



## Board Meeting Agenda

**DATE 5/18/2020**

6:00 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  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, 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	___	___
Paula Gharib	___	___
Evelyn Rojas	___	___
Mari Miller	___	___

**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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**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.

**5.0 CONSENT ITEMS.** It is recommended that the board considers approving a number of agenda items as a consent list. These items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change.

- 5.1 MONTHLY FISCAL REPORTS**
- 5.2 DISCIPLINE REPORT-** Dean of Students, Hesperia
- 5.3 DISCIPLINE REPORT-** Dean of Students, Riverside
- 5.4 EXPENSE REPORTS**
- 5.5 AGENDAS OF ALL COMMITTEE AND STAFF MEETINGS**

<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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**6.0 INFORMATION ITEMS.** There are no actions needed for any of these items. These items are presented for informational purposes.

- 6.1 ASB DIRECTOR REPORT-** Kiara Sampson, Hesperia
- 6.2 ASB DIRECTOR REPORT-** Lisa Ball, Riverside

- 6.3 STAFF LIAISON REPORT – Jamie Waggoner, Hesperia
- 6.4 STAFF LIAISON REPORT – Wesley Willison, Riverside
- 6.5 DEAN OF STUDENTS REPORT – Steve Nutter, Hesperia
- 6.6 DEAN OF STUDENTS REPORT – Ramsey Hassen, Riverside
- 6.7 DEAN OF ACADEMICS REPORT – Julia Dolf
- 6.8 LEGAL BRIEFS
- 6.9 PSYCHOLOGIST REPORT- Eric Buries
- 6.10 FOOD, TRANSPORTATION, AND DATA REPORTS- Joseph Thibodeaux
- 6.11 SOCIAL MEDIA REPORT
- 6.12 EL STUDENT REPORT- Darnell Smith
- 6.13 LCAP REPORT
- 6.14 CONCUSSION PROCEDURE- Curtis Peterson

**7.0 ACTION ITEMS.**

**7.1 2019-20 P-2 ADA filing for Riverside. Executive team recommends approval of this action.**

**Approve**

**MOTION:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Vote:** \_\_\_\_\_ **Approved/Denied** \_\_\_\_\_

<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
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Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**7.2 2019-20 P-2 ADA filing for Hesperia. Executive team recommends approval of this action.**

**Approve**

**MOTION:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Vote:** \_\_\_\_\_ **Approved/Denied** \_\_\_\_\_

<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
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Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**8.0 BOARD COMMENTS / REPORTS.** The Governing Board will take comments/updates from fellow board members, and the EEC Executive Administration for future agenda issues.

**9.0 ADJOURN TO CLOSED SESSION**

C. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Subdivision (a) of Section 54956.9)

Case name unspecified: (Specify whether disclosure would jeopardize service of process or existing settlement negotiations).

**10.0 RECONVENE AFTER CLOSED SESSION.**

**PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION** (includes the vote or abstention of every member present).

**11.0 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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

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

The next meeting will be held, **June 8, 2020** at 6:00 pm





# Exhibit 5.1

## May 18, 2020

Encore Education Corporation

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**Board Members:**

Suzanne Cherry, Board President

Rob Gabler, Board Vice President

Kelly Ahmed, Board Secretary/Treasurer

Evelyn Rojas, Board Member

Paula Gharib, Board Member

Mari Miller, Board Member

**INFO:**

**Monthly Fiscal Report**



**Encore Education Corporation**  
Charter School Revenue Bonds  
Series 2016A & 2016B (Taxable)

**FINANCIAL & OPERATIONAL UPDATE**  
**May 6, 2020**

# **Executive Summary – Table of Contents**

- 1. Summary Update Since 1/23/20 Investor Call**
- 2. 2020-21 School Year - Enrollment Update**
- 3. Covenant Compliance Tables**
- 4. 2019-20 Second Interim Budget**
- 5. Contact Information**

## 1. Summary Update Since 1/23/20 Investor Call

- Impact of COVID-19 still being assessed – short-term fiscal impact largely mitigated by shortening of P-2 attendance period, but long-term impact uncertain
- Encore-Riverside campus (not part of the Obligated Group) closing 6/30/2020
- Encore's physical locations closed 3/13/2020 for the rest of the 2019-20 school year
- Classes continue to be held remotely via Zoom and other remote learning tools
- As of 5/5/2020, Encore-Hesperia enrollment for Fall 2020 is on track with projections (i.e. stable from current 2019-20 year)
- Statewide reduction in funding for 2020-21 appears likely but details not yet available. This will be mitigated by increased federal stimulus funding (including the Paycheck Protection Program).
- Overall COVID-19 related net impact on School finances not yet known
- Final 2019-20 "P-2" ADA is 899.27, 12 higher than latest 2<sup>nd</sup> Interim Budget update – funding for 2019-20 is based on this P-2 number
- Current good standing with authorizers, CDE, CSFA, etc.
- Charter Renewal Petition anticipated in Fall 2020 for 2021-26 renewal period

## 2. Enrollment Update

ENCORE-HESPERIA 2019-20 Enrollment Tracking 4/15/2020

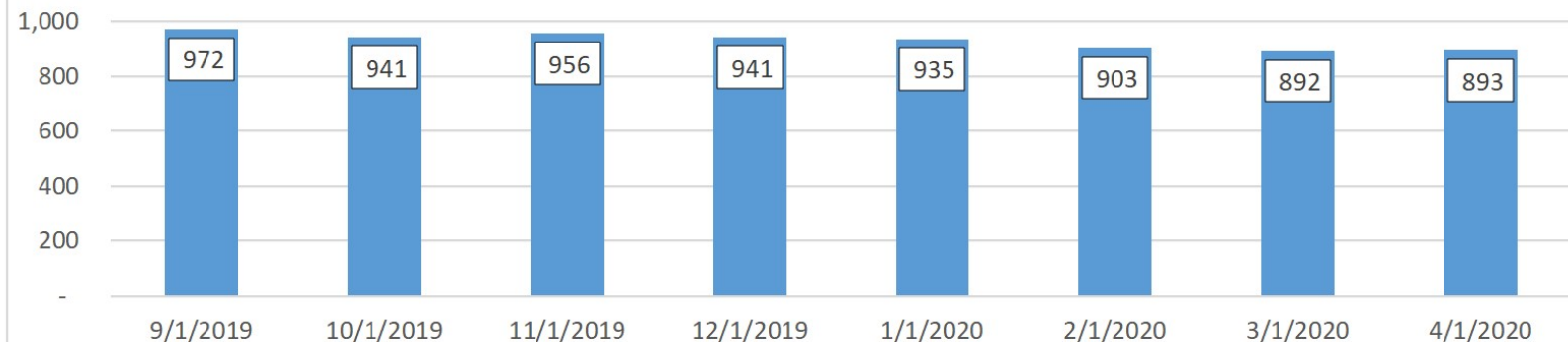
### Year-to-Date Monthly Enrollment

	<u>9/15/2019</u>	<u>10/15/2019</u>	<u>11/15/2019</u>	<u>12/15/2019</u>	<u>1/15/2020</u>	<u>2/15/2020</u>	<u>3/15/2020</u>	<u>4/15/2020</u>
<b>7</b>	167	165	166	162	165	160	159	159
<b>8</b>	200	191	201	197	188	184	183	183
<b>9</b>	169	156	159	155	154	150	145	145
<b>10</b>	167	161	161	160	160	150	146	147
<b>11</b>	156	155	156	155	155	149	149	149
<b>12</b>	113	113	113	112	113	110	110	110
	<b>972</b>	<b>941</b>	<b>956</b>	<b>941</b>	<b>935</b>	<b>903</b>	<b>892</b>	<b>893</b>

### Average Daily Attendance (ADA)

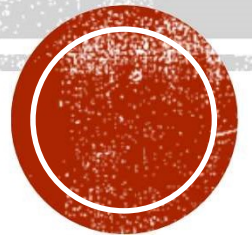
	Final Average Daily Attendance (P-2)	Projected P- 2 ADA in 2nd Interim Budget	Difference From 2nd Interim Projection	ADA Difference From Last Year
<b>7-8</b>	342.10	336.73	5.37	383.25 (41.15)
<b>9-12</b>	557.17	549.92	7.25	563.43 (6.26)
	<b>899.27</b>	<b>886.65</b>	<b>12.62</b>	<b>946.68 (47.41)</b>

### 2019-20 Enrollment Trending To Date



# ENCORE HIGH SCHOOL

Hesperia Campus 20/21 Enrollment Projections



# ENCORE AND COVID-19

- Encore has made the transition to Distance Learning successfully for students.
- Distance Learning started using online curriculum and Zoom platform on March 30 and will continue through May 22.
- AP and Honors classes are completing courses for grades.
- All other students are working on enrichment and grade improvement.
- Encore has created a “TV Guide” style website for students to be able to choose which enrichment courses to take on a daily basis. These courses are available on YouTube after the completion of the course so students can catch the course later. ([www.encorestudent.com](http://www.encorestudent.com))
- Encore held a virtual prom and is planning a virtual graduation ceremony.
- Response to our response to Covid-19 has been positive.



# ENROLLMENT SEASON

- Encore High School is in the midst of the enrollment season under very interesting circumstances. Encore is confident that we will have a strong enrollment season despite current state of the world with Covid-19.
- There are many contributing factors that may affect the enrollment numbers for the fall of 2020. Encore is planning to start later than in prior years in hopes of “waiting out” the Covid-19 activities. Encore will resume school on September 14.
- Due to the Covid-19 unknowns, it’s difficult to accurately predict where Fall 2020 enrollment will end up. We face a combination of lower-than-usual response rates and overall uncertainty regarding what social distancing will be in place for next year.
- Encore’s current plan is to budget for a population of 900 for next school year, slightly below last year, in order to budget conservatively. Right now, enrollment efforts are behind pace due to COVID-19 but we are accelerating this process headed into Summer 2020.
- Encore has placed a high focus on SEO and reputation management software starting this month and are already seeing a change in the amount of clicks on a redesigned website.
- Families are enrolling using Zoom for their final meetings and Encore is moving enrollment efforts moving forward to a much more personal (one to one) approach.
- Weekly interest meetings are being replaced with one on one appointments to give the family a better, more tailored enrollment experience.



# WHERE WE STAND TODAY

The following numbers represent students that have already registered and picked classes for the 20/21 school year. We still have over 250 students that have not replied to the intent to return survey. This week, Encore staff is calling families to try to get an answer on their intentions for the fall.

- 7<sup>th</sup> grade enrollment: 78 (Down about 25 to last year)
- 8<sup>th</sup> grade enrollment: 113
- 9<sup>th</sup> grade enrollment: 101
- 10<sup>th</sup> grade enrollment: 125
- 11<sup>th</sup> grade enrollment: 116
- 12<sup>th</sup> grade enrollment: 132
- Riverside transfers to Hesperia: 12
- Total count as of 5/5/2020 – 677
- Note: There are over 250 students that have not replied to the intent to return survey yet. This has been delayed slightly because we are not in school every day to physically talk to the students.

# LEADS

- With Encore's deep dive into digital media and marketing, lead generation from the new website is five new students per day.
- Encore will be doing the first Zoom interest meeting for parents on May 19 at 6:00 pm to try to capture any leads that may be on the fence.

### 3. Covenant Compliance (Debt Service Coverage Ratio)

	<u>FY 2018-19</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
	<u>Audited</u>	<u>Budgeted</u>	<u>Budgeted</u>
1. Gross School Revenue	\$ 12,106,757	\$ 11,656,016	\$ 11,855,633
2. Less: Gross Operating Expenses	(11,456,675)	(10,831,103)	(11,044,256)
3. Add Back: Depreciation Expense:	173,463	173,463	173,463
4. Add Back: Base Rent:	<u>1,284,424</u>	<u>1,291,800</u>	<u>1,124,041</u>
<b>= Net Operating School Revenue</b>	<b>\$ 2,107,969</b>	<b>\$ 2,290,176</b>	<b>\$ 2,108,881</b>
<b>Base Rent during Year:</b>	<b>1,284,424</b>	<b>1,291,800</b>	<b>1,124,041</b>
Base Rent Coverage Ratio:	<b>1.64</b>	<b>1.77</b>	<b>1.88</b>
Minimum Coverage Ratio	<b>1.10</b>	<b>1.10</b>	<b>1.10</b>
Test Passed (Yes/No):	<b>YES</b>	<b>YES</b>	<b>YES</b>

### 3. Covenant Compliance (Days Cash on Hand)

	<u>FY 2018-19</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
	<u>Audited</u>	<u>Budgeted</u>	<u>Budgeted</u>
1. Gross Operating Expenses:	\$ 11,456,675	\$ 10,831,103	\$ 11,044,256
2. Less: Depreciation Expense:	(173,463)	(173,463)	(173,463)
3. Less: Base Rent paid during year:	(1,284,424)	(1,291,800)	(1,124,041)
4. Plus: Maximum Base Rent in any year:	1,305,863	1,305,863	1,305,863
<b>Total Annual Expenses</b>	<b>\$ 11,304,651</b>	<b>\$ 10,671,703</b>	<b>\$ 11,052,615</b>
Divided by 365:	/ 365	/ 365	/ 365
<b>Average Daily Expenses</b>	<b>\$ 30,972</b>	<b>\$ 29,238</b>	<b>\$ 30,281</b>
<b>Cash on Hand</b>	<b>\$ 2,098,817</b>	<b>\$ 1,377,282</b>	<b>\$ 2,328,516</b>
<b>Minimum Required DCOH:</b>	<b>45.0</b>	<b>45.0</b>	<b>45.0</b>
Days Cash on Hand (including Short-Term Debt)	67.8	47.1	76.9
Days Cash on Hand (excluding Short-Term Debt)	-59.8	-29.9	21.8
Test Passed (incl. Short-Term Debt)?	YES	YES	YES
Test Passed (excl. Short-Term Debt)?	NO	NO	NO

## 4. 2019-20 Second Interim Budget

**(on following pages)**



# Encore Jr/Sr High School for the Performing & Visual Arts

## 2019-20 Second Interim Budget

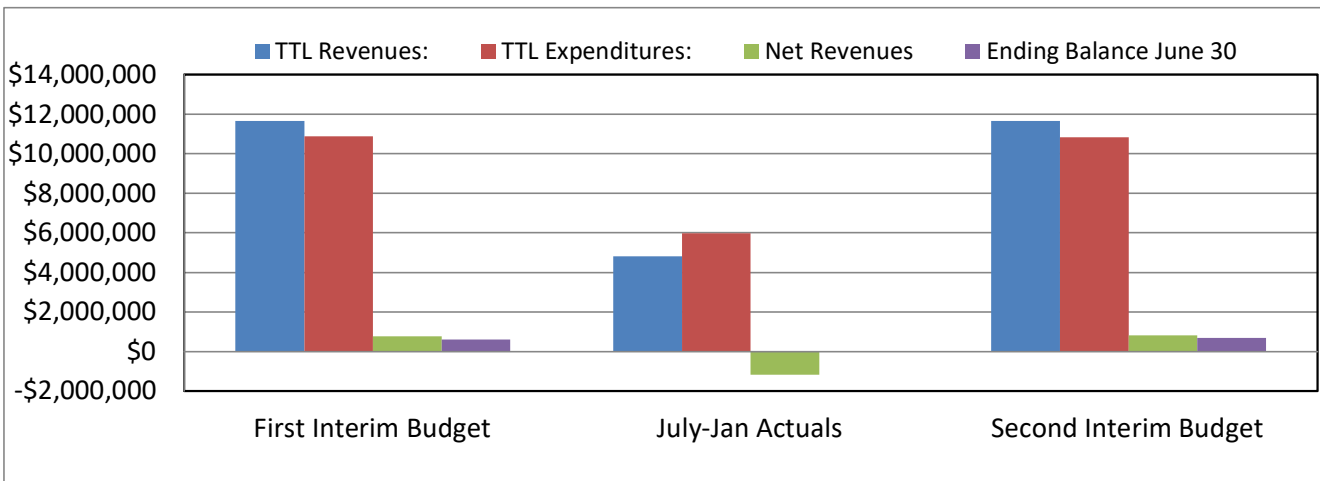


## 2019-20 Second Interim Budget (Hesperia)

- Projected average daily attendance (ADA) for the year is 886.65, or 4.10 below the First Interim Budget projections. This is based on trending through mid-February.
- Together with other revenue adjustments, this results in \$1,260 less revenue than projected at First Interim.
- Encore's Corrective Action Plan is to generating operating surpluses in each of the next several years in order to reduce debt and restore positive fund balances.
- In line with the CAP, overall expenditures have also been reduced by \$55,988, for a net operating surplus of \$824,913 this fiscal year, an improvement of \$57,248 from 1st Interim.
- This surplus of \$824,913 will allow Encore-Hesperia to return to a positive ending balance of \$622,186 this year, or 5.7% of expenditures.
- In 2020-21 and 2021-22, additional surpluses will allow Encore to fully replenish its available reserves and repay all outstanding factoring and short-term debt.
- Cash flow is on track and sufficient to cover all operating expenses, but is heavily dependent upon short-term debt. We continue to recommend that Encore prioritize increasing cash reserves through operating budget surpluses to minimize the use of expensive external borrowing.
- If ADA and cost controls can be maintained as projected, Encore will improve operating cash, ending balance, and available reserves for each of the next three fiscal years.

## Encore Schools - Hesperia 2019-20 Second Interim Budget BUDGET SUMMARY

	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim
<b>Projected P-2 ADA:</b>	890.75	908.67	886.65	(4.10)
<b>Revenues:</b>				
General Purpose Entitlement	\$ 9,235,751	\$ 4,471,349	\$ 9,217,355	\$ (18,396)
Federal Revenue	590,946	67,921	621,303	30,357
Other State Revenue	1,677,559	208,901	1,686,859	9,300
Other Local Revenue	150,500	73,018	130,500	(20,000)
<b>TTL Revenues:</b>	<b>\$ 11,654,756</b>	<b>\$ 4,821,190</b>	<b>\$ 11,656,016</b>	<b>\$ 1,260</b>
<b>Expenditures:</b>				
Certificated Salaries	\$ 2,797,776	\$ 1,384,559	\$ 2,666,679	\$ (131,097)
Non-certificated Salaries	2,010,038	1,086,594	2,055,917	45,879
Benefits	1,718,536	920,805	1,751,945	33,409
Books/Supplies/Materials	536,672	197,026	374,885	(161,786)
Services/Operations	3,650,606	2,402,002	3,808,214	157,608
Capital Outlay	173,463	-	173,463	-
Other Outgo	-	-	-	-
<b>TTL Expenditures:</b>	<b>\$ 10,887,091</b>	<b>\$ 5,990,986</b>	<b>\$ 10,831,103</b>	<b>\$ (55,988)</b>
<b>Net Revenues</b>	<b>\$ 767,665</b>	<b>\$ (1,169,796)</b>	<b>\$ 824,913</b>	<b>\$ 57,248</b>
<b>Beginning Balance July 1</b>	<b>\$ (145,479)</b>		<b>\$ (145,479)</b>	
<b>Ending Balance June 30</b>	<b>\$ 622,186</b>		<b>\$ 679,434</b>	
<b>Ending Balance as % of Exp.:</b>	<b>5.7%</b>		<b>6.3%</b>	














































**Encore Schools - Hesperia  
2019-20 Second Interim Budget  
FUNDING CALCULATIONS**

<b>2019-20 (Year 1)</b>	<b>Net State Funding COLA over prior year =</b>	<b>3.26%</b>
<b>GENERAL PURPOSE ENTITLEMENT</b>		<b>TOTALS</b>
	<u><b>\$/ADA</b></u> <u><b>ADA</b></u> <u><b>Subtotal</b></u>	
Total LCFF Funding (see LCFF page):	\$ 10,325.81      886.65      \$ 9,155,376	
State Aid Portion:	\$ 8,186.33      886.65	7,258,408.40
Education Protection Account Portion:	\$ 1,772.58      886.65	1,571,655.60
Local In-Lieu-Of Property Tax Portion:	\$ 366.90      886.65	325,312.00
	<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>	<b>\$ 9,155,376.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	\$ 233,200	
Title II Part A	34,807	
Title IV Part A	17,130	
<b>Total Federal ESEA Funding:</b>		<b>285,137.00</b>
<b>Other Federal Revenues</b>		
National School Lunch Program	233,432.00	
Federal IDEA Special Education	102,733.61	
Other Federal Revenue	-	
<b>Total Other Federal Revenues:</b>		<b>336,165.61</b>
	<b>TOTAL FEDERAL REVENUES</b>	<b>\$ 621,302.61</b>
<b>OTHER STATE REVENUES</b>		
Non-Prop 20 Lottery (using P-2 ADA)	\$ 153.00      926      141,688.78	
Prop 20 Lottery (using P-2 ADA):	54.00      926      50,007.80	
<b>Additional Other State Revenues</b>		<b>191,696.59</b>
State Lunch Program Revenues	41,785.00	
Mandate Block Grant	32,640.00	
Facility Grant Program (lesser of 75% or \$1,184/ADA)	1,049,793.60	
State Special Education (AB602)	370,943.60	
Prior Year Corrections/Adjustments	61,979.00	
<b>Total Additional Other State Revenues:</b>		<b>1,557,141.20</b>
	<b>TOTAL OTHER STATE REVENUES</b>	<b>\$ 1,748,837.78</b>
<b>OTHER LOCAL REVENUES</b>		
Interest Earnings	\$ 500.00	
Other Local Revenues	-	
Local Lunch Revenues	45,000.00	
Lab	85,000.00	
Other Local Revenues	-	
	<b>TOTAL OTHER LOCAL REVENUES</b>	<b>\$ 130,500.00</b>
	<b>TOTAL REVENUES</b>	<b>\$ 11,656,016.39</b>

































**Encore Schools - Hesperia  
2019-20 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget		Notes/Comments
<b>P-2 ADA</b>	<b>890.75</b>	<b>908.67</b>	<b>886.65</b>	<b>(4.10)</b>			
<b>REVENUES</b>							
<b>General Purpose Entitlement</b>							
8011 - General Purpose Block Grant	7,330,012	3,458,970	7,258,408	(71,603)	48%		Updated to latest projections
8012 - Education Protection Account	1,578,923	857,589	1,571,656	(7,268)	55%		Updated to latest projections
8019 - Prior Year Corrections/Adjustments	-	2,963	61,979	61,979	5%		From Corrected 18-19 ADA at audit
8096 - Funding in Lieu of Property Taxes	326,816	151,827	325,312	(1,504)	47%		Updated to latest projections
<b>TTL General Purpose Entitlement</b>	<b>9,235,751</b>	<b>4,471,349</b>	<b>9,217,355</b>	<b>(18,396)</b>	<b>49%</b>		
<b>Federal Revenue</b>							
8181 - Federal IDEA Special Education	89,748	-	102,734	12,986	0%		
8220 - NSLP Federal	233,432	67,921	233,432	-	29%		
8290 - Other Federal Revenues	267,766	-	285,137	17,371	0%		
<b>TTL Federal Revenue</b>	<b>590,946</b>	<b>67,921</b>	<b>621,303</b>	<b>30,357</b>	<b>11%</b>		
<b>Other State Revenue</b>							
8311 - State Special Education Revenue	388,611	117,658	370,944	(17,667)	32%		
8520 - NSLP State	41,785	5,304	41,785	-	13%		
8550 - Mandate Block Grant	32,890	32,640	32,640	(250)	100%		
8560 - State Lottery Revenue	192,583	51,628	191,697	(886)	27%		
8590 - Add'l State Revenues	1,021,690	1,671	1,049,794	28,103	0%		
<b>TTL Other State Revenue</b>	<b>1,677,559</b>	<b>208,901</b>	<b>1,686,859</b>	<b>9,300</b>	<b>12%</b>		
<b>Other Local Revenue</b>							
8634 - NSLP Local	85,000	25,960	45,000	(40,000)	58%		Updated to latest projections
8660 - Interest	500	-	500	-	0%		
8699 - Local Donations/Contributions/Other	65,000	47,059	85,000	20,000	55%		Updated to latest projections
<b>TTL Other Local Revenue</b>	<b>150,500</b>	<b>73,018</b>	<b>130,500</b>	<b>(20,000)</b>	<b>56%</b>		
<b>TTL REVENUES</b>	<b>11,654,756</b>	<b>4,821,190</b>	<b>11,656,016</b>	<b>1,260</b>	<b>41%</b>		

**Encore Schools - Hesperia  
2019-20 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>EXPENDITURES</b>						
<b>1000 - Certificated Salaries</b>						
1100 - Teachers' Salaries	2,044,035	989,374	1,959,230	(84,804)	50% 	Reclassified & updated positions
1130 - Certificated Substitutes	86,342	7,190	15,070	(71,272)	48% 	
1150 - Teacher's Extra Duty / Stipends	81,599	39,373	59,855	(21,744)	66% 	
1200 - Certificated Support	266,697	144,461	270,253	3,556	53% 	
1300 - Certificated Supervisory/Admin	319,104	204,160	362,271	43,167	56% 	
<b>TTL Certificated Salaries</b>	<b>2,797,776</b>	<b>1,384,559</b>	<b>2,666,679</b>	<b>(131,097)</b>	<b>52%</b> 	
<b>2000 - Non-Certificated Salaries</b>						
2100 - Instructional Aide Salaries	375,681	202,127	349,970	(25,711)	58% 	Updated to latest staffing projections
2130 - Classified Substitutes	61,170	25,824	42,357	(18,814)	61% 	Updated to latest staffing projections
2150 - Classified Extra Duty	12,465	12,200	12,465	-	98% 	Updated to latest staffing projections
2160 - Classified Electives	712,710	345,152	746,724	34,014	46% 	Updated to latest staffing projections
2200 - Classified Support Salaries	202,023	104,337	177,978	(24,045)	59% 	Updated to latest staffing projections
2300 - Classified Supervisory/Admin	221,741	145,838	271,586	49,846	54% 	Reclassified & updated positions
2350 - Classified Admin Extra Duty	720	-	-	(720)		
2400 - Clerical/Tech/Office Staff	420,648	251,116	454,837	34,188	55% 	Updated to latest staffing projections
2450 - Clerical/Office Extra Duty	2,880	-	-	(2,880)		
<b>TTL Non-Certificated Salaries</b>	<b>2,010,038</b>	<b>1,086,594</b>	<b>2,055,917</b>	<b>45,879</b>	<b>53%</b> 	
<b>3000 - Employee Benefits</b>						
3100 - CalSTRS	430,759	224,302	420,829	(9,929)	53% 	Higher STRS participation
3200 - CalPERS	371,444	214,080	382,385	10,941	56% 	
3300 - Social Sec./Medicare	209,576	104,600	195,856	(13,720)	53% 	Updated to latest staffing projections
3400 - Healthcare	602,003	319,229	648,244	46,241	49% 	Updated to latest staffing projections
3500 - Unemployment Ins.	4,781	7,241	9,391	4,610	77% 	Updated to latest staffing projections
3600 - Worker's Comp	99,974	51,352	95,240	(4,734)	54% 	Updated to latest staffing projections
<b>TTL Benefits</b>	<b>1,718,536</b>	<b>920,805</b>	<b>1,751,945</b>	<b>33,409</b>	<b>53%</b> 	

**Encore Schools - Hesperia  
2019-20 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>4000 - Books/Supplies/Materials</b>						
4100 - Textbooks	26,250	20,774	34,600	8,350	60%	
4310 - Student Instructional Materials	182,494	58,224	88,272	(94,222)	66%	
4320 - Office Supplies	29,220	20,568	35,663	6,443	58%	
4330 - Student Incentives / Events	5,250	1,570	4,600	(650)	34%	
4350 - Other Supplies	2,972	4,619	6,000	3,028	77%	
4390 - Add'l Instructional Spending	5,778	-	-	(5,778)		
4400 - Noncapitalized Equipment	92,500	28,424	32,500	(60,000)	87%	
4480 - Other Improvements	9,250	2,255	9,250	-	24%	
4700 - Food	182,958	60,593	164,000	(18,958)	37%	
<b>TTL Books/Supplies/Materials</b>	<b>536,672</b>	<b>197,026</b>	<b>374,885</b>	<b>(161,786)</b>	<b>53%</b>	
<b>5000 - Services &amp; Operations</b>						
5200 - Travel and Conferences	12,166	4,724	12,166	-	39%	
5210 - Mileage	2,981	12,562	20,331	17,350	62%	
5300 - Dues and Memberships	8,995	32,809	52,495	43,500	62%	
5400 - Liability Insurance	195,000	156,759	186,250	(8,750)	84%	
5500 - Operation and Housekeeping Services	13,662	10,301	18,500	4,838	56%	
5510 - Utilities (General)	198,257	88,825	154,000	(44,257)	58%	
5520 - Janitorial	32,903	11,011	26,500	(6,403)	42%	
5610 - Facility Rental	1,132,089	788,152	1,132,089	-	70%	
5620 - Equipment Leases	6,571	6,783	10,864	4,294	62%	
5630 - Maintenance & Repair	38,429	38,491	49,729	11,300	77%	
5800 - Professional/Consulting Services	84,501	54,199	84,501	-	64%	
5810 - Legal	25,000	59,266	99,550	74,550	60%	
5820 - Audit/CPA Costs	14,893	-	14,893	-	0%	
5825 - Business Services	179,400	102,203	179,400	-	57%	
5830 - Facilities Consultants/Engineering	12,174	14,538	19,000	6,826	77%	
5840 - Advertisement	45,000	33,239	45,000	-	74%	
5850 - Authorizer Oversight Fee	92,358	-	91,554	(804)	0%	
5855 - Interest on Short-Term Debt (<1 yr)	287,500	170,106	257,500	(30,000)	66%	
5860 - Bank Fees	256,000	299,303	339,500	83,500	88%	
5865 - Student Transportation	887,600	417,757	865,000	(22,600)	48%	
5870 - Livescan (Fingerprinting)	3,495	-	-	(3,495)		
5880 - Instructional Consultants	16,992	13,916	22,000	5,008	63%	
5890 - Other Services	1,250	-	-	(1,250)		
5910 - Telephone	19,500	17,793	31,000	11,500	57%	
5920 - Telecom/Internet	70,000	59,982	82,500	12,500	73%	
5930 - Postage	13,892	9,281	13,892	-	67%	
<b>TTL Services &amp; Operations</b>	<b>3,650,606</b>	<b>2,402,002</b>	<b>3,808,214</b>	<b>157,608</b>	<b>63%</b>	

**Encore Schools - Hesperia  
2019-20 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget		Notes/Comments
<b>6000 - Capital Outlay</b>							
6900 - Depreciation	173,463	-	173,463	-	0%		
<b>TTL Capital Outlay</b>	<b>173,463</b>	<b>-</b>	<b>173,463</b>	<b>-</b>	<b>0%</b>		
<b>7000 - Other Outgo</b>							
7438 - Interest on Long-Term Debt (>1yr)	-	-	-	-			
<b>TTL Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>			
<b>TTL EXPENDITURES</b>	<b>10,887,091</b>	<b>5,990,986</b>	<b>10,831,103</b>	<b>(55,988)</b>	<b>55%</b>		
<b>Revenues less Expenditures</b>	<b>767,665</b>	<b>(1,169,796)</b>	<b>824,913</b>	<b>57,248</b>			
<b>Net Income after Transfers</b>	<b>\$ 767,665</b>		<b>\$ 824,913</b>				
<b>Beginning Fund Balance (Audited)</b>	<b>(145,479)</b>		<b>(145,479)</b>				
<b>Net Revenues</b>	<b>767,665</b>		<b>824,913</b>				
<b>ENDING BALANCE</b>	<b>622,186</b>		<b>679,434</b>				
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>5.71%</b>		<b>6.27%</b>				

## 5. Contact Information

**Denise Griffin**

**CEO**

**Encore**

760-949-2036

[dg@officerteam.com](mailto:dg@officerteam.com)

**Karl Yoder**

**CFO**

**DMS**

916-284-1382

[karl@charteradmin.com](mailto:karl@charteradmin.com)

**Guillermo Garcia**

**Managing Director**

**Stifel**

415-364-5962

[ggarcia@stifel.com](mailto:ggarcia@stifel.com)

# Municipal Secondary Market Disclosure Information Cover Sheet

This cover sheet should be sent with all submissions made to the Municipal Securities Rulemaking Board, Nationally Recognized Municipal Securities Information Repositories, and any applicable State Information Depository, whether the filing is voluntary or made pursuant to Securities and Exchange Commission rule 15c2-12 or any analogous state statute.

See [www.sec.gov/info/municipal/nrmsir.htm](http://www.sec.gov/info/municipal/nrmsir.htm) for list of current NRMSIRs and SIDs

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## IF THIS FILING RELATES TO A SINGLE BOND ISSUE:

Provide name of bond issue exactly as it appears on the cover of the Official Statement  
(please include name of state where issuer is located):

**CALIFORNIA SCHOOL FINANCE AUTHORITY**

**CHARTER SCHOOL REVENUE BONDS**

**(ENCORE EDUCATION OBLIGATED GROUP)**

**SERIES 2016A AND 2016B (TAXABLE)**

---

Provide nine-digit CUSIP\* numbers if available, to which the information relates:

<u>1 05 TE 2</u>	_____	_____	_____
<u>1 05 TEC0</u>	_____	_____	_____
<u>1 05 TED</u>	_____	_____	_____
<u>3</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

---

## IF THIS FILING RELATES TO ALL SECURITIES ISSUED BY THE ISSUER OR ALL SECURITIES OF A SPECIFIC CREDIT OR ISSUED UNDER A SINGLE INDENTURE:

Issuer's Name (please include name of state where Issuer is located): \_\_\_\_\_

Other Obligated Person's Name (if any): \_\_\_\_\_

(Exactly as it appears on the Official Statement Cover)

Provide six-digit CUSIP\* number(s), if available, of Issuer: \_\_\_\_\_

\*(Contact CUSIP's Municipal Disclosure Assistance Line at 212.438.6518 for assistance with obtaining the proper CUSIP numbers.)

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## TYPE OF FILING:

Electronic (number of pages attached) 3  Paper (number of pages attached) \_\_\_\_\_

If information is also available on the Internet, give URL: [www.encorehighschool.com](http://www.encorehighschool.com)

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**WHAT TYPE OF INFORMATION ARE YOU PROVIDING? (Check all that apply)**

**A.  Annual Financial Information and Operating Data pursuant to Rule 15c2-12**

(Financial information and operating data should not be filed with the MSRB.)

**Fiscal Period Covered:** \_\_\_\_\_

**B.  Audited Financial Statements or CAFR pursuant to Rule 15c2-12**

**Fiscal Period Covered:** \_\_\_\_\_

**C.  Notice of a Material Event pursuant to Rule 15c2-12 (Check as appropriate)**

- |  |  |
|--|--|
| 1. <input type="checkbox"/> Principal and interest payment delinquencies                                 | 6. <input type="checkbox"/> Adverse tax opinions or events affecting the tax-exempt status of the security   |
| 2. <input type="checkbox"/> Non-payment related defaults   | 7. <input type="checkbox"/> Modifications to the rights of security holders                                  |
| 3. <input type="checkbox"/> Unscheduled draws on debt service reserves reflecting financial difficulties | 8. <input type="checkbox"/> Bond calls   |
| 4. <input type="checkbox"/> Unscheduled draws on credit enhancements reflecting financial difficulties   | 9. <input type="checkbox"/> Defeasances  |
| 5. <input type="checkbox"/> Substitution of credit or liquidity providers, or their failure to perform   | 10. <input type="checkbox"/> Release, substitution, or sale of property securing repayment of the securities |
|  | 11. <input type="checkbox"/> Rating changes  |

**D.  Notice of Failure to Provide Annual Financial Information as Required**

**E.  Other Secondary Market Information (Specify):** los re o ili e h r er chool ncore i ersi e

**I hereby represent that I am authorized by the issuer or obligor or its agent to distribute this information publicly:**

**Issuer Contact:**

Name rl o er Title n ging r ner

Employer e h r er isors

Address ree ie City cr men o State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone 3 Issuer Web Site Address .encorehighschool.com

Email Address rl. o er e ch r er isors.com

**Dissemination Agent Contact, if any:**

Name \_\_\_\_\_ Title \_\_\_\_\_

Employer \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email Address \_\_\_\_\_ Relationship to Issuer \_\_\_\_\_

**Obligor Contact, if any:**

Name \_\_\_\_\_ Title \_\_\_\_\_

Employer \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email Address \_\_\_\_\_ Obligor Web site Address \_\_\_\_\_

**Investor Relations Contact, if any:**

Name \_\_\_\_\_ Title \_\_\_\_\_





## Special Board Meeting Agenda

April 30, 2020

5:30 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  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, 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.*

*Public comment: Individuals wishing to provide public comment at this Board meeting must send their comments in writing to [board@encoreedcorp.com](mailto:board@encoreedcorp.com) prior to or during the meeting. Comments submitted by email will be read aloud during the Board meeting for up to three minutes. If comments are in Spanish or another language, they will be translated to English and be given up to six minutes. The Board reserves the right to limit the overall time for public comment to a reasonable amount of time.*

**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	___	___
Paula Gharib	___	___
Evelyn Rojas	___	___
Mari Miller	___	___

**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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**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.

**5.0 CONSENT ITEMS.** It is recommended that the board considers approving a number of agenda items as a consent list. These items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change.

**5.1 MEETING MINUTES - April 27, 2020**

<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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**6.0 ACTION ITEMS.**

**6.1 ACTION-** Discussion of and vote on closure of Encore High School for the Arts (“Encore-Riverside”) effective June 30, 2020. The Board will discuss factors such as low projected attendance for 2020-21 school year, the COVID-19 pandemic, and concerns regarding insurance prior to voting on the potential closure of Encore-Riverside at the end of the school year.

<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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**6.2 ACTION- Approval of PPP Loan for COVID-19 relief.**

<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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

**7.0 BOARD COMMENTS / REPORTS.** The Governing Board will take comments/updates from fellow board members, and the EEC Executive Administration for future agenda issues.

**8.0 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	___	___	___	___
Paula Gharib	___	___	___	___
Evelyn Rojas	___	___	___	___
Mari Miller	___	___	___	___

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

The next meeting will be held, **May 18, 2020** at 6:00 pm



# Exhibit 5.2

## May 18, 2020

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)

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Suzanne Cherry, Board President  
Rob Gabler, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

**Discipline Report**-Hesperia Dean- Steve Nutter



**CAMPUS DISCIPLINE REPORT APRIL 2020**

No Discipline during this period



# Exhibit 5.3

## May 18, 2020

Encore Education Corporation  
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Fax (760) 956-3338

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Suzanne Cherry, Board President  
Rob Gabler, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

**Discipline Report-** Riverside Dean- Ramsey Hassen



## Riverside Discipline Report

Due to school campus closure, there is nothing to report.



# Exhibit 5.4

## May 18, 2020

Encore Education Corporation

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Fax (760) 956-3338

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**Sites:**

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[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

Evelyn Rojas, Board Member

Paula Gharib, Board Member

Mari Miller, Board Member

**INFO:**

**Expense Reports-** Kelsey White





Exhibit  
5.5

May 18, 2020

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

**Sites:**

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

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**Board Members:**

Suzanne Cherry, Board President  
Rob Gabler, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

**Agendas of all Committee and Staff Meetings**

**Department Zoom Meeting List**  
**4/16/2020-4/21/2020**

Monday 4/20/2020

<b>Watkins (Riverside) History/English</b>	10:00
	11:00
<b>HS Math and Science Jareno (Hesperia)</b>	3:00
<b>Visual/Technical Arts - Livaudais (Riverside)</b>	3:30

Tuesday 4/21/2020

	10:00
<b>Haley Dance/Cirque (Hesperia)</b>	11:00
<b>Nabhan Middle School/Science (Riverside)</b>	3:00
<b>Waggoner Language/Skills/Study Hall (Hesperia)</b>	3:30

Thursday 4/16/2020

<b>Daisy Math/Skills (Riverside)</b>	10:00 (can we switch the time to 11)
<b>Parker English/History (Hesperia)</b>	1:30
<b>Michael Theatre (Hesperia)</b>	2:00
<b>Greene Middle School (Hesperia)</b>	3:30

Friday 4/18/2020

<b>Danielle Performing Arts (Riverside)</b>	11:00
<b>Sandi Visual/Tech Arts (Hesperia)</b>	2:00
<b>Cameren Dance/Cirque/PE (Riverside)</b>	3:00
<b>Music Department Mr. C (Hesperia)</b>	3:30

## Meeting Notes

- 1) How are we feeling? What areas do you need assistance with? Are you feeling overwhelmed?
- 2) Enrichment is extra credit (AP/Honors are on a different track if they have a signed contract).
- 3) Update grades every day if possible (take 2 periods per day?).
- 4) Reach out to parents of students that need that extra assistance
- 5) Lesson plans/ideas
- 6) Any other questions or comments?

Weekly Meeting Notes  
4/24/2020

-On this day in history: 1969- The Beatles, Paul McCartney releases a general statement that there was no truth to the rumors that he was dead (For music fans).

-Prom is this Saturday on Zoom from 8-10 pm. Invites have been sent to students. Theme is Roaring 20's.

-Ashlin needs everyone to sign up for their NFSA accounts and take the proper course training.

-Continue 2nd semester Master Teacher courses and email me your sheet when completed. If you need a copy please send me an email. I can send you a copy.

-Please complete any Peer Reviews (if you received any) and your GOODs Personal Reviews.

-A-G course worksheet email went out. Please review this email and complete if it pertains to you. Thanks Mr. Parker for assisting our teachers and for the meeting!

-Continue to update grades and email blast parents with grade checks.

-Honors: you start May 4th!

-We have another grading report coming up in about two weeks.

-Remember that the 7:30 am meetings will continue if you have a question for Mrs. Griffin.

-For your reference:

Students are tasked with turning in assignments from Distance Learning through June 8.

- June 8 is the last day for assignment collection grades 7 – 11.
- May 29 is the last day for assignment collection for grade 12.
- The last day of LIVE Zoom sessions for Encore is May 22, 2020.
- Grades will be finalized for all students by June 12, 2020.
- The last day to sign up for summer school is May 29, 2020.
- Students enrolling in AP or Honors classes for the 20/21 school year need to complete the permission slip before May 29 to receive the summer assignment.

HAVE A GREAT WEEKEND!!!

Weekly Meeting Notes  
May 1, 2020

- On This Day in 1931- The Empire State Building opened in New York City!
- We need to see grades updated at least every other day at this point with our enrichment plan.
- Grade and enter in scores for at least 2 periods of day is the best practice.
- Make sure your extra credit button is clicked for each assignment so assignments can't impact students negatively.
- You should enter in assignments or participation individually so parents and students see the individual assignments that were completed on Aeries.
- If you have gradebook averages under a C, you need to reach out to Dolf so we can create a plan to assist our students with improvement.
- Continue your Master Teacher training. I have received a few! YAY!
- Continue your NFHS courses and send your daily certificates to Lexi.
- Have a great weekend!

Friday Information  
5/8/2020

- 1) I appreciate all of you! Thank you for all that you do and assisting our students!
- 2) Grades are due today. Please make sure that if your student has a score of a C- or below, you must enter the "in danger of failing" comment.
- 3) Starting Monday, I would like each of you to email me a list of students who have a D or F. In addition, we need teachers to reach out to all parents and students again (email, phone class, smoke signals, etc...) so we can make sure we have done whatever we could to assist our students.
- 4) Don't forget to turn in your Master Teacher forms to me. If you need a copy, please let me know.
- 5) Make sure you completed the required NFHS courses for this week.
- 6) Don't forget about Mrs. Griffin's morning meetings at 7:30. If you have any questions for her, you can log in and ask.
- 7) Happy Friday and Happy Mother's Day to our hard working Encore moms!

**Department Meetings**  
**5/12-5/14/2020**

Please reach out to your departments and sign up for the meeting time when we can meet on Zoom. Thanks! Julia

Tuesday, 5/12/2020

<b>Mr. C - Music Department</b>	2:00
<b>Jareño-HS Math and Science</b>	2:30

Wednesday, 5/13/2020

<b>Greene-Middle School</b>	12:30
<b>Nevarez - Theatre/PE Hesperia</b>	2:00
<b>Waggoner -Language/Skills/SH</b>	2:30
<b>Dawn- Visual/Tech Arts</b>	2:45
<b>Watkins - Humanities</b>	3:00
<b>Alaniz- Dance/Cirque/PE</b>	3:15
<b>Daisy - Math/Skills</b>	3:30
<b>Sandi- Visual/Tech Arts</b>	4:00

Thursday, 5/14/2020

<b>Parker- English/History</b>	10:30
<b>Pahmeier-Performing ARTs</b>	12:30
<b>Haley Sanderson-Dance/Cirque Hesperia</b>	1:00
<b>Nabhan-Middle School/Science</b>	2:00

### **Notes for 5/12/2020-5/14/2020**

- 1) Mrs. Griffin has her morning Zoom sessions at 7:30. Please attend a meeting at least once a week and attend when you have any questions.
- 2) Please continue to reach out to students who are in danger of failing and email me a list of students as well so I can call their parents/guardians.
- 3) Complete pacing for the end of the year check of list. Email it to Mrs. Dolf
- 4) Honors and AP Finals are due to Mrs. Dolf by Monday, 5/18/2020
- 5) Continue your Master Teacher training and NFHS courses.



## **Academic Department Chair Meeting**

**Hesperia**

**5/13/2020 @ 11:00**

**Attendance:** Dolf, Parker, Waggoner, Green, and Jareno.

### **Agenda:**

- 1) Thank you for taking the time to meet with your individual departments to plan for next year.
- 2) Areas for change with Foreign Language
- 3) Areas for change with academics
- 4) Ideas from individual departments
- 5) Any other important topics?



# Exhibit 6.1

## May 18, 2020

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**INFO:**

**ASB Director Report-** Hesperia- Kiara Sampson



ASB Director Report  
May 18, 2020

This month we have been in full graduation mode. We have been working hard to make the seniors feel special and appreciated. There have been gifts sent to all seniors through mail leading up to the big day. The seniors have been given designated appointment times to come on campus and receive their cap and gowns, senior swag, be interviewed, take photos and add a lock to the new senior memory fence. We really do hope everyone feels supported and as though Encore is doing all we can to make the best of this pandemic. As the school year comes to a close, we are preparing for next year's team. Returning ASB members have turned in their required materials and students who have not been a part of ASB before are showing interest. The team will be chosen by a panel based on the materials that were required of them. I am very excited to see the hard work these students are putting in to show their determination to be a part of the team. I truly believe we can build a strong team of leaders to not only guide the student body but to grow as leaders for themselves and their future. Our zoom rallies have been going well and we have had a consistent number of students joining in and participating. Last week we taught how to make Juggling balls and then proceeded to learn to juggle. I'm very proud of my team of students and the positive attitude they continue to bring to the table. We have tried our best to keep the student body entertained and active through this entire situation. We hope the rallies brightened the student's days as we know many people are struggling and having a hard time not seeing friends, family and loved ones. Although the enrichment program is coming to an end, we hope to keep a positive presence on social media and other platforms to keep spirits high. We have discussed as a team that we can be the positive influence throughout the student body, we don't have to wait for others. Until we are back on campus, we plan to continue doing all we can to bring the student body together and ensure that the Encore spirit remains alive and well.

**ENCORE**  
JUNIOR | SENIOR  
HIGH SCHOOL FOR THE ARTS



# Exhibit 6.2

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**INFO:**

**ASB Director Report- Riverside- Lisa Ball**

## **April/May ASB Board Report - Riverside**

The month of April was an interesting time of continued discovery and reflection for students and teachers alike. Our Jr ASB team has finally slipped into a comfortable and successful rally agenda now that we have gone weekly and have had some regular practice.

We have found that beginning our rallies with a positive quote helps set the mood for our meetings. In order to keep the rallies lighthearted we typically launch into a round of riddles and brain teasers next. We have found ways to keep the fun rolling with a Kahoot or other challenging game (like 5 Second Rule) in order to get the students in our rallies involved and keep them engaged. Sometimes we have tutorials from either ASB or JASB members like playing the ukulele, calligraphy, or fun ways to draw. Recently, for Cinco de Mayo we learned how to draw a mariachi cartoon character. Throughout the rallies we have one student post random facts in the Chat Box for fun.

We are continuing to plan for a virtual graduation and staff members from both campuses have been diligently out delivering class shirts, Encore swag, graduation signs, and senior paraphernalia. Yearbook staff members are preparing to take senior graduation photos later this month on campus continuing to make a best effort to practice social distancing. We are collaborating between the campuses to provide the 8<sup>th</sup> graders with promotion t-shirts and certificates the last few weeks of school.

While our Zoom rallies have proven to be quite a challenge, I think we have done well making the best of our circumstances. We continue to persevere and find new and creative ways to connect with one another. Students have expressed more recently that they have learned a great deal about themselves since they have had time to 'stop and smell the roses.' The kids are learning to understand, plan for, and not fear the future. Hopefully, through small efforts like our weekly rallies, we have managed to plant a tiny seed of hope into their thoughts and attitudes while offering a lifetime of influence for future imminent challenges. Marie Currie said it best when she declared, "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."



# Exhibit 6.3

## May 18, 2020

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**INFO:**

**Staff Liaison Report-** Hesperia- Jamie Waggoner



Jamie Waggoner  
Staff Liaison  
Hesperia Campus  
13 May 2020

Re: Monthly Board Report

It has been exceptionally quiet this month. I have had no one come to me with concerns that needed to be discussed.

I have felt that communication between administration and Employees has definitely been one of the highlights of this stressful time. Julia has been very proactive with communication as well as Denise. I thought it was a very good idea to make the early morning 15 minute meeting mandatory for at least one day a week. After attending one on Tuesday, I will make a habit of attending every one I am able to. I mistakenly thought I should only attend if I had questions that needed attention. I see now that it serves very well as a team building meeting.

Sincerely,

Jamie Waggoner  
Staff Liaison





# Exhibit 6.4

## May 18, 2020

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**INFO:**

**Staff Liaison Report-** Riverside- Wesley Willison

5/13/2020

Greetings,

This past month staff at Encore for the first time taught completely online. Students have been doing well adjusting to the new online teaching pedagogy used by the teachers. Most classes have seen exceptionally good attendance. For example, 7<sup>th</sup> Grade Math and Science has around 45-60 students attending the lessons daily. Students are engaging with teachers on a regular basis via email and on zoom. Staff have been adjusting well to the changes and challenges as well.

Students seem happy with the program! Many are interested in attending the upcoming new hybrid program that Encore is offering in the 2020/2021 school year, due to the success that students have had with the current program. Staff I have spoken to feel prepared for the upcoming program due to our current online program.

While there have certainly been challenges with the transition, everyone has done a good job adapting and seeking out others for assistance as needed. All departments have worked well solving issues as needed. Mrs. Griffin's daily Q&A and regular communication with staff have been immensely helpful. Julia Dolf's swift communication and proactive efforts with staff and students have helped the program run smoothly. The flexibility of departments and the expert technical assistance of Jim Barkdull and IT have been fantastic. With the close of the school year we will be closing out zoom class meetings on 5/22 and grades shortly thereafter.

Favorite Student Quote of the Month:

“Me: So we have about 60 of you today, why do you guys like to attend daily?”

Student: We miss school and we have nothing else to do!”

Until next month!

Regards,

Professor Wesley G. Willison, M.A., M.S. Clear Cred., M.A.E.d.

[wwillison@encorehighschool.com](mailto:wwillison@encorehighschool.com)

Staff Liaison, Encore Riverside



Exhibit  
6.5

May 18, 2020

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**INFO:**

**Dean of Students Reports-** Hesperia- Steve Nutter



## **CAMPUS OPERATIONS REPORT APRIL 2020**

Campus Aides worked two days a week on campus and admin staff worked from home.

### **G Building and Admin Team**

✚ Admin team were issued cell phones to make calls and monitor voice mails from home.

### **Campus Aides**

✚ The team worked every Tuesday and Thursday on campus. They were assigned specific buildings and areas to sanitize.

### **Kitchen Team**

- ✚ The kitchen team continued to serve drive through meals to students.
- ✚ Meals were served on Mondays and Wednesdays
- ✚ They served 193 meal for the month

### **Goals:**

✚ Get campus ready for 2020/2021 school year.



Exhibit  
6.6

May 18, 2020

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**INFO:**

**Dean of Students Reports-** Riverside-Ramsey Hassen

Board Meeting – 1/13/19

Ramsey Hassen – Asst. Dean of Students

## RIVERSIDE ASST. DEAN OF STUDENTS REPORT

- There has been an overall decrease in discipline issues in comparison to last month partly due to our much needed winter break.
- Fire drills have been successfully completed for all five of our campus buildings.
- Office staff gathered names of students that needed IDs and have completed reprinting and redistribution to students. Campus aides have been instructed to reinforce our lanyard policy starting this week.
- A survey was distributed to campus aides providing feedback on the newly implemented Campus Aide Protocol and Procedures. The feedback has been constructive and positive overall; it will be used to continuously improve the system in place. Our campus aides have adjusted well to our new plan.
- Flooring in H11 has been deconstructed due to moisture forming beneath it. Our maintenance team has almost completed resolving this issue. Meanwhile, dance classes have been temporarily shifted to another space.
- We are planning to conduct a “refresher” active shooter training session before the end of this month.
- Our campus aides came in on January 3rd to conduct a “deep clean” of our campus. They completed the following tasks:
  - Garbage cans were returned to their place.
  - All rooms were mopped and vacuumed.
  - Door handles were wiped.
  - Outside areas/picnic benches swept and cleaned.
  - Bathrooms cleaned and restocked.



Exhibit  
6.7

May 18, 2020

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**INFO:**

**Dean of Academics Reports-** Julia Dolf

**Dean of Academics  
Board Meeting Report  
May 18, 2020**

**Hesperia and Riverside Online Academics and Arts**

- Final Zoom sessions will take place on May 22nd and all assignments are due June 8<sup>th</sup>.
- Teachers continue to email weekly assignments to Joelle for students who need paper copies of assignments. Joelle mails packets once a week. Teachers have reached out to parents so paper assignments come back.
- Teachers already reached out to parents and students who are in danger of failing at the start of the enrichment process. This will continue until June 8th when all student work is due.
- SPED reaches out to parents and students weekly for those who are in danger of failing and or need additional support.
- 504/EL Coordinator reached out to parents and students for those who need additional support and assistance.
- Teachers emailed a list of students who are in danger of failing to the Dean of Academics. The Dean of Academics will call these parents and remind them that June 8th is the last day to submit student work.

**Hesperia and Riverside Teacher Updates**

- Second Semester Master Teacher Training continues (teachers are already turning these in).
- Teachers have extra time to work on their end of the year closure procedures such as yearly pacing plans.
- The Dean of Academics will continue to meet with staff weekly on Zoom as a school and in individual departments.

**Hesperia and Riverside Meetings**

- Dean of Academics and teachers will continue to review and modify action plans based on the Spring Benchmark Data (how can we prepare students for academic success on state assessments and retention of the individual content standards).



**Hesperia Campus**

-Mrs. Griffin, Dean of Academics and Independent Study teachers meet to go over future planning for Independent Study in mid-April.

-The Dean of Academics met twice with Department Chairs in order to review next steps with adjusting curriculum to better support our students and teachers to make curriculum solid in order to assist with mastery of the content standards and state assessment improvement.

**Riverside Campus**

-Working with students and parents to make sure grades are solid.

-Meeting with individual departments to assist with end of the year procedures.



Exhibit  
6.8

May 18, 2020

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**INFO:**

Legal Briefs

# Getting Ahead of the Curve: Prepare Now for Charter Renewal

May 4, 2020

With an entirely new legal landscape for charter renewal taking effect on July 1, 2020 it is now more important than ever to get an early start on your school's renewal.

It's time to move past flattening the curve, and actually get ahead of it! If your school's charter term will expire on June 30, 2021, now is the time to begin preparing for a successful renewal because of the new protracted timelines in the law for school district, county board of education, Advisory Commission on Charter Schools, and State Board of Education consideration of the renewal charter.

Before we had even heard of Coronavirus, the Legislature enacted a raft of new laws that have created a seismic shift in the legal requirements for charter petitions, the academic criteria that charter schools must meet to be eligible for renewal, and also the legal timelines and procedure for authorizer review and appeal.

Virtually all provisions of Assembly Bill 1505 ("AB 1505"), which overhauls the primary sections of the Education Code governing charter renewal, become effective on July 1, 2020. This means renewal charters must take into consideration, among other things:

- A three-tier approach to satisfying academic criteria for renewal, plus new rules for DASS schools, without the benefit of 2019-20 CAASPP data;
- Longer timelines for authorizer board action to approve or deny;
- Limited appeal rights;
- New content required for charter elements; and
- Revised governing laws regarding each charter element.

We know your focus maybe elsewhere at the moment, but a successful renewal takes more time and careful planning than anytime in the past. YMC has over 26 years of successful experience in assisting charter schools in the strategic planning, data compilation, community building, and charter revisions needed for a successful renewal.

Let YMC assist you in planning now, so that you can hit the ground running as schools open back up this fall! Put YMC's vast knowledge, deep experience, and stellar success rate to work for your school.

For a closer look inside the legal changes by AB 1505, please review YMC's PowerPoint presentation from its recent webinar on AB 1505 located at <http://mycharterlaw.com/webinars/>.



Exhibit  
6.9

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**INFO:**

**Psychologist Report-** Eric Buries

Board Meeting Psychologist Report  
May 18, 2020  
Hesperia campus

We continue our commitment to educate students with disabilities, to the maximum extent appropriate, in the general education classroom setting. For students that demonstrate the need for more support we provide special education and related services such as specially designed academic instruction in a separate setting, assistive technology, speech & language services, occupational therapy, Educationally Related Mental Health Services, and adaptive physical education.

We provide push-in support utilizing inclusion specialists and instructional assistants within the general education setting to support students access to the general education curriculum. Inclusion specialists consult and collaborate with all stakeholders including non-public agencies, in order to ensure IEP supports and services are being provided to students according to their IEP. We continue to provide special education strategies courses at all grade levels for students demonstrating the need for more intensive supports.

73% of students with disabilities demonstrated a need for more intensive support and participated in one or more special education strategies support sections throughout the year.

The following data is current as of 5/12/2020:

Students with disabilities: total count - 107

Autism: 4

Emotional disturbance: 3

Intellectual disabilities: 2

Orthopedic impairment: 1

Other health impairment: 29

Specific learning disability: 60

Speech or language impairment: 7

Traumatic brain injury: 1

Percentage of students identified with a disability: 11.9%

Graduation

All 13 seniors are on track to graduate by June, 2020.

31% of students met A-G requirements

Certificate of completion track: 0

### Staffing

SPED teachers: 3 FTE positions with 1 vacancy providing a student-teacher ratio of 35:1  
Instructional SPED aides: (5) 6-hour aide positions providing a student-teacher ratio of 21:1 while students attended campus. Since the COVID-19 closure, our instructional SPED aides have been providing two 45-minute tutoring sessions daily based upon the tutoring website schedule located at [EncoreSite.com](http://EncoreSite.com).

### Speech & Language services

We are required to provide direct adult supervision while the non-public agency (NPA), Presence Learning, provides speech/language services via teletherapy as well as during student assessments. We are currently providing teletherapy sessions at a 2:1 student-therapist ratio during the COVID-19 school closure.

The following itinerant services and personnel are currently provided by the Desert Mountain Charter Special Education Local Planning Area (DMC/SELPA) and the Desert Mountain Children's Center (DMCC)

Adaptive Physical Education (APE)

Educationally Related Mental Health Services (ERMHS)

Occupational Therapy (OT)

Physical Therapy (PT)

Section 504 student count: 13

Section 504 accommodation plans are designed for students with disabilities that do not require an Individualized Education Plan (IEP) to access the general education curriculum

Our 504/EL coordinator, Darnell Smith, continues to support students by working with all stakeholders to determine appropriate student accommodations.

Board Meeting Psychologist Report  
May 18, 2020  
Riverside campus

We continue our commitment to educate students with disabilities, to the maximum extent appropriate, in the general education classroom setting. For students that demonstrate the need for more support we provide special education and related services such as specially designed academic instruction in a separate setting, assistive technology, speech & language services, occupational therapy, Educationally Related Mental Health Services, and adaptive physical education.

We provide push-in support utilizing inclusion specialists and instructional assistants within the general education setting to support students access to the general education curriculum. Inclusion specialists consult and collaborate with all stakeholders including non-public agencies, in order to ensure IEP supports and services are being provided to students according to their IEP. We continue to provide special education strategies courses at all grade levels for students demonstrating the need for more intensive supports.

37% of students with disabilities demonstrated a need for more intensive support and participated in one or more special education strategies support sections throughout the year.

The following data is current as of 5/12/2020:

Students with disabilities: total count - 70  
Hearing Impairment: 1  
Speech or language impairment: 6  
Emotional disturbance: 1  
Other health impairment: 17  
Specific learning disability: 34  
Autism: 11

Percentage of students identified with a disability: 10.8%

#### Graduation

All 8 seniors are on track to graduate by June, 2020.  
50% of students met A-G requirements  
Certificate of completion track: 0



### Staffing

Hesperia SPED teachers have been providing student support, developing IEPs, and facilitating IEP meetings since the March 16<sup>th</sup> closure due to COVID-19 on a rotation basis.

The 5 instructional SPED aides have been providing two 45-minute tutoring sessions daily based upon the tutoring website schedule located at [EncoreSite.com](http://EncoreSite.com).

1 FTE educational interpreter

### Speech & Language services

The current contract with SenseAbilities, our speech/language services NPA will sunset at the end of the 2019-20 school year. We are currently providing teletherapy sessions at a 1:1 student-therapist ratio during the COVID-19 school closure.

The following itinerant services and personnel are currently provided by the Desert Mountain Charter Special Education Local Planning Area (DMC/SELPA) and the Desert Mountain Children's Center (DMCC)

Adaptive Physical Education (APE)

Educationally Related Mental Health Services (ERMHS)

Occupational Therapy (OT)

Physical Therapy (PT)

Section 504 student count: 32

Section 504 accommodation plans are designed for students with disabilities that do not require an Individualized Education Plan (IEP) to access the general education curriculum

Our 504/EL coordinator, Darnell Smith, continues to support students by working with all stakeholders to determine appropriate student accommodations.



Exhibit  
6.10

May 18, 2020

Encore Education Corporation

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Mari Miller, Board Member

**INFO:**

**Food, Transportation and Data Reports-** Joseph Thibodeaux

# TRANSPORTATION REPORT

## STUDENT TRANSPORTATION REPORT FOR ENCORE EDUCATION CORPORATION

### APRIL 2020

**SCHOOL OWNED VEHICLES:**

License Plate	Description - Location	Color	Beginning Odometer	Ending Odometer	Total Monthly Mileage
7G78901	International School Bus 4 - Hesperia	Yellow	73472	77085	3613
7UDN435	Toyota Highlander	Black	6474	9816	3342
7UDN434	Toyota Highlander	Maroon	2630	7422	4792
7UDN437	Toyota Highlander ***	Silver	3537	5042	1505
7UDN440	Toyota Highlander	Blue	2195	0	0
54727J1	Dodge Ram 1500	Red	155241	0	0
27721E2	Dodge Ram Van (Maintenance)	White			0
85469D2	Dodge Ram (Facilities)	White	159270	160497	1227
7WZH875	Dodge Ram Van (Tech)	White	132254	132689	435
				<b>TOTAL</b>	<b>14914</b>

\*\*\* VEHICLE KEPT AT RIVERSIDE CAMPUS DURING SCHOOL.

**DISCREPENCIES**

Bus #	Date	Notes
4	04/07/20	Taken to Ebmeyer Charter for regularly scheduled maintenance; storage at bus yard during COVID-19 school closure.

**STUDENT BUS COUNT:**

**HESPERIA**

Route #: 1	Day 1 student count:	61	Last Day student count:	61
Route #: 2	Day 1 student count:	60	Last Day student count:	60
Route #: 3	Day 1 student count:	59	Last Day student count:	59
Route #: 4	Day 1 student count:	59	Last Day student count:	59
Route #: 5	Day 1 student count:	62	Last Day student count:	62
Route #: 6	Day 1 student count:	59	Last Day student count:	59
Route #: 7	Day 1 student count:	61	Last Day student count:	61
Route #: 8	Day 1 student count:	62	Last Day student count:	62
Route #: 9	Day 1 student count:	40	Last Day student count:	40
Route #: 10	Day 1 student count:	27	Last Day student count:	27
Route #: 11	Day 1 student count:	44	Last Day student count:	44
Route #: 12	Day 1 student count:	39	Last Day student count:	39
Route #: 13	Day 1 student count:	49	Last Day student count:	49
Total		682		682

**RIVERSIDE**

Route #: 1	Day 1 student count:	54	Last Day student count:	54
Route #: 2	Day 1 student count:	55	Last Day student count:	55
Route #: 3	Day 1 student count:	50	Last Day student count:	50
Route #: 4	Day 1 student count:	56	Last Day student count:	56
Route #: 5	Day 1 student count:	50	Last Day student count:	50
Route #: 6	Day 1 student count:	5	Last Day student count:	5
Total		270		270

Data compiled by: Joseph Thibodeaux, Executive Assistant Manager Transportation/Food Service/Aeries/Data  
 Reviewed by: Stephen Nutter, Dean of Students  
 Date: 05/13/2020

**STUDENT BUS DISCIPLINE:**

**HESPERIA**

Route #:	1	Number of Bus Tickets:	0	Driver:	Carmen Gomez
Route #:	2	Number of Bus Tickets:	0	Driver:	Gloria Rodriguez
Route #:	3	Number of Bus Tickets:	0	Driver:	Lucy Avila
Route #:	4	Number of Bus Tickets:	0	Driver:	Betty Nichols
Route #:	5	Number of Bus Tickets:	0	Driver:	Alex Ramos
Route #:	6	Number of Bus Tickets:	0	Driver:	Jean Jaurez
Route #:	7	Number of Bus Tickets:	0	Driver:	Irglia Palos
Route #:	8	Number of Bus Tickets:	0	Driver:	Miriam Jauregui
Route #:	9	Number of Bus Tickets:	0	Driver:	Jessica Ramos
Route #:	10	Number of Bus Tickets:	0	Driver:	Jarvel Brown
Route #:	11	Number of Bus Tickets:	0	Driver:	Kimberly Zilius
Route #:	12	Number of Bus Tickets:	0	Driver:	Maria Wilson
Route #:	13	Number of Bus Tickets:	0	Driver:	Monique Johnson

**RIVERSIDE**

Route #:	1	Number of Bus Tickets:	0	Driver:	
Route #:	2	Number of Bus Tickets:	0	Driver:	
Route #:	3	Number of Bus Tickets:	0	Driver:	
Route #:	4	Number of Bus Tickets:	0	Driver:	
Route #:	5	Number of Bus Tickets:	0	Driver:	
Route #:	6	Number of Bus Tickets:	0	Driver:	

**FIELD TRIPS ACTIVITIES: NO FIELD TRIPS CONDUCTED IN APRIL 2020**

**HESPERIA**

FIELD TRIPS MONTH OF APRIL 2020					
DATE	FIELD TRIP DESTINATION	CITY	TIME OUT	TIME IN	DRIVER

**RIVERSIDE**

FIELD TRIPS MONTH OF APRIL 2020					
DATE	FIELD TRIP DESTINATION	CITY	TIME OUT	TIME IN	DRIVER

# CAFETERIA REPORT

**ENCORE HIGH SCHOOL – HESPERIA, CALIFORNIA**

**CAFETERIA REPORT FOR**

**APRIL 2020**

**NUMBER OF MEALS SERVED:**

<b>Date</b>	<b># Breakfast Served</b>	<b># Lunch Served</b>
04/01/2020	0	3
04/02/2020	0	7
04/03/2020	0	7
04/06/2020	0	4
04/07/2020	0	6
04/08/2020	0	6
04/09/2020	0	0
04/10/2020	0	30
04/13/2020	0	16
04/15/2020	0	30
04/20/2020	0	12
04/22/2020	0	27
04/27/2020	0	8
04/29/2020	0	45
<b>Totals</b>		<b>201</b>

**NUMBER OF LABOR HOURS USED:**

<b>Employee Name</b>	<b>Monthly Hours</b>
Desiree Huffine	56
Jessica Carlisle	56
<b>Total Labor Hours</b>	<b>112</b>

\*\* COVID-19 MANDATES IN EFFECT. KITCHEN PERSONAL WORKED 9 AM TO 1 PM ON CAMPUS MONDAYS & FRIDAYS OF EVERY WEEK. \*\*

Data compiled by: Joseph Thibodeaux, Executive Assistant Manager Transportation/Food Services/Aeries/Data

Reviewed by: Stephen Nutter, Dean of Students

Date: 05/13/2020

**MONTHLY MATERIAL EXPENSES:**

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
04/30/2020	FRESH START	759.00
<b>Total</b>		<b>\$759.00</b>

COVID-19 MANDATES IN EFFECT: NO OTHER VENDOR SERVICES

**MONTHLY WASTE OF PRODUCT ON CAMPUS:**

<b>Date</b>	<b>Item Description</b>	<b># of Units Discarded</b>	<b>Cost per unit</b>	<b>Total Cost Waste</b>
04/06/2020	Turkey & Cheese Sandwich Meal	31	\$2.75	\$85.25
04/06/2020	Chicken Salad Sandwich Meal	8	\$2.75	\$22.00
04/07/2020	Ham & Cheese Sandwich Meal	11	\$2.75	\$30.25
04/08/2020	Marinara Cheese Pasta Meal	11	\$2.75	\$30.25
04/15/2020	Pasta Salad Meal	2	\$2.75	\$5.50
04/22/2020	Pasta Salad Meal	9	\$2.75	\$24.75
<b>Totals</b>				<b>\$198.00</b>

Data compiled by: Joseph Thibodeaux, Executive Assistant Manager Transportation/Food Services/Aeries/Data

Reviewed by: Stephen Nutter, Dean of Students

Date: 05/13/2020



**MONTHLY INVENTORY OF PRODUCT ON CAMPUS:**

<b>ITEM DESCRIPTION</b>	<b>QTY</b>	<b>NOTE:</b>
Chicken Alfredo Meal	16	Frozen meals for SSO Meal Program during COVID-19.
BBQ Chicken Meal	32	Frozen meals for SSO Meal Program during COVID-19.
Spaghetti Meal	48	Frozen meals for SSO Meal Program during COVID-19.
Strawberry Fruit Cups	3552	Commodities Order
Peach Fruit Cups	1920	Commodities Order
Apricot Fruit Cups	480	Commodities Order
Milk 2% (4 oz.) carton	35	For SSO Meal Program during COVID-19.
Milk Chocolate (4 oz.) carton	35	For SSO Meal Program during COVID-19.
Orange Juice (4 oz.) carton	4550	Commodities Order
Ketchup (packets)	500	
Mayo (packets)	400	
Raisins (box)	1728	Commodities Order
Apple Sauce (cup)	192	Commodities Order
Syrup (packets)	100	
Sorbet (cup)	320	Commodities Order
Ice (20 lbs. bag)	20	
Assorted Cold Cereal (box)	78	

Data compiled by: Joseph Thibodeaux, Executive Assistant Manager Transportation/Food Services/Aeries/Data

Reviewed by: Stephen Nutter, Dean of Students

Date: 05/13/2020



Exhibit  
6.11

May 18, 2020

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Mari Miller, Board Member

**INFO:**

**Social Media Report**

## **SOCIAL MEDIA REPORT 5/14/2020**

### **ENCOREHIGHSCHOOL.COM**

- Encore is working on rebranding the campus with a cleaner and fresh new look.
- Over 4,000 people have visited the encorehighschool.com website in the last 30 days.
- CEO has implemented a daily blog that is driving traffic to the website.
- The website has a contact form on it that allows visitors to check in and ask questions. From this contact form, we are generating 5 – 8 inquiries each days, half of them for new enrollment.
- Encore is hosting their first virtual interest meeting on Tuesday, May 19 at 6:00 pm with Johnny. At this time, a new interest meeting deck will be revealed. 26 families have already confirmed invitation to the event.

### **FACEBOOK**

- Encore has started two new Facebook accounts as part of the rebranding.
- EncoreHighSchool will be the new landing page for Facebook. The purpose of this page is for commercial traffic
- EncoreSocial will be the new landing page for Scrapbook Facebook. The purpose of this page is for fun stuff for parents, students, staff and families.

### **SOCIAL MEDIA REVIEWS**

- Encore is working on improving social media reviews.
- Our highest rating right now is on Niche.com with 255 reviews and a 3.6 rating



Exhibit  
6.12

May 18, 2020

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**INFO:**

**EL Student Report-** Darnell Smith



Darnell Smith

504/EL Coordinator

### English Learners Report

First, I would like to thank Mr. & Mrs. Griffin for giving me the opportunity to grow within Encore High School as I started out as an instructional aide, then transitioned into an Independent Study Coordinator and now a 504/EL coordinator. They supported my goals of professional growth as I am currently in my second year of my master of education program in route to becoming a school counselor. I recently took over as a 504/EL coordinator towards the end of January and had to quickly establish the day to day operations and goals for the remaining year. When conferring with my direct report, we had extended plans after the break to prepare to administer the ELPAC summative test between the Riverside and Hesperia campus, however due to Covid-19, this put future testing at a halt. When the closure took place, I met with admin to discuss ways on how to support students and teachers for the upcoming school year. We both took part in a professional workshop for CAASP and ELPAC updates to better understand some of the uncertainty aspect of testing and what resources are available to help move forward with possible practice tests to prepare students for summative testing in the future. Since the closure, the teachers who support EL students have met with admin to go over any recommendation changes for next year. Curriculum resources for EL class were sent to Mrs. Dolf. I reached out to both EL English teachers to find out how to support them within the classroom, resources, and students to support their ongoing academic learning. Moving forward in preparation for the upcoming assessments, I plan on looking at the data of prior results in order to understand how to be successful in moving forward. This will command a great deal of working closely with admin to build collective data and collaborate on how to effectively support the needs of our EL culture at Encore. In addition, brainstorming and meeting with admin will continue in order to plan for ELPAC assessments for the 2020/2021 school year. Admin and I will continue to monitor and take the lead of what state recommends for ELPAC assessments as well.



Exhibit  
6.13

May 18, 2020

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Mari Miller, Board Member

**INFO:**

LCAP Report



## LCAP REPORT

Due to COVID-19, LCAP has been delayed. There will be a report in a subsequent meeting.



Exhibit  
6.14

May 18, 2020

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**INFO:**

**Concussion Procedures-** Curtis Peterson



## **Overview of the Concussion Emergency Action Plan**

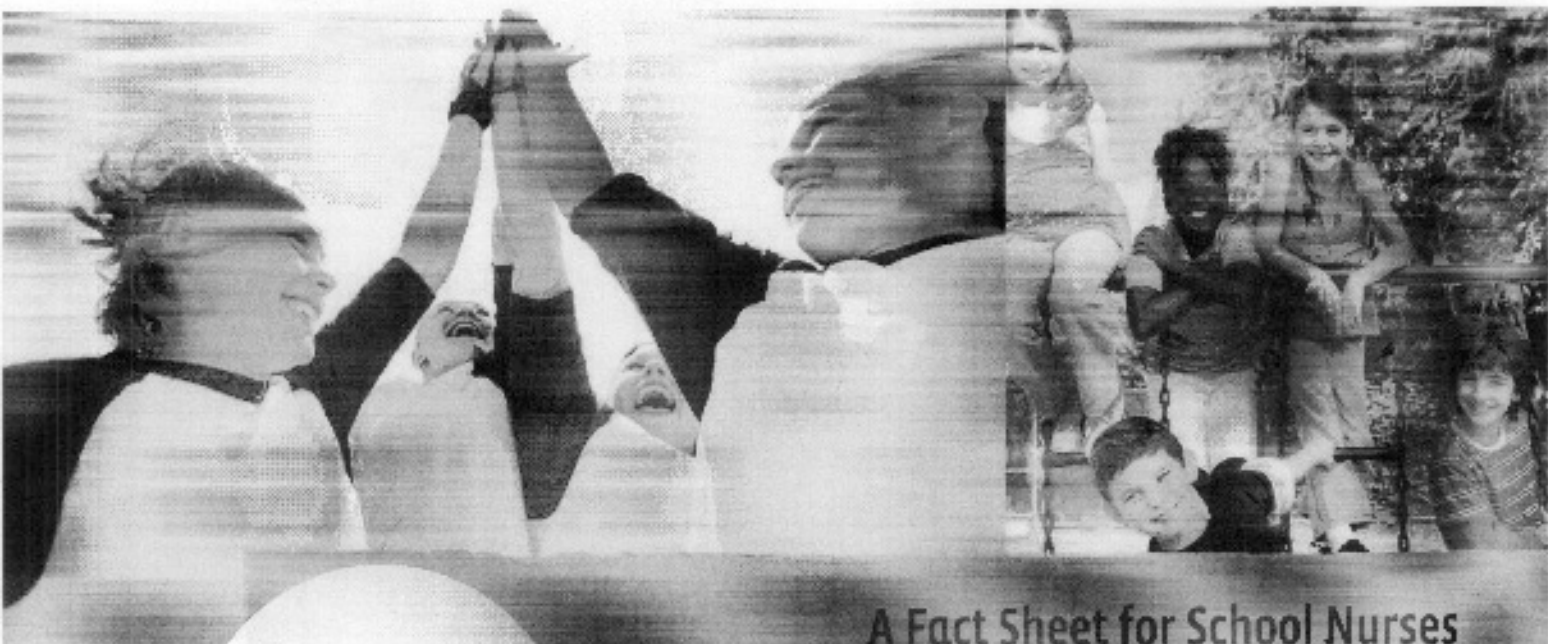
- **This Emergency Action Plan will begin in the 2020/2021 school year.**
- **Each team member has completed concussion protocol training.**
- **Each Teacher/Instructor that is teaching a class that may have the potential to be effected by a concussion PE, Cirque Training, Basketball, Dance, etc. will make this part of their syllabus in the first two weeks of school and then again Mid Year Second Semester with valuable information for their students and parents.**
- **These signed forms with the Students and Parents signatures will be turned into the school nurse and kept on file for the 2020/2021 school year.**
- **The information on the roll out of this program will occur during our In Service in the fall before the beginning of the 2020/2021 School Year and repeated at In Service for the Second Semester for new students and any new Team member.**

- **Each Teacher/Instructor will receive a binder and Posters that are to be displayed in a conspicuous location in the classrooms. The Nurses Office will be equipped with a binder and posters as well.**
- **We will also be putting posters in our Health and Wellness Marquee in the quad for all students to have access to this important information.**

# **Concussion Emergency Action Plan**

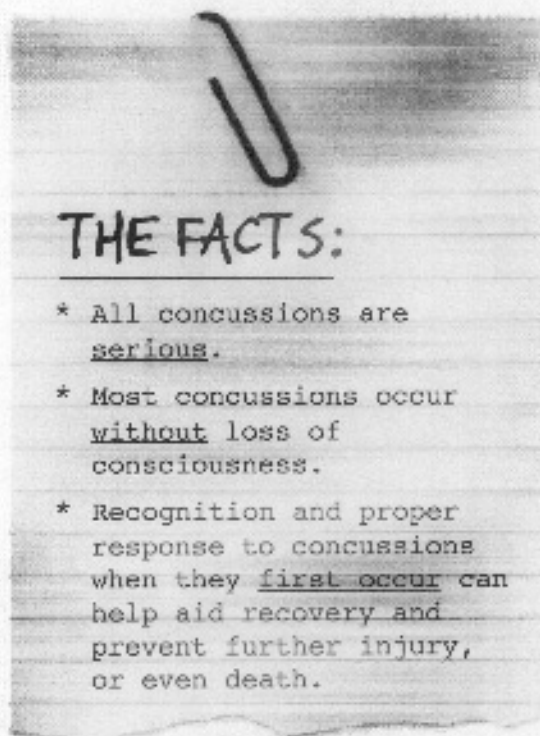
## **Table of Contents**

<b>Pages 1-8</b>	<b>Nurses Fact Sheet</b>
<b>Pages 9-10</b>	<b>Parent and Athlete Info Sheet</b>
<b>Pages 11-12</b>	<b>Concussion Checklist</b>
<b>Pages 13-22</b>	<b>Return to Learning after Concussion</b>
<b>Page 23</b>	<b>Concussion Action Plan</b>
<b>Pages 24-26</b>	<b>California Return to Play Policy</b>
<b>Pages 27-29</b>	<b>Proofs for Posters in Classrooms</b>



## A Fact Sheet for School Nurses

### HEADS UP SCHOOLS



To download this fact sheet in Spanish, please visit: [www.cdc.gov/concussion](http://www.cdc.gov/concussion).  
Para obtener una copia electrónica de esta hoja de información en español, por favor visite: [www.cdc.gov/concussion](http://www.cdc.gov/concussion).

### What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious.

### How can I recognize a concussion?

To help you recognize a concussion, ask the injured student or witnesses of the incident about:

1. Any kind of forceful blow to the head or to the body that resulted in rapid movement of the head.

-and-

2. Any change in the student's behavior, thinking, or physical functioning. (See the signs and symptoms of concussion.)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



## How can concussions happen in schools?

Children and adolescents are among those at greatest risk for concussion. Concussions can result from a fall, or any time a student's head comes into contact with a hard object, such as the floor, a desk, or another student's head or body. The potential for a concussion is greatest during activities where collisions can occur, such as during physical education (PE) class, playground time, or school-based sports activities.

Students may also get a concussion when doing activities outside of school, but then come to school when symptoms of the concussion are presenting. For example, adolescent drivers are at increased risk for concussion from motor vehicle crashes.

Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly. Proper recognition and response to concussion symptoms in the school environment can prevent further injury and can help with recovery.





# What are the signs and symptoms of concussion?

Students who experience *one or more* of the signs and symptoms listed below after a bump, blow, or jolt to the head or body should be referred to a health care professional experienced in evaluating for concussion.

There is no one single indicator for concussion. Rather, recognizing a concussion requires a symptom assessment. The signs and symptoms of concussion can take time to appear and can become more noticeable during concentration and learning activities in the classroom. For this reason, it is important to watch for changes in how the student is acting or feeling, if symptoms become worse, or if the student just "doesn't feel right."

## SIGNS OBSERVED BY SCHOOL NURSES

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events prior to the hit, bump, or fall
- Can't recall events after the hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes

## SYMPTOMS REPORTED BY THE STUDENT

### Thinking/Remembering:

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

### Emotional:

- Irritable
- Sad
- More emotional than usual
- Nervous

### Physical:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

### Sleep\*

- Drowsy
- Sleeps *less* than usual
- Sleeps *more* than usual
- Has trouble falling asleep

\*Only ask about sleep symptoms if the injury occurred on a prior day.



Remember, you can't see a concussion and some students may not experience or report symptoms until hours or days after the injury. Most young people with a concussion will recover quickly and fully. But for some, concussion signs and symptoms can last for days, weeks, or longer.



## What are concussion danger signs?

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. The student should be taken to an emergency department right away if s/he exhibits any of the following danger signs after a bump, blow, or jolt to the head or body:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination

- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

For more information and tool kits for youth sports coaches and high school coaches, visit [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

## What can school nurses and school professionals do?

Below are steps for you to take when a student comes to your office after a bump, blow, or jolt to the head or body.

1. **Observe student for signs and symptoms of concussion for a minimum of 30 minutes.**
2. **Complete the *Concussion Signs and Symptoms Checklist* and monitor students consistently during the observation period.** The form includes an easy-to-use checklist of signs and symptoms that you can look for when the student first arrives at your office, fifteen minutes later, and at the end of 30 minutes, to determine whether any concussion symptoms appear or change.
3. **Notify the student's parent(s) or guardian(s) that their child had an injury to the head.**
  - > If signs or symptoms are present: refer the student right away to a health care professional with experience in evaluating for concussion. Send a copy of the *Concussion Signs and Symptoms Checklist* with the student for the health care professional to review. Students should follow their health care professional's guidance about when they can return to school and to physical activity.

- > If signs or symptoms are not present: the student may return to class, but should not return to sports or recreation activities on the day of the injury. Send a copy of the *Concussion Signs and Symptoms Checklist* with the student for their parent(s) or guardian(s) to review and ask them to continue to observe the student at home for any changes. Explain that signs and symptoms of concussion can take time to appear. Note that if signs or symptoms appear, the student should be seen right away by a health care professional with experience in evaluating for concussion.



Children and teens with a concussion should NEVER return to sports or recreation activities on the same day the injury occurred. They should delay returning to their activities until a health care professional experienced in evaluating for concussion says they are symptom-free and it's OK to return to play. This means, until permitted, not returning to:

- Physical Education (PE) class,
- Sports practices or games, or
- Physical activity at recess.





## What do I need to know about students returning to school after a concussion?

Supporting a student recovering from a concussion requires a collaborative approach among school professionals, health care professionals, parents, and students. All school staff, such as teachers, school nurses, counselors, administrators, speech-language pathologists, coaches, and others should be informed about a returning student's injury and symptoms, as they can assist with the transition process and making accommodations for a student. If symptoms persist, a 504 meeting may be called. Section 504 Plans are implemented when students have a disability (temporary or permanent) that affects their performance in any manner. Services and accommodations for students may include speech-language therapy, environmental



### School Policies:

#### *Students Returning to School after a Concussion*

Check with your school administrators to see if your district or school has a policy in place to help students recovering from a concussion succeed when they return to school. If not, consider working with your school administration to develop such a policy. Policy statements can include the district's or school's commitment to safety, a brief description of concussion, a plan to help students ease back into school life (learning, social activity, etc.), and information on when students can safely return to physical activity following a concussion.

adaptations, curriculum modifications, and behavioral strategies.

Encourage teachers and coaches to monitor students who return to school after a concussion. Students may need to limit activities while they are recovering from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms (such as headache or tiredness) to reappear or get worse. After a concussion, physical and cognitive activities—such as concentration and learning—should be carefully monitored and managed by health and school professionals.

If a student already had a medical condition at the time of the concussion (such as chronic headaches), it may take longer to

recover from the concussion. Anxiety and depression may also make it harder to adjust to the symptoms of a concussion.

School professionals should watch for students who show increased problems paying attention, problems remembering or learning new information, inappropriate or impulsive behavior during class, greater irritability, less ability to cope with stress, or difficulty organizing tasks. Students who return to school after a concussion may need to:

- Take rest breaks as needed,
- Spend fewer hours at school,
- Be given more time to take tests or complete assignments,
- Receive help with schoolwork, and/or
- Reduce time spent on the computer, reading, or writing.

It is normal for a student to feel frustrated, sad, and even angry because s/he cannot return to recreation or sports right away, or cannot keep up with schoolwork. A student may also feel isolated from peers and social networks. Talk with the student about these issues and offer support and encouragement. As the student's symptoms decrease, the extra help or support can be gradually removed.

## What can I do to prevent and prepare for a concussion?

Here are some steps you can take to prevent concussions in school and ensure the best outcome for your students:

**Prepare a concussion action plan.** To ensure that concussions are identified early and managed correctly, have an action plan in place before the start of the school year. This plan can be included in your school or district's concussion policy. You can use the online action plan for sports and recreation activities at: [www.cdc.gov/concussion/response/html](http://www.cdc.gov/concussion/response/html). Be sure that other appropriate school and athletic staff know about the plan and have been trained to use it.

**Educate parents, teachers, coaches, and students about concussion.** Parents, teachers, and coaches know their students well and may be the first to notice when a student is not acting normally. Encourage teachers, coaches, and students to:

- Learn about the potential long-term effects of concussion and the dangers of returning to activity too soon.
- Look out for the signs and symptoms of concussion and send students to see you if they observe any or even suspect that a concussion has occurred.
- View videos about concussion online at: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

**Prevent long-term problems.** A repeat concussion that occurs before the brain recovers from the previous concussion—usually within a short period of time (hours, days, or weeks)—can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions

can result in edema (brain swelling), permanent brain damage, and even death. Keep students with a known or suspected concussion out of physical activity, sports, or playground activity on the day of the injury and until a health care professional with experience in evaluating for concussion says they are symptom-free and it is OK for the student to return to play.

### Create safe school environments.

The best way to protect students from concussions is to prevent concussions from happening. Make sure your school has policies and procedures to ensure that the environment is a safe, healthy place for students. Talk to all school staff and administrators and encourage them to keep the physical space safe, keep stairs and hallways clear of clutter, secure rugs to the floor, and check the surfaces of all areas where students are physically active, such as playing fields and playgrounds. Playground surfaces should be made of shock-absorbing material, such as hardwood mulch or sand, and maintained to an appropriate depth. Proper supervision of students is also important.



For more detailed information about concussion diagnosis and management, please download *Heads Up: Facts for Physicians about Mild Traumatic Brain Injury* from CDC at: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).



### Monitor the health of your student athletes.

Make sure to ask whether an athlete has ever had a concussion and insist that your athletes are medically

evaluated and are in good condition to participate in sports. Keep track of athletes who sustain concussions during the school year. This will help in monitoring injured athletes who participate in multiple sports throughout the school year.

Some schools conduct preseason baseline testing (also known as neurocognitive tests) to assess brain function—learning and memory skills, ability to pay attention or concentrate, and how quickly someone can think and solve problems. If an athlete has a concussion, these tests can be used again during the season to help identify the effects of the injury. Before the first practice, determine whether your school would consider baseline testing.

### Again, remember your concussion ABCs:

- A—Assess the situation
- B—Be alert for signs and symptoms
- C—Contact a health care professional

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\* For more information on concussion and to order additional materials for school professionals FREE-OF-CHARGE, visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).



## PARENT & ATHLETE CONCUSSION INFORMATION SHEET



### WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

### WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury.

If an athlete reports one or more symptoms of concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of play the day of the injury. The athlete should only return to play with permission from a health care professional experienced in evaluating for concussion.

#### DID YOU KNOW?

- Most concussions occur without loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.



### SYMPTOMS REPORTED BY ATHLETE:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

### SIGNS OBSERVED BY COACHING STAFF:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

► **"IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON"**

## CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

## WHAT SHOULD YOU DO IF YOU THINK YOUR ATHLETE HAS A CONCUSSION?

1. If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.
2. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, and playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.
3. Remember: Concussions affect people differently. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

## WHY SHOULD AN ATHLETE REPORT THEIR SYMPTOMS?

If an athlete has a concussion, his/her brain needs time to heal. While an athlete's brain is still healing, s/he is much more likely to have another concussion. Repeat concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to their brain. They can even be fatal.

---

STUDENT-ATHLETE NAME PRINTED

---

STUDENT-ATHLETE NAME SIGNED

---

DATE

---


PARENT OR GUARDIAN NAME PRINTED

---

PARENT OR GUARDIAN NAME SIGNED

---

DATE

JOIN THE CONVERSATION  [www.facebook.com/CDCHeadsUp](http://www.facebook.com/CDCHeadsUp)

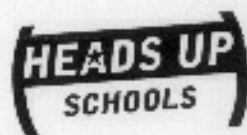


HEADS UP

TO LEARN MORE GO TO >> [WWW.CDC.GOV/CONCUSSION](http://WWW.CDC.GOV/CONCUSSION)

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

# Concussion Signs and Symptoms Checklist



Student's Name: \_\_\_\_\_ Student's Grade: \_\_\_\_\_ Date/Time of Injury: \_\_\_\_\_

Where and How Injury Occurred: *(Be sure to include cause and force of the hit or blow to the head.)* \_\_\_\_\_

Description of Injury: *(Be sure to include information about any loss of consciousness and for how long, memory loss, or seizures following the injury, or previous concussions, if any. See the section on Danger Signs on the back of this form.)* \_\_\_\_\_

## DIRECTIONS:

Use this checklist to monitor students who come to your office with a head injury. Students should be monitored for a minimum of 30 minutes. Check for signs or symptoms when the student first arrives at your office, fifteen minutes later, and at the end of 30 minutes.

Students who experience one or more of the signs or symptoms of concussion after a bump, blow, or jolt to the head should be referred to a health care professional with experience in evaluating for concussion. For those instances when a parent is coming to take the student to a health care professional, observe the student for any new or worsening symptoms right before the student leaves. Send a copy of this checklist with the student for the health care professional to review.

OBSERVED SIGNS	0 MINUTES	15 MINUTES	30 MINUTES	<input type="checkbox"/> MINUTES just prior to leaving
Appears dazed or stunned				
Is confused about events				
Repeats questions				
Answers questions slowly				
Can't recall events prior to the hit, bump, or fall				
Can't recall events after the hit, bump, or fall				
Loses consciousness (even briefly)				
Shows behavior or personality changes				
Forgets class schedule or assignments				
<b>PHYSICAL SYMPTOMS</b>				
Headache or "pressure" in head				
Nausea or vomiting				
Balance problems or dizziness				
Fatigue or feeling tired				
Blurry or double vision				
Sensitivity to light				
Sensitivity to noise				
Numbness or tingling				
Does not "feel right"				
<b>COGNITIVE SYMPTOMS</b>				
Difficulty thinking clearly				
Difficulty concentrating				
Difficulty remembering				
Feeling more slowed down				
Feeling sluggish, hazy, foggy, or groggy				
<b>EMOTIONAL SYMPTOMS</b>				
Irritable				
Sad				
More emotional than usual				
Nervous				

To download this checklist in Spanish, please visit [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion). Para obtener una copia electrónica de esta lista de síntomas en español, por favor visite [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

→ More



## Danger Signs:

Be alert for symptoms that worsen over time. The student should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

## Additional Information About This Checklist:

This checklist is also useful if a student appears to have sustained a head injury outside of school or on a previous school day. In such cases, be sure to ask the student about possible sleep symptoms. Drowsiness, sleeping more or less than usual, or difficulty falling asleep may indicate a concussion.

To maintain confidentiality and ensure privacy, this checklist is intended only for use by appropriate school professionals, health care professionals, and the student's parent(s) or guardian(s).

For a free tear-off pad with additional copies of this form, or for more information on concussion, visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

## Resolution of Injury:

- Student returned to class
- Student sent home
- Student referred to health care professional with experience in evaluating for concussion

SIGNATURE OF SCHOOL PROFESSIONAL COMPLETING THIS FORM: \_\_\_\_\_

TITLE: \_\_\_\_\_

## COMMENTS:

For more information on concussion and to order additional materials for school professionals, FREE-OF-CHARGE, visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

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## CLINICAL REPORT

## Returning to Learning Following a Concussion

## abstract

FREE

Following a concussion, it is common for children and adolescents to experience difficulties in the school setting. Cognitive difficulties, such as learning new tasks or remembering previously learned material, may pose challenges in the classroom. The school environment may also increase symptoms with exposure to bright lights and screens or noisy cafeterias and hallways. Unfortunately, because most children and adolescents look physically normal after a concussion, school officials often fail to recognize the need for academic or environmental adjustments. Appropriate guidance and recommendations from the pediatrician may ease the transition back to the school environment and facilitate the recovery of the child or adolescent. This report serves to provide a better understanding of possible factors that may contribute to difficulties in a school environment after a concussion and serves as a framework for the medical home, the educational home, and the family home to guide the student to a successful and safe return to learning. *Pediatrics* 2013;132:948–957

## DEFINITIONS

- Individualized education plan (IEP): a formalized educational plan protected under the Individuals with Disabilities Education Act (IDEA; Pub L No. 101-475, 1990), known commonly as special education, that provides for classification or coding of a student under 1 of 13 federally designated categories and allowances for modification of regular education without penalty to the student.
- 504 plan: under Section 504 of the Rehabilitation Act (Pub L No. 93-112, 1973) and the Americans with Disabilities Act (Pub L No. 101-336, 1990), provides for a student who is not eligible for special education under an IEP but who requires accommodations in regular education on the basis of bona fide medical need, as documented by a physician and validation by the educational home.
- Individualized health care plan: a written document created by a school nurse on the basis of information provided by the student's pediatrician to document specific health care needs in the school setting with a plan for addressing each documented need.
- Family Educational Rights and Privacy Act (FERPA): a federal law established in 1974 (Pub L No. 93-380) that protects the privacy of students' "education records," including school health records, and applies to educational agencies and institutions that receive funds under any program administered by the US Department of

Mark E. Halstead, MD, FAAP; Karen McAvoy, PsyD, Cynthia D. Dowse, MD, FAAP; Rebecca Carl, MD, FAWP; Michael Lee, MD, FAAP; Kelsey Logan, MD, FAAP, Council on Sports Medicine and Fitness, and Council on School Health

## KEY WORDS

head injury, mild traumatic brain injury, pediatrics, return to school, academics, return to learn, cognitive deficits

## ABBREVIATIONS

AT—certified athletic trainer  
FERPA—Family Educational Rights and Privacy Act  
HIPAA—Health Insurance Portability and Accountability Act  
IEP—individualized education plan  
IDEA—Individuals with Disabilities Education Act  
RTL—return to learn

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The guidance in this report does not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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Education. Schools require FERPA permission from parents to release any information to any entity, including physicians. FERPA does not cover requirements of the Health Insurance Portability and Accountability Act (HIPAA). Other details can be found at: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

- **Health Insurance Portability and Accountability Act (HIPAA):** the Privacy Rule of HIPAA (Pub L No. 104-191, 1996) requires "covered entities," including physicians, to protect individuals' health records and other identifiable health information with appropriate safeguards to protect privacy and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. HIPAA covers FERPA requirements. More information is available at <http://www.hhs.gov/ocr/privacy>.
- **Child Find:** Child Find is a continuous process of public awareness activities, screening, and evaluation designed to locate, identify, and refer as early as possible all young children with disabilities and their families who are in need of Early Intervention Program (Part C) or Preschool Special Education (Part B/619) services of the IDEA.

## INTRODUCTION

Much attention has been paid to concussions in children and adolescents, particularly concussions resulting from sports. The majority of the focus on concussions has been centered on diagnosis, education of key stakeholders regarding the problem, and the timing of safe return to play (that is, to sports and other physical activity). Unfortunately, little attention has been given to academics and learning and how a concussion may affect the young student learner. Developing appropriate guidance and evidence-based recommendations

for a "return to learn" (RTL) for a student following a concussion is a challenge, given the limited research that exists in this area of concussion and its management. Because of this shortage of research, the guidance provided in this clinical report is based primarily on expert opinion and adapted from a program developed in Colorado to address the issue of RTL.<sup>1</sup> Data are currently insufficient to advocate the ideal way to manage the RTL in the pediatric population.

Pediatricians report that inadequate training on concussion management is among the most significant barriers to effectively counseling patients on returning to school following a concussion.<sup>2</sup> There are many published statements that discuss the importance of "cognitive rest" following a concussion.<sup>3-5</sup> Cognitive rest refers to avoiding potential cognitive stressors, such as texting, video games, TV exposure, and schoolwork, as examples. However, to date, there is no research documenting the benefits or harm of these methods in either the prolongation of symptoms or the ultimate outcome for the student following a concussion. Given the disruptive nature that concussion symptoms may pose for the student and his or her family, adding additional restrictions that may not be needed has the potential to create further emotional stress during the recovery. This calls for an individualized approach for the student when a pediatrician is making recommendations for cognitive rest and the student's RTL in the school setting.

## BACKGROUND

With an estimated 1.7 million traumatic brain injuries occurring annually, many of them concussions, the need for specific recommendations for returning a student to learning after concussion is necessary.<sup>6</sup> Given that students typically appear well physically after

a concussion, it may be difficult for educators, school administrators, and peers of the student to fully understand the extent of deficits experienced by a student with a concussion. This lack of outward physical appearance of illness may also make it difficult for school officials to accept the need for adjustments for a student with a concussion.

Cognitive difficulties following a concussion have long been recognized and can clearly affect a student's learning capabilities. With recent increased attention to concussions, more focus has been placed on appropriate management for this specific injury. Neurocognitive testing, particularly the commercially available computerized versions, and its use after concussion has become more widespread, but the focus has been primarily on sports-related concussions. Although these neurocognitive tests may be helpful as a tool in assessing a student after a concussion, they have not been applied systematically to determine when and how a student is ready to take on the typical cognitive demands in a school setting.

Although a concussion can have obvious direct effects on learning, there is also increasing evidence that using a concussed brain to learn may worsen concussion symptoms and perhaps even prolong recovery.<sup>7,8</sup> Increasing cognitive activities are hypothesized to add additional stress to an energy-depleted brain, which may worsen symptoms. The goal during concussion recovery is to avoid overexerting the brain to the level of worsening or reproducing symptoms. Determining the appropriate balance between how much cognitive exertion and rest is needed is the hallmark of the management plan during cognitive recovery.

There is insufficient research on the role of cognitive rest, although recent research suggests benefit to the concept of cognitive rest both early and late in the recovery of the student.<sup>9</sup>

## SIGNS AND SYMPTOMS OF CONCUSSION AFFECTING STUDENTS

Many aspects of a concussion can affect the student in the classroom. The common signs and symptoms the student may experience can be physical, cognitive, emotional, or related to sleep. Fortunately, research has demonstrated that recovery for the school-age student occurs usually within 3 weeks from the injury, but school adjustments during this recovery period may be necessary.<sup>10</sup>

When evaluating the student, recognizing the common signs and symptoms of a concussion and how they may affect the student in the school setting is important (Table 1). A thorough understanding of potential problems the student can encounter will help the pediatrician make appropriate recommendations to the school, the student, and the student's family. Allowing adequate cognitive rest may help minimize a worsening of symptoms and potentially facilitate a quicker recovery without significant disruption to the student's life.

Use of symptom checklists may help not only in evaluating what symptoms the student may be experiencing but also in rating them in severity (Figs 1 and 2). These checklists can also be used serially to follow the student through his or her recovery and identify areas that may need more targeted interventions.<sup>11</sup> Because the diagnosis of concussion is largely symptom driven, it is important not only to recognize but also to inquire further about the specific nature of the symptoms reported by the student or observed by the parent because many of the symptoms reported after a concussion may not be unique to a concussion. For example, some students may have preexisting depression, chronic daily or intermittent headaches, learning disabilities, or attention-deficit/hyperactivity disorder, which can affect reporting on a symptom checklist.

TABLE 1 Signs and Symptoms of a Concussion and the Potential Problems They May Pose to the Student

Sign/Symptom	Potential Implications in School
Headache	<p>Most common symptom reported in concussions</p> <p>Can distract the student from concentration</p> <p>Can vary throughout the day and may be triggered by various exposures, such as fluorescent lighting, loud noises, and focusing on tasks</p>
Dizziness/lightheadedness	<p>May be an indication of injury to vestibular system</p> <p>May make standing quickly or walking in crowded environment challenging</p> <p>Often provoked by visual stimulus (rapid movements, videos, etc)</p> <p>Troubles with various aspects of the school building</p>
Visual symptoms: light sensitivity, double vision, blurry vision	<p>Slide presentations</p> <p>Movies</p> <p>Smart boards</p> <p>Computers</p> <p>Handheld computers (tablets)</p> <p>Artificial lighting</p> <p>Difficulty reading and copying</p> <p>Difficulty paying attention to visual tasks</p>
Noise sensitivity	<p>Troubles with various aspects of the school building</p> <p>Lunchroom</p> <p>Shop classes</p> <p>Music classes (band/choir)</p> <p>Physical education classes</p> <p>Hallways</p> <p>Organized sports practices</p>
Difficulty concentrating or remembering	<p>Challenges learning new tasks and comprehending new materials</p> <p>Difficulty with recalling and applying previously learned material</p> <p>Lack of focus in the classroom</p> <p>Troubles with test taking</p> <p>Troubles with standardized testing</p> <p>Reduced ability to take drivers education classes safely</p>
Sleep disturbances	<p>Excessive fatigue can hamper memory for new or past learning or ability to attend and focus</p> <p>Insufficient sleep can lead to tardiness or excessive absences</p> <p>Difficulty getting to sleep or frequent waking at night may lead to sleeping in class</p> <p>Excessive napping due to fatigue may lead to further disruptions of the sleep cycle</p>

Careful history taking to account for any possible preinjury conditions is useful in assessing the student with concussion, especially one with protracted postconcussive symptoms. The pediatrician should account for these preexisting conditions and continue to manage the concussion and as well as the preexisting problems concurrently. It is also worthwhile to discuss other potential stressors that may affect symptom reporting, such as family or relationship problems, pressures from coaches and teammates if the child is involved in organized sports, and the restriction from participation in important

upcoming life events. Symptom checklists and their scores may help in determining what symptoms may need to be addressed when returning to the school environment but should not be the sole determining factor in deciding when to return a child to school after a concussion.

### THE RETURN TO LEARNING TEAM

A student returning to school after a concussion may benefit from a multidisciplinary team to maximize his or her recovery (Table 2).<sup>1</sup> Because state laws differ, the accessibility for some

CIRCLE ONE FOR EACH LISTED	NONE	MILD	MODERATE	SEVERE			
Headache	0	1	2	3	4	5	6
"Puzzles in head"	0	1	2	3	4	5	6
Neck pain	0	1	2	3	4	5	6
Nausea or vomiting	0	1	2	3	4	5	6
Dizziness	0	1	2	3	4	5	6
Blurred or double vision	0	1	2	3	4	5	6
Balance problems	0	1	2	3	4	5	6
Sensitive to light	0	1	2	3	4	5	6
Sensitive to noise	0	1	2	3	4	5	6
Feeling slowed down	0	1	2	3	4	5	6
Feeling "in a fog"	0	1	2	3	4	5	6
Don't feel right	0	1	2	3	4	5	6
Difficulty concentrating	0	1	2	3	4	5	6
Difficulty remembering	0	1	2	3	4	5	6
Fatigue or low energy	0	1	2	3	4	5	6
Confusion	0	1	2	3	4	5	6
Drowsiness	0	1	2	3	4	5	6
Trouble feeling groups	0	1	2	3	4	5	6
Mood swings	0	1	2	3	4	5	6
Irritability	0	1	2	3	4	5	6
Sadness	0	1	2	3	4	5	6
Nervous or anxious	0	1	2	3	4	5	6

FIGURE 1

Example postconcussion symptom score checklist (recommended for seventh grade and up).<sup>5</sup> Use of the postconcussion symptom scale: the student should complete the form, on his or her own, by circling a subjective value for each symptom. This form can be used with each encounter to track progress toward symptom resolution. Many students may have some of these reported symptoms at a baseline, such as concentration difficulties in the patient with attention-deficit disorder or sadness in a student with underlying depression. This must be taken into consideration when interpreting the score. Students do not need a total score of 0 to return to play if they had symptoms before their concussion. This scale has not been validated to determine concussion severity.

CIRCLE ONE FOR EACH LISTED	NONE	RARELY	SOMETIMES	OFTEN
I have trouble paying attention	0	1	2	3
I get distracted easily	0	1	2	3
I have a hard time concentrating	0	1	2	3
I have problems remembering what people tell me	0	1	2	3
I have problems following directions	0	1	2	3
I feel drowsy too much	0	1	2	3
I get confused	0	1	2	3
I forget things	0	1	2	3
I have problems finishing things	0	1	2	3
I have trouble figuring things out	0	1	2	3
It's hard for me to learn new things	0	1	2	3
I have headaches	0	1	2	3
I feel dizzy	0	1	2	3
I feel like the room is spinning	0	1	2	3
I feel like I'm going to faint	0	1	2	3
Things are blurry when I look at them	0	1	2	3
I see double vision of things	0	1	2	3
I feel sick to my stomach	0	1	2	3
I get tired a lot	0	1	2	3
I get tired easily	0	1	2	3

FIGURE 2

Example of postconcussion symptom score checklist (recommended for kindergarten to sixth grade).<sup>5</sup>

students to a school physician or a school nurse may be less likely in some communities. It remains essential that all schools recognize the importance of team management for a student after concussion and ensure that all students recovering from concussion have assigned staff who will be responsible for smooth reentry to school. Yet in the ideal situation, there is a school physician in every district and a school nurse in every school, so that a medical team in the educational home can readily work with the student's medical home toward a child or adolescent's optimal benefit and outcome.<sup>12, 13</sup>

Even though a student may be having symptoms, ultimately, the goal is to keep disruptions to the student's life to a minimum and to return the recovering student to school as soon as possible. The challenge of the multidisciplinary team is to balance the need for the student to be at school with the appropriate adjustments for the cognitive demands at school that have the potential for increasing symptoms. To reach the right balance at home and school, the multidisciplinary teams should be well versed in their roles and responsibilities in concussion management and keep communication open among all parties regarding decisions to progress, regress, or hold steady during the RTL process.

After a concussion, the student already has individuals in place for each of the teams described (Table 2). Ideally, at least 1 person from each team is involved in the concussion management and communicating with each other to help facilitate the recovery. The pediatrician does not need to create the teams or roles, but it will help to understand what roles and responsibilities each team has in the recovery of the student.

The role and responsibility of the family team is to enforce rest and to reduce stimulation to the student during recovery. In the early phases of a concussion,



**TABLE 2** Multidisciplinary Team to Facilitate "Return to Learning"<sup>1</sup>

Team	Members of the Team
Family team	Student, parents, guardians, grandparents, peers, teammates, and family friends
Medical team	Emergency department, primary care provider, concussion specialist, (primary care sports medicine physicians, neurologists, neurosurgeons, as exemplar), clinical psychologist, neuropsychologist, team and/or school physician
School academic team	Teacher, school counselor, school psychologist, social worker, school nurse, school administrator, school physician
School physical activity team	School nurse, athletic trainer/coach, physical education teacher, playground supervisor, school physician

All members listed for a team do not need to be involved for successful concussion management. An individual, such as an emergency department physician, may only be involved in the initial assessment and suggestion for minimal academic adjustments. Some members may serve roles on various teams. Some schools may have access to only certain individuals suggested for a team. This list is meant to serve as a framework to help pediatricians and others involved with concussion management, possible roles they can serve for a student with a concussion.

symptoms may be so severe that they may prevent the student from attending school or even accepting home tutoring. However, as symptoms become tolerable, short-lived, and/or amenable to rest and intervention, the student may return to school, often with the use of supplemental academic adjustments. Therefore, it is the parent who will ultimately make the decision when the student should return to school. It is not unusual for a student to be extremely symptomatic in the doctor's office initially but minimally symptomatic at home within several days. Some guidance to help decision making for return to school can be found in Table 3.

The role and responsibility of the medical team is to evaluate the concussion, assess for a more serious structural or neurologic injury, and prescribe physical and cognitive rest, as appropriate, until symptoms improve. As recovery continues, the medical team should gather data from the family and from the school teams to aid in the decision of when to start to allow safe progression back to increasing physical activity.

Two school teams are involved in the recovery process for the student with a concussion, the school physical activity team and the school academic team. The roles and responsibilities of the 2 school teams are extensive and varied. In the early stages of the

concussion, the primary goal of the school physical activity team is to safeguard the student from any further potential injury to the brain. If a concussion has been suspected, it is recommended that the student be removed from physical activity and be evaluated by his or her pediatrician or other appropriate health care professionals for further diagnosis and management before returning to physical activity. Pediatricians should counsel patients on the current recommended return to activity progressions, as outlined in the clinical report from the American Academy of Pediatrics titled "Sport-Related Concussion in Children and Adolescents," which may be applied to both athletes and nonathletes.<sup>2</sup>

Similarly, in the early phases of a concussion, the school academic team must coordinate the return of the student to cognitive exertion and help to facilitate the appropriate level of academic adjustments necessary to reduce or eliminate symptoms. Whether communication occurs directly with a single teacher or is coordinated across all teachers via the designated case manager, such as the school nurse, counselor, or school psychologist, it is essential for all adults working with the student to understand the effects of a concussion on learning and how best to reduce cognitive demands during this

**TABLE 3** Sample Approach for Determining a Student's Readiness to Return to Learning Following a Concussion<sup>1</sup>

If a student/athlete experiences symptoms enough to affect his or her ability to concentrate or tolerate stimulation for even up to 30 minutes, the student should likely remain at home. The student may consider light mental activities, such as watching TV, light reading, and interaction with the family, until they provoke symptoms. Computer use, texting, and video games should remain at a minimum.

When the student/athlete is able to tolerate symptoms comfortably for up to 30 to 45 minutes, the parent may consider returning him or her back to learning, either through home tutoring or in-school instruction with programming adjustment as needed. However, it is the parent who should communicate with the school about the concussion and sign a release of information for school personnel to coordinate adjustments that may be needed as recommended by the primary care provider. The level of adjustments are decided collectively by the parent, school, and primary care provider based on severity, type, and duration of symptoms present.

period of recovery. The parent is encouraged to return the student to school, even if the day is shortened, when the student can tolerate cognitive activity or stimulation for approximately 30 to 45 minutes. This arbitrary cutoff is based on the observation that a good amount of learning takes place in 30- to 45-minute increments. High schools with 7 to 8 consecutive classes often schedule periods at 30- to 45-minute intervals. A student with a concussion can benefit from 30 minutes of instruction and a 15-minute "rest period" before changing classes. High schools on a "block schedule" usually run 90-minute blocks (two 45-minute periods), which may require allowances for a planned rest midway through the block. The concussed student may maximize learning in 30- to 45-minute increments before needing to take a rest (Table 3). Missing instruction, however, may necessitate the need for the provision of class notes, supplemental tutoring, or an easing of assignments or course expectations.

When the student returns to school, observing which classes exacerbate

symptoms will allow for further adjustments to be made to help reduce symptom provocation. Students may be able to tolerate some classes better than others, and consideration should be given for reduced exposure for those classes that the student cannot tolerate as well by substituting a study hall period, allowing for rest periods, or making adjustments to class schedules.

As the concussion symptoms improve, the school academic team and the family team should feel comfortable increasing mental and social activities, as tolerated by the student, and involving the medical team only as needed, apart from preplanned follow-up visits. This may translate into parents allowing their child to attend a social gathering, watch a game, or return to driving. At school, this should translate into a teacher requiring more work from a student who is obviously feeling better and able to tolerate longer periods of time of mental exertion without provoking symptoms.

Pediatricians should encourage teachers to pick and choose the academic adjustments most amenable to their class teaching style and content and most appropriate for the phase of recovery of the concussion on the basis of a child's tolerance. Teachers and those on the school academic team should reassess progress at weekly intervals to determine the effectiveness and continued need of adjustments. Direct communication and attention to symptoms with the student is helpful, because the student may not be willing to mention problems specifically to the teacher. Communication with a student should be conducted in a private setting, because many students prefer not to be singled out or draw additional attention to themselves following the injury. Younger students may be apprehensive or not know how to effectively express their academic struggles. High-achieving students may also be unwilling to "give in" to adjustments that are offered.

### STRATEGIES TO RETURN TO LEARN IN THE CLASSROOM

Returning a student to the classroom while symptomatic from a concussion requires an individualized approach. Most students will likely return to the classroom while symptomatic from their concussion. Each concussion is unique and may encompass a different constellation and severity of symptoms. Concussion symptoms may vary from student to student and even from concussion to concussion in the same individual who may sustain more than one concussion. Therefore, a "cookie-cutter" approach to managing a concussion and a return to the classroom cannot be applied. However, most of the difficulties that arise in students can be handled with similar adjustments, depending on the signs or symptoms they are experiencing.

In the first few weeks after a concussion, most interventions can be made in the general education classroom, by the general education teacher, with minimal support and check-ins with the school physician, school nurse, school counselor, school psychologist, school social worker, or certified athletic trainer (AT).<sup>14,15</sup> Parents should be encouraged to follow up with the school and student to assess whether academic adjustments are occurring to minimize worsening of students' symptoms during their early recovery.

Physicians should learn educational terminology to assist them in being precise in what they are requesting of schools. The term "academic adjustment" is used intentionally to refer to nonformalized adjustments made to the student's environment during the typical 1- to 3-week recovery period that do not jeopardize the curriculum or require alterations in standardized testing. The term "academic accommodations" is used to address longer-term needs, beyond 3 weeks, which may include standardized testing arrangement,

extra time on work, changes in class schedule, for example, and access to the grade-level curriculum but still within the context of regular education and may be formalized in a 504 plan. The term "academic modification" is used when considering more prolonged and more permanent changes to an educational plan, necessitating special education with needs specified in an IEP. Teachers' understanding and putting a few reasonable adjustments in place in the early stages of the concussion will often help bring the student through recovery in the typical, expected timeframe of 1 to 3 weeks. The type of academic adjustments put in place should depend on the severity of the symptoms, the type of symptom, specific teaching styles used by a teacher in the classroom, and pattern of the symptoms (Table 4).

Concussion education can be conducted by the pediatrician via direct communication with school personnel on a case-by-case basis to facilitate better understanding among appropriate school personnel during the RTL process; restrictions and adjustments should be specifically listed on a school note at each visit and during the interim, if needed. Unfortunately, simply requesting this in written form does not guarantee the school can or will comply. It would be helpful for the pediatrician if the school could identify a "point person" or case manager to contact at the school and likewise for the school to be given a "point person" in the pediatrician's office who will communicate with each other during the RTL process. FERPA permission is needed by educational agencies, and HIPAA permission is required by medical personnel; therefore, a signed parent permission on a document that satisfies both is required for communication among team members. The school point person is often a member of the school academic team. The

medical home point person is someone with enough knowledge of the situation and of the child to communicate concerns back to the pediatrician. Parents should also be involved with this communication.

The team approach between the medical home and a school staff member is helpful in assisting the school with problems it encounters in the process and identifying solutions to these problems. A team approach also can reduce the likelihood of a pediatrician's office from receiving frequent phone calls from many individuals about the same situation. For many schools, the point person would be a guidance counselor, school psychologist, school physician, or school nurse. In schools in which a AT is present, the AT can help reinforce communication of any school or sports restrictions to safeguard

against the student-athlete beginning a return to play protocol but still having academic adjustments.<sup>14</sup> For this reason, communication with the AT by the treating physician or a representative of the school who has been communicating with the physician is also encouraged.<sup>16</sup> In some circumstances, the AT may be limited to support only the students in organized sports for the school rather than the student body as a whole. It would be helpful to the pediatrician to understand how ATs can assist the pediatrician with the management of their patients.

Encouraging parents to communicate with the school, especially the designated case manager, about how recommended adjustments are being applied can be helpful. Pediatricians should also encourage parents to communicate with their child to make sure any adjust-

ments that are being offered are also being used, as needed, and are helping.

## PROLONGED SYMPTOMS

Fortunately, most students with a concussion will recover within the first 3 weeks from their injury.<sup>19</sup> For students with symptoms lasting longer than 3 weeks, further medical management considerations and accommodations, rather than academic adjustments, may be needed. Schools currently have in place a system for accommodations (504 plan) for students expected to have temporary interference with learning or modifications (IEP) for students with a classifiable chronic condition. However, applying these systems to concussions, in some schools, may be a newer concept. Although healing may be considered "protracted" with some concussions, the expectation is still for a full recovery that no longer would require academic adjustments, accommodations, or modifications. Referral to a concussion specialist (licensed physician, such as a pediatrician, neurologist, primary care sports medicine specialist, or neurosurgeon with expanded knowledge and experience in pediatric concussion management) should also be considered, if not already initiated, for the student with prolonged symptoms.

Because laws, regulations, policies, and practices vary among states, districts, and schools, it is important that the pediatrician be familiar with the level of flexibility and creativity that a particular school will provide or permit. Differences also exist among long-term modifications, midterm accommodations, and short-term adjustments. Pediatricians should understand that the IDEA provides for longer-term accommodations. For example, there are provisions for school-based problem-solving teams to determine the appropriateness of an IEP for a child in need of long-term modifications through special education on the basis of a given classification.

**TABLE 4** Signs and Symptoms of a Concussion and the Strategies to Help in the School Setting

Sign/Symptom	Potential Adjustments in School Setting
Headache	Frequent breaks Identifying aggravators and reducing exposure to them Rests, planned or as needed, in nurses office or quiet area
Dizziness	Allow student to put head down if symptoms worsen Give student early dismissal from class and extra time to get from class to class to avoid crowded hallways
Visual symptoms: light sensitivity, double vision, blurry vision	Reduce exposure to computers, smart boards, videos Reduce brightness on the screens Allow the student to wear a hat or sunglasses in school Consider use of audiotapes of books Turn off fluorescent lights as needed Seat student closer to the center of classroom activities (blurred vision) Cover 1 eye with patch/tape 1 lens if glasses are worn (double vision)
Noise sensitivity	Allow the student to have lunch in quiet area with a classmate Limit or avoid hand, chair, or shop classes Avoid noisy gyms and organized sports practices/games Consideration of the use of earplugs Give student early dismissal from class and extra time to get from class to class to avoid crowded hallways during pass time
Difficulty concentrating or remembering	Avoid testing or completion of major projects during recovery when possible Provide extra time to complete nonstandardized tests Postpone standardized testing (may require that 504 plan is in place) Consider 1 test per day during exam periods Consider the use of preprinted notes, notetaker, scribe, or reader for oral test taking
Sleep disturbances	Allow for late start or shortened school day to catch up on sleep Allow rest breaks



In addition, a 504 plan is available through the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 for a child who needs longer-term academic accommodations in regular education but does not qualify for special education through 1 of the 13 classifications available via an IEP. Most adjustments can and should be short term and through the child's educational team, with guidance from the medical home and approval by the principal and family team. The key to this process is that the pediatrician provides the school with medical documentation based on persisting signs and symptoms that might significantly limit a child's ability to access full instruction. It is also helpful for the pediatrician to realize that, often, schools will not allow a child to participate in extracurricular activities until he or she is fully participating in curricular activities.

Early in the recovery, a student may need simple academic adjustments in the classroom. Students who do not respond in the first few months may need a more targeted level of intervention. At this level, school teams may need to brainstorm and problem solve what other interventions may be helpful and decide whether more formalized assessments need to occur. Often, the family team is a critical part of the problem-solving process, as is the medical team. All 3 teams must be actively involved in managing the concussion on behalf of the recovering student. At this level, some of the interventions can no longer be easily applied in the general education classroom without formal intervention. For example, students may require some amount of pullout from the regular classroom for a small-group intervention, tutoring, or 1-on-1 instruction. Customized plans at this point may be more formalized into an Individualized Health Plan, a learning plan, or a 504 plan. Interventions at this level are

usually accommodations to the environment (ie, large print books, extra set of books at home, audio books, extended time on tests, note takers).

If symptoms remain severe or prolonged, typically longer than 5 to 6 months, more intensive intervention may be needed. In these cases, a potentially more permanent disability is considered, necessitating most school districts to trigger their Child Find (a component of IDEA) obligations, provide appropriate testing, and develop an IEP. The family team and medical team should continue to be involved and consulted during the development of the IEP. Interventions at this level are often considered modifications of the curriculum, implying that the student may not be held responsible for the regular education curriculum required of all other same-age peers. Instead, the student may be taught without penalty on a level appropriate for him or her, often at a level lower than peers, and will only be held accountable for his or her own personal academic growth rather than being compared with typical grade-level peers.<sup>11,12</sup> In addition, the concussion would be so severe at this level as to potentially necessitate specialized instruction and/or specialized programming. It is uncommon, however, for the student with a concussion to need an IEP.

When considering the implementation of a 504 plan or IEP, involving the school academic teams or special education teams is beneficial and necessary. The school academic team, including the school psychologist, can provide formal recommendations to the school to make the creation of the 504 plan or IEP that is most relevant to the particular student's greatest needs in the academic setting. Regardless of the problems, it is essential the medical team, the school team, and the family team work together, if further testing seems indicated to help in the development of an educational program through an IEP

or 504 plan. In the majority of these assessments, the recommendations and development of an IEP or 504 plan will be developed by the schools. A medical diagnosis of concussion can prompt the school academic team to collect other sources of information and consider developing a 504 plan or IEP. Importantly, 504 plans and IEPs are governed by different laws. A 504 plan can be provided when a school determines the concussion to substantially limit one or more major life activities, such as learning. On the other hand, an IEP can be provided if it is determined that the concussion results in total or partial impairment that adversely affects educational performance such that a student cannot benefit from regular education alone and requires modification of curriculum, specialized instruction, programming, and/or placement.

Although not expected or common after a concussion, a student with prolonged symptoms who does not seem to be responding to various interventions should also be evaluated for issues related to anxiety about school or school avoidance. This may be more likely in the child who sustained a concussion from an incidence of bullying or assault. Keeping a child out of school and away from friends for extended periods also may risk development of fear and isolation in a child or adolescent on attempting to return to school and might require the assistance of a mental health specialist in extreme cases.

## EDUCATION

Given the large number of concussions occurring each year, both in and out of formal sport activities, most schools will encounter a child who is dealing with symptoms from a concussion. Education of all individuals involved is paramount to helping students who may need assistance in the school setting.

Education regarding concussion, generally, and the role of cognitive and

physical rest and return to school, specifically, is essential for the teams of individuals helping a student with concussion during assessment, management, and recovery. This education should extend to both school personnel (eg, administrators, athletic directors, teachers, guidance counselors, school psychologists, coaches, school physicians, school nurses, ATs) and individuals likely not employed by the school (eg, primary physicians, sports/team physicians, emergency department physicians, parents, and other caregivers). Even in states with legislation for concussion education and management, nonathletic personnel in schools are often left out of concussion education efforts. However, a comprehensive team approach to care may help reduce mistakes in management, which could potentially risk reinjury during the healing phase, lengthen recovery, or result in untoward long-term outcomes. Education, on a larger scale, should be conducted to instruct school groups on the concepts of concussion management, particularly when introducing models of cognitive rest. Education can be tailored to various school personnel as needed. Education sessions are especially helpful as sport seasons begin in the fall, winter, and spring. Several groups have developed educational materials, such as online tutorials, relevant to this topic and provide excellent resources for schools, parents, students, and health care providers (see Resources).

#### **FUTURE DIRECTIONS**

Given the paucity of studies that have been conducted thus far regarding the effects and role of cognitive rest after concussion, further research is needed. Future research is also needed to clarify best practices for RTL. Developing a better understanding of the best methods to assist a student in the school environment, determining whether cognitive rest can assist in speed

of recovery, and evaluating written and educational resources on this topic are all areas that require additional research and review. Studies comparing outcomes in school settings that have concussion management teams with case management versus those that do not would also be of value.

Continued education of all individuals involved with a student with a concussion should help facilitate better outcomes and less resistance to developing appropriate concussion management guidelines and programs.

#### **CONCLUSIONS AND GUIDANCE FOR PHYSICIANS**

1. Students with a concussion may need academic adjustments in school to help minimize a worsening of symptoms.
2. Given that most concussions resolve within 3 weeks of the injury, adjustments may often be made in the individual classroom setting without formal written plans, such as a 504 plan or IEP.
3. Students with symptoms lasting longer than 3 to 4 weeks may benefit from a more detailed assessment by a concussion specialist (licensed physician, such as a pediatrician, neurologist, primary care sports medicine specialist, or neurosurgeon with expanded knowledge and experience in pediatric concussion management) and recommendations specific to the educational environment. Considerations should be given to developing a 504 plan or, subsequently, but unlikely, an IEP, in the student with a lengthy recovery.
4. A team approach consisting of the medical team, the school team, and the family team to assist the student in his or her return to learning is ideal.
5. Students should be performing at their academic "baseline" before returning to sports, full physical activity, or other extracurricular activities following a concussion.

6. Education of all individuals involved with students who sustain a concussion is necessary to provide adequate adjustments, accommodations, and long-term program modifications for the students.
7. Additional research is necessary to strengthen and provide more evidence-based recommendations for appropriate adjustments for students following a concussion.

#### **RESOURCES**

- Brain 101: Concussion Handbook <http://brain101.orcasinc.com/1000>
- REAP (Reduce/Educate/Accommodate/Pace) Program: a community-based concussion management program. <http://www.rockymountainhospital-forchildren.com/sports-medicine/concussion-management/reap-guidelines.htm>
- CDC Foundation Online Training for Clinicians: <http://preventingconcussions.org/>
- Centers for Disease Control and Prevention: Fact Sheet for School Professionals on Returning to School after a Concussion: [http://www.cdc.gov/concussion/pdf/TBI\\_Returning\\_to\\_School-a.pdf](http://www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf)
- Centers for Disease Control and Prevention: Heads Up for Schools: <http://www.cdc.gov/concussion/HeadsUp/schools.html>
- Centers for Disease Control and Prevention: Online Coaches Training. [http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)
- Dr Mike Evans Concussions 101 Video: <http://www.myfavouritemedicine.com/concussions-101/>
- Frequently Asked Questions about 504 Plans: <http://www2.ed.gov/about/offices/list/ocr/504faq.html>
- Sample Return to Learning Note for Physicians: <http://www.aap.org/en-us/>



about the <http://www.aap.org/committees-councils-sections/council-on-sports-medicine-and-fitness/Documents/returntoschool.pdf> and <http://www2.aap.org/sections/schoolhealth/returntoschool.pdf>

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## HEADS UP CONCUSSION ACTION PLAN



### IF YOU SUSPECT THAT AN ATHLETE HAS A CONCUSSION, YOU SHOULD TAKE THE FOLLOWING STEPS:

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion.
4. Keep the athlete out of play the day of the injury. An athlete should only return to play with permission from a health care professional, who is experienced in evaluating for concussion.

▶ **"IT'S BETTER TO MISS  
ONE GAME, THAN THE  
WHOLE SEASON."**



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TO LEARN MORE GO TO [>> WWW.CDC.GOV/CONCUSSION](http://www.cdc.gov/concussion)

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## RETURN TO PLAY POLICIES

### California





# CIF Concussion Return to Play (RTP) Protocol



**CA STATE LAW AB 2127 STATES THAT RETURN TO PLAY (I.E., COMPETITION) CANNOT BE SOONER THAN 7 DAYS AFTER EVALUATION BY A PHYSICIAN (MD/DO) WHO HAS MADE THE DIAGNOSIS OF CONCUSSION, AND ONLY AFTER COMPLETING A GRADUATED RETURN TO PLAY PROTOCOL.**

### Instructions:

- A graduated return to play protocol **MUST** be completed before you can return to FULL COMPETITION. Below is the CIF RTP Protocol.
  - A certified athletic trainer (AT), physician, or identified concussion monitor (e.g., athletic director, coach), must initial each stage after you successfully pass it.
  - You should be back to normal academic activities before beginning Stage II, unless otherwise instructed by your physician.
- After Stage I, you cannot progress more than one stage per day (or longer if instructed by your physician).
- If symptoms return at any stage in the progression, IMMEDIATELY STOP any physical activity and follow up with your school's AT, other identified concussion monitor, or your physician. In general, if you are symptom-free the next day, return to the previous stage where symptoms had not occurred.
- Seek further medical attention if you cannot pass a stage after 3 attempts due to concussion symptoms, or if you feel uncomfortable at any time during the progression.

You must have written physician (MD/DO) clearance to begin and progress through the following Stages as outlined below, or as otherwise directed by your physician. <u>Minimum</u> of 6 days to pass Stages I and II.				
Date & Initials	Stage	Activity	Exercise Example	Objective of the Stage
	I	Limited physical activity for at least 2 symptom-free days.	<ul style="list-style-type: none"> <li>Untimed walking okay</li> <li>No activities requiring exertion (weight lifting, jogging, P.E. classes)</li> </ul>	<ul style="list-style-type: none"> <li>Recovery and elimination of symptoms</li> </ul>
	II-A	Light aerobic activity	<ul style="list-style-type: none"> <li>10-15 minutes (min) of brisk walking or stationary biking</li> <li><b>Must be performed under direct supervision by designated individual</b></li> </ul>	<ul style="list-style-type: none"> <li>Increase heart rate to no more than 50% of perceived maximum (max) exertion (e.g., &lt; 100 beats per min)</li> <li>Monitor for symptom return</li> </ul>
	II-B	Moderate aerobic activity (Light resistance training)	<ul style="list-style-type: none"> <li>20-30 min jogging or stationary biking</li> <li>Body weight exercises (squats, planks, push-ups), max 1 set of 10, no more than 10 min total</li> </ul>	<ul style="list-style-type: none"> <li>Increase heart rate to 50-75% max exertion (e.g., 100-150 bpm)</li> <li>Monitor for symptom return</li> </ul>
	II-C	Strenuous aerobic activity (Moderate resistance training)	<ul style="list-style-type: none"> <li>30-45 min running or stationary biking</li> <li>Weight lifting ≤ 50% of max weight</li> </ul>	<ul style="list-style-type: none"> <li>Increase heart rate to &gt; 75% max exertion</li> <li>Monitor for symptom return</li> </ul>
	II-D	Non-contact training with sport-specific drills (No restrictions for weightlifting)	<ul style="list-style-type: none"> <li>Non-contact drills, sport-specific activities (cutting, jumping, sprinting)</li> <li>No contact with people, padding or the floor/mat</li> </ul>	<ul style="list-style-type: none"> <li>Add total body movement</li> <li>Monitor for symptom return</li> </ul>
<b>Prior to beginning Stage III, please make sure that written physician (MD/DO) clearance for return to play, after successful completion of Stages I and II, has been given to your school's concussion monitor.</b>				
	III	Limited contact practice	<ul style="list-style-type: none"> <li>Controlled contact drills allowed (no scrummaging)</li> </ul>	<ul style="list-style-type: none"> <li>Increase acceleration, deceleration and rotational forces</li> <li>Restore confidence, assess readiness for return to play</li> <li>Monitor for symptom return</li> </ul>
		Full contact practice Full unrestricted practice	<ul style="list-style-type: none"> <li>Return to normal training, with contact</li> <li>Return to normal unrestricted training</li> </ul>	
<b>MANDATORY:</b> You must complete at least ONE contact practice before return to competition, or if non-contact sport, ONE unrestricted practice (if contact sport, highly recommend that Stage III be divided into 2 contact practice days as outlined above)				
	IV	Return to play (competition)	<ul style="list-style-type: none"> <li>Normal game play (competitive event)</li> </ul>	<ul style="list-style-type: none"> <li>Return to full sports activity without restrictions</li> </ul>

Student's Name: \_\_\_\_\_

Date of Injury: \_\_\_\_\_

Date of Concussion Diagnosis: \_\_\_\_\_



## Concussion Return to Learn (RTL) Protocol

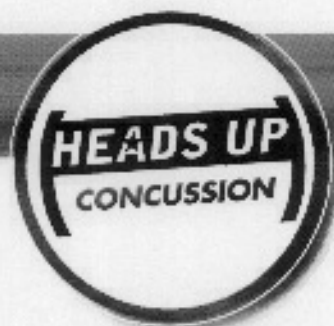


### Instructions:

- Keep brain activity below the level that causes worsening of symptoms (e.g., headache, tiredness, irritability).
- If symptoms worsen at any stage, stop activity and rest.
- Seek further medical attention if your child continues with symptoms beyond 7 days.
- If appropriate time is allowed to ensure adequate brain recovery before progressing mental activity, your child may have a better outcome (do not try to rush through these stages).
- Please give this form to teachers/school administrators to help them understand your child's recovery.

Stage	Home Activity	School Activity	Physical Activity
<b>Brain Rest</b>	<ul style="list-style-type: none"> <li>• Rest quietly, nap and sleep as much as needed</li> <li>• Avoid bright light if bothersome</li> <li>• Drink plenty of fluids and eat healthy foods every 3-4 hours</li> <li>• Avoid "screen time" (text, computer, cell phone, TV, video games)</li> </ul>	<ul style="list-style-type: none"> <li>• No school</li> <li>• No homework or take-home tests</li> <li>• Avoid reading and studying</li> </ul>	<ul style="list-style-type: none"> <li>• Walking short distances to get around is okay</li> <li>• No strenuous exercise</li> <li>• No driving</li> </ul>
<i>Progress to the next stage when your child starts to improve, but may still have some symptoms</i>			
<b>Restful Home Activity</b>	<ul style="list-style-type: none"> <li>• Set a regular bedtime/wake up schedule</li> <li>• Allow at least 8-10 hours of sleep and short naps if needed (less than 1 hour)</li> <li>• Drink lots of fluids and eat healthy foods every 3-4 hours</li> <li>• Limit "screen time" to less than 30 minutes total a day, use large font</li> </ul>	<ul style="list-style-type: none"> <li>• No school</li> <li>• May begin easy tasks at home (crawling, baking, cooking)</li> <li>• Soft music and 'books on tape' okay</li> <li>• Once your child can complete 60-90 minutes of light mental activity without a worsening of symptoms they may go to the next step</li> </ul>	<ul style="list-style-type: none"> <li>• Progress physical activity, like untimed walking</li> <li>• No strenuous physical activity or contact sports</li> <li>• No driving</li> </ul>
<i>Progress to the next stage when your child starts to improve and has fewer symptoms</i>			
<b>Return to School - PARTIAL DAY</b>	<ul style="list-style-type: none"> <li>• Allow 8-10 hours of sleep per night</li> <li>• Limit napping to allow for full sleep at night</li> <li>• Drink lots of fluids and eat healthy foods every 3-4 hours</li> <li>• "Screen time" less than 1 hour a day</li> <li>• Limit social time outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually return to school</li> <li>• Start with a few hours/half-day</li> <li>• Take breaks in the nurse's office or a quiet room every 2 hours or as needed</li> <li>• Avoid loud areas (music, band, choir, shop class, locker room, cafeteria, loud hallway and gym)</li> <li>• Use brimmed hat/earplugs as needed. Sit in front of class</li> <li>• Use preprinted large font (18) class notes</li> <li>• Complete necessary assignments only</li> <li>• No tests or quizzes. Limit homework time</li> <li>• Multiple choice or verbal assignments better than long writing assignments</li> <li>• Tutoring or help as needed</li> <li>• Stop work if symptoms increase</li> </ul>	<ul style="list-style-type: none"> <li>• Progress physical activity and as instructed by physician</li> <li>• No strenuous physical activity or contact sports</li> <li>• No driving</li> </ul>
<i>Progress to the next stage when your child can complete the above activities without symptoms</i>			
<b>Return to School - FULL DAY</b>	<ul style="list-style-type: none"> <li>• Allow 8-10 hours of sleep per night</li> <li>• Avoid napping</li> <li>• Drink lots of fluids and eat healthy foods every 3-4 hours</li> <li>• "Screen time" and social activities outside of school as symptoms tolerate</li> </ul>	<ul style="list-style-type: none"> <li>• Progress to attending core classes for full days of school</li> <li>• Add in electives when tolerated</li> <li>• No more than 1 test or quiz per day</li> <li>• Give extra time or untimed homework/tests</li> <li>• Tutoring or help as needed</li> <li>• Stop work if symptoms increase</li> </ul>	<ul style="list-style-type: none"> <li>• Progress physical activity and as instructed by physician</li> <li>• No strenuous physical activity or contact sports</li> <li>• Okay to drive</li> </ul>
<i>Progress to the next stage when your child has returned to full school and is able to complete all assignments/tests without symptoms</i>			
<b>Full Recovery</b>	<ul style="list-style-type: none"> <li>• Return to normal home and social activities</li> </ul>	<ul style="list-style-type: none"> <li>• Return to normal school schedule and course load</li> </ul>	<ul style="list-style-type: none"> <li>• Start CIF Return to Play Protocol</li> </ul>

## CONCUSSION FACTS



Athletes who experience one or more of the signs and symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

### SYMPTOMS REPORTED BY ATHLETE:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

### SIGNS OBSERVED BY COACHING STAFF:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

### IF YOU SUSPECT THAT AN ATHLETE HAS A CONCUSSION, YOU SHOULD TAKE THE FOLLOWING STEPS:

#### HEADS UP ACTION PLAN:

1. Remove the athlete from play.
2. Keep the athlete out of play the day of the injury.
3. Obtain permission from an appropriate health care professional that states the athlete can return to play.

### IMPORTANT PHONE NUMBERS:

#### EMERGENCY MEDICAL SERVICES

NAME: \_\_\_\_\_

PHONE: \_\_\_\_\_

#### HEALTH CARE PROFESSIONAL

NAME: \_\_\_\_\_

PHONE: \_\_\_\_\_

#### STAFF AVAILABLE DURING PRACTICES


NAME: \_\_\_\_\_

PHONE: \_\_\_\_\_

#### STAFF AVAILABLE DURING GAMES

NAME: \_\_\_\_\_

PHONE: \_\_\_\_\_

JOIN THE CONVERSATION  [www.facebook.com/CDCHeadsUp](http://www.facebook.com/CDCHeadsUp)

TO LEARN MORE GO TO >> [WWW.CDC.GOV/CONCUSSION](http://WWW.CDC.GOV/CONCUSSION)

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).





**ALL CONCUSSIONS ARE SERIOUS.**


**IF YOU THINK YOU HAVE A CONCUSSION:**

- ✓ **DON'T HIDE IT.**
- ✓ **REPORT IT.**
- ✓ **TAKE TIME TO RECOVER.**

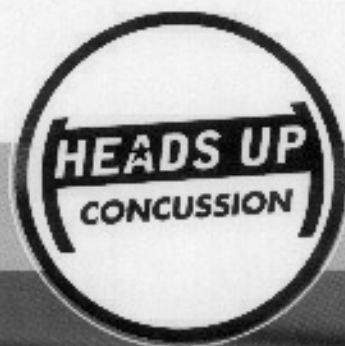


▶ **"IT'S BETTER TO MISS ONE GAME  
THAN THE WHOLE SEASON."**

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## **ALL CONCUSSIONS ARE SERIOUS.**

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- Feeling sluggish, hazy, foggy, or groggy
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TO LEARN MORE GO TO [www.cdc.gov/concussion](http://www.cdc.gov/concussion)

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).





# Exhibit 7.1

## May 18, 2020

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

Evelyn Rojas, Board Member

Paula Gharib, Board Member

Mari Miller, Board Member

**INFO:**

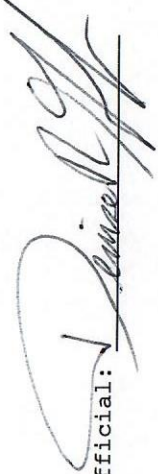
2019-20 P-2 ADA filing for Riverside. Executive team recommends approval of this action.

**Certification**

County: Riverside Fiscal Year: 2019-20  
District: Riverside Unified Encore High School for the Arts - P-2  
CDS CODE 33 67215 0132498 Riverside 639ADA75

**Charter Status**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:  Date: 4/21/20

School District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

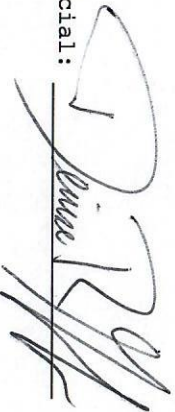
CONTACT NAME Denise Griffin  
PHONE (760)949-2036 \*  
FAX  
E-Mail dg@officerteam.com

**Certification**

County: **Riverside** Fiscal Year: **2019-20**  
District: **Riverside Unified** Encore High School for the Arts - **p-2**  
Riverside  
CDS CODE **33 67215 0132498** 9458DF3C

**Attendance Charter School**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:  Date: 4/21/20

School District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Denise Griffin  
**PHONE** (760) 949-2036 \*  
**FAX**  
**E-Mail** dg@officerteam.com

**Charter Status**

---

County: Riverside Fiscal Year: 2019-20  
District: Riverside Unified : Encore High School for the Arts - P-2  
CDS CODE 33 67215 0132498 1747 Certificate Number: 639ADA75

---

Did the charter school cease operation during the current fiscal year? No  
Is this charter school in its first year of operation? No  
Enter Date (month, day, year) that instruction commenced \_ / \_ / \_  
Does this charter school operate multiple instructional tracks? No  
Single Track Days of Operation 0  
What is the site type of the charter school? Site-based

---

**Attendance Charter School**

County: Riverside  
 District: Riverside Unified : Encore High School for the Arts -  
 CDS CODE 33 67215 0132498 1747  
 Certificate Number: 9458DF3C

Did the charter school cease operation during the current fiscal year?  
 No \_\_\_\_\_  
 Is this charter school in its first year of operation?  
 No \_\_\_\_\_  
 Enter Date (month, day, year) that instruction commenced  
 \_\_\_/\_\_\_/\_\_\_  
 Does this charter school operate multiple instructional tracks?  
 No \_\_\_\_\_  
 Single Track Days of Operation  
 0 \_\_\_\_\_  
 What is the site type of the charter school?  
 Site-based \_\_\_\_\_

**Regular ADA**      **TK/K-3**      **Grades 4-6**      **Grades 7-8**      **Grades 9-12**      **Total**

A-1	Regular ADA	0.00	0.00	281.74	469.43	751.17
A-2	Classroom-based ADA included in A-1	0.00	0.00	278.84	459.96	738.80
A-3	Extended Year Special Education [EC 56345(b) (3)] (Divisor 175)	0.00	0.00	0.00	0.00	0.00
A-4	Classroom-based ADA included in A-3	0.00	0.00	0.00	0.00	0.00
A-5	Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	0.00	0.00	0.00	0.00	0.00
A-6	Classroom-based ADA included in A-5	0.00	0.00	0.00	0.00	0.00
A-7	Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	0.00	0.00	0.00	0.00	0.00



**Attendance Charter School**

County: Riverside  
 District: Riverside Unified : Encore High School for the Arts -  
 CDS CODE 33 67215 0132498 1747  
 Certificate Number: 9458DF3C

Fiscal Year: 2019-20

A-8	Classroom-based ADA included in A-7	0.00	0.00	0.00	0.00
A-9	ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	0.00	0.00	281.74	469.43
A-10	Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	0.00	0.00	278.84	459.96
A-11	Non classroom-based ADA Totals (Difference of A-9 and A-10)	0.00	0.00	2.90	9.47

**Other**

B-1	ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1, A-3, A-5 and A-7, TK/K-3 Column, First Year ADA Only)	0.00			0.00
B-2	Non classroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in A-11	0.00	0.00	0.00	0.00
B-3	Course Based Independent Study ADA, pursuant to EC 51749.5, included in A-11	0.00	0.00	0.00	0.00
B-4	Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in B-2	0.00	0.00	0.00	0.00

**Encore-RIVERSIDE  
2019-20 P-2/Annual ADA**

110

 Days

Regular Program	Att Days	ADA	Enrolled D	ADA Ratio
7-8	26,321	239.28	28,026	93.92%
9-12	42,495	386.32	44,900	94.64%
	<b>68,816</b>	<b>625.60</b>	<b>72,926</b>	<b>94.36%</b>
<b>504</b>				
7-8	1,307	11.88	1,421	91.98%
9-12	2,741	24.92	2,906	94.32%
	<b>4,048</b>	<b>36.80</b>	<b>4,327</b>	<b>93.55%</b>
<b>504 + IS</b>				
7-8				
9-12	141	1.28	143	98.60%
	<b>141</b>	<b>1.28</b>	<b>143</b>	<b>98.60%</b>
<b>SAI + IS</b>				
7-8				
9-12	57	0.52	90	63.33%
	<b>57</b>	<b>0.52</b>	<b>90</b>	<b>63.33%</b>
<b>Ind Study</b>				
7-8	319	2.90	355	89.86%
9-12	843	7.66	878	96.01%
	<b>1,162</b>	<b>10.56</b>	<b>1,233</b>	<b>94.24%</b>
<b>SAI</b>				
7-8	3,044	27.67	3,215	94.68%
9-12	5,360	48.73	5,762	93.02%
	<b>8,404</b>	<b>76.40</b>	<b>8977</b>	<b>0.93617</b>
<b>TOTAL</b>				
7-8	30,991	281.74	33,017	93.86%
9-12	51,637	469.43	54,679	94.44%
	<b>82,628</b>	<b>751.17</b>	<b>87,696</b>	<b>94.22%</b>
<b>TOTAL CLASSROOM-BASED</b>				
7-8	30,672	278.84	32,662	93.91%
9-12	50,596	459.96	53,568	94.45%
	<b>81,268</b>	<b>738.80</b>	<b>86,230</b>	<b>94.25%</b>

MONTHLY ATTENDANCE SUMMARY TOTALS

Month 1-7 (8/12/2019 - 2/21/2020)

Regular Program

Month Grade Level	Tchg Days	Enroll-ment	Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Attend	Total Apport (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)	Regular Program													
														1	7-8	15	0	265	7	258	84	163	3728	248.53	3891	95.81%	
1	15	0	0	425	425	9	416	98	203	6074	404.93	6277	96.77%	Month 1 Total	15	0	690	690	16	674	182	366	9802	653.47	10168	96.40%	
2	20	3	258	261	257	4	257	87	243	4890	244.50	5133	95.27%	2	20	3	416	419	7	412	120	415	7845	392.25	8260	94.98%	
Month 2 Total	20	6	674	680	669	11	669	207	658	12735	636.75	13393	95.09%	3	19	2	257	259	2	257	41	260	4620	243.16	4880	94.67%	
3	19	4	412	416	412	4	412	53	426	7425	390.79	7851	94.57%	Month 3 Total	19	6	675	669	6	669	94	686	12045	633.95	12731	94.61%	
4	14	1	257	258	255	3	255	41	282	3289	234.93	3571	92.10%	4	14	2	414	411	3	411	31	405	5360	382.86	5765	92.97%	
4	14	2	412	414	411	3	411	31	405	5360	382.86	5765	92.97%	Month 4 Total	14	3	672	666	6	666	72	687	8649	617.79	9336	92.64%	
5	10	0	255	255	254	1	254	5	159	2386	238.60	2545	93.75%	5	10	0	672	667	2	665	6	381	6283	628.30	6664	94.28%	
Month 5 Total	10	1	411	412	411	1	411	1	222	3897	389.70	4119	94.61%	6	14	5	416	416	22	394	119	260	5445	388.93	5705	95.44%	
6	14	5	411	416	416	22	394	58	214	3354	239.57	3568	94.00%	6	14	5	254	259	7	252	58	214	3354	239.57	3568	94.00%	
6	14	5	411	416	416	22	394	58	214	3354	239.57	3568	94.00%	Month 6 Total	14	10	675	646	177	474	8799	628.50	9273	94.89%			
7	18	1	252	253	236	17	236	117	383	4054	225.22	4437	91.37%	7	18	1	252	253	17	236	117	383	4054	225.22	4437	91.37%	
7	18	2	394	396	369	27	369	205	474	6449	358.28	6923	93.15%	7	18	2	396	396	27	369	205	474	6449	358.28	6923	93.15%	
Month 7 Total	18	3	646	649	605	44	605	322	857	10503	583.50	11360	92.46%	Months 1-7 Cumulative Total	110	277	442	442	73	73	114	1060	4109	68816	625.60	72925	94.37%
Months 1-7 Cumulative 7-8	110	277	442	442	433	41	433	1704	26321	239.28	28025	93.92%	Months 1-7 Cumulative 9-12	110	442	442	442	73	73	114	1060	4109	68816	625.60	72925	94.37%	

Note - Fields not relating to cumulative attendance are intentionally left blank.



# Encore High School Riverside

## MONTHLY ATTENDANCE SUMMARY TOTALS

Month 1-7 (8/12/2019 - 2/21/2020)

Program 5 504

2019-2020

Month Grade Level	A Tchng Days	B Enroll- Carried Fwd	C Gains	D Total Enroll- (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*D) - G-H	J Total A,D,A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)	Month 7 Total																																																																																																																																																																																																																																																																																																
													1	7-8	15	0	29	29	0	1	17	417	27.80	434	96.08%	1	9-12	15	0	29	29	0	1	17	417	27.80	434	96.08%	2	7-8	20	14	0	14	14	0	1	27	617	41.13	644	95.81%	2	9-12	20	29	0	29	29	0	2	24	542	27.10	566	95.76%	3	7-8	19	13	0	13	13	0	0	26	221	11.63	247	89.47%	3	9-12	19	27	0	27	27	1	1	45	467	24.58	512	91.21%	Month 3 Total	19	40	0	40	40	1	1	1	71	688	36.21	759	90.65%	4	7-8	14	13	0	13	12	0	0	22	160	11.43	182	87.91%	4	9-12	14	26	0	26	26	0	0	30	334	23.86	364	91.76%	Month 4 Total	14	39	0	39	38	1	1	0	52	494	35.29	546	90.48%	5	7-8	10	12	0	12	12	0	0	13	107	10.70	120	89.17%	5	9-12	10	26	0	26	26	0	0	12	248	24.80	260	95.38%	Month 5 Total	10	38	0	38	38	0	0	0	25	355	35.50	380	93.42%	6	7-8	14	12	0	12	12	0	0	12	156	11.14	168	92.86%	6	9-12	14	26	0	26	24	13	17	17	334	23.86	351	95.16%	Month 6 Total	14	38	0	38	36	2	13	13	29	490	35.00	519	94.41%	7	7-8	18	12	0	12	12	0	0	13	203	11.28	216	93.98%	7	9-12	18	24	0	24	22	13	20	20	399	22.17	419	95.23%	Month 7 Total	18	36	0	36	34	2	13	33	602	33.44	635	94.80%	Months 1-7 Cumulative 7-8	110	14		14	2	2	2	114	1307	11.88	1421	91.98%	Months 1-7 Cumulative 9-12	110	29		29	7	7	42	165	2741	24.92	2906	94.32%

Note - Fields not relating to cumulative attendance are intentionally left blank.

MONTHLY ATTENDANCE SUMMARY TOTALS

Month 1-7 (8/12/2019 - 2/21/2020)

Program 6 504+Independent Study

	Month Grade Level	A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending- Enroll- ment (D-E)	Days Not Enroll	Days Non- Attend	Total Apport (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
1	9-12	15	0	1	1	0	1	0	2	13	0.87	15	86.67%
	Month 1 Total	15	0	1	1	0	1	0	2	13	0.87	15	86.67%
2	9-12	20	1	0	1	0	1	0	0	20	1.00	20	100.00%
	Month 2 Total	20	1	0	1	0	1	0	0	20	1.00	20	100.00%
3	9-12	19	1	0	1	0	1	0	0	19	1.00	19	100.00%
	Month 3 Total	19	1	0	1	0	1	0	0	19	1.00	19	100.00%
4	9-12	14	1	0	1	0	1	0	0	14	1.00	14	100.00%
	Month 4 Total	14	1	0	1	0	1	0	0	14	1.00	14	100.00%
5	9-12	10	1	0	1	0	1	0	0	10	1.00	10	100.00%
	Month 5 Total	10	1	0	1	0	1	0	0	10	1.00	10	100.00%
6	9-12	14	1	1	2	0	2	12	0	16	1.14	16	100.00%
	Month 6 Total	14	1	1	2	0	2	12	0	16	1.14	16	100.00%
7	9-12	18	2	1	3	0	3	5	0	49	2.72	49	100.00%
	Month 7 Total	18	2	1	3	0	3	5	0	49	2.72	49	100.00%
	Months 1-7 Cumulative 9-12	110		3		0		17	2	141	1.28	143	98.60%
	Months 1-7 Cumulative Total	110		3		0		17	2	141	1.28	143	98.60%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Month 1-7 (8/12/2019 - 2/21/2020)

Program 7 SAI+Independent Study

Month Grade Level	A Tchg Days	B Enroll- Carried Fwd	C Gains	D Total Enroll- (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non-Attend	I Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)	1 9-12		2 9-12		3 9-12		4 9-12		5 9-12		6 9-12		7 9-12		Month 7 Total		Months 1-7 Cumulative 9-12		Months 1-7 Cumulative Total	
													15	0	1	0	1	1	0	0	1	0.80	15	80.00%	15	0	1	1	0	0	1	0.80
	15	0	1	1	0	1	0	3	12	0.80	15	80.00%	15	0	1	1	0	0	1	0.80	15	80.00%	15	0	1	1	0	0	1	0.80	15	80.00%
Month 1 Total	15	0	1	1	0	1	0	3	12	0.80	15	80.00%	15	0	1	1	0	0	1	0.80	15	80.00%	15	0	1	1	0	0	1	0.80	15	80.00%
2 9-12	20	1	0	1	0	1	0	10	12	0.50	20	50.00%	20	1	1	0	0	0	1	0.50	20	50.00%	20	1	1	0	0	1	0.50	20	50.00%	
Month 2 Total	20	1	0	1	0	1	0	10	12	0.50	20	50.00%	20	1	1	0	0	0	1	0.50	20	50.00%	20	1	1	0	0	1	0.50	20	50.00%	
3 9-12	19	1	0	1	0	1	0	16	19	0.16	19	15.79%	19	1	1	0	0	0	1	0.16	19	15.79%	19	1	1	0	0	1	0.16	19	15.79%	
Month 3 Total	19	1	0	1	0	1	0	16	19	0.16	19	15.79%	19	1	1	0	0	0	1	0.16	19	15.79%	19	1	1	0	0	1	0.16	19	15.79%	
4 9-12	14	1	0	1	0	1	0	4	10	0.71	14	71.43%	14	1	1	0	0	0	1	0.71	14	71.43%	14	1	1	0	0	1	0.71	14	71.43%	
Month 4 Total	14	1	0	1	0	1	0	4	10	0.71	14	71.43%	14	1	1	0	0	0	1	0.71	14	71.43%	14	1	1	0	0	1	0.71	14	71.43%	
5 9-12	10	1	0	1	0	1	0	0	10	1.00	10	100.00%	10	1	1	0	0	0	1	1.00	10	100.00%	10	1	1	0	0	1	1.00	10	100.00%	
Month 5 Total	10	1	0	1	0	1	0	0	10	1.00	10	100.00%	10	1	1	0	0	0	1	1.00	10	100.00%	10	1	1	0	0	1	1.00	10	100.00%	
6 9-12	14	1	0	1	1	1	0	0	12	0.86	12	100.00%	12	1	1	0	0	0	1	0.86	12	100.00%	12	1	1	0	0	1	0.86	12	100.00%	
Month 6 Total	14	1	0	1	1	1	0	0	12	0.86	12	100.00%	12	1	1	0	0	0	1	0.86	12	100.00%	12	1	1	0	0	1	0.86	12	100.00%	
7 9-12	18	0	0	0	0	0	0	0	0	0.00	0	0.00%	0	0	0	0	0	0	0	0.00	0	0.00%	0	0	0	0	0	0	0.00	0	0.00%	
Month 7 Total	18	0	0	0	0	0	0	0	0	0.00	0	0.00%	0	0	0	0	0	0	0.00	0	0.00%	0	0	0	0	0	0	0.00	0	0.00%		
Months 1-7 Cumulative 9-12	110	1	1	1	1	1	2	33	57	0.52	90	63.33%	90	1	1	1	2	2	0.52	90	63.33%	90	63.33%	90	1	1	1	2	2	0.52	90	63.33%
Months 1-7 Cumulative Total	110	1	1	1	1	1	2	33	57	0.52	90	63.33%	90	1	1	1	2	2	0.52	90	63.33%	90	63.33%	90	1	1	1	2	2	0.52	90	63.33%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Program I Independent Study

Month 1-7 (8/12/2019 - 2/21/2020)

	Month Grade Level		Program I Independent Study											
	Tchg Days	Enroll-ment	Fwd Carried	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport	Total Apport (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)	
A	B	C	D	E	F	G	H	I	J	K	L			

1	7-8	15	0	4	4	0	4	11	19	30	2.00	49	61.22%
1	9-12	15	0	7	7	0	7	8	5	92	6.13	97	94.85%
Month 1 Total			15	0	11	0	11	19	24	122	8.13	146	83.56%
2	7-8	20	4	0	4	1	3	10	14	56	2.80	70	80.00%
2	9-12	20	7	1	8	0	8	11	10	139	6.95	149	93.29%
Month 2 Total			20	11	12	1	11	21	24	195	9.75	219	89.04%
3	7-8	19	0	3	3	0	3	0	3	54	2.84	57	94.74%
3	9-12	19	8	0	8	0	8	0	16	136	7.16	152	89.47%
Month 3 Total			19	11	11	0	11	0	19	190	10.00	209	90.91%
4	7-8	14	0	3	3	0	3	0	0	42	3.00	42	100.00%
4	9-12	14	8	0	8	0	8	0	3	109	7.79	112	97.32%
Month 4 Total			14	11	11	0	11	0	3	151	10.79	154	98.05%
5	7-8	10	0	3	3	0	3	0	0	30	3.00	30	100.00%
5	9-12	10	8	0	8	0	8	0	0	80	8.00	80	100.00%
Month 5 Total			10	11	11	0	11	0	0	110	11.00	110	100.00%
6	7-8	14	3	0	3	1	2	2	0	40	2.86	40	100.00%
6	9-12	14	8	4	12	5	7	57	0	111	7.93	111	100.00%
Month 6 Total			14	11	15	6	9	59	0	151	10.79	151	100.00%
7	7-8	18	2	2	4	0	4	4	0	67	3.72	67	100.00%
7	9-12	18	7	5	12	1	11	39	1	176	9.78	177	99.44%
Month 7 Total			18	9	16	1	15	44	1	243	13.50	244	99.59%
Months 1-7 Cumulative 7-8		110	6	2	28	36	319	2.90	355	89.86%			
Months 1-7 Cumulative 9-12		110	17	6	115	35	843	7.66	878	96.01%			
Months 1-7 Cumulative Total		110	23	8	143	71	1162	10.56	1233	94.24%			

Note - Fields not relating to cumulative attendance are intentionally left blank.



Month 1-7 (8/12/2019 - 2/21/2020)

Month Grade Level	Tchng Days	A	B	C	D	E	F	G	H	I	J	K	L	Program S SAI																																																																																																																																																																																																																																																																																																	
														Enroll-ment	Fwd Carried	Gains	Total Enroll-(B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Attend	Total Apport (A*D) - G-H	A.D.A. Total (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)																																																																																																																																																																																																																																																																																						
1 7-8	15	0	0	30	30	0	30	0	8	442	29.47	450	98.22%	1 9-12	15	0	58	58	3	55	19	54	797	53.13	851	93.65%	Month 1 Total	15	0	88	88	3	85	19	62	1239	82.60	1301	95.23%	2 7-8	20	0	30	30	0	30	0	26	574	28.70	600	95.67%	2 9-12	20	0	55	55	2	53	17	67	1016	50.80	1083	93.81%	Month 2 Total	20	0	85	85	2	83	17	93	1590	79.50	1683	94.47%	3 7-8	19	0	30	30	1	29	5	26	539	28.37	565	95.40%	3 9-12	19	1	53	54	2	52	18	68	940	49.47	1008	93.25%	Month 3 Total	19	1	83	84	3	81	23	94	1479	77.84	1573	94.02%	4 7-8	14	2	29	31	2	29	22	40	372	26.57	412	90.29%	4 9-12	14	0	52	52	1	51	0	69	659	47.07	728	90.52%	Month 4 Total	14	2	81	83	3	80	22	109	1031	73.64	1140	90.44%	5 7-8	10	0	29	29	1	28	5	23	262	26.20	285	91.93%	5 9-12	10	0	51	51	0	51	0	32	478	47.80	510	93.73%	Month 5 Total	10	0	80	80	1	79	5	55	740	74.00	795	93.08%	6 7-8	14	0	28	28	0	28	0	19	373	26.64	392	95.15%	6 9-12	14	2	53	53	3	50	20	42	680	48.57	722	94.18%	Month 6 Total	14	2	81	81	3	78	20	61	1053	75.21	1114	94.52%	7 7-8	18	1	28	29	0	29	11	29	482	26.78	511	94.32%	7 9-12	18	0	50	50	4	46	40	70	790	43.89	860	91.86%	Month 7 Total	18	1	78	79	4	75	51	99	1272	70.67	1371	92.78%	Months 1-7 Cumulative 7-8	110	33	4	43	171	3044	27.67	3215	94.68%	Months 1-7 Cumulative 9-12	110	61	15	114	402	5360	48.73	5762	93.02%	Months 1-7 Cumulative Total	110	94	19	157	573	8404	76.40	8977	93.62%

Note - Fields not relating to cumulative attendance are intentionally left blank.



# Exhibit 7.2

## May 18, 2020

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

Evelyn Rojas, Board Member

Paula Gharib, Board Member

Mari Miller, Board Member

**INFO:**

2019-20 P-2 ADA filing for Hesperia. Executive team recommends approval of this action.

**Charter Status**

---

County: San Bernardino	Fiscal Year: 2019-20
District: Hesperia Unified : Encore Jr./Sr. High School for the	P-2
CDS CODE      36    75044    0116707    0971	Certificate Number: E18D901D

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Did the charter school cease operation during the current fiscal year?	No
Is this charter school in its first year of operation?	No
Enter Date (month, day, year) that instruction commenced	_/_/___
Does this charter school operate multiple instructional tracks?	No
Single Track Days of Operation	0
What is the site type of the charter school?	Site-based

**Attendance Charter School**

County: San Bernardino

Fiscal Year: 2019-20

District: Hesperia Unified : Encore Jr./Sr. High School for the

P-2

CDS CODE 36 75044 0116707 0971

Certificate Number: 3819E317

Did the charter school cease operation during the current fiscal year?	No
Is this charter school in its first year of operation?	No
Enter Date (month, day, year) that instruction commenced	_ / _ / _
Does this charter school operate multiple instructional tracks?	No
Single Track Days of Operation	0
What is the site type of the charter school?	Site-based

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA	A-1	0.00	0.00	342.10	557.17	899.27
Classroom-based ADA included in A-1	A-2	0.00	0.00	339.92	543.56	883.48
Extended Year Special Education [EC 56345(b)(3)] (Divisor 175)	A-3	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA included in A-3	A-4	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-5	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA included in A-5	A-6	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-7	0.00	0.00	0.00	0.00	0.00



**Attendance Charter School**

County: San Bernardino

Fiscal Year: 2019-20

District: Hesperia Unified : Encore Jr./Sr. High School for the

P-2

CDS CODE 36 75044 0116707 0971

Certificate Number: 3819E317

Classroom-based ADA included in A-7	A-8	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)</b>	A-9	0.00	0.00	342.10	557.17	899.27
<b>Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)</b>	A-10	0.00	0.00	339.92	543.56	883.48
<b>Non classroom-based ADA Totals (Difference of A-9 and A-10)</b>	A-11	0.00	0.00	2.18	13.61	15.79
<b>Other</b>						
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1, A-3, A-5 and A-7, TK/K-3 Column, First Year ADA Only)	B-1	0.00				0.00
Non classroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in A-11	B-2	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in A-11	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in B-2	B-4	0.00	0.00	0.00	0.00	0.00

**Certification**

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County: San Bernardino	Encore Jr./Sr. High School for the	Fiscal Year: 2019-20
District: Hesperia Unified	Performing and Visual Arts	P-2
CDS CODE    36    75044    0116707		E18D901D

---

**Charter Status**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official: \_\_\_\_\_ Date: \_\_\_\_\_

School District Superintendent:  Date: 4/22/20

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Denise Griffin  
**PHONE** (760) 949-2036 \*  
**FAX** \_\_\_\_\_  
**E-Mail** dg@officerteam.com

**Certification**


---

County: San Bernardino	Encore Jr./Sr. High School for the Performing and Visual Arts	Fiscal Year: 2019-20 P-2
District: Hesperia Unified		
CDS CODE    36    75044    0116707		E18D901D

---

**Charter Status**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:       Date: 4/21/20

School District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Denise Griffin  
**PHONE** (760) 949-2036 \*  
**FAX** \_\_\_\_\_  
**E-Mail** dg@officerteam.com

**Certification**

County: San Bernardino	Fiscal Year: 2019-20
District: Hesperia Unified	Encore Jr./Sr. High School for the P-2 Performing and Visual Arts
CDS CODE    36    75044    0116707	3819E317

**Attendance Charter School**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official: \_\_\_\_\_ Date: \_\_\_\_\_

School District Superintendent:  \_\_\_\_\_ Date: 4/22/20

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Denise Griffin  
**PHONE** (760)949-2036 \*  
**FAX** \_\_\_\_\_  
**E-Mail** dg@officerteam.com

**Certification**

County: San Bernardino

Fiscal Year: 2019-20

District: Hesperia Unified

Encore Jr./Sr. High School for the  
Performing and Visual Arts

P-2

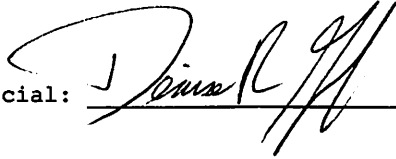
CDS CODE 36 75044 0116707

3819E317

**Attendance Charter School**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:



Date:

4/21/20

School District Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

County Superintendent of Schools: \_\_\_\_\_

Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Denise Griffin

**PHONE** (760) 949-2036 \*

**FAX**

**E-Mail** dg@officerteam.com