

PGHS Request for additional sections

Guiding Principles

- As a comprehensive high school, we need a depth and breadth of courses to
 - A) allow students to be competitive with students in other high schools when applying for school
 - B) give as many routes that are founded in student interest that lead a student to college and career readiness.
 - C) keep class sizes such that optimal student engagement and learning occurs
 - D) design schedule that allows flexibility and maintains as much consistency in class sizes as possible.
 - E) encourage more and targeted students, as appropriate, to take honors and/or AP courses

Information

- The teachers contract says the HS (as a whole) will have a Student:Teacher ratio of **28:1**, and no individual class shall exceed **34:1**.
- Expected HS enrollment for next year is **667** (at CBEDS), an increase of **49**.
- In the fall of **2017** we had **80 new students** enroll right before school started.
 - 9th grade: 37
 - 10th grade: 14
 - 11th grade: 12
 - 12th grade: 17

Information

- PGHS as a whole, will be at a Student:Teacher ratio of **19.62**, (667 divided by 34.0) far below the contractual limitation of 28:1 This ratio includes 4 FTE Special Education for 46 students, PE, and counselors not used in elementary calculations.
- Class size averages for PGUSD schools including special ed is as follows (estimate):
 - FG: 18.29
 - RD: 20.9
 - PGMS: 19.3
 - PGHS: 19.62 (for 2018-19)

Questions

- Who takes care of the Master Schedule?
 - The counselors take care of the master schedule.
 - Take student sign ups
 - Look at major mismatches and call in students
 - Look at major bulges/valleys and call in students
 - Get input from departments as to number of sections would best work starting with the current number of sections.
 - Compare with current sections and adjust.
 - Vet students w/o prerequisites or other issues
 - Take into account credentialing requirements and impacts of reducing or increasing overall sections.
 - Create preliminary master schedule using conflict matrix
 - Run preliminary schedule through PowerSchool
 - Call in kids with irreconcilable conflicts

Questions

- You are letting us know requests but until these requests are run in the computer won't there be many adjustments due to the number of singletons in the schedule? Students will have to make choices?
 - Yes – we will make many adjustments as we go
 - YES – students will have to choose when conflicted
 - **YES** – we are currently in a very fluid state
 - In order to create a master schedule that will closely resemble a final schedule, we have to have the number of sections for each class decided, hence this request.

Questions

- **Do all courses being offered meet UC requirements?**
 - No. However, all meet either CSU/UC or pathway requirements with the exception of guitar.
 - Health Occupations and Therapeutic services, do not currently fulfill a-g requirements but do fulfill pathway completion as defined by the State.
 - **All other courses** fulfill a-g requirements.
 - Note – Either Marine Science or Earth and Space fulfill CSU lab science but not for UC. It is considered a *g* area under UC. No one seems to know why this is so.

Questions

- Why is Culinary Arts 3 offered with only 10 students? AP classes are coupled with others to increase numbers but this appears to be a stand-alone. Is that accurate?
 - Culinary Arts 3 is a capstone course. Without the course, the pathway no longer exists which affects our college and career readiness levels. As it is a lab, it is impractical to offer this with Advanced Culinary arts as there is only room for 24 students to safely exist with fire and knives. Currently, there are 23 students in Adv. Culinary, thus adding 10 more would make for unsafe conditions.

Questions

- Therapeutic Services is also showing 10 students and begs the same question.
 - You get the same answer (sort of). Therapeutic Services is a capstone course. Without the course, the pathway no longer exists which affects our college and career readiness levels. Healthcare Occupations has 28 students and could not be combined with the 10 students in Therapeutic Services.

Questions

- ESL shows 9. There is no mention of levels. Are your teachers all CLAD certified and if so can't these students be mixed in with the general student population for a more comprehensive class schedule?
 - All teachers are Crosscultural Language and Academic Development (**CLAD**) certified or are completing the certification.
 - The students are currently mixed in general education classes and are taking the language support specific class.
 - The course itself is a mandated course.

Questions

- It looks like Leadership and Yearbook has 30 students. The Board requested that these offerings be split so as not to overwhelm the teacher.
 - Correctomundo. Yearbook will be split off and become a club. There were 4 students who expressed interest in yearbook and they will be notified. We will advertise among staff for interest in taking the club on.
 - As a club, there will be a stipend for the teacher, but no credit for the students.

Questions

- AP World History is at 33 and some freshmen will undoubtedly drop. You are asking 2 sections when one would handle the requests. AP US History is the same. Both sections are under contract limits. They are also AP kids who are easier to handle.
 - We have thoroughly vetted who is likely to drop and also have 3 additional students in “the wings” for both courses. We feel the ultimate number is solid.
 - I have already given the directive that one of the two courses needed to be combined in order to create flexibility for World History which is currently at a class load of 32:1, thus no flexibility at all for new or dropping students.
 - Closing one section will create an additional “singleton.”

Questions

- Biology requests for next year shows 7 sections at 26 students per section. If that number is changed to six sections then you will max out at 30 students per section and that is well under the 34 student cap, reflected on current contractual limits for general classes.
 - Mathematically, this is correct. However, we try and keep our freshmen classes smaller AND we need flexibility if we have another 37 new freshmen students enroll AND the science rooms have 8 stations, so with 32 students we would lose the teaching station.

Questions

- Integrated Math I at 7 rather than 8 sections would only be 24 students per class. That is well below the limit, as well.
 - Exactamente. Note that the math department has found that the entry level student needs a higher degree of attention, hence a smaller class size.
 - Estimated ratios in math:
 - IM I: 21.4:1
 - IM II: 25.3:1
 - IM III: 29:1

Questions

- It looks like PE is the class needing an additional section. Currently they sit at 36:1. One less section would push them to 46:1. Are all special education kids in the regular PE classes? Is Adaptive PE offered? Are there any independent study students in PE? What happens to students who play sports?
 - You get an A for analysis. Yes, Special Ed. kids are included in PE and adaptive PE is only offered to those with very specific and severe needs. No Independent Study students are allowed in any PGHS courses.
 - The main rationale for the smaller freshmen PE class is that during health lessons, a smaller group of students allows for deeper engagement and true learning.
 - While Ed. Code allows this, I do not believe in exempting students from PE if they are on a CIF sanctioned team. All students take 9th grade PE.

QUESTIONS?