

Conversation with the Superintendent  
Follow Up Questions  
Starlight Elementary School

1. **Is there a plan to train and provide on-going coaching to our dual language teachers for Spanish phonics instruction? We would like to see something parallel to the SIPPS initiative.**

Currently the Curriculum and Instruction office is working on the following:

- Identify common brain-research based instructional routines to use when teaching phonics
- Outline foundational skills objectives to teach during the Routines Lessons (Day 1-20)
- Purchase Take-Home Decodable readers for all Kinder Bi classes
- Identify interventions in the curriculum to address data from assessment

For the upcoming school year, they are building a plan to provide targeted support to our dual language teachers around Spanish foundational skills and ELD instruction.

2. **What will happen with Benchmark next year?**

We will continue implementation roll out by expanding to the remaining 7 elementary sites. In the coming school year, all 16 sites will be implementing the curriculum with continued training by the publisher and our Curriculum & Instruction staff, as well as, ongoing coaching support by our ELA coaches. We will also continue to work with site administrators and teachers around utilizing Intellectual Preparation to plan Advance/Adelante lessons.

3. **At the K/1 phonics training Silvia Duque Reyes and Claudia Monjaras said we need to look at supplementing Benchmark ELD as it is not meant for level 1s?**

Our Curriculum and Instruction Department along with our Director and Coordinator of English Language Services will begin working with Rosa Molina this spring. The work will continue by bringing in our teachers to work on the planning and building-on of the Adelante units.

4. **How can we make more of the performance tasks accessible and aligned to Benchmark and Bridges (i.e. math units we've done or are on ELA subjects they have background knowledge of)?**

Benchmark Advance/Adelante Performance Tasks are calendared after Unit 2, Unit 5, and Unit 8 in the program's pacing calendar. For next year's assessment calendar we are making adjustments to the administration window so they line up better after the unit of instruction.

5. **We have an Ocean Guardian Grant and students have noticed trash on school property but behind the fence (behind playground/portables). Do you have a point person (District) that kids can communicate concerns to?**

Staff and students can direct their questions to our new Director of Maintenance and Operations, Richard Reid at [Richard\\_reid@pvusd.net](mailto:Richard_reid@pvusd.net).

6. **Is there a survey question for students on what they would like to have at their school in regards to attendance?**

We cannot add specific questions to the Youth Truth Survey. We can add additional questions to the Healthy Kids Survey. The only downside to that survey is only for students grades 5, 8 and 11.

7. **Can there be an after-school opportunity for students to make up missed time?**

Unfortunately, no. Attendance recovery can only be done on a Saturday or Sunday. It must be at least 240 minutes of instruction. Any class offered on a weekend day must be offered during the regular school week. The class must be taught by a credentialed teacher. A nutritional meal that meets Federal and State guidelines must be offered. The recovery day of attendance is for a previous missed day and cannot be used for future absences. Weekend attendance recovery days must be voluntary unless the student is a habitual truant. Suspended days cannot be recovered.

8. **How will the funds be distributed in the schools if we reach 97%?**

All of the new revenue would be allocated to staff raises of the 1%. We have been clear that any new monies we receive will be dedicated to our number one priority of increasing employee salaries.

9. **What are specific steps to motivate families to send children to school?**

As I mentioned during the Conversation with the Superintendent, the need to support attendance is for all levels of the organization from site to District and certificated to classified to management. Below are some concrete ways that we can all do our part:

**Certificated Staff:**

- Connect with absent students the following day to recognize their absence
- Provide minor incentives purchased through site or district funds for perfect attendance
- Encourage students who have been absent to attend the next Saturday Academy
- Make contact with parents of students chronically absent at pick up/drop off, parent conferences or over the phone

**Classified Staff:**

- Greet students upon arrival and dismissal

- Discuss with parents the importance of attendance—use one sheet communications provided by the District
- Encourage students who have been absent to attend the next Saturday Academy
- Support culminating Attendance Campaign events

**Site Administration:**

- Hold pre-SARB conferences
- Organize Saturday Academies
- Put out visible attendance data for parents and students to see
- Send absence notifications through auto dialer

**District Administration:**

- Conduct SARB meetings with District Attorney and send out chronic absenteeism letters
- Provide resources and supports from SARB meetings
- Oversee and facilitate Saturday Academy
- Provide on-going District wide attendance data and messaging
- Support attendance policies and campaigns