



## Special Board Meeting Agenda

**DATE 9/29/2020**

6:30 p.m.

Encore Education Corporation  
Phone: (760) 949-2036  
Fax (760) 956-3338  
[www.encorehighschool.com](http://www.encorehighschool.com)

### Sites:

[www.encorehighschool.com](http://www.encorehighschool.com)

If you would like to speak during public comment, please email your full name, the item you would like to comment about, and your comment, to [board@encoreedcorp.com](mailto:board@encoreedcorp.com). These comments will be read aloud during open session at the board meeting. The chance to add public comment through emails will close after the agenda is approved during the meeting.

### Board Members:

Suzanne Cherry, Board President  
Rob Gabler, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Mari Miller, Board Member  
Glenn Thackeray, Board Member  
Kathy Staley, Board Member

*The Order of Business may be changed without notice: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.*

*Reasonable Limitations May be placed on public testimony: The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. For any person requiring a translator, this time will be doubled to account for translation time.*

*Reasonable Accommodation for any individual with a Disability: Pursuant to the Rehabilitation Act of 1973, any individual with a disability who requires reasonable accommodation to attend or to participate in this meeting of the Governing board may request assistance by contacting the EEC (760) 949-2036.*

*Public Documents relating to Open Session Agenda items are available for review by the public at the Reception Desk at Encore Education Corporation's Executive office or on the internet at [www.encorehighschool.com](http://www.encorehighschool.com). For more information concerning this agenda, please contact EEC (760) 949-2036.*

**1.0 CALL TO ORDER.** The meeting was called to order at \_\_\_\_ (time).

**2.0 OPEN GENERAL SESSION**

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Suzanne Cherry	___	___
Kelly Ahmed	___	___
Rob Gabler	___	___
Mari Miller	___	___
Glenn Thackeray	___	___
Kathy Staley	___	___

**3.0 APPROVAL OF THE AGENDA**

<b>MOTION: _____</b>	<b>Second: _____</b>	<b>Vote: _____</b>	<b>Approved/Denied _____</b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Mari Miller	___	___	___	___
Glenn Thackeray	___	___	___	___
Kathy Staley	___	___	___	___

**4.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS.** This is the time and place for the general public to address the Board of Directors on any matter within jurisdiction of the Board. Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

<b>MOTION: _____</b>	<b>Second: _____</b>	<b>Vote: _____</b>	<b>Approved/Denied _____</b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Mari Miller	___	___	___	___
Glenn Thackeray	___	___	___	___
Kathy Staley	___	___	___	___

**5.0 ACTION ITEMS.**

**5.1 Learning Continuity Plan-** The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

<b>MOTION:</b> _____	<b>Second:</b> _____	<b>Vote:</b> _____	<b>Approved/Denied</b> _____	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Mari Miller	___	___	___	___
Glenn Thackeray	___	___	___	___
Kathy Staley	___	___	___	___

**6.0 ADJOURNMENT**

<b>MOTION:</b> _____	<b>Second:</b> _____	<b>Vote:</b> _____	<b>Approved/Denied</b> _____	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Mari Miller	___	___	___	___
Glenn Thackeray	___	___	___	___
Kathy Staley	___	___	___	___

The meeting adjourned at \_\_\_\_\_ (time).

The next meeting is **Monday, October 19, 2020 at 6:00 pm.**



Exhibit  
5.1

September 29,  
2020

Encore Education Corporation

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**INFO:**

**Learning Continuity Plan**

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Encore Education Corporation	Denise Griffin, CEO	<a href="mailto:dg@officerteam.com">dg@officerteam.com</a> 760-949-2036

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On Friday, March 13, 2020 the entire Encore organization shut down for Spring Break and COVID-19 measures. Encore reopened for distance learning enrichment on April 1<sup>st</sup> and completed enrichment distance learning on May 25<sup>th</sup>. The summer months were spent reorganizing and reinventing how education would be pushed out to the student community in the fall. To be proactive, Encore decided to move the start of the academic school year in the fall to help the pandemic run more of its course prior to the start of the school year. School resumed on September 14, 2020 for the 20/21 school year.

At the start of the school year, Encore developed an entire online digital platform for all of the curriculum spanning both academic and career technical education courses.

Encore enrolled in Zoom for online teaching and other digital platforms so students could access their education easily. Encore was already 1 to 1 with Chromebooks and was moving into a fully digital curriculum. The pandemic closure expedited this process.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Encore updated the main website and added two additional websites to be able to push information out to parents and stakeholders. The main website had “Contact Forms” added to the site for general information, counseling, and tech help. The general information contact form has produced over 2,000 inquiries from parents over the past six months. Email surveys and individual phone calls were also completed to get stakeholder feedback on the distance learning program. Encore also held Zoom meetings and trainings for parents.

[A description of the options provided for remote participation in public meetings and public hearings.]

Encore's Board meetings moved to YouTube. Conducted through a separate platform, stakeholders are able to send an email to the board email address up to the time that public session happens during the board meetings. The meetings stream live and the recording is made available from Encore's website [encorehighschool.com](http://encorehighschool.com) after the meeting runs.

[A summary of the feedback provided by specific stakeholder groups.]

Extensive training and cooperative meetings were held by the teaching community. They expressed concerns on what had to be updated and repaired before school resumed in the fall.

- Internet connectivity was a concern with both students and teachers
- Attendance of students was a concern
- Availability of novels and print copies
- SPED supports and how to help grade deficient students

Encore's School Board provided feedback regarding safety and implementation of appropriate plans.

Encore's Administration worked to write the appropriate return to school plan and create an appropriate on campus plan for operations based on CDC guidelines.

Parent feedback was tabulated and considered into the updates and plans for the fall. There were parent meetings held as school was ready to resume so parents could give their feedback. The Contact Form on the webpage has provided a lot of valuable information to help drive changes and plans for distance learning based on the results from the spring enrichment sessions.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

- Encore developed a comprehensive website where all of the curriculum is placed for students to follow.
- Encore developed three locations for food pickup for the families.
- Encore created a daily blog page where pertinent questions are answered for parents every day.
- Encore widened the scope of teacher training for digital platforms.
- Encore created plans to help students without connectivity including a pre-determined internet cohort on campus (Starting on October 5.)
- Encore created the method that students can acquire hotspots for connectivity issues.
- Encore created a comprehensive plan to include all of the digital resources used for a teacher's classroom.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Encore gave families the opportunity to choose how they wanted to experience learning during the 20/21 school year. As the CDC allows, Encore will reopen for in-person instruction according to Encore’s COVID educational plan.

For students with special needs (SPED and EL) cohorts are being created that will come on campus starting October 5<sup>th</sup> for the registered time to get the extra help that they need.

For graduating seniors that are deficient in credits, they are being placed in cohorts that will come on campus once per week starting October 5<sup>th</sup>.

Students with connectivity issues that cannot be cured with a hotspot (some of our students live in areas where internet is not consistent, like the mountains) are being placed into cohorts that will come on campus starting October 5<sup>th</sup>.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
A Full Time SPED Teacher is on campus for cohort in person instruction	[\$ 0.00]	[Y/N]
Two Full Time SPED Aides are on campus for cohort in person instruction	[\$ 0.00]	[Y/N]
One ESL Teacher is on campus for cohort in person instruction		
One EL Testing Coordinator is on campus for EL testing		

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

- All students at Encore are one to one Chromebooks.

- Families were given a specific day to come to the drive through on campus to pick up their Chromebook and any ancillary materials (novels, textbooks, etc.)
- Students can opt to take class in real time on Zoom or on recording later in the day in the event of connectivity issues. The recordings are available for 10 days on their teacher's Google Classroom.
- Students are assigned the same amount of classes and are expected to attend class in real time (via Zoom) according to their class schedule.
- Teachers have been instructed to do the lesson at the beginning of the class and to try to keep the online Zoom sessions to about 30 minutes due to connectivity issues in the homes (multiple students Zooming at the same time has caused issues in our area.)
- Teachers stay on Zoom after excusing the class to work independently to respond to questions about the assignments until all students have been supported.
- Teachers have developed a "Digital Classroom" environment with many essential platforms to account for all of the pieces of the traditional classroom.

- **Google Classroom** - The best way to describe Google classroom at Encore is that this is part of the teacher's chalkboard where the assignments for the day are listed. Remember that list that said "read pages 10 -20 answer EOO 1- 55 on page 21"? That is now Google Classroom. Remember the boxes under that part of the chalkboard where you turned in your homework? That is now Google Classroom.
- **Zoom** - This is where the teacher is doing the "in person" teaching. That time at the board, the time spent in small groups, the time that the teacher (the expert in their field) is going to share the passion that they have for that subject happens on Zoom sessions. Their goal is to help students understand the subject and hopefully, grow a little passion for their subject of expertise.
- **Aeries** - This is the teacher's gradebook and all of the notes that they keep to share with parents. Students and parents have access to grades through Aeries and the reporting of accomplishments and attendance to class are recorded in this digital gradebook.
- **Encorestudent** - This is the syllabi, pacing plan, and step by step workbook of the class. Encore's teaching team has developed this platform starting in the 2020/2021 school year so students can keep track and follow the course even if there are connectivity issues during the day for school. Digital worksheets and step by step plans for every course are outlined and followed on this platform.
- **Remind** - Remember when the teacher would see a student on the playground and remind them that the big project was due on Friday? Remind is that playground reminder where the teacher can send a text message to all of the students and their parents at the same time to remind everyone that dates are coming up. Remind is also set up so teachers can have official communication between students and parents via text message in a safe forum.
- **CyberHigh, CK12, TCI, and SOMOS** - It seems like it was only a couple years ago when the world was concerned with back problems from 50 pound backpacks because of the amount of textbooks a student had to carry. The online resources listed here have replaced the heavy textbooks with digital curriculum. Encore uses a variety of resources as textbooks, but these are the most commonly used across the campus.
- **Call-em-all and Constant Contact** - These two platforms cover family communication in a couple of different ways. Call-em-all is used for one way automatic phone calls and/or text messages. Constant Contact sends email messages. This is like the morning announcements or that letter that was sent home by the principal in school.
- **Twitch** - With a lot of limitations on student events, ASB will be relying heavily on "Twitch" to bring special events and productions to the students of Encore. Things like Virtual prom and graduation were held on this platform last year. Some of the advanced performance classes are preparing variety shows that will air on Twitch this year. This is where virtual activities will be at home until CDC Guidelines change.



- **Google** - This is not a new addition to the classroom, but is very noteworthy. Google has replaced the traditional library of books. There is an infinite amount of research materials at fingertips with Google.
- **YouTube** - This is also not a new addition to the classroom, but a noteworthy addition. YouTube has a lot of great resources for tutoring and homework help. When a student realizes at midnight that they didn't do the assignment, there are not a lot of friends to call for homework help. YouTube gives access to hundreds of DIY tutoring videos from people that have different personalities and different ways of explaining. Some of Encore's favorites are *Crash Course*, the *Amoeba Sisters*, and *National Geographic*. There is an infinite amount of resources to help educate, even lectures from professors at Harvard!

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Encore issues Chromebooks to every student at the beginning of the year. Encore's IT department helps with technical issues. If a student has issues with connectivity, hotspots are available. If the student lives in an area where internet is impossible, Encore has developed a connectivity cohort that can come on campus.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

- Teachers are teaching students in real time.
- Teachers are offering tutoring from 7:45 am – 8:15 am Tuesdays through Fridays
- Teachers are grading the completion of work turned in through the various digital platforms.
- Digital platforms keep track of how often students log on
- Teachers take attendance at the beginning of their Zoom session.
- For students that miss the real time session, they turn in their work through Google Classroom and can verify their attendance for work on the [encorehighschool.com](http://encorehighschool.com) website.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Encore's teaching staff worked throughout the summer developing and training for a digital classroom. Teachers created online curriculum for Encore's new platform where students could take the class step by step and without teachers if that is what is required in their situation. YouTube was used for training within specific platforms like Learnworlds and Cyber High.

Zoom training was provided to teachers covering all of the different pieces of their digital classroom.

Weekly meetings were held for forum type collaborations between teachers for training.

There are daily elective meetings with teachers in the morning before school starts to go over any questions they may have regarding distance learning.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

- Encore created a position for one person to work on COVID sanitation on a daily basis and throughout the day to make sure all CDC guidelines for sanitation are upheld. A Campus Aide was moved into this position.
- The IT department has been affected tremendously because the digital classroom has a lot more pieces that need troubleshooting.
- The teaching staff has been impacted because they have to plan their class for both in person and not in person instruction.
- The CEO has the added responsibility of making sure that all of the courses in the Encore platform are cohesive, attractive, comprehensive, and complete. (Encore has 185 courses on the platform. It is a work in progress.)
- The SPED Department has to realign how IEPs are completed and how services can still be provided.
- Encore's risk manager is now also the COVID-19 manager and processing plans with the county and CDC for approval.
- The reception desk has been impacted because parents and students are trying to understand the programs.
- The reception desk has been impacted because the COVID-19 procedures that are in place for people arriving on campus.
- The COO has the added responsibility of training parents on internet safety and investigating discipline online.
- Counseling has been impacted because the students do not have the ability to meet with them in person for scheduling updates. As a result, schedule changes take multiple emails rather than one in person meeting.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

In the Spring for enrichment distance learning, a separate website was created for students with special needs. On that website, special tutoring times were offered for students to log in and get help from their SPED teachers and the SPED Aides.

In the Fall,

- Students have been assigned to their classes (we are full inclusion) for their work.

- Teachers have been trained on what modifications should be given in their classroom to make sure that modifications and accommodations are given to their students with special needs.
- Students that have contract services have been set up to get services either online or in person dependent on the service needed.
- IEPs are being held via Zoom.
- Students with greater needs have been placed in a strategy skills class that will happen on Zoom sessions with SPED teachers and SPED Aides.
- One on one tutoring is set up with students with special needs.
- Students with the greatest need are set up on cohort sessions where they come on campus twice per week for three hours with their SPED teacher.
- EL students come on campus once per week for additional support from their English teacher.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
The installation of Zoom for the campus.	\$ 10,000.00	[Y/N]
The installation of Learnworlds for the campus.	\$10,000.00	[Y/N]
The installation of Somos for the campus	\$1,000.00	
The installation of Science Alive! For the campus	\$8,000.00	

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

- For Encore students, the enrichment portion of school in the spring completed the courses for the last school year. Encore is starting the new school year with the review that is normally taught at the beginning of the school year.
- Encore’s teachers are building additional review portions to make sure that students can “catch up” with what may have been lost during the school closures embedded into the full school year.
- In 7<sup>th</sup> and 8<sup>th</sup> grade, all students are enrolled in a skills class that will spend the year filling in fundamental holes in math and English language arts.
- For students that are deficient in credits, summer school was offered for them to attend. There were 123 students that enrolled in summer school.

- Seniors that are deficient in credits are being placed in a cohort that will happen on Fridays to make sure that they can complete graduation requirements by graduation.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

- Encore's teachers are working extra hard to make sure that students have access to learning regardless of time of day. This will help curb learning loss if students are able to complete classwork on their own time.
- 

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Based on the school closures and the recent data team report to Encore's school board, Encore is implementing a new benchmark system this school year.

Encore has implemented tests on Fridays for all core academic classes: History, English, Math, and Science. Students will take a test in all four classes every Friday to make sure that students can be measured for progress and can stay on progress for the slightly faster pace of learning that needs to be implemented for the unusual year. Tests will happen on all Fridays where no national holiday takes place during the week.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Weekly testing administered in math, English, history, and science	[\$ 0.00]	[Y/N]
The implementation of a new benchmark system	\$10,000.00	[Y/N]

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

- Encore’s team has undergone annual mandated reporter training.
- Encore’s counseling team has reorganized caseloads for the school year so one of Encore’s counselors is specifically devoted to building all of the changes in CALPADS and building additional programs for students in the area of mental health.
- Encore’s ASB has a suicide prevention walk schedule for the second half of the 20/21 school year.
- In the spring during the initial shutdown due to COVID-19, Encore’s counseling staff had a mental health group session that was offered to students via Zoom to help in a group setting with anxiety and stress caused by the pandemic.
- Encore’s administrative teams meets with staff via Zoom on a daily basis and frequently announces to the staff where to go and how to get help if they need it. Encore has also opened the opportunity for teachers to work from their classrooms if they need that for mental health reasons.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

- For students that are not engaging in distance learning, Encore has set up a tiered process for students to be notified that they are missing school using email, phone calls, and mailed letters home. The teachers and the attendance clerk are responsible for reaching out to students that have not engaged in distance learning.
- For families where languages other than English are spoken, phone calls are made using a translation service. Encore is now able to service families via phone in over 33 languages with a 15 second lead time.
- Families that are reaching out via contact form on the website, they are responded to by a member of administration within the contact form app using translation software when necessary.
- Students that fail to respond or engage to distance learning will be placed into the traditional setting with a cohort recovery section as soon as allowed to help them re-engage in learning.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In the spring of 2020, Encore offered meal pick up for breakfast and lunch two days per week from the campus. In the fall, Encore is offering three separate pickup locations in three separate communities two days per week until on campus instruction resumes.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[Provide description here]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

[Provide description here]