

Conversation with the Superintendent  
Follow Up Questions  
Calabasas Elementary School

**1. Why do teachers not have control over air conditioning/heating?**

As is typical in most school districts, most of our sites are controlled by E.M.S. (Energy Management System) which allows us the ability to control the HVAC unit from one program to raise and lower the temp in each room. This is in order to 1) not heat buildings during unoccupied hours, 2) Pre-heat the rooms before staff and students are present; 3) It allows us to know when a unit is not properly working. A teacher or staff member may submit a work order to request a temperature change for classrooms that are uncomfortable.

**2. We were promised filling stations over three years ago and now told they will be here at Christmas, is this true?**

Calabasas has received a grant to order hydration stations. We ordered the Elkay EZH20 unit. Calabasas will receive this unit within 3-4 weeks. After we have received the unit, our M&O Plumbing staff will do the install. Unless another suitable time is identified, this work will take place over the winter break due to the fact that the installation will be a multi-day project in the Cafeteria which will cause construction dust and clean-up and will affect power and water.

**3. When are the portables being replaced?**

The site used its Measure L Funds to address the top two priorities on the site list developed by the School Site Council. The upgrades included Columbine Locks, ADA Accessibility and Parking, Fencing, Restroom Modification, Reroofing of Main Building, Roof and Gutter Repair and Exterior Building Improvements. The replacement of the portables was not on the site priority list. The site has invested all of its Measure L Funds.

**4. Would it be possible to offer Spanish courses for educators?**

You currently can enroll in Spanish courses either through Adult Education or Cabrillo. To enroll in a class through the District Office Adult Ed Dept, you can register for a class called [Spanish Low and High Intermediate Level](#) through this link. You can enroll in Spanish classes at all levels available at [Cabrillo College](#).

If you would like a non-traditional class, you can consider these resources:  
Duolingo (Website and App)

- o <https://www.duolingo.com/>
- o The app is useful so you can practice anywhere you are.
- o Log in with Google [Home | Schoology](#)
- o Start from scratch or take a placement test.
- o Set a daily goal for how much you'd like to practice: basic, casual, regular, serious, or insane

- You can click on a lightbulb icon for each level (web version) to teach you about the language (grammar, etc.) before you try out the level. Very helpful! In the app click on Tips.
- The web version, [duolingo.com](https://www.duolingo.com), has more features
  - More options in Settings
  - Practice button- try to beat the clock or practice without a timer.
  - Access Events or create one so you can meetup with other language learners

#### Google Translate (website and app)

- <https://translate.google.com/> (blocked at school but you can override the filter at [www.pvUSD.net/ls](http://www.pvUSD.net/ls))
- website has more capabilities as far as seeing more word choices but Google Translate is not always accurate.
- Use the app's camera to scan text and translate in real time. You can also type in text, handwrite it, or speak it in to the microphone to translate.

#### SpanishDict (website and app)

- <https://www.spanishdict.com/>
  - excellent translation of words and phrases
  - log in with Google to access lessons on pronunciation, grammar, conjugation, and word of the day.
  - Make vocabulary lists to practice.
  - In Settings you can subscribe to get the Word of the Day sent to you by email.
- The App is called Spanish Dict Translator,
  - free version has ads. upgrade to remove ads for \$1/month. The app also has vocabulary, grammar, pronunciation, and word of the day.

#### Notes in Spanish (website and podcast)

- <https://www.notesinspanish.com/>
- Listen to great audio conversations. Vocabulary builds over time. Choose from Beginner, Intermediate or Advanced.

#### Señor Woolly

- <https://www.senorwooly.com/>
- This is actually a website for Spanish teachers. It has about 28 stories (songs that tell a story) and curriculum that goes each story that you can customize to your classes' level. Gamified content available that targets listening skills and comprehension. Even though it's meant for Spanish teachers, you may learn from accessing the curriculum.
- Subscription \$45 per year.
- Check out some of the videos for free on YouTube.
  - <https://www.youtube.com/user/SrWoolly>

### 5. Why don't we have behavior techs? Can each site have a behavior tech?

Instructional Assistants are assigned to classrooms or support students with IEP needs. At Calabasas, there are two Life Skills classrooms that support students with Moderate to Severe disabilities.

In general, a Moderate to Severe classroom has the support of an IA M/S. In the job description for IA M/S, they do work with students with behaviors and can support students that have behavior plans with the guidance of a teacher or school psychologist. Calabasas also has an RS program. Our RS programs are for students with mild/moderate disabilities. These programs are assigned 1 IA M/M who also have in their job description to support students with behavior issues.

If a student has a severe need and the team puts in a request for a SCIA then that will be looked at by a team of specialists and at times individual students can be assigned a BT. This can happen at any site but in rare. In general, the sites should be utilizing PBIS to support students and have a team that works together to build supports for all. The school psychologist can be utilized to support this team.

#### **6. Why don't we have a school psychologist?**

Calabasas does have a school psychologist assigned to the site 2.5 days a week. The amount of time a school site is allocated a school psychologist is determined by the size of their special education population and programs.

#### **7. Can we have a social/emotional focus?**

PVUSD has allocated significant funding for staff to support the social emotional needs of our students. Currently, Elementary Schools have 1 day/week Socio-Emotional Counselor. Each Middle School has 1 Academic Counselor and between 3-5 days/week of a Socio-Emotional Counselor. AHS has 3.5 Academic Counselors and 1 Socio-Emotional Counselor. PVHS has 4 Academic Counselors and 1 Socio-Emotional Counselor and WHS has 5 Academic Counselors, 1 Intervention Counselor and 1 Socio-Emotional Counselor. All Sites have PVPSA interns. We have found that many of our students need more intensive services than can be provided by our socio-emotional counselors with a PPS credential. Therefore, we have been supporting PVPSA as they expand their level of services. This past year, PVPSA increased services and served more than 7,000 of our students.

One day/week counselor cannot meet the social / emotional and mental health concerns of an entire elementary school. However, we do know that school-wide practices in PBIS and our SEL curriculum, Sanford Harmony, has been shown to reduce the number of students needing counseling. Also, as we add in more Tier II practices such as Check In, Check Out and Zones of Regulation that we will see improvement in both mental health and behavior of our students. The Socio-Emotional Counselor will work to help families access services through a variety of community agencies or private insurance. However, it is more effective when schools develop Multi-Disciplinary Teams or Wellness Teams (Consisting of admin, teacher, nurse, psychologist, PVPSA counselor, Socio-Emotional Counselor, etc.) to discuss students in need and plan interventions and referrals.

#### **8. Can Benchmark training days be facilitated by teachers who have taught it?**

As we implement the new curriculum, we are focusing on the instructional shifts and Core Actions. The curriculum is the vehicle by which we are delivering quality instruction. Our support for

teachers will continue to be on learning the curriculum and understanding the instructional shifts. When having the publisher trainers work with our teachers, they have sent us folks who are experienced with the curriculum. We will continue to request they send us trainers who have experience teaching the curriculum in the classroom. Our department is also working to build capacity from within. Our instructional coaches have been participating in training, using the curriculum in the classroom, and coaching teachers in implementation. Along with our coaches, we are working with sites to help identify teacher leaders who can also be a level of support for site teachers as we move forward

**9. What point do kids exit out of SIPPS? Are all schools doing it?**

SIPPS is Core Reading Foundational Skill Instruction for K-3 students. Currently, 15 Elementary Schools are using SIPPS for this differentiated instruction with the two remaining schools integrating the program for their highest need students this year with plans for expansion in 2020-21. When students have shown "Mastery" of the content they are taught in Beginning SIPPS (K-1) and Extension SIPPS (1-2), they are then prepared for the next level of instruction--SIPPS Challenge. SIPPS Challenge Level addresses grade level content for word study for 3rd grade and includes grade level instruction for 4th grade as well. SIPPS PLUS along with SIPPS Challenge can be used for students in need of Tier 2 instruction in grades 4 and above. A student who has mastered the content of Beginning and Extension SIPPS is then prepared for the content of SIPPS Challenge.

**10. Can we get some type of summer program specifically for Migrant students to catch up on what they miss?**

Migrant Education does offer an additional 90 to 120 additional minutes at every elementary summer site. The Migrant Ed Department hires four certificated staff members to work at the summer school site for those additional 2 hours. During this time, they offer additional support in reading and math through the ALAS program.

In addition to summer school, they are considering the possibility of hiring a certificated teacher and a couple of PUPILS College students that can provide additional support at the Buena Vista Camp during the 4 weeks of summer school to continue the program until they return back to school. This program could run between the hours of 4 to 6pm or 5 to 7pm. The issue has been space at the Camp. The Migrant Ed Department has asked for space there in the past, but other than the Children Center, they do not have other facilities.

**11. If the gap continues to widen, they why can't money be used to bring more support staff-trained—into the classroom to work with students? Many students need the support when in the classrooms with the teacher.**

We have significant support staff in the classrooms throughout the District. Below is a graphic of some of the current support staff.

