MJUSD school sites, omitting our Middle College program. Schools to be considered in this application are Arboga Elementary, Abraham Lincoln Alternative School, Browns Valley Elementary, Cordua Elementary, Covillaud Elementary, Dobbins Elementary, Edgewater Elementary, Foothill Intermediate, Loma Rica Elementary, Marysville High, Marysville Charter Academy for the Arts, and Olivehurst Elementary.

Our data shows that 30% of our students identified as English Learners (including RFEP); 21% of students do not remain in the same school all year; 15% require Special Education services; 90% of families require transportation; and parent education level shows over half as not graduating high school or not reporting. Community data shows over 10% unemployment, 21% teen birth rate, over 11% crime rate, all of which is above the State's rate. To add to that, 15.6% of the total population lives at or below the poverty line and based on our Homeless Consortium data, the PIT (Point in Time) counts from 2007 to 2023 have gone from 362 individuals experiencing homelessness to well over a thousand, a staggering increase of over 200%. In MJUSD alone, we have identified 462 homeless students, which has been increasing by 10 students per week since September 2023.

In Yuba County 77% of the population is white with a median income of just over \$62,000 which is \$21,000 below the State median and \$6,400 below the Federal median level. The overall life expectancy of residents in Yuba County is 78.7 years, a full three years less than the State average of 81.7 years. The teen birth rate at 20.6% is nearly double that of the State's 10.8% and the crime rate is also higher at 2,748 per

100,000 as opposed to the State's 2,497 per 100,000. All these factors have seriously impacted the community and our schools.

3 - Programs and services to be added, expanded, or provided (via the LEA, the school sites(s), a site near or adjacent to the school(s), or virtually.

MJUSD has initiated and plans to expand impactful programs in alignment with Project LEAP, enhancing the lives of students and families across our community. The well-established Hope Program, focusing on homelessness, collaborates with local businesses and receives support from entities like the Local Union 228, Association of Realtors, Ghirardelli Associates Construction, Marysville Kiwanis, Yuba Sutter Food Bank, Yuba County Health and Human Services, and Yuba County Probation. This program facilitates food distribution and gifts for children in need. A recent addition, the Back-to-School Bash, launched in 2023-24, coordinates services such as free haircuts, eye and dental checks, and clothing provided by local businesses. "Shop with a Cop" during the Christmas season allows children to shop with local law enforcement.

Project LEAP will institutionalize and expand these initiatives, fostering authentic, caring, and responsive relationships with our most vulnerable families. These events are conducted in collaboration with various community organizations and local businesses. Other supports for students and families in the valley schools, particularly in the area of mental health, focus on growing an in-house social worker program, aligning practitioners with mental and physical health needs through partnerships with local organizations such as Bi County Behavioral Health, PeachTree Health, Ampla, Harmony Health, and outside partnerships with groups such as Mobile Access Hub and Wellness Together. The focus of the foothill schools in particular will be to pool resources to create and maintain a clinic for families and students with a combination of resources from PeachTree Health and in-district social workers, counselors and therapists. Ongoing and enhanced on-site initiatives will continue to amplify the influence of programs centered on parent and community engagement, parent education, and family involvement.

The goal is to transform these activities into pivotal community hubs by extending both operational hours and services such as our wellness centers at school sites. These community-driven endeavors, along with allocated resources and engagement strategies, are dedicated to advancing student achievement academically and addressing the comprehensive needs of both the child and their families.

4- How the community(ies) (including students, families, community partners, educators, and other school staff) and potential cooperating agencies have been engaged in the process of school transformation through the planning and/or implementation of the community schools initiative.

Project LEAP originated from a series of school-community meetings that engaged staff, students, parents, and community members. Drawing insights from the Strategic Planning process and School Plans, each school conducted a thorough needs

assessment and SWOT analysis to enhance the educational environment. The implementation plans at each school resulted from community asset mapping, school performance evaluations, needs assessments, and gap analyses led by Principals. Districtwide, MJUSD Directors of Community Partnerships and Wellness Services mapped internal and external assets to identify resources, and School Site Councils, ELAC, Guiding Coalition, and district-level advisory groups actively contributed to Project LEAP discussions. Empathy interviews with students and families provided valuable insights into the challenges facing the school community. Two dedicated Project LEAP community meetings at each site prioritized actions and strategies to address community needs. The fall 2022 MJUSD Community Safety Task Force meeting introduced the concept of a community hub for school safety, community education, and student safety in Yuba County. Additionally, key groups like the Superintendent's Advisory Committee, Yuba Sutter Community Task Force, and MJUSD Community Safety Task Force discussed Project LEAP's development.

Local service clubs and community organizations collaborated, including Rotary, Kiwanis, Lions, Soroptimist, SoYouCan, and SAYLove Foundation. These groups, part of the MJUSD Community Safety Task Force, are transitioning into the leadership team implementing Project LEAP, assisting with community curriculum development and implementation.

Each site's needs assessment and gap analysis included data from the annual SPSA, and asset mapping was developed collaboratively during larger community meetings. The need for a Community Schools Hub emerged in the fall 2022 MJUSD Community Safety Task Force meeting, focusing on Lindhurst High and feeder schools. The task force, comprising community partners and local businesses, aligns with the CCSPP framework, aiming to bridge gaps through closer coordination of school and community activities.

Internal asset mapping involved developing organizational process maps to illustrate agencies supporting mental health and wellness at Tier I-III levels. The district established a systematic structure for tiered supports, recognizing effective plans, processes, policies, and partnerships with community organizations. Strong partnerships with entities, including Yuba Water Agency, Beale AFB, and healthcare providers, were crucial. This collaborative effort evolved into Project LEAP, based on CCSPP principles, with pillars such as integrated student supports, family and community engagement, collaborative leadership, and extended learning opportunities.

5 - How this collaborative will also ensure there is ongoing reflection and assessment that supports school-wide continuous improvement through the community schools initiative.

The Task Force formulated the Project LEAP plan, outlining specific actions and outcomes to support ongoing improvement. The evaluation process, incorporating both quantitative and qualitative data, will systematically track annual progress. The needs and gap analysis, which shaped the implementation plan, highlighted a system-wide

need for an efficient, systematic, and user-friendly data collection, analysis, and response system.

The identification of necessary personnel support at both the site and district levels led to the integration of roles within Project LEAP: a Coordinator and Data Support Staff. These positions will collect and disaggregate outcome data, measuring the impact on school-wide culture and student outcomes, crucial elements of the third and fourth pillars of the framework (engaging families and community, and developing collaborative leadership and practices). School-level data will utilize standardized assessment tools, including SBAC, Star Renaissance Diagnostic Assessments, locally developed Common Formative Assessments, Early Childhood Environment Rating Scale, ASQ®-3, ASQ®:SE-2, and the California Healthy Kids Survey. Individual-level quantitative data will track participation in Project LEAP services and integration/coordination meetings for children, families, educators, and community members.

The reflective and assessment strategy of Project LEAP intentionally replicates processes and engagement activities used in the development of the LCAP. Site principals, the CCSPS Coordinator, and the Directors of Wellness and Community Partnerships will assume responsibility and authority for monitoring progress towards the four LEAP goals and site implementation plans.

These data sets will be instrumental in tracking planned outcomes, such as family and community engagement with the schools. Annual focus groups with Project LEAP elementary, middle, and high school students and families will provide in-depth feedback on quantitative data indicators and perspectives on changes resulting from Community Schools strategies, along with suggestions for improvement. Quantitative measures encompass the participation of students, families, and stakeholders, services utilized, and school-level data assessing changes in student outcomes throughout the year and over time. Qualitative data, sourced from community partners, students, and families, offers a deeper understanding of outcome changes, successes, and challenges.

6 - Describe the existing or planned initiatives that will transform the school climate, deepen authentic relationships, implement student-centered instruction and/or share power through legitimate collaborative decision making.

The four main areas identified through the needs assessment (1) Lack of systemic practices to address the needs of student success; (2) Lack of community partnerships that support the school in a consistent manner to bridge the gaps; (3) Design a school culture to include academic and co-curricular support; (4) Provide and expand parent education to support the capacity of families to participate as active partners in the school and to improve their own agency. The four goals of Project LEAP and associated actions are identified for each year:

Goal 1: Design Community Collaborative Leadership:

- Yuba Community CCSPP Task Force to take responsibility for Project LEAP
- Appoint staff for implementation of actions
- Implement consistent communication protocol to reach the community
- Implement training and workshops for families re: wellness resources/programs
- Identify additional community and County partnerships/resources to support wellness

Goal 2: Improve and Expand Community Education:

- Expand parent and family education hubs
- Introduce programs for pregnant teens and teen parents.
- Involve community partners as resources
- Expand adult and community education
- Increase wellness resources for families
- Develop a data management system

Goal 3. Develop Accountability for Community Wellness:

- Incorporate each site's wellness center as part of the community hub
- Continue to staff it appropriately to assist students during the day and families after school.
- Establish social-emotional counseling for families and adults in addition to students
- Institute health screenings and supports to address social-emotional needs

Goal 4: Improve School-based support Programs for Student Success

- Implement the School Social Worker Program
- Consistent implementation of site identified Tier I and Tier II supports and training
- Establish an Opportunity Classroom at secondary sites
- Provide professional development to address behaviors, safety, wellness for all
- Institute CBL with community partner supports
- Adding summer and after school activities in the hub to improve student options
- Increased alignment between feeder elementary, middle and high schools.

7- Include other factors that demonstrate need that are (not) included in the Evaluation Criteria listed on pages 22-24 in the Request for Applications.

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

1. In 1992, MJUSD faced a profound tragedy when Lindhurst High School, serving Arboga, Edgewater, and Olivehurst Elementary Schools, endured a school shooting resulting in the tragic deaths of 3 students and 1 staff member, with 10 others injured. Although this happened 20 years ago, these experiences have scarred the community. Yet again, in 2022, the Lindhurst High School principal

was assaulted in his office by a community member while an elementary student at one of our LEAP schools was killed in a drive-by shooting. The year 2023 brought further anguish as a high school student took her own life by hanging on the school campus. The pervasive loss, fear, and violence have left our students, families, and the broader community in a state of paralyzing distress.

2. MJUSD educates approximately 70% of the students in Yuba County; therefore, the data presented here strongly represents the community of MJUSD.
3. In KidsData (2021) only 13.7% of students perceived schools as being safe compared to 33.8% in California.
4. In KidsData (2017-2019), 4.7% of 7th grade students, 7.3% of 9th grade and 6.6% of 11th grade reported being in a gang which is higher than the State data.
5. KidsData (2020) indicates that Yuba County responded to 11.6 calls of domestic violence compared to the California State average of 6.1 calls per 1,000 adults.
6. MJUSD has conducted several surveys on different topics. The most recent data concludes:
 - 69% of respondents identified counseling as most important
 - 52% of respondents identified training for behavioral/ motivational needs
 - 80% of respondents believe that anti-bullying measures are needed
 - 72% of respondents indicate there is a need to continue the improvement of shared leadership in our school system
7. Staff was surveyed on social emotional needs of their students and 40% responded with “no” or “never” in regards to students resolving conflicts.
8. Students participated in a Student Learning Characteristics Survey and when asked about exerting self-control during situations, 25% responded “rarely” or “never”. In May of 2022, 29% of graduating MJUSD seniors disagreed or strongly disagreed that they had access to personal support, counseling, or tutoring, while in an Exit Survey, 22% of respondents cited safety as the reason for leaving the district.

The compelling need for the CCSPP grant in MJUSD schools is underscored by a series of traumatic events. These events have left a lasting impact on the community. Representing about 70% of Yuba County students, MJUSD faces safety concerns, with only 13.7% of students perceiving schools as safe, according to KidsData (2021). Gang involvement among 7th, 9th, and 11th-grade students surpasses state averages, and domestic violence calls in Yuba County are higher than the California average.

MJUSD surveys reveal the community's desire for counseling, behavioral/motivational training, anti-bullying measures, and improved shared leadership. Concerns also arise from staff reporting low rates of students resolving conflicts and students expressing challenges with self-control. Notably, a significant portion of graduating seniors lacked access to personal support, counseling, or tutoring. In an exit survey, families who had their student transferred cited safety as the primary reason for leaving the district. These data points collectively emphasize the urgent need for the CCSPP grant to address the profound impact of trauma, safety issues, and various challenges affecting MJUSD students and families.