



Union High School District

MINUTES
OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Interim Superintendent
Eric R. Dill

SEPTEMBER 15, 2016

THURSDAY, SEPTEMBER 15, 2016
6:30 PM

SAN DIEGUITO HIGH SCHOOL ACADEMY, MEDIA CENTER
800 SANTA FE DRIVE, ENCINITAS, CA 92024

PRELIMINARY FUNCTIONS..... (ITEMS 1 – 6)

- 1. CALL TO ORDER..... 6:00 PM
President Hergesheimer called the meeting to order at 6:00 PM in the Media Center to receive public comments on Closed Session agenda items 2A-B. No public comments were presented.
2. CLOSED SESSION 6:01 PM
Closed Session was held in the "B" Building Conference Room as follows:
A. To consider and/or deliberate on student discipline matters. (Case #2016-017SD)
B. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline / release, dismissal of a public employee or to hear complaints or charges brought against such employee by another person or employee unless the employee requests a public session.

REGULAR MEETING / OPEN SESSION..... 6:30 PM

ATTENDANCE

BOARD OF TRUSTEES AND STUDENT BOARD REPRESENTATIVES

- Joyce Dalessandro Emma Schroeder, Canyon Crest Academy
Beth Hergesheimer Karlie McGillis, La Costa Canyon High School
Amy Herman Skyler McFarlane, San Dieguito High School Academy
Maureen "Mo" Muir Mikenzie Bub, Sunset High School
John Salazar Isaac Gelman, Torrey Pines High School

DISTRICT ADMINISTRATORS / STAFF

- Eric Dill, Interim Superintendent
Mike Grove, Ed.D., Associate Superintendent, Educational Services
Torrie Norton, Associate Superintendent, Human Resources
Mark Miller, Associate Superintendent, Administrative Services
Delores Perley, Chief Financial Officer
John Addleman, Executive Director, Planning Services
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

- 3. RECONVENE REGULAR MEETING / CALL TO ORDER (ITEM 3)
A. The regular meeting of the Board of Trustees was called to order at 6:31 PM by President Beth Hergesheimer. Ms. Schultz read the meeting protocol instructions.
B. President Hergesheimer led the Pledge of Allegiance.
4. REPORT OUT OF CLOSED SESSION (ITEM 4)

A. REPORT OUT OF CLOSED SESSION

There was nothing to report.

B. STUDENT DISCIPLINE

Motion by Ms. Muir, seconded by Ms. Herman, to approve the request for early readmit of Case #2016-017SD, expelled on June 17, 2016, for violation of Education Code sections 48900 (c) and (j), effective September 16, 2016. BOARD Ayes: None; Noes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Abstain: None.

Motion failed.

5. APPROVAL OF AGENDA.....(ITEM 5)

Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve the agenda of September 15, 2016, Regular Board meeting of the San Dieguito Union High School District, as presented. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

6. APPROVAL OF MINUTES / SEPTEMBER 1, 2016 REGULAR MEETING.....(ITEM 6)

Motion by Ms. Herman, seconded by Mr. Salazar, to approve the minutes of the September 1, 2016, Regular Meeting, as presented. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

NON-ACTION ITEMS.....(ITEMS 7 - 10)

7. STUDENT INTRODUCTIONS / UPDATES

A. OATH OF OFFICE.....INTERIM SUPERINTENDENT ERIC DILL

Interim Superintendent Eric Dill introduced the five student board representatives for 2016-17 and administered the "Oath of Office".

B. STUDENT UPDATES.....STUDENT BOARD REPRESENTATIVES

All students gave an update on the highlights and events at their schools.

8. BOARD REPORTS AND UPDATES.....BOARD OF TRUSTEES

All five board members attended the two Special Board meetings on August 19th.

Ms. Dalessandro attended Back to School Nights at Oak Crest MS (OCMS), Carmel Valley MS (CVMS), Earl Warren MS (EWMS), Canyon Crest Academy (CCA), and Pacific Trails MS (PTMS), attended the San Dieguito Alliance for Drug Free Youth Networking Luncheon, an EWMS "Evolution" Anti-Bullying Assembly, and visited San Dieguito HS Academy (SDHSA) blackbox theater rehearsal production of Hamilton for Cabaret Night, as well as visited Mr. Norris' classroom.

Ms. Herman attended Back to School Nights at OCMS, CVMS, EWMS, CCA and PTMS, toured the construction site at CCA, toured SDHSA and La Costa Canyon HS (LCC) today, attended the San Dieguito Alliance for Drug Free Youth Networking Luncheon, and will be attending Cabaret Night in October at SDHSA.

Mr. Salazar attended Back to School Nights at CCA, SDHSA, and visited LCC and Diegueno MS (DNO).

Ms. Muir attended all five Back to School Nights and stayed longer at LCC to visit with teachers, toured LCC on the first day of school, attended the San Dieguito Alliance for Drug Free Youth Networking Luncheon and is hosting a dinner for first responders.

Ms. Hergesheimer also attended all five Back to School Nights, and the San Dieguito Alliance for Drug Free Youth Networking Luncheon.

9. SUPERINTENDENT'S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES

.....ERIC DILL, INTERIM SUPERINTENDENT

Interim Superintendent Dill thanked Dr. Grove for leading a series of discussions with the principals on developing a common vision for instructional leadership focusing on what are the most important things we do. Mr. Dill also welcomed the new and returning student board representatives.

10. SCHOOL UPDATE / SAN DIEGUITO HIGH SCHOOL ACADEMYBJORN PAIGE, PRINCIPAL
Principal Bjorn Paige dressed as Pokeman, shared highlights, events and what he loves about San Dieguito High School Academy. Mr. Paige reported on the school's and student's character, uniqueness and spirit, the student activities including student art work, the upcoming homecoming game, Cabaret Night, the 80 year celebration, ASB, concerts, games, assemblies, and performances and that students feel comfortable at school. Mr. Paige shared that every decision educators make is because of the students and what can we do to make our school better.

CONSENT ITEMS.....(ITEMS 11 - 15)

It was moved by Ms. Herman, seconded by Ms. Dalessandro, that Consent Agenda Items 11-15, be approved, *as revised*. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

11. SUPERINTENDENT

A. GIFTS AND DONATIONS

Accept the gifts and donations, as presented.

B. FIELD TRIP REQUESTS

Accept the field trips, *as revised in attached*.

12. HUMAN RESOURCES

A. PERSONNEL REPORTS

Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:

1. Certificated and/or Classified Personnel Reports, as presented.

B. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

C. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. National University, amending the intern agreement to include additional language that complies with changes to State regulations requiring specific support and supervision minimums, with no other changes to the agreement, at no cost to the district.

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. The Regents of the University of California (UCSD), to provide California Healthy Kids Survey (CHKS) support services for San Dieguito Union High School District's Tobacco Use Prevention Education (TUPE) program, during the 2016-2017 and 2018-2019 school years, in the total estimated amount of \$47,000.00 per school year, to be expended from the General Fund/Restricted 01-00 and reimbursed with funds from the California Department of Education TUPE Cohort F Competitive Grant funds.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. Palladium Holdings, Inc., dba Turnitin, LLC, amending the contract for originality checking, online grading, revision assistant, and peer review web-based services district wide, increasing the annual not to exceed total for all schools district wide to \$50,000.00, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.

14. ADMINISTRATIVE SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreement and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreement:

1. The Regents of the University of California on behalf of its UC Davis Center for Integrated Computing and STEM Education (UC Davis), to provide access to the C-STEM Program specialized student training in science, technology, engineering, and mathematics (STEM), starting on the date both the district and UC Davis sign the agreement and ending one year after, in the amount of \$800.00 per middle school and \$1,000.00 per high school, to be expended from the General Fund/Restricted 01-00.
2. 22nd District Agricultural Association for lease of facilities for AP testing, during the period April 30, 2017 through May 12, 2017, in an amount not to exceed \$71,525.00 plus labor and equipment rental fees, to be expended from the General Fund/Unrestricted 01-00 and reimbursed by AP Test Service II, LLC as part of the AP Testing Services Agreement.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. Lynda.com, Inc., amending the ten user license for Lynda Pro 2.0 on-demand learning resources for faculty, staff, and students, increasing the not to exceed amount to \$4,000.00, with no other changes to the agreement, to be expended from the General Fund/Unrestricted 01-00.

SPECIAL EDUCATION

C. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS, INDEPENDENT CONTRACTOR AGREEMENTS, AND/OR MEMORANDUMS OF UNDERSTANDING

Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), and authorize Douglas B. Gilbert or Eric R. Dill to execute all pertinent documents:

1. Banyan Tree Educational Services, Inc. dba Banyan Tree Foundations Academy (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period July 1, 2016 through June 30, 2017, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
2. Banyan Tree Educational Services, Inc. dba Banyan Tree Learning Center (NPA), to provide an alternative education model for both diploma bound and non-diploma bound students, during the period July 1, 2016 through June 30, 2017, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
3. New Haven Day School (NPS), to provide twenty-four hour residential treatment and an alternative education model for diploma bound students with high functioning autism and/or social, emotional, mental health issues, during the period August 20, 2016 through June 30, 2017, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

4. Solana Beach Physical Therapy (ICA), to provide physical therapy, assessments, and IEP support in an educational setting, during the period July 1, 2016 through June 30, 2017, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. Oak Grove Institute (NPS/RTC), amending the contract for twenty-four hour residential treatment for diploma bound students with severe social, emotional, and mental health issues, to include the educational day rate of \$134.40, with no other changes to the contract, to be expended from the General Fund/Restricted 01-00.

E. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be expended from the General Fund/Restricted 01-00, and authorize the Director of Special Education to execute the agreements:

1. Student Case No. 2016-023PS, for special education related services, in the amount of \$8,000.00.
2. Student Case No. 2016-024PS, for special education related services, in the amount of \$6,500.00.

PUPIL SERVICES

F. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

G. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

(None Submitted)

15. BUSINESS / PROPOSITION AA

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Eric R. Dill to execute the agreements:

1. Cathedral Catholic High School, for the lease of pool facilities for the Canyon Crest Academy boys' water polo team, during the period August 15, 2016 through November 19, 2016, in an estimated amount not to exceed \$14,112.00, to be expended from the Canyon Crest Academy Foundation.
2. San Diego Miramar College ATTE Center, to provide grant funding for the San Dieguito High School Academy auto shop program, during the 2016-2017 school year, in an approximate amount of \$5,000.00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. APPROVAL OF CHANGE ORDERS

(None Submitted)

E. ADOPTION OF RESOLUTION ESTABLISHING GANN LIMIT

Adopt the resolution establishing the Gann Limit, which identifies the estimated appropriations limit for the current year and actual appropriations for the preceding year, as presented.

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Membership Listing (None Submitted)
3. Warrants
4. Revolving Cash Fund

PROPOSITION AA

G. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Eric R. Dill to execute the agreements:

1. 3Degrees Group, Inc., to amend contract CA2016-19 to purchase renewable energy certificates (REC's) from the District through the 1st quarter of 2017, at the per REC rate of \$2.75, in an estimated additional purchase price of \$6,325.00, and a new total estimated purchase price of \$10,175.00, at no cost impact to the District.

I. APPROVAL OF CHANGE ORDERS

(None Submitted)

J. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

DISCUSSION / ACTION ITEMS (ITEMS 16 - 19)

16. CERTIFICATION OF THE 2015-16 UNAUDITED INCOME AND EXPENDITURES

Mr. Dill and Ms. Perley gave an update on the 2015-16 unaudited income and expenditures, as presented.

Motion by Mr. Salazar, seconded by Ms. Muir, to certify the 2015-16 Unaudited Actual Income and Expenditures, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

17. CHARTER SCHOOL PETITION / SCHOOL OF UNIVERSAL LEARNING (SOUL) CHARTER SCHOOL

A. PUBLIC HEARING

- President Hergesheimer opened the hearing at 7:27 pm.
- SOUL Charter School representatives and co-founders Michael Grimes and Marissa Bruyneel made a presentation on the School of Universal Learning (SOUL) Charter School, *as shown in the attached presentation.*

• PUBLIC COMMENTS

Comments in support of SOUL Charter School were made by Miles Durfee, Jayne Chelberg-Sams, Eileen Logue, Dawnmarie Gaivin, Raya Dussaud, Kirra Cheeseman, Jeri Berkson, Wendy Kaveney, Anthony Ricchiutti, and Robert MacPhee,

Comments in opposition of SOUL Charter School were made by Justin Stockton.

The Board asked questions of Mr. Grimes and Ms. Bruyneel about the charter school.

- The hearing was closed at 8:38 pm.

This item was submitted in order to receive public comments. No action was taken.

**The Board took a break at 8:35 pm and reconvened at 8:38 pm.*

18. ADOPTION OF RESOLUTION OF INTENTION TO CONVEY A PERPETUAL EASEMENT AND RIGHT-OF-WAY / EARL WARREN MS

Motion by Mr. Salazar, seconded by Ms. Muir, to adopt the Resolution of Intention to Convey a Perpetual Easement and Right-of-Way to the City of Solana Beach, for storm drain purposes together with the right to construct, reconstruct, repair, replace, operate, and maintain said facilities and the right to enter upon, and to pass and re-pass, over, along and beside said easement and right-of-way and to deposit tools, implements and materials thereon at the Earl Warren Middle School site, as described in the attachment and as presented. ADVISORY VOTE Ayes: Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None, Absent: Bub. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

19. ADOPTION OF RESOLUTIONS / CREATION & ESTABLISHMENT OF "SAN DIEGUITO SCHOOL FACILITIES FINANCING AUTHORITY" / AND ISSUANCE OF COMMUNITIES FACILITIES DISTRICT SPECIAL TAX REVENUE BONDS / AND REIMBURSEMENT OF PROJECT EXPENDITURES WITH BOND PROCEEDS

*PUBLIC COMMENTS – Steven McDowell made comments regarding the 30-year vs. the 25-year term to pay debt service on CFD bonds.

Mr. Dill and Mr. Addleman gave an update on the following items as presented, and introduced the Financial Advisors in attendance of Adam Bauer with Fieldman, Rolapp & Associates, Eugene Clark-Herrera with Orrick, and Ralph Homes with Stifel.

A. ADOPTION OF RESOLUTION / JOINT EXERCISE OF POWERS AGREEMENT / CREATION & ESTABLISHMENT OF SAN DIEGUITO SCHOOL FACILITIES FINANCING AUTHORITY

Motion by Mr. Salazar, seconded by Ms. Muir, to adopt the resolution authorizing the execution and delivery of a Joint Exercise of Powers Agreement by and between the San Dieguito Union High School District and The California Statewide Communities Development Authority creating the San Dieguito School Facilities Financing Authority, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

B. ADOPTION OF RESOLUTION / ISSUANCE OF COMMUNITY FACILITIES DISTRICT 03-1 SPECIAL TAX REVENUE BONDS, SERIES 2016

Motion by Mr. Salazar, seconded by Ms. Muir, to adopt the resolution authorizing the issuance and sale of Community Facilities District No. 03-1 Special Tax Revenue Bonds; prescribing the terms of sale; and approving forms of documents and authorizing execution of necessary documents and certificates and related actions, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

C. ADOPTION OF RESOLUTION / ISSUANCE OF COMMUNITY FACILITIES DISTRICT 94-2 SPECIAL TAX REVENUE BONDS, SERIES 2016

Motion by Mr. Salazar, seconded by Ms. Muir, to adopt the resolution authorizing the issuance and sale of Community Facilities District No. 94-2 Special Tax Revenue Bonds; prescribing the terms of sale; and approving forms of documents and authorizing execution of necessary documents and certificates and related actions, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

D. ADOPTION OF RESOLUTION / REIMBURSEMENT OF PROJECT EXPENDITURES WITH BOND PROCEEDS

Motion by Mr. Salazar, seconded by Ms. Muir, to adopt the resolution declaring the District's official intent to reimburse project expenditures with bond proceeds and related actions, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, McGillis, Schroeder; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

INFORMATION ITEMS..... (ITEMS 20 - 28)

20. BUSINESS SERVICES UPDATE ERIC DILL, INTERIM SUPERINTENDENT

Mr. Dill had nothing to report.

21. EDUCATIONAL SERVICES UPDATE..... MIKE GROVE, ED.D., ASSOCIATE SUPERINTENDENT

Dr. Grove reported a smooth opening of school with approximately 12,879 students enrolled.

22. HUMAN RESOURCES UPDATE TORRIE NORTON, ASSOCIATE SUPERINTENDENT

Ms. Norton had nothing to report.

23. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, ASSOCIATE SUPERINTENDENT

Mr. Miller gave a brief update on the CASSP testing and will provide a more detailed update at a future meeting. Mr. Miller also reported on the recently hired school social workers and mental health services being provided.

24. PUBLIC COMMENTS – Randy Berholtz made comments about the board's strategic leadership and its ability to independently evaluate contracts in a fiscally sound matter.

25. FUTURE AGENDA ITEMS

26. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.

27. REPORT FROM CLOSED SESSION – Nothing further to report.

28. ADJOURNMENT OF MEETING – The meeting adjourned at 9:05 PM.



Amy Herman, Board Clerk

10/13/16
Date



Eric R. Dill, Interim Superintendent

10-13-16
Date

**Approved at the October 13, 2016, SDUHSD Board of Trustees Meeting
Joann Schultz, Recording Secretary**

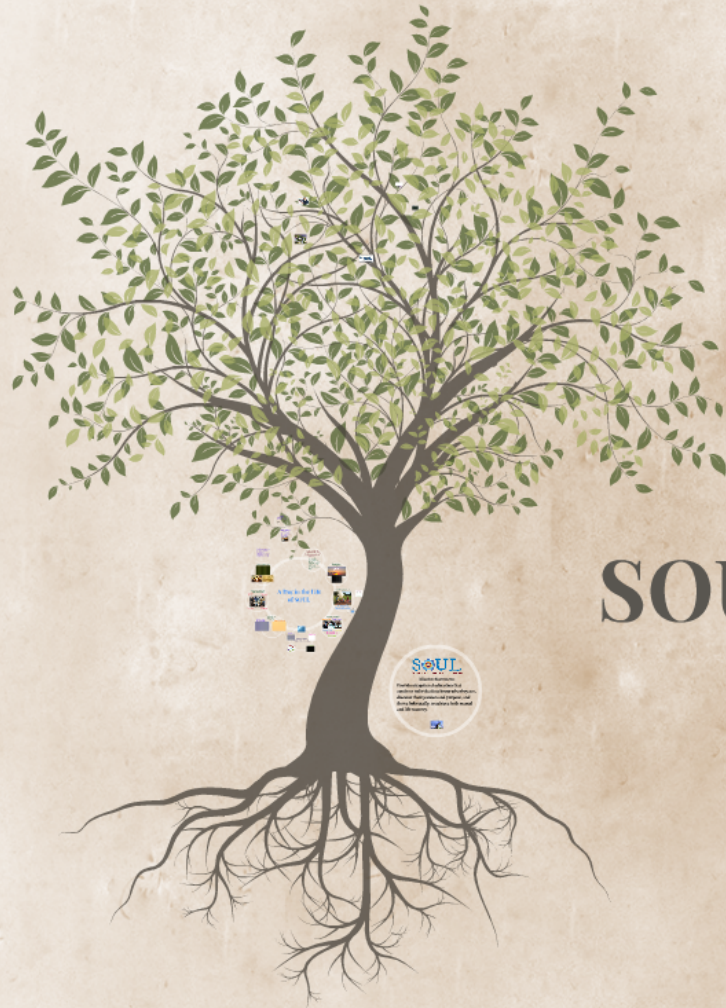
FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
September 15, 2016

REVISED 9/12/16

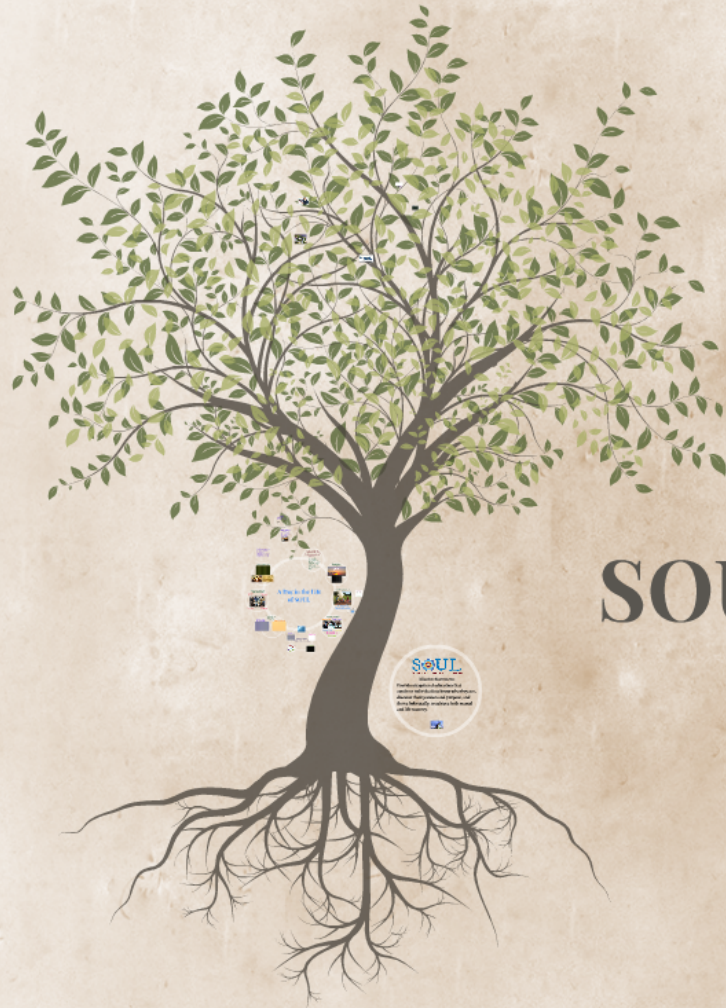
Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Funding
1	10-07-16 - 10-10-16	Franke	Karen	LCC Speech & Debate	8	2	Voices Invitational Speech & Debate Tournament	San Jose	CA	2 Days	LCC ASB / Parent Donations
2	12-16-16 - 12-19-16	Franke	Karen	LCC Speech & Debate	14	2	College Prep Invitational Speech & Debate Tournament	Oakland	CA	1 Day	LCC ASB / Parent Donations
3	09-24-16 - 09-25-16	Bolig	Lily	SDHSA Speech & Debate	35-50	3-5	Speech & Debate Tournament	Long Beach	CA	1 Day	SDHSD Foundation / Parent Donations
4	11-05-16 - 11-06-16	Bolig	Lily	SDHSA Speech & Debate	12	2	Speech & Debate Tournament	Studio City	CA	None	SDHSA Foundation / Parent Donations
5	12-10-16 - 12-11-16	Bolig	Lily	SDHSA Speech & Debate	20	3	Speech & Debate Tournament	Cypress	CA	None	SDHSA Foundation / Parent Donations
6	02-10-17 - 02-13-17	Bolig	Lily	SDHSA Speech & Debate	10	1	Speech & Debate Tournament	Stanford	CA	1 Day	SDHSA Foundation / Parent Donations
7	March or April, 2017, TBD	Bolig	Lily	SDHSA Speech & Debate	10	1	Speech & Debate Tournament / Nationals	Los Angeles	CA	None	SDHSA Foundation / Parent Donations
8	03-25-17 - 03-26-17	Bolig	Lily	SDHSA Speech & Debate	10	1	Speech & Debate Tournament	Los Angeles	CA	1 Day	SDHSD Foundation / Parent Donations
9	04-27-17 - 04-30-17	Bolig	Lily	SDHSA Speech & Debate	10	2	Speech & Debate Tournament	Arcadia	CA	2 Days	SDHSA Foundation / Parent Donations
10	06-18-17 - 06-23-17	Bolig	Lily	SDHSA Speech & Debate	5	1	Speech & Debate Tournament	Birmingham	AL	None	SDHSA Foundation / Parent Donations
11	01-13-17 - 03-15-17	Payne	Marinee	TPHS TP Players	22	2	Fullerton College Theatre Festival	Fullerton	CA	1 Day	TPHS Foundation / Parent Donations
12	03-17-17 - 03-19-18	Payne	Marinee	TPHS TP Players	23	2	California Educational Theatre Festival	Fullerton	CA	1 Day	TPHS Foundation / Parent Donations
13	04-28-17 - 04-30-17	Villanova Whattoff	Amy Anne	CCA Jazz Band and CCA Choir	28	3	Reno Jazz Festival	Reno	NV	1 Day	CCA Foundation / Parent Donations

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
September 15, 2016

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Funding
14	09-23-16 - 09-25-16	Orfield	Michael	CCA Speech & Debate	40	1	Speech & Debate Tournament	Long Beach	CA	None	CCA Foundation / Parent Donations
15	10-07-16 - 10-08-16	Corman	Andrew	CCA Cross Country	28	7	Cross Country Meet	Fresno and Clovis	CA	1 Day	CCA Foundation / Parent Donations
16	10-03-16	Hartley	Don	TPHS Golf	6	1	Walnut HS Invitational Golf Tournament	City of Industry	CA	1 Day	TPHS Foundation / Parent Donations



SOUL Charter School



SOUL Charter School



Mission Statement:

Provide exceptional education that awakens individuals to know who they are, discover their passion and purpose, and thrive holistically, to achieve both mental and life mastery.



SOUL's Vision

- **Create and prove a new model of education**
- **Emphasize holistic education**
- **Connect students to their life passion and purpose**
- **Develop the tools and skills they need to live their best lives**



teacher, peers, and self.
Attachment to
09-15-16 Minutes

Community Center



Established by:

- Intention setting
- Community building exercises
- School wide expectations (student created)
- Ongoing celebrations
- Staff that models positivity and kindness
- Integra

Morning Integra: Create Your Day



A Day in the Life of SOUL

Afternoon Integra: Reflection Session

PROCESS Celebrate



Complete Prepare

RAREE Explorations



**Project Based &
Experiential Learning**

Exploration Electives

ENTREPREURSHIP



Essential Life Skills



Conscious Meal Time

SOCIALIZATION Mindfulness



Processing Gratitude



School Culture

The Foundation of SOUL

Established by:

- **Intention setting**
- **Community building exercises**
- **School wide expectations- (student created)**
- **Ongoing celebrations**
- **Staff that models positivity and kindness**
- **Integra**

Morning Integra: Create Your Day

Start your day by
setting your intention
and you become the
author of your life.



RAREE Explorations



Project Based & Experiential Learning

RAREE Explorations
Relevant Applicable Reliable

Project Based Learning

Academically Vigorous

- All A-G requirements
- Explorations
- Utilize a quarter schedule
- Modified AB Block Schedule
 - 3, 90 minute explorations
 - 4 A-G required explorations

All Common Core State Standards and obtained through RAREE will be WASC Accredited



Exploration Explanation

Exploration Name: No Human Right Left Behind
Subject : World History
Credits: 2.5

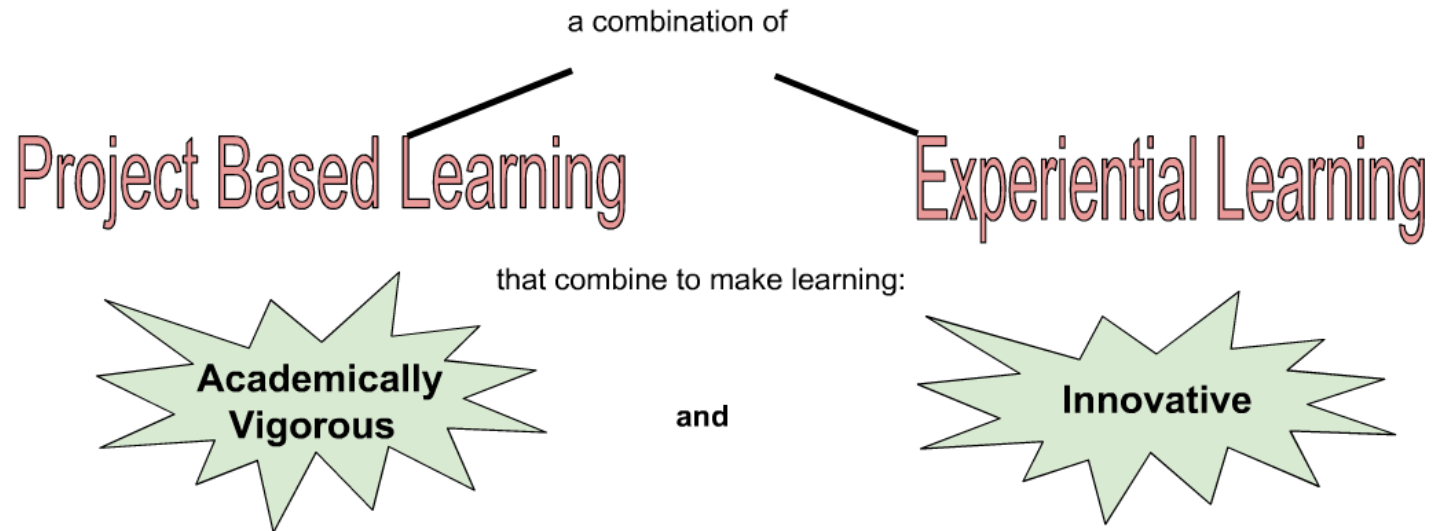


Standards

Exploration Explanation

RAREE Explorations

Relevant Applicable Relatable Experiential Engaging



- **All A-G requirements are taught through RAREE Explorations**
- **Utilize a quarter schedule with 9 week quarters**
- **Modified AB Block Schedule**
 - **3, 90 minute explorations per day, 6 per quarter**
 - **4 A-G required explorations, 2 electives**

All Common Core State Standards will be mastered and obtained through RAREE Explorations all of which will be WASC Accredited and UC Approved.



Exploration Explanation

Exploration Name: No Human Right Left Behind
Subject : World History
Credits: 2.5



Human Rights are often defined as the "inalienable fundamental rights to which a person is entitled simply because of his or her humanity" (Lindbeck et al., 2014). "Though the world can believe that human rights should be universal, everywhere on the planet, for everyone on all human beings have been born with the same rights but unfortunately, depending on where you are, people are treated differently. Some people are treated better than others because of their race, religion, gender, age, height, sexual orientation, or social status, and they have access to a different human rights than others.

In this project we will learn what the human rights are and establish which ones we have and which ones we don't. Even here we will explore human rights around different areas of America as well as here around the world.

Upon completing this initial research phase of the project we will move into the research of why it is important to have human rights. At this stage we will write a compare and contrast essay and create graphics. Students will have the option of writing their compare and contrast essay on either human rights in America or human rights in another country or comparing and contrasting a specific human or different subculture around the world.

After the writing and graphic phase of the project is complete, students will move into small group work where they will create a human right that they would like to focus on in a group. Each group will create a social media page where they will post all articles, images, and videos of their human rights. Each group will also be responsible for creating a lesson plan to teach about their human rights. Each group will also be responsible for creating a lesson plan that will help spread awareness and help to protect their human rights.

By the end of this 6 week project all students will have gained an extensive understanding on the value of human rights around the world. They will also gain the experience of setting up social media pages, writing, and creating graphics. They will also gain the experience of setting up social media pages, writing, and creating graphics. They will also gain the experience of setting up social media pages, writing, and creating graphics.

Another study we will focus on having research skills, essay writing, and graphic design. We will also focus on having research skills, essay writing, and graphic design. We will also focus on having research skills, essay writing, and graphic design.

My hope is that this Human Rights Left Behind will be a project that not only teaches students skills that will be important throughout the project, but that it gives them a greater understanding of the world that they live in, an understanding that will stay with them as they grow throughout their lives.

Human Rights Left Behind Final Assessment
 What is this project?

What is the purpose of this project?

What are the goals of this project?

What are the objectives of this project?

What are the outcomes of this project?

What are the challenges of this project?

What are the solutions to these challenges?

What are the lessons learned from this project?

Teacher Signature: _____

Experience

at the International
Downtown San

and present the
exhibition night.
run a blog.
an activist

Holistic Development:

Mentally: Students develop an understanding of human rights. They also practice using their thoughts and their work, to create their reality.

Emotionally: Students learn of empathy and



Essential Questions

- What is the history of Human Rights?
- How have human rights improved over time?
- Why do we still struggle to provide all humans with their natural rights?
- How can we improve the current state of human rights in our community, country, and world?

No Human Rights Left Behind Introduction

Human Rights are often defined as the, “inalienable fundamental [rights](#) to which a person is inherently entitled simply because she or he is a human being.” [Sepúlveda et al. 2004](#), p. 3 Through this definition we can declare that Human rights should be universal, everywhere on the planet, for everyone on the planet. All human beings have been born with the same rights but unfortunately, depending on where you live, your gender, age, religion, sexual orientation, or economic status, you may have access to a different set of human rights than others.

In this project we will learn what the human rights are and establish which ones we have and which we don't. From here we will explore human rights around different areas of America as well as human rights around the world.

Upon completing this initial research phase of the project we will move into two weeks of working with our research to further understand it. All students will write a compare and contrast essay and creating three graphs. Students will have the option of writing their compare and contrast essay on either human rights in America vs. human rights in another country or comparing and contrasting one specific human right in different subcultures around the world.

After the “writing and graphing” phase of the project is complete, students will move into small groups where they will select a human right that they would like to focus on as a group. Each group will be required to create a social media page where they will post information, pictures, and videos of their topic. The groups will also contribute to connect with a cause that is already working on improving their human right. From there each group will make a 5 step action plan that will help spread awareness and help improve the status of their human right.

By the end of this 6 week project all students will have gained an extensive understanding on the current status of human rights around the world. They will also gain the experience of acting as social activists to help spread awareness and make an impact.

Academically we will focus on learning research skills, essay writing, and graphing. We will also be working with computers, websites, and social media while working on gaining the ability to create a plan and implement it.

My hope is that No Human Rights Left Behind will be a project that not only teaches students academic skills that will be implemented throughout the project, but that it gives them a greater understanding of the world that they live, an understanding that will stay with them as they grow throughout their education.

Standards

Common Core Standards:

Craft and Structure 5:

- Students analyze the structure of memoir writing

Range of Reading and Level of Text Complexity 10 :

- Students learn and practice specific techniques for reading comprehension

Production and Distribution of Writing 46:

- Students revise, edit, and submit professional final drafts

- Research to Build and Present Knowledge 78:

- Students research historical events that have contributed to the construction of their identity

(The following standards are California state standards as Common Core standards have not yet been created for history)

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Holistic Development:

Mentally: Students develop an understanding of human rights. They also practice using their thoughts and their work, to create their reality.

Emotionally: Students learn of empathy and apply it in relating to those who do not have access to their universal human rights.

Socially: Students experience using human connection, social media, and organized action, to create a positive effect on the world.

Texts/Readings/Resource:

- Universal Declaration of Human Rights.
- Declaration of Independence
- Bill of Rights
- Constitution of the United States of America
- “Universal Human Rights in Theory and Practice” by Jack Donnelly.
- “I have a Dream Speech” Dr. Martin Luther King Jr.

Real World Experience

- Student will spend a day at the International Human Rights Museum in Downtown San Diego.
- Students will document and present the project to a live audience at exhibition night.
- Students will publish and run a blog.
- Students will create and run an activist campaign.

No Human Rights Left Behind Final Assessment

1. List 3 things you learned in this project.
2. Write a paragraph demonstrating your understanding of human rights.
3. What do you think, and how do you feel, about social activism?
4. Did you complete the final draft of your essay and publish it on your digital portfolio?
(circle answer) Yes No
What did you learn through this assignment?
5. Did you complete 3 final graphs and post them on your digital portfolio?
(circle answer) Yes No
What did you learn through this assignment?
6. What was your 5 step plan for implementing your campaign:
Step 1: _____ Step 2: _____ Step 3: _____
Step 4: _____ Step 5: _____
7. Explain what you personally did to complete this plan?
8. Did you raise awareness of your human rights topic? How so?
9. Did you make an impact on the state of your human right? How so?
10. What grade would you give yourself for the No Human Right Left Behind Project?
(10=highest, 1=lowest)

Student Signature _____
Parent Signature _____

Teacher Signature _____



Exploration Explanation

Exploration Name: No Human Right Left Behind Subject : World History Credits: 2.5



Human Rights are often defined as the "inalienable fundamental rights to which a person is entitled simply because of his or her humanity" (Grossman et al., 2014). "Though the world can debate that human rights should be universal, unqualified, and indivisible, for purposes of this project, human rights have been taken with the same rights but of course, depending on which particular rights, rights are not absolute, or subject to debate, and they have been taken as a different human rights than others.

In this project we will learn what the human rights are and establish which ones we focus on and work on. From here we will explore human rights around different areas of America as well as how around the world.

Upon completing this initial research phase of the project we will move into the next phase of research to further understand. At this stage we will write a compare and contrast essay and create graphics. Students will have the option of writing their compare and contrast essay on either human rights, human rights in another country, or comparing and contrasting a specific human right to different situations around the world.

After the writing and graphic phase of the project is complete, students will move into our final phase of the project which is to create a video. Each group will be responsible for creating a social media page where they will post all articles, photos, and videos of their work. Each group will also be responsible for creating a video that is already working on improving their human rights. Each group will make a 3-5 minute video that will help spread awareness and help improve their human rights.

By the end of this 6 week project all students will have gained an extensive understanding on the value of human rights around the world. They will also gain the experience of setting up social media pages, creating videos, and social media posts. They will also gain the experience of setting up social media pages, creating videos, and social media posts.

Another study we will focus on having research skills, essay writing, and graphic. We will also focus on having research skills, essay writing, and graphic. We will also focus on having research skills, essay writing, and graphic.

My hope is that this Human Rights Left Behind will be a project that not only teaches students skills that will be helpful in the future but also a project that will give them a greater understanding of the world that they live in, an understanding that will give them the power to change the world.

Human Rights Left Behind Final Assessment
What is this project?
What is the purpose of this project?
What are the goals of this project?
What are the steps of this project?
What are the challenges of this project?
What are the benefits of this project?
What are the outcomes of this project?
What are the lessons learned from this project?
Teacher Signature: _____

Experience
at the International
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Holistic Development:

Mentally: Students develop an understanding of human rights. They also practice using their thoughts and their work, to create their reality.

Emotionally: Students learn of empathy and



Conscious Meal Time

SOCIALIZATION

Mindfulness



Processing

Gratitude

RESPONSIBILITY

Nutrition



Personal Development Fridays



Emotional Intelligence Tuesdays



Midday Integra: Students' Integra Course

Physical Well Being Thursdays



Social Skills Wednesdays



Mental Power Mondays



Emotional Intelligence Tuesdays



ra:

Course

Social Skills Wednesdays



Physical Well Being Thursdays



Personal Development Fridays



M

Students

Exploration Electives

ENTREPRENEURSHIP

Essential Life Skills



Pers

ENTREPRENEURSHIP



Electives

Essential Life Skills



Afternoon Integra: Reflection Session

PROCESS

Celebrate



Complete

Prepare

Community Center



Daily Assessments:

**Formative assessments,
both formal and
informal, completed by
teacher, peers, and self.**

Quarter/Semester Assessment:

- **Exhibition Night**
- **Presentations of Learning**



Annual Assessments

- **MAP Testing**
- **Smarter Balance Assessment**

8 School wide, achievement goals, aligned with the LCAP, each with school action plan, assessment, performance metric, and person(s) responsible



SOUL's Personalized Goals
5 school specific goals that are aligned with our mission statement. Each with a measurable goal, explanation, and outcomes.



**8 School wide,
achievement goals,
aligned with the
LCAP, each with
school action plan,
assessment,
performance metric,
and person(s)
responsible**

Example:

Activity	Responsible	Performance Metric	Assessment
Activity 1	Person A	Person A	Person A
Activity 2	Person B	Person B	Person B
Activity 3	Person C	Person C	Person C
Activity 4	Person D	Person D	Person D
Activity 5	Person E	Person E	Person E
Activity 6	Person F	Person F	Person F
Activity 7	Person G	Person G	Person G
Activity 8	Person H	Person H	Person H

Example:

Goal #2b: SOUL students will obtain mastery of the CCSS standards.

School Action	Assessment	Performance Metric	Person(s) Responsible
Inform students of CCSS for each Exploration	Exploration overview, Scope and Sequence	Each Exploration overview will list the CCSS that will be taught.	Administration Teachers
All Explorations are aligned with CCSS	Scope and Sequence Smarter Balanced Assessment	Teachers will teach each CCSS listed for their exploration.	Administration Teachers
Teachers hold high expectations for mastery for 100% of students	Teacher observations Smarter Balanced Assessment Students final grade	Teachers will assess all students on a mastery based scale at least three times per exploration.	Teachers Administration
Consistently benchmark student progress	Presentations Of Growth, Varied assessments including: tests, projects, self evaluations, surveys, conferences Performance reviews	Teachers will complete a formal assessment at least once every other week and informal assessments on an ongoing basis.	Administration Teachers

SOUL's Personalized Goals

5 school specific
goals that are aligned
with our mission
statement. Each with
a measurable goal,
explanation, and
outcomes.

Goal 1: Life Mastery
SOUL's vision of a graduate will successfully complete 200+ hours of coursework, all of which are part of an approved program, pass the 2000+ questions in the State Practice Test professional registration, and take an oral Examination Experience of their choice.

Explanation: SOUL's educational goal is to ensure that all of its graduates are well-prepared to enter the workforce. This goal is designed to ensure that all graduates are able to demonstrate their knowledge and skills in a variety of ways, including through coursework, professional registration, and oral examination. This goal is designed to ensure that all graduates are able to demonstrate their knowledge and skills in a variety of ways, including through coursework, professional registration, and oral examination. This goal is designed to ensure that all graduates are able to demonstrate their knowledge and skills in a variety of ways, including through coursework, professional registration, and oral examination.

Outcomes:

- Graduate with 200+ hours of coursework, all of which are part of an approved program.
- Graduate who has passed the 2000+ questions in the State Practice Test professional registration.
- Graduate who has taken an oral Examination Experience of their choice.

Goal 5 Life Mastery:

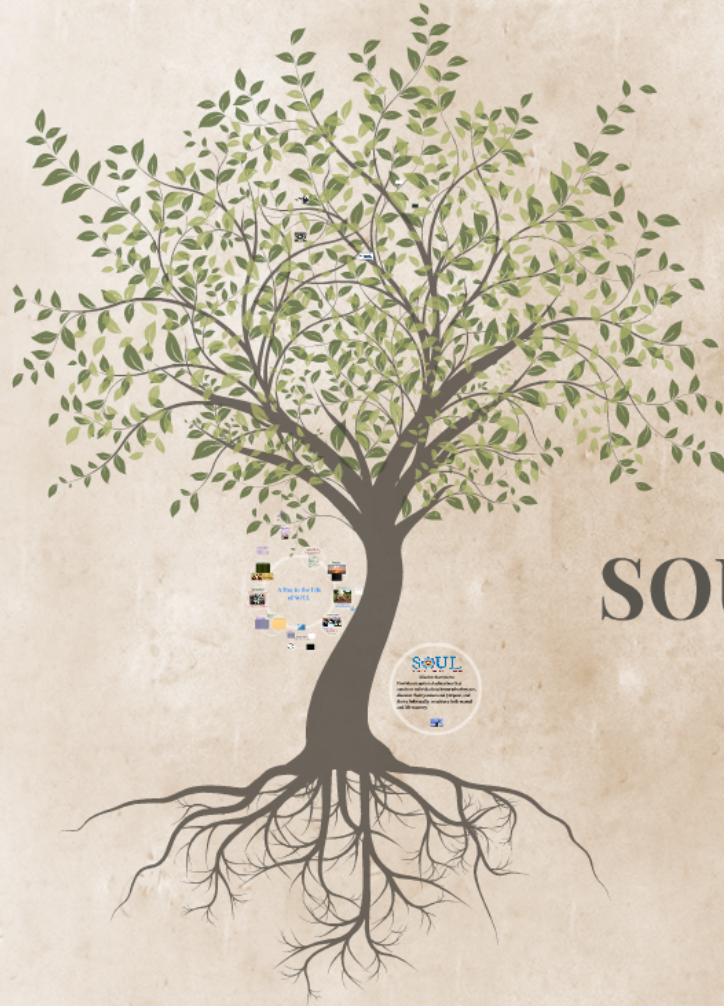
GOAL: 100% of SOUL graduates will successfully complete:

AG requirements, at least one year of entrepreneurial courses, two Life Skills classes, a Senior Project, two professional internships, and take at least 8 Extracurricular Explorations of their choice.

EXPLANATION: We understand that no matter what job or lifestyle an individual chooses to pursue, there are life skills that they need in order to achieve real success. These are the skills that well rounded individuals have to call upon when needed. They are also the skills that we need to keep our life running smoothly and effectively. Through the AG requirements, professional internships, and extracurricular classes, students at SOUL achieve the essential life education that they need to successfully navigate each area of life after school.

OUTCOMES:

- Students gain experiences, wisdom, and real life skills that they can apply to their daily life.
- Students are confident and prepared to enter personal and professional environments.
- Students have the skills, abilities, and awareness that enables them to thrive rather than survive.



SOUL Charter School