

SAN DIEGO UNIFIED SCHOOL DISTRICT

University City High School

6949 Genesee Avenue, San Diego CA 92122

Site Governance Team (SGT) Meeting
 January 14, 2019 2:30pm
 UCHS Main Office, Principal's Conference Room

MINUTES

Members present:

	UCHS Staff		Parent Reps		Student Reps
X	Jeff Olivero, Principal (SGT)	X	Virginia De Sa (SGT)	X	Elaina Martin (SGT)
X	Aaron Pores, Certificated (SGT)	X	Mark McPherson (SGT)	X	Nick Van Daelen (SGT)
X	Donna Fallon, Certificated (SGT)	X	Meredith Kennedy (SGT)	X	Brandon Sutton (SGT)
X	Elizabeth Frohoff, Certificated (SGT)				Ari Weisman (SGT)
X	Maureen Quessenberry, Certificated (SGT)				
X	Thomas Volle, Certificated (SGT)				
Other staff present: Philip Huszar, Jennifer Huszar, Kelsey Bradshaw					

Call to Order

Elaina - motion to begin meeting at 2:37

SGT Business Approval of Minutes

Elaina - motion to approve Dec. 10 minutes, seconded by multiple members

Comments/Follow-up from last meeting

Comment/ follow-up on last month's minutes - Mr. O - Vaping in restrooms.

a) Two things we're doing as a school:

- i) Mr. Villalobos has created a bathroom schedule to different staff members at the beginning of each class periods.
 - ii) Owner of local marijuana dispensary came to speak with admin, as they are equally concerned about vaping issues, and whether it's nicotine or THC-related. Result of the meeting: student survey about the specifics of vaping, in order to refine how UCHS handles the issues.
- b) Ms. Quesenberry asked when/ who is in charge of the survey. Mr. O answered "school psych."

Dress Code Committee Update

- 2) Dress Code Committee update
- a) Need to clear up consequences section of proposed code
 - i) Mr. Pores - read part of Oregon recommendation about how to deal with them
 - ii) Mr. Olivero - suggests dealing with it as any other referral in terms of calling a parent outside of class, or giving them a chance to replace it with school clothes
 - iii) Virginia - reverse shirt/ replace with school shirt
 - iv) Mr. Pores - next month we should have a proposal together

Community College Courses

- 3) Community College Courses
- a) Handout given to SGT by Mr. O with the proposed Math 141 and English 101 course descriptions
 - i) Explains double-weighted credit
 - ii) Struggle with access to electives on current HS master schedule
 - b) Proposal to tie English 101 with History of Rock in order to reduce numbers in regular HS elective classes to make room
 - i) Moving English 101 to the first semester, instead of the English 47A prep course that we've had this year
 - ii) English 101 counts as senior HS English, and a college class
 - (1) If they don't pass, they can't make it up
 - (2) Scheduling is done very carefully with appropriate students
 - c) Math - after math III, students have a variety of math options (stats, AP stats, pre-cal, honors pre-cal, AP calc, reg. calc)
 - i) A lot of students coming out of math III may not be ready for Math 150
 - (1) Solution = math 141, supplanting some students taking honors pre-cal
 - (2) Mark PcPherson (Mark) asked the impact on the school
 - (a) Mr. O - for every student in a CC class, it frees up space in master schedule, so it's helpful from that standpoint.
 - (3) Mr. Volle - do we have a breakdown of which grade levels take which classes?
 - (a) Mr. O - mostly seniors. Personal Growth is popular with juniors.
 - (4) Ms. Frohoff - are their teachers being overworked for this?
 - (a) Mr. O - Sometimes certain classes might be lost, like a senior English, but other classes are increased that students do want to take. Course needs on campus can change as a result of this. This is driven by what classes students want to take.
 - (5) Ms. Q - we do pay \$15,000 to house students on non-class days, out of discretionary rental money.
 - (a) Mr. O - it was my decision to use this money for supervising students. Cost/ benefit of spending money on this.
 - (b) Ms. Frohoff - this money could be used for other things, such as field trips.
 - (c) Mr. O - good to bring up when discussing budget priorities.
 - (6) Ms. Kennedy - do students have to take English 101 w/ Rock History?
 - (a) Mr. O - yes, they're paired that way for students already going to 4 year college
 - (7) Mr. Volle - asked for avg. enrollment again
 - (a) Avg. is 33 students per class (Ms. Bradshaw) - about 9 classes listed in total
 - (b) UCHS has a GPA requirement of a 3.0 to take one, and a 3.5 to take two, to ensure students could handle the load.

- (8) Elaina asked for public comment - 3:04
- (a) Phill Huszar - Thanks for all of the option given on campus. I have problems with how some of the CC classes are being rolled out. I started AP Calculus on this campus as a solution many years ago to fill the gap between Honors Pre-Calc and Math 150. AP Calc is the gap-class. CC classes given in place of programs we already have here, and teachers may be affected negatively, we need to think about the impacts of each of these courses. When you take courses away in favor of a CC course, they may be replaced.
- (i) Mr. O - in response to Mr. Huszar. This is all correct, but what is best for kids? Why would a kid take AP here, when they could get double-weight and college credit at CC. To whose benefit would we keep block students from choosing the Math 151/ 141 options?
- (ii) Brandon Sutton - how many kids are seniors/ juniors taking 151?
- (iii) Ms. Bradshaw - we're considering offering a higher level next year, for those juniors filling through as seniors into the CC math programs
- (iv) Mr. O - the point of the AP experience is the rigor. CC experience is just as rigorous. It's not just the numbers in the AP programs.
- (b) Jennifer Huszar - AVID junior/ senior coordinator/ teacher
- (i) Best for kids is important. Taking care of them with UC-family teachers is the most portant. Kids on off-days when classes are cancelled have nowhere to go. In her own room, and other staff, aren't notified when classes are cancelled. UCHS staff isn't allowed to observe them. They're not on our staff email, don't attend meetings, and generally have no idea what's happening here. We can't monitor college grades, as AVID teacher or a parent. AVID students have failed without notice, and had college acceptance rescinded. No office hours. Often hard to access for conferences. If master schedule pushes programs off our campus, and we've lost good teachers and programs to other schools, what's going to happen?
1. Mr. O - this could happen. 2% students in CC classes do have bad experiences. For the other 98%, to we keep them open in the overall best interest of our kids?
 2. Meredith Kennedy - Having the competitiveness of double-weighted getting into college should be put on the decision of the students.
 3. Brandon - what's actually necessary? Is math 141 completely unnecessary, because it's the same as AP Calc. If students aren't totally sure about career path involving math, it's impractical to open this path.
- (ii) Donna Fallon - my issue is English. Jump of going straight to English 101 seems like there's no stepping stone writing course. What's the impact to juniors?
1. Mr. O - more of an impact to senior classes
 2. Fallon - concerned about students skipping APEL, going straight to the amount of writing in English 101 might be too much of a jump, and students could be unprepared.
 - a. Mr. O - monitoring senior's junior-year grades to ensure they're ready for CC
 3. Ms. Kennedy - opening more courses for students in pathways in master schedule could help
- (iii) Ms. Q - rigor may not be comparable between AP and CC classes
1. Mr. O - conversation for counselors to have with student for correct placement. Kids will want to bump up GPA. Most classes, beyond Personal Growth, are very rigorous. Rigor also varies from course to course here.
 2. Ms. Q - admin here have no say as to what CC instructors do/ don't do.
 3. Mr. O - True, and last year's message to parents was "buyer beware."
- (iv) Brandon - as a student, students who do have a high GPA should be the ones taking the weighted classes. The students at lower-level abilities are now "fluffing" their GPAs and inflating the overall GPA, making the high-achievers indistinguishable from lower-achieving students.
1. Mr. O - agrees. It is all part of the student's strategies for taking courses to stay competitive, based on the perceived ease of classes, or the teachers who may teach it.
 2. Ms. Bradshaw - this really isn't an issue. 4.0 is still really hard to reach
 3. Ms. Fallon - as a college reader: APs are important, GPAs are important, yet they're also trained to look at the overall list of courses as a factor. She rates AP higher than some college classes, so it may be a misperception that CC classes always make it look better.
- (v) Mr. Pores - is it possible to gate-keep students out of CC classes?
1. Mr. O - it's a conversation between counselor and student, but no hard and fast rules about it.

(vi) Mr. Volle - if we have the talent to offer alike courses from within our UCHS staff 5-days a week, I don't see the reason to bring this in. Do we every see surveys or feedback of students who complete these CC courses?

1. Mr. O - we talk to the chancellors, but can't see the surveys
2. Ms. Bradshaw - counselors usually hear from UC students pretty quickly in the moment of i
3. Mr. O - appreciates Mr. Volle's comment. The question is about the benefit to students, not the teachers who work here
4. Mr. Volle - class reduction is mostly at senior level

d) Mr. O - we need a proposal for a vote on the CC classes

i) Ms. De Sa - what the number of votes needed?

ii) Mr. O - 51%

iii) Mr. O - proposes adding Math 141 and course proposals

(1) Mark - seconds

(2) Vote taken - did not pass

iv) Mr. O - proposes English 101 and Rock History course

(1) Mark - seconds

(2) In favor - 5

(3) Opposed - 5

(4) Abstentions - 0

(5) Discussion:

(a) Ms. Frohoff - not fair to offer class teachers already teach an equivalent

(b) Brandon - English for seniors is horrible. I wasn't pleased with courses being offered. Wanted an honors class like Honors Am. Lit. As a BioMed student, I liked to see there's also an Art credit built into the English 101 option. I'm currently taking 47A as an easy option, but it's totally useless. The art credit being packaged is great.

(c) Ms. Fallon - still concerned about student's level of readiness. Mr. O - letter to parents, counselors looking into records. Also concerned about students not taking APEL, devastating the APEL program.

(i) Various comments from SGT about colleges not taking CC courses, more often taking AP courses.

(ii) Mr. O - repeating that other schools let students choose these classes

(iii) Ms. Kennedy - her son was warned when taking an English 101 online as a BioMed student.

(6) Re-proposed by Mr. O to vote on bringing in the English 101/ Rock History course offering

(a) Yes - 5

(b) No - 4

(c) Abstain - 1 (Fallon)

Late start time

4) Late-start

a) Community Comments:

- i) Leanne Anderson - I am behind the research. The school is not prepared to manage late-start, and have it impact the largest number of students who currently attend UCHS. The start time does not follow the traditional start hours. If one parent doesn't work, or they live within walking distance, it's a problem to get to school. Kids getting to school at later start time have to wake up early anyway and coordinate public complicated transportation. Better infrastructure is needed before a 5-day per week late start change.
- ii) Next parent - hands out article, "Sleepless No More in Seattle..." reinforcing research behind better grades with later start.
- iii) Mr. Huszar - research shows strong, measurable benefits to late start. This year's late start, in agreement with Leann, was done without district transportation support, or logistical support. Recommends a group of stakeholders get together to discuss the logistical way to make it work at our school.
- iv) Hospital representative - recognizes the logistical challenge of late start, but also wants to point out the convenience factor of our current early start. There will be challenges for people on the other side of the issue due to the change.

- v) Student - with late start, even leaving from within the neighborhood there is a ton of traffic.
- vi) Other parent - we also have to leave at the same early time to beat traffic.
- b) SGT response
 - i) Elaina Martin - agrees that on late days kids are actually more often tardy, and have to leave early anyway
 - ii) Ms. Kennedy- question about the survey on the math adding up. Also, didn't the board already vote to change all HS's in 2021? Mr. O acknowledges yes, but things could change. Reality of traffic v. what's good for kids is important to weigh.
 - iii) Ms. De Sa, Ms. Frohoff, discussion of local traffic patterns
 - iv) Mr. O - what we have in place now stays, if it doesn't get changed. In 2021, he understands that SDEA would have to also vote on this, so local choices by SGT are relevant for the time-being.
 - v) Ms. De Sa - Mon/ Fri traffic seems to be lighter, so Weds aren't ideal. Trolley could also possibly lighten traffic
 - vi) Mr. Pores - too complicated to make a decision - do we need a committee? Also, district message is that weighing our convenience and student health is ok. Should we wait until they make a decision?
 - (1) Various SGT - district-level committee already in place. Also, we still have month to decide.
 - vii) Ms. Fallon - about survey "other" option is an 8:30 start.

Budget

- 5) Mr. O - proposes to move on to budget discussion.
 - a) Next year - loss of 84 students in enrollment
 - b) On Jan. 24, we have 4 days to decide on the budget. Standley has smaller 8th grade class, and is continually planning to reduce
 - c) Whole district is losing 3000 students/ year, it's deemed as unfair to have one school take numbers from other schools, through CHOICE. District will no longer allow us to backfill enrollment drop because of Standley, except the cap will be lowered. Currently the 9th grade class is 150, next year it will be 50 less, than 50 less, etc., until the whole student population drops by 100's over the course of years.
 - d) We'll lose 3 FTE's in next year's master schedule
 - i) 50 Freshman less = loss of x number of Freshman English teachers
 - e) Discretionary budget also to be discussed about using rental funds for CC class off-days
 - f) All of the above needs to be rehashed for the budget, through two meetings at the end of the month. The other issues from today won't be discussed at those times.
 - g) Meeting #1 = feedback to Mr. O
 - h) Meeting #2 = prior to Feb. 1, Mr. O will get a final feedback to make his decisions, after SGT has mulled it over.
 - i) Mr. O notes that he's put it out there to staff to excess themselves or announce retirement for the decision-making to be somewhat easier.
 - j) Mr. O - we can already tell next year's senior class and next year's freshman class will shrink, and possibly adding more science classes because of next year's junior class being higher.

Round Table

Adjournment

- 6) Motion to close meeting at 4:13 by Ms. Frohoff, seconded unanimously, simultaneously.

Next Meeting Date: January 30, 2019

Signed by :

SGT Chair : 	Date: 2-11-19
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Principal : 	Date : 2-11-19
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Minutes recorded by : Aaron Pores