

Conversation with the Superintendent
Follow Up Questions
Mintie White Elementary School

1. **How do we better prepare students for middle school? We send students to middle school reading far below grade level with no services, especially with less intervention for upper grades. What can we do? Retention policy for 5th graders?**

As we know better, we do better. With strong foundational skills instruction using SIPPS, students are coming up the grades better prepared than ever. Also, the implementation of Benchmark Advance/Adelante will help provide with best first instruction with the CCSS. In combination with the use of the intellectual prep protocol and Core Actions, our new ELA/ELD program will give all students an opportunity and access to grade level standards.

In addition, small group differentiated instruction is part of the core instructional program. All classrooms should have time during the day to serve students at their instructional reading level. Sites have control over how they use their intervention teachers/resources. However, early intervention is much more effective than remediation. Because brain plasticity decreases through childhood, it takes 4 times longer to intervene in 4th grade as it does in late kindergarten and first grade.

Although teachers can retain students, research clearly does not support retention. Even more so in upper grades. It actually has the opposite effect and often leads to dropping out of school by high school and lower academic success. This can be challenging for elementary teachers who often see an immediate positive impact on student achievement, however, those positives factors most often disappear by the time the student reaches age 13.

2. **How can sites get more money to fund intervention? (so many students are multiple years below grade level)**

Site funding is based on the number of students that you serve and the type of students that you serve. Sites serving more students living in poverty, English Learners and Foster Youth receive more LCFF Supplemental funding than other sites. Through the School Site Council, individual sites can determine how to utilize their site-based funding to best meet their students' needs. Currently, Mintie White has a .8 FTE Reading Intervention that is Site Funded Title I, a full time K-3 Intervention Teacher and a .6 K-3 Intervention Teacher that is District funded through LCFF Supplemental. On the next page is this year's allocation of site funding and some of the main uses of that funding by category.

Mintie White Funding Allocations FY 19/20		
Site Discretionary	32,229	
LCFF Supplemental	86,406.00	
Title I Base	100,170.00	
Title I Parent Involvement	1,883.00	
LCFF Supplemental Library Books	1,000.00	
K-1 Assessment	3,000.00	
Total	224,688.00	
Teacher Supplies Funds	4,125.00	
Site Discretionary - Classroom Supplies, Copier Leases		
Title I - 0.8 FTE Reading Intervention, Addl Copier Lease		
LCFF Supplemental - Inst Aides, Yard Dntv, Subs and Extra Dntv, Librarv Books		

3. Why do we need to tell students they are at risk of retention when we can't get them services (counseling, intervention, etc.) and we aren't able to retain?

As required by Ed Code 48070.5, we must inform parents that students are "At Risk of Retention". The Ed Code states, "The policy shall provide for parental notification when a pupil is identified as being at risk of retention. This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil." We currently do not have a District-wide system to inform parents, therefore, we are working on a new process to help with students at risk of retention. We will be piloting an MTSS improvement plan which will help support struggling students. It will help pinpoint areas to provide focus to decrease the gap and increase the rate of improvement. If you would like to be part of the team of teachers providing feedback on this work, please contact Assistant Superintendent of Elementary, Kasey Klappenback. Through the reboot of SIPPS we have focused the efforts of the intervention teachers while sites are also using discretionary/Title I funds to support struggling students with additional resources. To support the whole child, Social Emotional Counselors and PVPSA are also at Elementary sites. The introduction of Sanford Harmony should also be an avenue to support SEL at sites. As noted previously, research and our own student data does not support the effectiveness of retention.

4. How do we get more students enrolled in Intervention Services who don't qualify for Special Education services?

The best intervention is always done by the classroom teacher as he/she is aware of what is occurring during the rest of the instructional day and can make those connections outside of the 30-45 minute intervention period. However, sites do have Intervention Teachers, as well as Instructional Assistants to support struggling students in the form of a double dose. In addition, sites can use their LCFF or Title I funds to support before/after school intervention or other programming to support acceleration.

It is key that staff is using granular level data to determine root cause analysis, identify areas of focus and set measurable goals for students. This purposeful and targeted intervention will yield the highest impact. The identified students should then be progress monitored to show evidence that the intervention methods/programs are working.

5. **What supports are offered in TK and K for students that need it? Example: one-on-one**
TK and kindergarten students need structure and routines. All sites have partner teachers, some use funds for Instructional Assistant support. Other schools partner with parent volunteers and community volunteers (the grandma/grandpa program, Mini Corps). PVUSD has low class sizes in both TK and Kindergarten due to declining enrollment. Providing a child with one on one support is one of the most highly restrictive environments and requires an IEP and SCIA assessment. Evidence shows that 1-1 can actually have harmful effects on students including inhibiting peer integration and independence as well as placing the ownership of instruction on a paraprofessional rather than a credentialed teacher. To provide one on one support, it has to be legally proven that the student needs that much support and then a fade plan would have to be put into place. Students more often respond to behavior strategies which behaviorists and psychologists can provide to help teachers and administration.
6. **Can the district adopt a media campaign for the chronic absenteeism? Or partner with a non-profit. I think United Way has a program.**
Since July 2019, we have been doing a significant media campaign for attendance. We created an All In Every Day video which was featured on KION and KSBW in August and September, I spoke on the radio, La Preciosa, and we created press releases and social media content. As you saw, we developed two bilingual one sheet infographics to highlight the importance of attendance both from a fiscal and an academic stand point. We are partnering with one of our non-profit partners, Second Harvest Food Bank. You will see our All In Every Day logo on their food truck that move throughout the city. We are currently working with Green Valley Cinemas to place a short video about our attendance campaign which would air prior to the traditional movie previews.
7. **If you are already aware that it is 90% the parents' responsibility to get their child to school, why are you making contract negotiations contingent on student attendance?**
Although PVUSD has the second highest take home pay in the tri-county area after the last raise, we understand how expensive it is to live in Santa Cruz County. This year, we had flat funding, we lost approximately 351 students due to declining enrollment which equates to a \$4 million on-going loss while we have increasing costs in health and welfare and retirement benefits. One of the only ways to provide additional monies towards salary is to increase revenues. If we increase attendance to 97%, it will bring in \$2.7 million which we can apply to salaries. It is contingent from the standpoint of if we do not have additional revenues, we do not have the funding for a salary increase. This is a common practice and is currently being offered as a contingency in Scotts Valley as well. It is not based on one group doing all of the work. It is based on all parties

including students and parents focusing on the importance of attendance and helping to impact it.

8. How do we go beyond advocating for our students (through parents) about how every day is a learning day? Admin? Clubs? Many parents are blah zay.

The more than people are hearing about the importance of attendance from multiple perspectives, the more parents and students will understand the importance of attending school every day. We are using traditional methods to get the information out to the community such as parent meetings, press releases, social media, infographics, as well as original methods such as television and radio spots, messaging on food trucks and movie theater spot lights. I encourage staff to provide access to the infographics and videos as they engage the public.

9. Has the district thought about hiring community liaisons to work with families that have children with chronic absenteeism?

We currently have two Child Welfare and Attendance Analysts who focus specifically on students with chronic absenteeism. Their primary duties include:

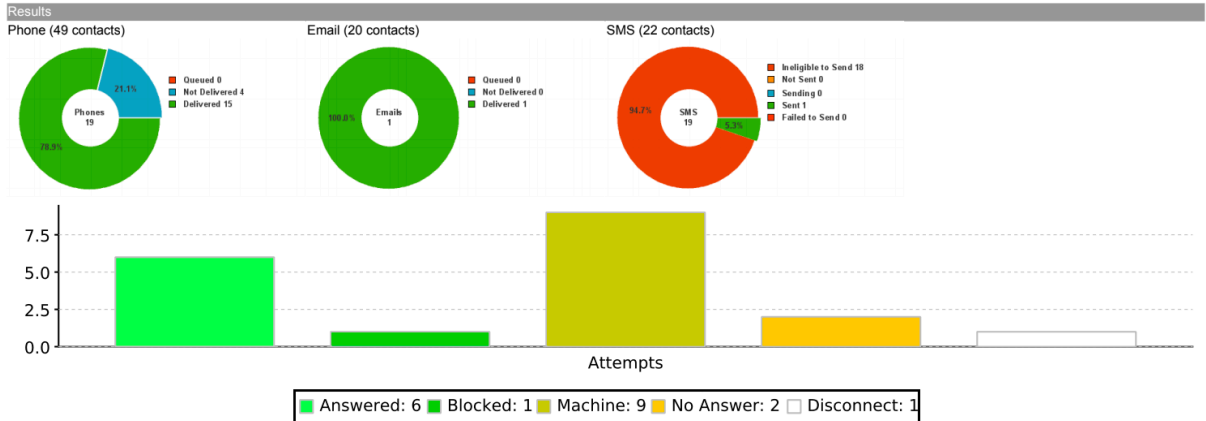
- Contact all the chronic truants from the previous year
- Meet with WPD to collaborate on truants
- Receive a list of all the "no shows" for the first ten days from all schools and assist in making contact
- Conduct consult home visits
- Meet with parents at the District Office
- Engage in phone conferences
- Schedule and run SARB meetings
- Schedule and run truancy mediation
- Attend Attendance Review Conferences (ARC) at sites in the evening
- Attend ARC meetings; 11 to date
- Assist students with alternative placements

In addition, to the Child Welfare and Attendance Analysts, we send out parent notification letters. Letter 1 is generated after three truant events. Letter 2 is generated at six truant events. Letter 3 is generated after an attendance conference is closed by the school. Conferences can be closed when the parents communicate with school/district personnel either on the phone, at a site meeting or an Attendance Review Conference (ARC). To date, 105 Letter 1s , 41 Letter 2s and 4 Letter 3s have been sent out just this year for Mintie White.

10. What happened to the robo call about a student being absent that day?

The robo calls are continuing to happen from the District level, including for Mintie White students. Below you will see the calls that occurred on Friday, December 13, 2019.

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
Attendance Mintie White ES Dec 13, 06:00 PM	Attendance	att41	Dec 13, 2019 - Dec 13, 2019	6:00 PM - 9:00 PM	00:02	Complete	19	49	4



11. Can we get grants for more counselors? So many of our students can't even learn because they are traumatized and have no professional help.

We have found that many of our students need a higher level of social emotional support than our Social Emotional Counselors can provide with a Pupil Personnel Services Credential. Therefore, we have partnered with PVPSA to help them acquire grants to support our students. Over the last two years, PVPSA has acquired significantly more funding and this past year served 7,000 of our students. We will continue to look for grants to partner with PVPSA so we can provide on-going therapy and support to our students.

12. Equity to all students is important. Only half of the school (Mintie White) has air conditioner. Gets very hot during warm days.

The School Site Council selected the addition of new portables as the current priority for the use of the remaining Measure L funds. When we receive the matching Prop 51 monies, the site will be able to determine the best use of those funds.

13. Some emergency numbers are not reachable. Can we add a link on the school website where parents can update their info on Google forms?

The current process for updating contact information for parent/guardian/emergency contacts is to either a) present that information in person to office staff, or b) use the ParentVUE portal to self-update. Through these methods we are able to verify identify and ensure that whoever is making updates is authorized to do so. A concern with an open google form linked off of the website would be unauthorized changes. We encourage site to lean on the existing tools. The District can roll out additional trainings/how-tos on how to utilize ParentVUE to support the process. The materials can be found at this link: <https://www.pvUSD.net/synergyparent>