

San Diego Unified School District
UNIVERSITY CITY HIGH SCHOOL
Instructional Council Meeting
Monday, October 17, 2016 - 2:30pm
Room B-4

PRESENT:

Jeff Olivero	Principal
Jennifer Breeding	Special Education
Susan Bristol	WASC Coordinator
Steve Csakai	College, Career & Technical Education
Gail Hall	Dean of Attendance, English Learners
Sherryl Godfrey	Head Counselor
Phil Huszar	Math
Jo McGlin	Vice Principal
Nora Ocampo	World Language
Aaron Pores	English
Maureen Quessenberry	Science
Jason Quillin	Physical Education
Jonathan Schiller	Social Studies

- **One Positive!** Jennifer Breeding bought a house in Santee.
- **2015-16 ASB Audit's Impact**

-Mr. Olivero to meet with finance soon. The goal will be to try to develop a repayment plan back to ASB over a series of 5-7 years. This is to reduce the burden in any one year. Once this is known, departments will receive permission to spend their reduced fund allotment based on school/department priorities.

Mr. Olivero sent an email, with the subject line "*UCHS Site Discretionary Funds Froze for Now*," last Oct. 14 to all staff regarding the result of the audit. The introduction regarding the ASB audit he told to the meeting was about this email.

"At the start of the year, I shared that there had been an audit of our ASB funds dating back to 2010 through 2014. The first item discovered by the auditor is that they believe the school inappropriately allowed ASB to vote and approve to pay for the following valuing over \$56,300.

ASB Approved:

*2010 \$21,300 (for an Athletic Trainer/Awards Coordinator/Ice Machine)
2011 \$15,000 (for an Athletic Trainer/Awards Coordinator)
2013 \$20,000 (for an Athletic Trainer/Awards Coordinator)*

**Roughly \$46,000 of \$56,300 the funds went to pay for an athletic trainer.*

Debate over the expenditure of ASB funds for an Athletic Trainer:

I (we) met on three different occasions to defend the student's use (ASB) of the dollars they provided for an athletic trainer for our student athletes. I (we) felt that since approving the use of an athletic trainer was up and beyond the scope of what the school/district at the time normally provided, the use of ASB dollars in this way would be permissible.

1. One argument made by the auditors was that not all students had access to the trainer and ASB funds have to spent in a way that servers all students, not just a group of students. The counter argument I (we) made was that this is an inconsistent rule in that DJ's and other vendors are hired by the ASB to work dances and not all students go to a dance. And while in theory all students have a chance to go to the dance, all students have a chance to participate in athletics as well.

2. Another argument made by the auditors was that a trainer could not be paid because they would be considered a school employee and ASB funds can't be used to pay for school personnel. I (we) claimed that the trainer was no different from hiring a DJ at a dance. DJ's are hired as independent contractors and we hired the trainer(s) in a similar way outlining the days/hours they were to work.

3. Finally the auditors argued that they considered the use of ASB dollars for a trainer was for instructional purposes and could not be used for this purpose. As shared earlier, I (we) felt that since approving the use of an athletic trainer was up and beyond the scope of what the school/district at the time normally provided, the use of ASB dollars in this way would be permissible. The dollars did not help staff members but directly were used in support of students and student body.

It took three different conversations involving the auditors, area superintendent, chief finance officer, director of athletics, secondary resource teacher supporting ASB, and legal. I can share that not all at the table agreed with the laws and interpretation. In the end, legal made the determination that the rules applied as the auditors interpreted them. ASB would need to be paid back by the school.

With this conclusion, I will be working with the district's budget department in setting up a payment plan for this to occur. In all likelihood the payment plan back to ASB will take place over a series of years."

- Jeff

To summarize this, the department instructional money is frozen due to the recent audit regarding the use of ASB funds 5 years ago in hiring athletic trainer. The auditor considered them as employee, not contract person, and believed ASB dollars was used for instructional purposes by hiring the trainer. For that reason, the school must repay the ASB. The payment that the ASB will get each year will be used for the welfare of **all students** and **not for instructional purposes**.

Teacher Comments:

Department budgets are for teachers to spend in their classrooms which benefit the students. Department budget is zero right now. - Pores

The only available money the school has is instructional dollars. We'll release the money once we have a final payment plan. - Olivero

The teachers need help in filling out grant forms by suggesting to invite representative from EdUCate Foundation to their department meeting to find some money to spend for ink cartridges. – Pores

Last year EdUCate gave \$12,000 grant to UCHS. The money was used to buy computers for the classrooms. This year the money will be spent to support the growing needs of the department. - Olivero

- **No TAs as a result of Assembly Bill (AB 1012)**

- Students can't be assigned a course without educational content.**

- The school has three different types of students that are working under AVID Peer Support class.

- 1. AVID Peer Support (OASIS or Power Up Mentors)**

- Power Up Mentors are working one-on-one with students.

- Syllabus was created for Power Up Mentors. It shows how academic grade will be determined.

- 2. AVID Peer Support (PALS)**

- Few students on each period reside in the Counseling Office.

- They have preliminary training and ready to be sent out to class to help the teacher like tutor support, provide assistance. Syllabus was created for PALS. It shows how academic grade will be decided.

- 3. AVID Peer Support (Office Deployment)** – Traditional TA's that resides in the Front Office. They have a syllabus. Schedule must be set up. They are to be sent to the class on rotation.

- PALS and TA will be deployed to the class to work for a period of time to help support the students.

- A. There will be a series of AVID trainings for these students. The first will be for the Power Up Mentors on Wed., Oct. 26th at 1 p. m. at Ms. Luc's room for 1 ½ hour with Mr. Olivero. All AVID Peer Support students will read: The Power of Double-Goal Setting. While the book is geared towards coaching, the principles apply as there is heavy value placed on recognizing Growth Mind Set.**

The emphasis is how the mentors will teach about effort, persistence, resiliency with the students they are supporting.

B. Teachers should expect AVID Peer Support students contacting them about their mentees they are supporting.

C. Both the AVID Peer Support PALS and Office Deployment students will be deployed to classes where students need help. So, as grades come out, please consider how the role of a mentor AVID Support student could help assist a student or groups of students in your class.

The mentors will send a first letter to the teacher explaining who their mentees are. The mentors will tell the teachers about the mentees' strong areas and interests.

The second letter is about what they are working on like Growth Mind Set which is not necessarily about grades but the determination and effort.

These letters may or may not be effective with TA's, partly effective with PALS and certainly effective with Power Up mentors.

- **Supporting Academic Language in our students (Special Education and Second Language Learners.**
 - **(BICS/CALP: Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency)**
 - Use Transitional Words and Phrases (copies provided) for exit slips and in writings**

Mr. Olivero, Gail Hall, Aaron Pores, and Scott Myers attended a training at Crawford High School. Mr. O mentioned the email he sent 10/17 with the screen shot of the poster they created regarding asking students to incorporate writing on what they learned in classes across the curriculum. Data from AP, SBAC, and SAT shows that 85%-90% UC students are doing well. Ten percent are struggling in academic language and 50 % of that are Special Ed and Second Language Learners.

Challenge question:

How do we provide them exposure and opportunity to use academic language in constructive way?

Mr. O gave the teachers a copy of Transitional Words and Phrases to expose and train the students on what these words are and how to use them in expressive way. He will ask 10-15 teachers to be on board to pilot this by incorporating these transitional words and phrases as part of their homework assignment or exit slips to express their thinking.

Mr. O showed books titled "Writing to Learn Series." Books designed for different discipline of writing stems for writing to learn. There are books for Science, U.S, History, Math, Biology, Chemistry, Algebra, etc. These books contain writing stems to promote the cognitive development in these disciplines through the process of writing. The idea is to develop academic language through student's writing to help meet their cognitive process.

Teacher's Comments:

- We should train the AVID students the transitional words and phrases when they support the students.
- Common Core standards require all department to do writing as part of their curriculum. This is adding a component and it doesn't to be huge.
- If you're doing common assessment, you can put some in writing.
- The students will become familiarize with those stems if they're all using those in their classes.

ROUND TABLE:

Sheryl Godfrey:

The counseling department has grown and talked on how to be better. UC is lacking the ability to do classroom presentation on basic topics like how to get to college, how to deal with stress and anxiety, planning, etc. Godfrey is scared to ask the teachers and wants classroom presentation to be a collaborative effort. Please send the counseling department ideas and ways to do a presentation in their class for 10 minutes to give the students the knowledge they need.

Meeting adjourned: 3:15 p.m.

Next meeting date and time: November 14, 2016 at 2:30 p.m.

Minutes submitted by Lucy Alonzo