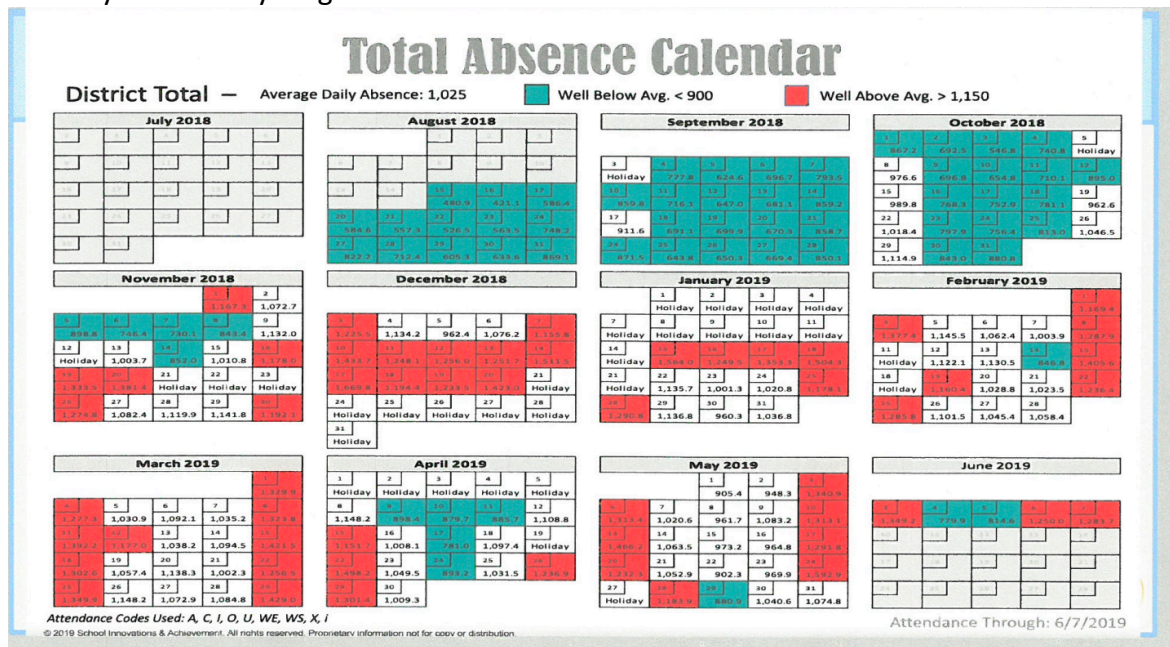


Conversation with the Superintendent
Follow Up Questions
Landmark Elementary School

1. Do you know if we have certain times of the year with “greater % of absences”? So that—would changing the calendar make a difference?

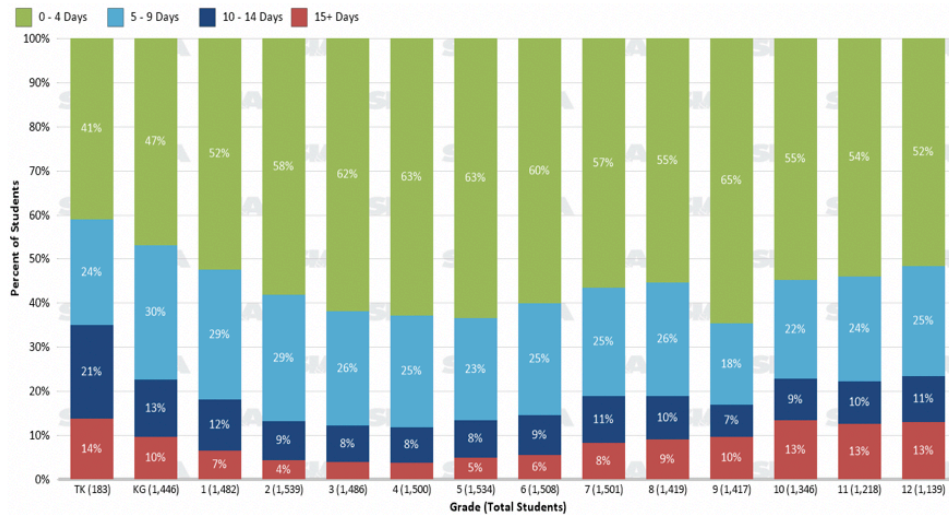
Below you will see the calendar for the year that shows when we had excessive absences. The green color indicates that we had good attendance, white means that we had average attendance and the red color means that we had over 1,150 students absent on that day. You will note that although we have a three-week winter break, we still have a challenge with absences during the Winter Break period and during the week of Thanksgiving. This will be considered when the Calendar Committee meets to discuss upcoming school calendars. We also have significant absences of students on most Mondays and Fridays regardless of the month.



2. Are there any factors such as grade levels, poverty, English Learners, Special Education that affect attendance?

Below you will find a chart that shows the amount of days missed by grade level. You will see that the majority of the absences are either at the K-2 level, 7th, 8th, 10-12th grade level. Although, many of the absences at the secondary level are “made up” through Saturday School which results in the secondary grade bands having a better attendance rate.

2018-19 Day Absence Breakdown, by Grade, YTD

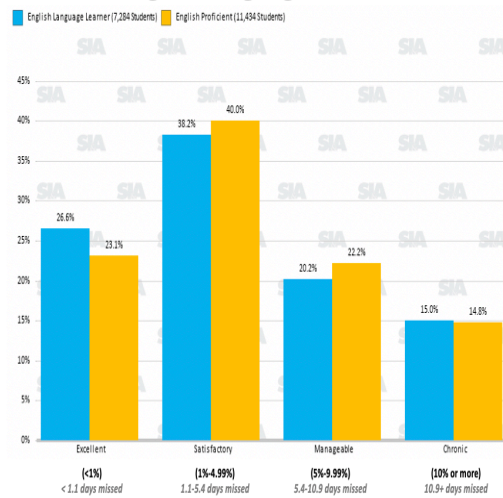


As shown in the two charts below, attendance is not affected by poverty or number of English Learners. Some specific examples are two very diverse schools, Mintie White at 93.63% and Mar Vista at 94.31%, which have similarly poor attendance rates. Another example is Aptos Jr. High which has almost the same attendance rate as Rolling Hills of 94.83% and 94.95%.

Free & Reduced Lunch



English Language Learner



We do however, see a correlation between other vulnerable populations and attendance. For example, both Renaissance and New School have significantly lower attendance rates of 85.46% and 89.07%. In addition, Special Education students have

significantly higher chronic absenteeism. In the chart below, for example, you will see that 12.75% of special education students miss 10% to 25% of school while 8.14% of the regular education student miss the same percent of time.

Percent of time Absent	Special Ed Students	Regular Ed Students
0-2	30.70%	38.83%
2.01-5	30.67%	31.97%
5.01-10	21.28%	19.06%
10.01-25	12.75%	8.14%
25.01-100	4.60%	2.00%

3. **What was last year's attendance rate for elementary, middle school and high school?**

Elementary by a small margin has the lowest attendance rate last year with elementary schools at 95.13%, middle schools at 95.18% and comprehensive high schools at 96.24%.

4. **Is there any correlation between lower class size and higher attendance? Schools with daycare after school for kindergarten and after school?**

We have not found a better attendance rate with lower class size. With the declining enrollment, we have lower elementary class sizes this year than last year by approximately 2-3 students with an average class size of 21. Despite having lower class size, we have seen a lower attendance rate in the first three months of school than we did last school year. Below you will see the chart for Landmark's attendance:

Landmark		
Year	18-19	19-20
K	94.49%	93.92%
1st	93.89%	94.49%
2nd	95.48%	95.32%
3rd	96.79%	94.94%
4th	96.69%	95.89%
5th	97.02%	96.28%

5. **How do students and families transport or transfer students to desired "signature programs"?**

Once have the Signature Programs, students work with the academic counselors or the Coordinator of CTE to request the transportation. Until we align the comprehensive high school schedules, the sections will occur after school.

6. **Can we have after school care for first grade also? Kindergarten and first please.**

Of our 14 grant-funded elementary sites, seven sites currently offer program for first graders. We do not offer programming to Kinder students at this time due to budget constraints and limited staffing. The criteria used to determine if a site will offer program to first graders include funding, facilities, staffing, and student need. Most sites have first graders start attending during the Spring semester in order to give students time to make the transition from Kinder to First. A few sites have first graders attend only for the first hour of after school program since they tend to get tired as the day goes on. Carol Ortiz will reach out to Roberto to look at any possible expansions at Landmark.

7. **How does PVUSD intend to attract qualified bilingual teachers in order to fulfill the new EL Master Plan?**

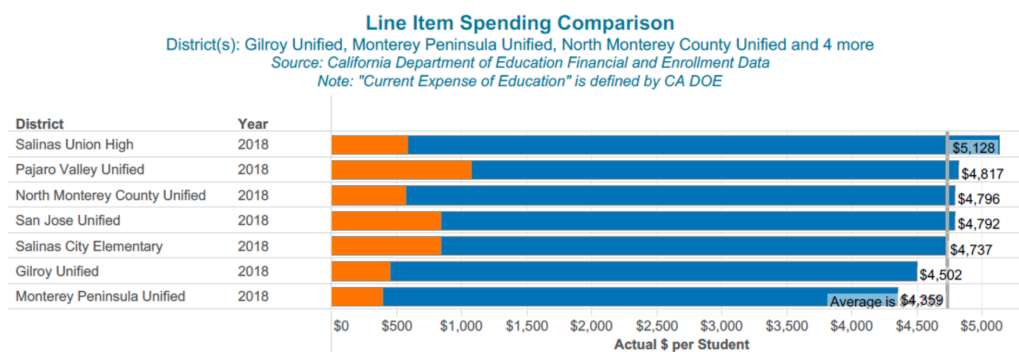
PVUSD does provide a bilingual stipend which is the same as a masters which is 3.66% of Column 1 Step 1 or \$1708 currently. There are two requirements, both must be true to receive the stipend:

1) The Teacher has a BCLAD or Bilingual Authorization

2) The Teacher is teaching in a Bilingual classroom as designated in the EL master plan.

We now have an MOU to also provide the stipend to the Migrant Education teachers as well, the MEST teachers and MIST.

We recognize that it is very expensive to leave in Santa Cruz County. All 10 School Districts within our County are experiencing the same concerns. With the last raise, we are now one of the highest paying districts in the Tri-County for take home pay. Although many Districts salary schedule shows a higher pay, because our staff does not have to pay for their benefits or a percentage of the yearly increases to benefits, our take home pay is higher. Below is a chart that shows that data. The orange portion of the line is the amount dedicated to health and welfare costs.



8. **Subs are greatly affecting attendance—is there a plan to incentivize long term subs? Are schools expected to fill long-term absences with 30-day rotating subs? We have had rotating 30-day subs for over 6 months in 1st grade the last three years.**

Sites are not expected to fill long-term absences with 30-day subs. When the Human Resources department knows the absence is going to be long-term we first look for

available subs who have a teaching credential. This allows the sub to remain in the position for longer than 30 days. If the long-term absence is due to a statutory leave we first start with subs who have credentials. For statutory leaves people without a full teaching credential may qualify for a Teaching Permit for Statutory Leave (TPSL). This waiver allows the holder to remain in the position for the duration of the leave. The qualifications are similar to that of a Short-Term Staff Permit (STSP). When we receive statutory leave paperwork that is less than 30 days and continues to be extended, we have a hard time putting people on TPSL's because they are only valid with the district requesting them and for the length of the leave. Although the waivers themselves are valid for one year and may be renewed up to three years. People are often hesitant to pursue them if the leave is less than 30 days.

We currently have the highest daily paying rate for substitutes of \$140.00 a day and \$180.00 a day if he/she subs more than 90 days per year. The next highest paying districts in our County are San Lorenzo Valley and Live Oak at \$125.00 a day. For long term substitutes, we are the third highest paying district at \$200.00 a day with only Scotts Valley at \$225.80 and Happy Valley Elementary at \$202.37 with a higher pay. In comparison, Santa Cruz City Schools only pays \$139.21 and Soquel Union Elementary \$130.00 a day.

9. I'm wondering about the future of Arts funding for PVUSD?

PVUSD has a significant commitment to the Visual and Performing Arts (VAPA) with additional focus now that we are recipients of VH1 Save the Music Grant which will provide 45 minutes of music to each elementary student by 2022. In addition to VH1, we do receive grant funding from both the Santa Cruz Community Foundation and the Monterey Bay Community Foundation as well as other organizations to partially fund most of the initiatives named below. One of our seven LCAP surrounds Visual and Performing Arts, therefore, there substantial funds allocated to the rebuilding of the program. Below is a breakdown of the District funding (apart from grant funding) to rebuild the program.

LCAP GOAL 3		
Description	FTE	19-20 LCAP
Demonstrate an appreciation for the arts through access and selection of a variety of high-quality Visual and Performing Arts (VAPA) courses		
Elementary VAPA Teachers-release time	25.62	2,332,844
Elementary VAPA Program Support(Extra Duty & Supplies)		20,000
	25.62	2,352,844
EI Sistema		160,000
Add'l Instruments for EI Sistema		40,000
	-	200,000
Vocal Teachers-MS/HS (VAPA)	3.00	282,092
Instrumental Teachers-MS/HS (VAPA)	3.00	340,101
Three FTE Instrumental teachers, high school (3.0 FTE)	3.00	251,026
Latino Film Institute Youth Cinema Project		245,114
Latino Film Youth Institute		77,000
Secondary Instruments		100,000
Instrument Supplies & Sheet music(\$500/site)		4,500
	6	1,299,833
Add'l funds for LFYI Travel		30,000
Bus Transportation		3,000
Fees & Travel for Contest/Competitions/Events		10,500
LFYI Equipment (8th grade&Replenish)		40,000
	-	83,500
	31.62	3,936,177.00