PAJARO VALLEY
UNIFIED SCHOOL DISTRICT
Creating educational equity for the students, families and community we serve.

PVUSD CARES!:
Connect, Accelerate, Recover, Enrich, Succeed
Whole Child,
Whole Family,
Whole Community

CEI PLLN II Webinar
June 2021
This is our caring, inspiring and strong CEI team!

We are deeply grateful for the participation of our students, parents and community partners in this journey of discovery, collaboration and growth.

**PVUSD Team**
- Dr. Michelle Rodriguez, Superintendent
- Alicia Jimenez, PIO
- Andrea Willy, Grant Writer
- Michael Berman, Director of Equity
- Ruby Vasquez, Parent Educator
- Brenda Guzman, Parent Education Specialist
- Jaclynne Medina, Principal, Starlight Elementary

**Parents**
- Flor Garcia
- Carmen Placencia
- Mireya Reyna-Rincon
- Rocio Camargo

**Students**
- Florecita Garcia
- Natalia Reyna Rincon
- Bella Camargo

**Community Partners**
- Susan Brutschy, ASR
- Erica Padilla-Chavez, PVPSA
- Elizabeth Padilla, City of Watsonville
- Celeste Gutierrez, County Office of Education
- Josue Barajas, Second Harvest Food Bank
This is PVUSD

17,127 Students

- 15% Special Education
- 65% English Learners
- 14% Students without Permanent Housing
- 10% Migrant Students
- 81% Students in Poverty
2,469
Total Staff

2020 DISTRICT BUDGET

87% SALARIES & BENEFITS
8% SERVICES & OPERATING COSTS
4% BOOK & SUPPLIES
1% CAPITAL & OTHER COSTS

2% DISTRICT CERTIFICATED MANAGEMENT
2% CLASSIFIED MANAGEMENT
5% SITE CERTIFICATED MANAGEMENT
34% CLASSIFIED STAFF
57% CERTIFICATED STAFF
Our Guiding Principles

Actualize our commitment to our equity agenda to fulfill students’ unlimited potential, adults have high expectations and our communities can flourish:

» Focus on the Whole Child to ensure each child is intellectually, physically, and emotionally nourished

» Increase seamless access to comprehensive, student and family centered health, social service and educational services

» Establish high functioning collaborative approaches to enhance efficient and timely services through the lens of the child and family

» Remove wellness disparities and racial inequalities through culturally and linguistically responsive services

» Nurture the family to reinforce growth and safety of the entire community

» Invest time, attention and resources to provide wellness services for the whole child, whole family, whole community to support our most vulnerable
Root Cause 1: Lack of belief that the system’s success is critically dependent on its relationships with students and families

Sub-causes identified:

» Lack of district prioritization of time/resources
» Don’t see connection to student outcomes & achievement
» Don’t see importance of accountability to community
» Success is measured by effort, not results (“we tried”)
» Lack of understanding theory and research behind engagement
» Reactive vs. preventive mindset and practices
The pandemic has uncovered system inequities in education that result in opportunity and academic losses for many of the students we serve. Now we have the opportunity to build or rebuild a stronger and more inclusive system that nurtures our students and community social and emotional wellbeing.

Through our 2021-22 school year focus, PVUSD CARES, we will continue the work of implementing systems and programs that support student achievement and make decisions based on stakeholder input and with students at the center of each decision. Through our actions, PVUSD hopes to positively impact the whole child, whole family and whole community.

It is our strong belief that the associated actions related to combating Root Cause #1 and all its sub-causes are woven into the following 6 anchoring strategies.
Restorative Start - 6 Anchor-Strategies

Students will learn, experience, and actively engage in:

» Honoring Identity
» Creating positive relationships through belonging
» Managing stress
» Developing empathy
» Making Responsible Decisions through agency
» Cultivating Mindfulness

This is the right time to address the root cause and the sub-causes preventing authentic engagement.
Why is this the optimal time to implement a Restorative Start?

### Social Emotional Supports

**What losses/changes have you/your student experienced as a result of COVID-19?** (Top 5 answers)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Loss Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Loss of important experiences</td>
<td>64%</td>
</tr>
<tr>
<td>#2</td>
<td>Loss of important relationships</td>
<td>42%</td>
</tr>
<tr>
<td>#3</td>
<td>Loss of income/financial stability</td>
<td>23%</td>
</tr>
<tr>
<td>#4</td>
<td>None</td>
<td>19%</td>
</tr>
<tr>
<td>#5</td>
<td>Death of loved ones</td>
<td>18%</td>
</tr>
</tbody>
</table>

#### On a scale of 1-5, how much impact did COVID-19 have on you/your student’s mental health and emotional functioning?

- 1. **No impact at all**: 9%
- 2. **Somewhat impacted**: 13%
- 3. **Moderate impact**: 30%
- 4. **Significant impact**: 23%
- 5. **Significant impact**: 25%

#### On a scale of 1-5, how much support do you/your student have from your current support system? (could include family, friends, coworkers, counselors, healthcare workers, church or community support)

- 1. **No support at all**: 5%
- 2. **Very limited support**: 7%
- 3. **Limited support**: 21%
- 4. **Moderate support**: 24%
- 5. **Enough support**: 43%

#### What other types of services do you/your child need to feel supported at this time? (Top 5 answers)

1. **None** (64%)
2. **Mental health services** (11%)
3. **Childcare** (11%)
4. **Food access** (8%)
5. **Financial assistance** (7%)
Why is this the optimal time to implement a Restorative Start?

ACADEMICS, SCHOOL CULTURE AND CLIMATE

What types of ongoing academic support do you/your student need to fully participate in their learning and education? (Top 5 responses)

#1 (38%)  CONTINUED ACCESS TO A CHROMEBOOK
#2 (33%)  SUMMER SCHOOL FOR ENRICHMENT AND ACADEMIC ACCELERATION
#3 (30%)  NONE AT THIS TIME
#4 (25%)  ACCESS TO AFTER SCHOOL TUTORING
#5 (25%)  ACCESS TO SUBJECT SPECIFIC SMALL GROUP TUTORING

Top 3 most important culture and climate practices:

#1  PEER TO PEER CONNECTION ACTIVITIES
#2  STUDENT TO STAFF CONNECTION OPPORTUNITIES
#3  PHYSICAL AND EMOTIONAL SAFETY

NEXT STEPS ALIGNED WITH SURVEY FEEDBACK
- Establish Restorative Start for First 3 Weeks of School
- Launch Parent Engagement and Wellness Centers
- Hire Additional Support Staff:
  - Social Emotional Counselors
  - Mental Health Clinicians
  - Intervention Teachers
  - Instructional Assistants at TK-1 Grade Level
- Develop Learning Hubs at Secondary Schools
- Expand Investment in Community Partners

CREATING EDUCATIONAL EQUITY FOR THE STUDENTS, FAMILIES AND COMMUNITY WE SERVE
Restorative Start Guiding Principles

- Take time to build, cultivate, and nurture important relationships with students and families.
- Create and implement holistic, inclusive and equitable social emotional learning and growth opportunities for students through school and community-wide approaches.
- Use the Identity, Agency, and Belonging framework to honor and uplift student strengths, social emotional needs and academic growth.
- Place stakeholder voices, equity, race, culture, and linguistic relevance and data at the center of our improvement efforts (or thinking).
- Invest in staff training that furthers understanding of “Whole Child, Whole Family, Whole Community” supports and includes resources to ensure each students’ growth and success.
Reimagining Learning to Support the Whole Child
Looking at the entire system - engaging all stakeholders

PVUSD COLLEGE & CAREER READY ROADMAP
3 YEAR ACTION PLAN

Interventions and Supports
Curriculum and Instruction
College Bound Systems

2020 PVUSD YouthTruth Survey Results
Includes Data from Three Years of Survey Results
We heard from 18,676 Community Members
2019 from 16,298
2018 from 14,412

- 11,862 (86%) Students
- 5,706 (31%) Families
- 1,108 (68%) Staff
At each level, PVUSD invests time, effort and resources in programs and initiatives that support positive student outcomes:

- Increased Student Connection at all Levels
- Rigorous support for reclassification of English Learners
- Pre-School: Children & Family Centers, Step by Step (Footsteps to Brilliance, a bilingual early literacy app, for access to supplemental literacy for our youngest learners)
- Elementary Schools: Focus on SIPPS Instruction and other fundamental literacy support
- Middle School: Focus on Literacy and Mathematics Acceleration through SIPPS Plus, Big Ideas, MAP Accelerator or Aleks
- High School: Focus on increased participation and engagement, improve credit recovery opportunities, offer robust college and career pathway options, and increase graduation rates.
- Established Site and District Wellness Teams will continue to ensure student engagement.

PVUSD’s commitment to lifelong learning continues through our Adult Education School.
Supporting the Whole Child

CLOSING THE DIGITAL DIVIDE

PROVIDING MEALS TO OUR FAMILIES

More than 1.7 Million meals served

Facilitated and supported distribution of P-EBT benefits from CDSS and CDE

15,997 = $6 Million

Students for the community

WHOLE CHILD DEVELOPMENT AND SUPPORTS

SCHOOLS

WHOLE FAMILY

SCHOOLWIDE CULTURE, PRACTICES AND POLICIES

PUUSD Social Emotional Supports

(PreK-12)

DEDICATING STAFF
14 Social Emotional Counselors (K-12)
22 School Academic Counselors
11.5 Mental Health Clinicians PreK-12
11.5 School Nurses
7.9 Behaviorists
19 School Psychologists
87 Behavior Technicians
81 Specialized Trainers

Inclusive Programs, Practices & Environments:
- Scaffolding Harmony, Restorative Justice, MEDITAE Supports, Trauma-Informed Care, and CASEL Training and Framework
- SEL Competencies for Students and Staff: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

Positive Behavioral Interventions and Supports

Impacting 15,620 students (TK-12th grades)

22 schools received the PBIS CA State "Community Cares Recognition"

2019 Silver Awards: Aria Solido Elementary, Oak Ridge Elementary, Natomas High, Tracy High


BUILDING A HEALTHIER GENERATION

SEL INSTRUCTION AND CLASSROOM CLIMATE

CLASSROOMS

15 Healthy Schools Program sites featuring Wellness Committees

5 Bronze Award Schools: Aria Solido, RedBird, Oak Ridge, Natomas, WSCA

9 Schools participating in the Steps to Health Challenge

SERVING STUDENTS AND FAMILIES

Prevention and Intervention Services: Around Drug, Alcohol and Tobacco

2019 Served

Prevention and Intervention Services: Around Drug, Alcohol and Tobacco

Education, Basic Needs and Financial Assistance for Families

2019 Served

School Site Social Emotional and Counseling Supports

School Site Social Emotional and Counseling Supports

Mental Health Services

1,081

511

650

2,639

Building a Healthier and Caring School Community

ALIGNED LEARNING OPPORTUNITIES

COMMUNITIES
Supporting the Whole Family - Services for Families Facilitated by the Parent Engagement Team

Outreach and Engagement Practices

○ Increased personal outreach to Mixteco community
  ◦ Monthly Mixteco family nights
○ PVUSD Parent/Guardian Newsletter
○ Navigating Online Digital Resources
  ◦ Tutorial videos and handouts on how to access and utilize online learning platforms (in English, Spanish, and Mixteco)
○ Virtual Parent Sessions
  ◦ How to support their student’s learning
  ◦ How to use technology
  ◦ Social and Emotional Learning
○ Website as a resource housing presentations, documents and resources
○ Ongoing sharing of Best Practices with school sites

Opportunities for Growth

» Parent Leadership - involving parents of most vulnerable students
» Authentic family engagement
» Digital Literacy
» Funding to hire parent liaisons—Elementary Pilots
Supporting the Whole Family - Resources for Families

Mental Health and Wellness Resources for Parents

Recursos de salud y bienestar para padres
Beginnings of a Parent Engagement and Wellness Center

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Mental Health</th>
<th>Wrap Around Services</th>
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<tbody>
<tr>
<td>Vision Screening</td>
<td>One-on-One Counseling</td>
<td>Parent and Community Education (GATE, SELPA, CASA, Immigration)</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Group Counseling</td>
<td>Access to Healthy Food Food Pantry</td>
</tr>
<tr>
<td>Clinic</td>
<td>Grief Counseling/Substance Abuse</td>
<td>Staff Wellness Events</td>
</tr>
<tr>
<td>Telehealth Hours</td>
<td>Anxiety Support</td>
<td>Legal Services</td>
</tr>
<tr>
<td>Reproductive Health</td>
<td>Peer Crisis Line</td>
<td>Laundry Support</td>
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</tbody>
</table>
The Whole Community - An Ecosystem of Support
Supporting the Whole Community

ACTIVELY LISTENING TO ADDRESS CHALLENGES TOGETHER

- 10 Surveys
- 32,347 Total Responses
- 414 Emails, text, and flyers shared with our families

93% of families believe they receive the right amount of communication from the District.

BIG thanks to Second Harvest Food Bank, Food Bank for Monterey County, and the Elkhorn Slough Foundation for making a difference!

Breaking down barriers in digital divide and food insecurity through meaningful planning of resources and valuable community partnerships.
Parallel Look at Two Districts
CEI PLLN II
June 2021