



# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In a countywide decision, Pajaro Valley Unified School District closed all school sites starting on March 16, 2020. Prior to the closure, on the evening of March 12th, a notification from the county superintendent was sent to all families that all schools would be closed for the week of March 16-20. On March 16, district superintendent, Dr. Michelle Rodriguez, followed up with a letter to the community stating the schools would remain closed through April 10th. The letter was sent through email, text and phone call in multiple languages to all families. PVUSD has a set protocol to ensure our Mixteco bajo and Arabic speaking families are receiving all district communications via our Language Liaisons. The week of March 16-20 staff worked to prepare for the deployment of distance learning resources to commence on Monday, March 23. During this planning week, over 15,000 Chromebooks were checked out to students in grades 3-5 and over 500 HotSpots given to families who were in need of internet access. For students in grades TK-2nd, teachers created weekly instructional packets for student learning. As the situation evolved and it became clear that this would not be a temporary situation, Pajaro Valley Unified School District, in conjunction with Pajaro Valley Federation of Teachers created Distance Learning Expectations for all staff to provide continuity across the district. Additionally, starting in April, PVUSD worked to create a Hold Harmless Grading Policy for high school and middle school and developed an Distance Learning Engagement report card for elementary students. A tiered system of support was developed for students not participating in distance learning. If a student was not participating, first the teacher made contact with the family, then the site counselor or administration and the third tier was that the student went through an interactive dialogue process to find out what is getting in the way. The goal of contacting the non-participating student and family was to identify the barriers keeping the student from participating to support in the removal of these barriers. For our Special Education Students, we used a three prong approach to delivering and tracking IEP Goals. A goal matrix was used so that both the sped teacher and general education teacher would have convenient and immediate access. A

communication tracking tool was used to document learning service time and activities for our special education students. An IEP progress report on goals was used for communication with families. Over the summer, a Reopening Plan Committee, comprised of 65 different members worked to create schedules and procedures for Fall Distance Learning. In addition, a collaborative MOU was written and agreed upon by our certificated and classified unions.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

We began stakeholder engagement in the Spring of 2020, eliciting feedback from parents, teachers, students and community members via multiple surveys. Parent advisory and EL parent advisory meetings were held via zoom to allow the community to share the impact of distance learning and make recommendations. As the Reopening plan continued to evolve through the 75 member committee, stakeholder engagement continued through the summer, with additional surveys, and the reopening schools plan drafts presented at several Board Meetings. The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations and concerns in this plan. The draft Learning Continuity Plan was presented to our Parent Advisory Committee and DELAC Committee on September 2, 2020, to solicit feedback. In addition, PVUSD started holding weekly "Conversations with the Superintendent" in July 2020 where our stakeholders can ask and get answers on the plan, give us input on their distance learning experiences, as well as how to get help or support. The extensive PVUSD Reopening Plan has been central in the "Conversations with the Superintendent " and the weekly time is spent on supporting our community in Distance Learning to ensure that all students are receiving a high quality education.

[A description of the options provided for remote participation in public meetings and public hearings.]

For all Board Meetings, the agenda is posted in at least 72 hours in advance and public comment is accepted until the beginning of the item number through email and phone calls. DELAC and other public meetings are held via Zoom with notification sent out 72 hours in advance. We provide information about our meetings through our website and through our student information system which sends out calls, texts and emails. Translation of meeting notices and concurrent translation of meetings enable access for all stakeholders.

[A summary of the feedback provided by specific stakeholder groups.]

Over the summer of 2020, three surveys were sent separately to parents, students, staff and community members, for feedback with a combined total of 15,980 responses. The June Reopening Schools Data Survey data indicated that the majority of students surveyed indicated they would prefer an option to have students participate through in-person instruction this fall. The majority of parents surveyed preferred a combination of both in person and distance learning for the 2020-21 school year. Parents expressed concern about student engagement, and poor teaching practices implemented in the Spring and asked for a daily schedule and synchronous instruction. In a survey of certificated and classified staff, safety was a primary concern as well as access to training and support for reopening schools.

Students, Parents and Staff all indicated the top three priorities of; Minimizing health risks of students and staff, consistency for how students engage in learning and for teachers and staff adequately trained. From the Parent Advisory Committees and Parents asked for possible transportation to safe spaces, consistent messaging about absences and best practices on navigating wifi when you have multiple people in the house, hold in person computer classes for parents, and after school tutoring.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The county guidelines prohibit in-person learning for the fall. This plan recognizes parent recommendations for synchronous instruction which is further detailed in the section on continuity of instruction. All students will have a daily schedule that includes synchronous instruction with their teacher. In the section on pupil engagement, we detail our plan to hold office hours to check in with teachers as well as specific training for parents. Last item, is we will hold "safe spaces" for students who need internet connectivity, a distraction free environment or extra support to engage the student in their studies.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, Pajaro Valley Unified School District may offer distance learning only. Using the high risk model, our reopening plan provides detailed information about how our district will support student and staff health and safety and how we will provide a continuity of learning through Distance Learning. Our learning plan includes the instructional schedule, a plan for assessing and addressing learning loss, delivering high quality instruction and attending to the social-emotional well-being of our students and staff. Rigorous learning experiences for all students will be monitored through on-going assessments designed for a distance learning model. Administration of assessments towards the start of the school year will be given to establish baseline of students. The Assessments will be used to identify gaps and strengths of each student. We have established a tiered system for in-person school reopening for identified English Learners, Foster Youth, and Special Education Students. Students not meeting expectations through distance learning will be referred to the Student Wellness Team. If it is determined that students need additional support for a multiple reasons, students will attend on campus "Safe Learning Spaces" with WiFi access monitored by PVUSD staff. This same process is used for non-participating students as well. Once in-person, classroom-based instruction is allowed by local, state, and federal guidelines, PVUSD will prioritize students returning to school. The priority for bring back students are our youngest students, students who are far behind in their academics (based on given assessments), students with disabilities, foster youths, English Learners and students who are struggling social emotionally.

A link to our reopening plan under high restrictions can be found here. <http://pps-pajaro-ca.schoolloop.com/file/1516177972153/1303568743253/8996530504904010118.pdf>

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Personal Protective Equipment for staff at the school sites, students in safe spaces, students who will need in-person contact for testing. Personal Protective Equipment purchased for the return of students to the school sites.	\$359,215	No
Cleaning and sanitation supplies for staff to ensure the school is clean and sanitized.	\$349,000	No
Provide individual school supplies for classroom use.	\$26,000	No

## **Distance Learning Program**

### **Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning will be rigorous, and grade-level standards all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through synchronous instruction using Google Meet. Interaction will ensure English Language Assessment, proficiency, and reclassification through designated and integrated English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. ELA and Math focus standards have been identified in each grade level to ensure teachers are utilizing instructional time efficiently. In addition to learning from our core, adopted curriculum, students have access to Lexia, Newsela, iReady, MAP Accelerator, ST Math,

ALEKS, Mystery Science, TUVA, and Naviance to support their new learning and bridge gaps. Student learning will include whole class, small group and individualized instruction. Teachers will hold daily office hours for student who need extra help or have questions regarding their assigned work.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Chromebooks were provided to 100% of our students and Hotspots were given to students without internet. To date, 15,000 Chromebooks and 3000 HotSpots have been checked out to students, TK- 12 to close the the digital divide. Two days a week families are able to use a drive-thru service, located at the district office and several school sites for Chromebook support, repair or replacement. A technology hotline, has been established for families and staff to call for questions and help. This hotline is answered by the technology department, in conjunction with our parent liaison team to be able to speak to our families in their home language. Additionally, PVUSD has partnered with both CRUZIO to provide free wifi to families who are in need and able to install. Additionally, PVUSD facilitated families getting lower cost rate internet connections through Xfinity, Spectrum and ATT, if they qualified based on income. Students identified through the Wellness team who are not participating in Distance Learning due to internet connectivity are given a safe space at one of our identified schools to allow for the continuity of learning.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

PVUSD will document daily participation and interaction in distance learning through attendance of synchronous sessions and completion of work identified in the weekly planner. In conjunction with Pajaro Valley Federation of Teacher, a minimum number of synchronous minutes were established by grade level ban for teacher to connect with their students. Students who do not participate in distance learning will be marked absent for that day in our student information system. Participation in distance learning may include engagement in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils or parents or guardians. Instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document. Distance learning instructional time shall be based on the time value of assignments as determined by teachers. Any work given to students must be grade-level and standard-aligned and meet the needs of all students including students who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development will be targeted based on teacher need. Time and resources for educators to build, plan and teach in a hybrid learning or distance learning environment will be provided prior and during the school year. Professional development will be ongoing

through; digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards. In the course of two weeks, the following Staff Development was provided for teachers to prepare for teaching in a distance learning environment: Class Dojo, Screencastify, Google Slides, Google Classroom, Google Meet, Jamboard, Bridges Virtual Manipulatives, Flipgrid, KAMI, Seesaw, Desmos, Lexia, ST Math, Illuminate Live Proctoring, Safety Protocols, Redesigning Instruction for Distance Learning, including the weekly planner, SEL Trauma Informed Practices, iStation, ELA, SLA Benchmark Implementation in a DL Environment, Math Bridges in a DL Environment, SIPPS reading program in a Distance Learning Environment, Quaver Music online program, Teaching art in a DL environment, Teaching science in a DL environment, ELA My Perspectives in a DL Environment, Middle School Mathematics: Using our curriculum and digital tools to teach math remotely, Amplify Training (Science), TCI in a DL Environment, English 3-D in a DL Environment, Music First Training (Music Teachers), High School English Unit Resources - Instructional Resources for Distance Learning instruction, Hyperdocs, Newsela, High School Mathematics - Instructional resources for teaching math remotely, Elementary Mathematics: Instructional resources, strategies, and digital tools to teach math remotely (Elementary), MAP Accelerator training, Implementation of Learning Programs in conjunction with Core Curriculum.

## **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the shift to distance learning came a shift in the role and responsibilities for staff working directly with students and those who support the daily operation of schools. Pajaro Valley Unified worked with the certificated union, PVFT, as well as the classified union, CSEA, to develop Memorandum of Understandings to help redefine roles and responsibilities in the time of Distance Learning due to COVID-19. Instructional aides have been assigned to provide individual additional academic support for those students who are struggling with learning loss. Administration teams in conjunction with counselors coordinate a student wellness team to identify and provide support to students and their families who need social emotional support. Our attendance clerk and school liaisons will be working with our instructional tech department to identify any families who need devices or hotspots. Some of our classified staff may be asked to support Distance Learning testing and supervision in the school safe spaces provided for students. Instructional Associates and behavioral technicians are providing supports in classrooms where students with disabilities are placed, calling parents and maintain supervision of students in safe spaces. Receptionists, Administrative Assistant and clerical support are helping to wipe and disinfect office spaces. Transportation staff is being asked to take temperatures and perform wellness checks, and help with food distribution. Campus Safety Officers are being asked to maintain supervision of students, distribute materials to families and food distribution.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

All students have access to support opportunities, but students with disabilities, English language learners, and foster youth have priority.



Students not meeting expectations through distance learning will be referred to the Student Wellness Team. The Wellness team will seek to understand the reason why the student is not able to meet distance learning expectations and help remove the barrier. This includes;

- \* fixing technology and internet access with troubleshooting support online technology tools and resources
- \* sending home student material kits and packets for home use based on IEP goals, on site check-in and tutoring for identified students and therapy services onsite or through tele-therapy
- \* increased synchronous instruction with instructional aids
- \* lessons with Adaptive PE teachers in-person
- \* Weekly in-person instruction for identified students with IEPs
- \* Additional learning opportunities for students who have regressed during distance learning
- \* Special Services and/or Student Services will work directly with families regarding any student with a pre-existing health condition, through either their IEP process or 504 process
- \* Providing on campus "safe Learning Spaces" with Wifi access and monitored by non-teaching staff.

Additionally, PVUSD had set up during the day and after school virtual tutoring with community organizations, and PVUSD teachers. There are virtual Extended Day intervention and acceleration opportunities set up for students and drop-in office hours for assistance twice a week (student/parent) Online "Connection Corner" for students and families (Student and family engagement activities).

PVUSD has set up additional parent resources and supports through:

- \* Parent Resources and Supports
- \* Virtual Parent Technology Night by grade level
- \* Ongoing virtual parent workshops and videos
- \* Virtual tutoring and office hours with community partners Translation services
- \* Established parent office hours for clarifying questions/needs
- \* Student Resources and Support Services

The system built for new Identification of Students/Families in Transition with Healthy Start appointments (virtual and in-person). To advertise, we have a Healthy Start staff table at Watsonville Farmers Market with a Referral form. Families in transition have a prioritized enrollment and school-site assistance, prioritized technology and internet access for every student Food assistance program resources, transportation assistance, health insurance enrollment, housing assistance referrals and medical and dental referrals.

Not only do we have additional tutoring opportunities available through our extended learning program, and community partners, we also have allocated our certificated staff to provide after school tutoring in English, Math, and English Language Development. English Language Learners, Students With Disabilities, Students in Transition and Foster Youth have priority to the tutoring help from certificated staff.

Specifically for our English Learner Families, PVUSD has Virtual Parent Technology Night by grade level, ongoing virtual parent workshops and videos, virtual tutoring and office hours with community partners, translation services, establish parent office hours for clarifying questions and support individual family needs.

Specifically for our Students With Disabilities (SWD), PVUSD has parent workshops, training, and videos, and designated Instructional Services provided through teletherapy. Additionally, we have increased synchronous instruction with instructional aids, lessons with Adaptive PE teachers in-person, and Special Services and/or Student Services will work directly with families regarding any student with a pre-existing health condition, through either their IEP process or 504 process. The Director of Student Services monitors contact with students and parents through contact logs created by staff. The SWD receive services via FERPA-compliant video-conference. Teachers are required to provide two weekly open office hours for parents and students. Increased intensity of educational provision will be provided for students who are not responding. This will include hard copy of instructional learning packets and increased in-person instruction. As long as Santa Cruz County is off of the state watch list, initial assessments will be conducted in-person.

Specifically for pupils in foster care and students in transition, students have prioritized enrollment and school-site assistance, prioritized technology and internet access for every student, food assistance program resources, transportation assistance, health insurance enrollment, housing assistance referrals and medical and dental referrals.

#### **Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Provide intervention instructional materials for students (SIPPS, ALEKS, Edgenuity, etc.)	\$74,000	Yes
Community Partnerships to support safe spaces and daily child care	\$390,000	No
Staff Development on Distance Learning Best Practices	\$400,000	Yes
Provide individual student supplies for every student in the district to use at home. This includes basic school supplies such as pencils, paper, erasers, markers, rulers, etc.	\$1,120,000	No
Online learning programs as well digital access to core instructional programs. This purchase is for all courses including CTE.	\$325,000	Yes



Description	Total Funds	Contributing
Technology (chromebooks, document cameras, printers, etc.) and Hotspots for Staff to perform assigned duties and students to learn.	\$4,770,000	No
Provide after school tutoring for students in ELA and Math. Priority for intervention will first go to students who are Foster Youth, Homeless Youth, English Learners , Students with Disabilities and Socially Economically Disadvantaged.	\$360,000	Yes
Based on data, elementary and middle school students will be asked to participate in math intervention through Silicon Valley Education Foundation.	\$55,000	Yes
Parent Education Department outreach to English Learner Families for training, support and services.	\$25,000	Yes
Tutoring services, case management and robust school supplies for Foster Youth	\$149,000	Yes
Provide intervention instructional materials for students (SIPPS, ELD Strategies, etc.)	\$15,000	

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students in grades second through tenth, including Special Education Students and English Learners, take the NWEA Measures of Academic Progress (MAP) Assessment three times per year for both math and reading. The 2020 Fall Assessment will establish the

baseline learning for all students and identify learning gaps and strengths of students. The Winter and Spring administration will give us data to inform us the rate at which students are learning as compared to a years growth. Students in grades kindergarten through third grade will be given the SIPP reading program mastery tests as prescribed to monitor their reading growth. For math, all elementary students will be given a test at the beginning of each unit to help the teacher determine the gaps that need to be filled by strong instruction. Students in designated English Language Development classes, will be given the tests embedded in the ELD curriculum, at the beginning of each unit, to assess their English Language proficiency progress. Additionally, students in grades 6-12 will be administered an ELA and Math focused IAB block and an End of Course Exam for all math courses. Students in grades K-2 will be administered a text based writing assessment three per year and students in grades 3-5 will have a Literacy assessment twice per year.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The redefined distance learning for Pajaro Valley Unified School District students will support rigorous grade level standards for all students. After the COVID learning slide, we need to focus on accelerated learning for all students. Our plan for accelerated learning ensures that all students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible - not in isolation, but at the moment they're needed. We prioritize accelerating students' learning by accelerating their exposure to grade level content. We have partnered with community organizations and our teachers' union to provide physical, in-person during and after school hours tutoring for identified students. Virtual tutoring will be provided for academic support of high priority groups. Online digital programs such as ALEKS, STMath, Lexia, etc., are used to address student learning gaps and acceleration. Ninth through twelfth grade Credit Recovery and Credit Acceleration is provided through two online programs, Edgenuity and Cyber High. All students have access to tutoring, safe spaces, credit recovery and acceleration with priority given to our Special Education Students, Foster Youth, Economically Disadvantaged and English Learners. The Director of Student Services will oversee the district wellness team focused on concerning behavior and academics of students. Interventions in English Language Arts, math, and English Language Development will be provided during the instructional day and after school provided by certificated staff and support staff under the direction of certificated staff. Teachers will also host office hours to provide extra support to students. Over the summer of 2020, Pajaro Valley Unified School District had three different opportunities for summer school to minimize learning loss. Through a partnership with UCSC, we held a Math and English Language Arts Virtual program for 90 students who are mostly first generation college bound and economically disadvantaged students. Through our teaching staff as well as a community partnership, we help a virtual English Language Arts, Math and STEAM summer school for over 500 students. And lastly, over 400 mostly English Learners, all Migrant students attended a virtual summer school through our Migrant Department.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

NWEA MAP Assessment results (given three times per year), ELPAC results, the number of students with D's and F's, and the number of credits recovered will give us an indication of the effectiveness of the services and supports provided to our students. The data from this

year will be compared to data from the 2018-19 school year to determine if we are on-track or off-track as compared to a non-catastrophic year. Additionally, The SIPPS, ELA and math embedded assessments will also give us an indication of the effectiveness of the services and supports provided.

### **Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Community Partnership for STEAM Summer School	\$200,000	Yes
UCSC Partnership for Summer School	\$15,000	Yes
Provide after school tutoring for students in ELA and Math. Priority for intervention will first go to students who are Foster Youth, Homeless Youth, English Learners , Students with Disabilities and Socially Economically Disadvantaged.	Previously Listed	Yes
Administer the NWEA MAP Assessment three times per year.	\$157,000	Yes
Provide Gaggle to ensure that students are using safe behaviors while online.	\$74,000	No

## **Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Elementary students will be completing weekly Social-Emotional check-ins using the Sanford Harmony Curriculum. At the secondary level, daily advisory was built in the student's schedule so that advisory teachers could check-in with students. The advisory time is used to make connections and review student grades, and attendance. Students who have low grades, who are missing classes and/or are not connected to class are referred to both the school counseling team as well as the site Wellness team. PBIS will continue at all sties to increase student

engagement and student connectedness by building an culture inclusive of all students, and recognizing positive behaviors. Additionally, appointments are made with any students and their families who are not engaged in school and the wellness team works to provide recommendations to families to help support their students. At the start of the school year, 100% of the PVUSD certificated staff received training in Trauma Informed Care as well as Social Emotional Support Activities and monitoring. This includes warning signs of what to watch for, techniques for avoiding social isolation, stress & anxiety coping strategies, resources for students and a comprehensive resource website. To prevent isolation, every school provides virtual clubs and events and virtual family events. We are using a daily emotional check-in and goal setter at the Virtual Academy, where students do not have daily synchronous time with a teacher. Students who are identified as needed tier 3 supports, PVUSD works with our community partners of Pajaro Valley Prevention and Student Assistance (PVPSA), Encompass and Monarch Services.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pajaro Valley Unified School District has a tiered approach to student engagement. At the school level, if students are not participating in daily synchronous and asynchronous instruction, after the teacher has attempted to reach out to the student, the advisory teacher places the student on the site wellness team list. The site wellness team (comprised of administration, teachers, nurse, and counselors), attempts to reach out to the student through phone calls as well as home visits and sets up individual plan for the student to help support their needs to access the daily instruction. If these attempts do not work, students is referred to the District Student Wellness team (comprised of district administration, student services, mental health services, and parent outreach team), who then makes contact with the family. Appointments are made with families, home visits are made and based on the need, a plan is put in place for the student. The plan could consist of small group counseling, individual counseling, designated tutoring, referral for student to access on campus "safe learning spaces" with WiFi access, outreach to community partners, parent workshops, daily contact by a mentor, etc. The identification of students is a weekly identification and review of services.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While in Distance Learning, families in need of meal service will continue to receive notification notified that they can access safe school food distribution centers at any of our 14 food distributions sites set up across the district. Families are advised of pick-up locations, dates and times through our district website, emails, texts and phone calls out. These messages are in Spanish, English and Mixteco Abajo. Students who are completing their distance learning at Safe Spaces will be provided, prepackaged and covered meals. If students have the opportunity to return to a hybrid school environment, students will be provided take home meals. If students need to eat at school, they will be served in small groups with supervision to ensure physical distancing.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	A daily crisis support team comprised of 3 therapists to support middle and high school students during the COVID Pandemic.	\$263,000	Yes
Mental Health and Social and Emotional Well-Being	Provide five elementary counselors for crisis support during the COVID Pandemic.	\$156,619	Yes
Distance Learning Program (Pupil Participation and Progress)	A dedicated 3 full-time case managers who will work to connect non-participating student in distance learning.	\$209,150	Yes
Mental Health and Social and Emotional Well-Being	Student support services for Watsonville Charter School of the Arts, Watsonville High School and Migrant Education	\$107,000	Yes
School Nutrition	Provide PPE and cleaning/disinfecting supplies for Food Servers	Previously Listed	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Contract with University of Santa Cruz, EAOP office, to provide outreach, tutoring and instructional support for students	\$1,400,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional support textbooks	\$65,000	Yes
Pupil Engagement and Outreach	Parent Classes will be made available for parents/guardians of students who have been identified as non-participating	\$209,150	
Mental Health and Social and Emotional Well-Being	Implementation of Sown to Grow at Virtual Academy	\$2400	Yes
Mental Health and Social and Emotional Well-Being	PBIS training for staff and connection activities	\$4,500	Yes
Mental Health and Social and Emotional Well-Being	Provide STOPit for students to report unsafe and bullying behaviors of other students	\$3750	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students



Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.36%	42035920.00

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Pajaro Valley Unified School District has over 80% of our students are listed as unduplicated percentage for Foster Youth, English Learners and Low-Income students. Due to the high number of unduplicated percentage, any action provided by the school district would have an impact on the specified groups. As such, PVUSD keeps our English Learners, Foster Youth, and low-income students at the forefront of any and all decisions and actions made. A set schedule for Distance Learning is happening across the district. Foster youth, English Learners and low-income students who are in need of additional support, can access a multitude of additional services and time and are the priority. We have increased the hours for our parent education team to reach out to our non-English speaking families, and to create support services for the families. Knowing that the entire school system has changed, we want to ensure all of our parents have the knowledge and access to help support their child the best way possible. Additionally, Pajaro Valley Unified School District has partnered with our community organizations to provide extra education, care, safe spaces, tutoring and mental health resources. Actions related to increased technology access and learning supplies for all students contribute to the increased and improved service requirement for students to ensure everyone can access instruction in Distance Learning.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Pajaro Valley Unified School District has increased and improved services to student of Foster Youth, Economically Disadvantaged, English Learners and Homeless students. The actions identified are to increase student achievement, mitigate learning loss, increase student connectedness, and support social emotional needs. We have prioritized the needs of our foster youth, English Learner, and low-income students and believe that providing a high-quality curriculum and certified instructors will accelerate the learning of these students who have experienced learning loss. As of September 4, 2020, we have 64 Foster Youth active in our system and have 6 enrollment technicians, designated tutors, and materials for the students. Through the actions set in the Learning Continuity Plan, Pajaro Valley Unified believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

