

Santa Monica High School
School Site Council Meeting Minutes

Tuesday, February 28, 2023

4:00 PM

Room D205

Compiled by:

Amy Chapman, Amitis Akbari

Members Present:

1. Mele LeVeaux
2. Veronica Garcia-Hecht
3. Stephan Corbel
4. Amy Chapman
5. Kelly Okla
6. Nancy Wu
7. Amitis Akbari
8. Jennifer Cowan
9. Marae Cruce
10. Susan Gates
11. Shayna Kadish
12. Falanda Collins
13. Emmanuelle Robert-Larkin

I. Welcome

II. Review and Approval of Minutes from 1/31/23

** There was a reminder that Mr. Cuevas said he'd link the academy presentation to the school website.**

Approved by: Stephan Corbel

Seconded: Veronica Garcia-Hecht

III. 7-Period Day Survey Results

- students and staff were surveyed before winter break about having a 7 day period (survey was *not* schedule specific...it was merely about the concept of a 7 period day)
- Negotiations about schedule are outside faculty contract and would require a 67% majority vote among staff.
- 112 staff members responded to the survey.
- Most important question -- is the staff willing to explore a 7-period day? 70% of the staff says they are willing to explore, so that is enough for us to move forward.
- 1,189 students took the survey (we have roughly 2600 students at Samo)...given during Flex
- staff survey comments about 7 period day
 - all for it
 - what would schedule look like

- financially for district
- teacher/student burnout
- limiting amount of credits with a 7 period day?
- doesn't promote equity
- more information is needed
- about 70% of students feel like they have to take summer and am classes to accommodate classes.
- There are a variety of extra classes that students would take with a 7th period day (PE, extra academic course, performing art, world language, etc.)
- **Data Protocol: 7-Period Day Survey Data**
 - **Step 1: What parts of this data catch your attention?**
 - Staff response about student stamina -- didn't realize that Ed Code said 9-11 graders would have to take all periods that we offered. (Shows that teachers are thinking about student mental health)
 - Follow up -- do the classes have to be A-G or would home room, study hall, or flex like classes count. (Answer -- we would keep flex so we wouldn't have an additional study hall)
 - Can Flex time be every day have it be counted as a part of a 7 period day? (No, bc they would be moving freely)
 - Students are going to finish their requirements ahead of time if they take seven periods. Will there be something built into the system that would be beneficial to students that finish early...community service project, CTE class, etc? → Maybe CTE lends itself to that
 - What about a TA Period? Would that demand for that increase? (Only juniors and seniors are allowed).
 - It would be beneficial to younger students bc it's really tricky to do PE, band, and language. (Restricting who can have ISPE has made it harder for students to find work around)
 - People will probably feel pressured to take more and more AP classes to not lower their weighted GPA....restrictions for AP classes would be a good idea (2 students stated this)
 - Don't restrict summer school because otherwise what is the point of doing a 7 per day -- students try to lighten their workload for their stress level during the school year (helped students advance in the curriculum, helps athletes make space, etc).
 - Students who have a rocky start in 9/10 would be helped out by a 7 per day as they will have more space to make "catch up" -- it's an advantage for our struggling students as it will help students not be left behind.
 - The variety of interests in potential courses speaks to a desire for students to have more variety in their day.
 - There was initial surprise (from a parent) about the responses to concern about extra workload, but the students explained that pressure...seems like there is a need to cap/place restrictions on numbers of AP
 - Would there be an impact on college apps?
 - **Step 2: What does the data tell us? What does the data NOT tell us?**
 - How does it work in other high schools? Do they do this?
 - Who is taking summer school? Who would like to but currently can't for certain reasons (finances, etc)
 - **Step 3: What benefits are suggested by the data?**
 - Who are the students without the ability to take summer school classes? They may be helped by an AM plus 7 period day
 - If we keep AM and have a 7 period day, it might help kids in avid, with tutorials, etc to get in an elective
 - When the new building is done and all the academies are available, there are going to be even more schedule restrictions, so more students might want this.

- **Step 4: What are the potential barriers/obstacles suggested by the data?**
 - It is already hard for students to have the stamina to get through the current schedule (we have kids that already have a lot of missing work).
 - A 7th period day would have cause a parent's child undue stress...could we have more robust summer offerings (with an online options), ispe, etc
 - Staff issues -- how to hire and retain 16 teachers (and will we lose the need for teacher positions as we see in certain departments already)
 - Staff burnout concerns
 - Finessing teacher curriculum if we are losing minutes again
- **Step 5: Brainstorm next steps**
 - Exploring what is being taken during summer school - how can we make it more equitable.
 - Have students retake the survey so we get more of a feel of who needs what. Needs to be done at a time where students will actually do it -- incentivize teachers in homerooms
 - Form a small subcommittee (of people for and against) to examine what neighboring high schools are doing
 - As students are meeting with the advisors to talk about their schedules, students and families are mapping out their 4 year plan...now might be the time to get more feedback from students and families (could counselors help facilitate this or give input to students....advisors were tasked with gathering some anecdotal feedback in their scheduling meetings)
 - If we do this, we need teacher support for how we adjust to the new schedule, the shaving off of curriculum to avoid more burnout
 - Discussion of minutes (if we move to a complete block, we lose passing periods and we can give minutes back to classes)
 - Can we offer a pizza party or something as an incentive for homeroom teachers to get participation in the next survey
 - Ms Cruce -- we are starting to have conversations with small groups of students in various subgroups (because there is only so much you can get from a survey). These focus groups will help us get a firsthand account of what students want and what is in their best interest.
 - Subcommittee should ask other schools what the unexpected benefits and unintended consequences upon implementation of this schedule were.
 - Communicate with a larger parent group - to assure the larger community that we are taking this seriously and making data informed decisions

IV. Closing

Motion to end the meeting: Kelly Okla

Seconded: Stephan Corbel

Meeting ended at 5:20