



## Board Meeting Agenda

**DATE 6/8/2020**

6:00 p.m.

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

**Sites:**

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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

*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 STRS, PERS, 403b PAYMENTS**
- ~~**5.2 MONTHLY FISCAL REPORTS**~~
- 5.3 DISCIPLINE REPORT-** Dean of Students, Hesperia
- 5.4 DISCIPLINE REPORT-** Dean of Students, Riverside
- 5.5 EXPENSE REPORTS**
- 5.6 DATA REPORTS**
- 5.7 MEETING MINUTES**
- 5.8 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 MASTER TEACHER PRESENTATION- A YEAR IN REVIEW- Department Chairs
- 6.10 SPED REPORT- Eric Buries

**7.0 ACTION ITEMS.**

**7.1 Facilities Report-includes critical needs for the coming school year. Executive team recommends approval of this action.**

**Approve**

<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	___	___	___	___

**7.2 Encore Hesperia 2020-21 July Budget. This is a very preliminary estimate at this point, as the state budget and federal funding are still very much in the air. We will be coming back with an updated budget in July or August once we have sufficient visibility to fine-tune these assumptions. Executive team recommends approval of this action.**

**Approve**

<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	___	___	___	___

**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 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 is **TBD**.



# Exhibit 5.1

## June 08, 2020

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Mari Miller, Board Member

### INFO:

**STRS, PERS, 403b Payment**

Hesperia Payroll Month	STRS/PERS Payment Due Date	Payment Date	PERS Ck Number	Date Cleared	STRS CK Number	Date Cleared	Max Days Past Due	403B Check number	Due Date based on regular rules, not safe harbor	Payment Date	Date Cleared	Max Days Past Due
July	15th of the month	7/10; 8/2	67063; 67173	7/11; 8/6	67064; 67173	7/11; 8/6	0	67272	7/28/2019	8/30/2019	9/6/2019	33
August	15th of the month	8/28; 9/10	67267; 67309	8/28; 9/10	67267; 67309	8/30; 9/12	0	67272	8/28/2019	8/30/2019	9/6/2019	2
September	15th of the month	9/26; 10/10	67416; 67496	9/26; 10/10	67416; 67496	9/27; 10/15	0	67505	9/28/2019	10/16/2019	10/24/2019	18
October	15th of the month	10/25; 11/8	67539; 67645	10/25; 11/8	67539; 67645	11/1; 11/14	0	67763	10/28/2019	11/20/2019	12/2/2019	23
November	15th of the month	11/25; 12/6	67791; 67829	11/25; 12/6	67791; 67829	11/27; 12/12	0	67798	11/28/2019	11/25/2019	12/11/2019	0
December	15th of the month	12/23; 1/10	67896; 67928	12/23; 1/10	67896; 67928	12/30; 1/13	0	67900	12/28/2019	12/19/2019	1/15/2020	0
January	15th of the month	1/24; 2/7	68042; 68067	1/27; 2/13	68042; 68067	1/27; 2/13	0	68126	1/28/2020	2/19/2020	2/27/2020	22
February	15th of the month	2/25; 3/6	68149; 68173	2/25; 3/6	68149; 68173	2/27; 3/9	0	68169	2/28/2020	3/5/2020	3/12/2020	6
March	15th of the month	3/23; 4/8	68197; 68343	3/24; 4/9	68197; 68343	3/24; 4/9	0	68280	3/28/2020	3/24/2020	4/1/2020	0
April	15th of the month	4/24; 5/7	68468; 68490	4/29; 5/7	68468; 68490	4/29; 5/7	-	68347	4/28/2020	4/14/2020	4/23/2020	0
May	15th of the month	5/20; 6/10	68507	5/26; 6/10	68507	5/26/2020	-	68505/68539	5/13; 5/27	5/19; 5/20	5/27/2020	6

Hesperia Contributions to PERS & STRS: Due date is the 5th business date of the month

Contributions to 403b

The DOL rule is somewhat gray. It states that: An employer is required to deposit your money into your retirement account as soon as the employee assets can be reasonably segregated from employer assets, but no later than 15 business days of the month following the month in which the payroll deduction occurred. Based on fact patterns in DOL plan audits and other published commentary, some considerations are as follows: • For plans with fewer than 100 participants, the DOL finalized regulations on January 14, 2010 which establishes a "safe harbor" of 7 business days following the payroll deduction date. Depositing employee 401K and 403b payroll deduction funds will be considered timely if this 7 day "safe harbor" test is met; and • No safe harbor time period exists for plans with 100 or more employee-participants. Commentary does exist that suggests funding the retirement plan by the due date of an employer's Form 941 tax deposit will be considered timely (which for large employers is the next day after payroll).

STRS 95% by 5th business day; remainder by 15th. 100% of payroll makes up 95% for charter and districts,.

PERS - 15 days 95%; remainder by end of month



# Exhibit 5.2

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**INFO:**

**Monthly Fiscal Report**



# Exhibit 5.3

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**INFO:**

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





**CAMPUS DISCIPLINE REPORT MAY 2020**

No Discipline during this period



# Exhibit 5.4

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Mari Miller, Board Member

**INFO:**

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

Board Meeting –6/2/20

Ramsey Hassen – Asst. Dean of Students

**RIVERSIDE DISCIPLINE DATA: MAY**

Nothing to Report



Exhibit  
5.5

June 08, 2020

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Mari Miller, Board Member

**INFO:**

**Expense Report-** Kelsey White

# JANUARY 2020

MONTH 7 OF 10

# RECONCILED BALANCES

Jan-20

<b>TEAM BALANCES - H &amp; R</b>	<b>\$</b>	<b>233,394.45</b>
SS BANK BALANCE 1/31/2020	\$	38,808.76
<b>TOTAL SS BANK BALANCES</b>	<b>\$</b>	<b>38,808.76</b>
RESERVE PENDING - new	\$	17,248.30
RESERVE PENDING - aging	\$	<b>242,665.46</b>
RESERVE PAYMENTS	\$	(36,000.00)
<b>TOTAL RESERVE PENDING</b>	<b>\$</b>	<b>223,913.76</b>
PENDING BACKUP - new		
PENDING BACKUP - aging	\$	14,315.75
FOUND BACKUP		
<b>TOTAL PENDING BACKUP</b>	<b>\$</b>	<b>14,315.75</b>
<b>TEAM TOTALS</b>	<b>\$</b>	<b>233,394.45</b>
<b>TOTAL SS BANK BALANCES</b>	<b>\$</b>	<b>38,808.76</b>
<b>TOTAL RESERVE PENDING</b>	<b>\$</b>	<b>223,913.76</b>
<b>TOTAL PENDING BACKUP</b>	<b>\$</b>	<b>14,315.75</b>

DATE	CAMPUS	NCR SALES	NCR DEPOSIT	T BANK DEPOSIT	PEND. REIMBL	OVER/SHORT	MISRING	Bank Verrified
1/6/2020	H	\$ 962.80	\$ 891.00	\$ 891.60				1/8/2020
1/7/2020	H	\$ 2,282.40	\$ 1,982.40	\$ 1,982.40				1/8/2020
1/8/2020	H	\$ 1,289.00	\$ 1,164.00	\$ 1,164.00				1/14/2020
1/9/2020	H	\$ 1,083.00	\$ 787.00	\$ 787.00				1/14/2020
1/10/2020	H	\$ 1,648.00	\$ 1,588.00	\$ 1,598.00		\$10.00	\$ 10.00	1/14/2020
1/13/2020	H	\$ 1,850.45	\$ 1,525.45	\$ 1,525.45				1/14/2020
1/14/2020	H	\$ 3,022.88	\$ 3,022.88	\$ 2,952.88	\$ (50.00)	-\$50.00		1/17/2020
1/15/2020	H	\$ 670.01	\$ 565.01	\$ 565.01				1/16/2020
1/16/2020	H	\$ 3,323.61	\$ 1,342.13	\$ 1,342.13				1/16/2020
1/17/2020	H	\$ 1,451.17	\$ 876.67	\$ 245.00		-\$631.67		1/17/2020
1/21/2020	H	\$ 493.01	\$ 443.01	\$ 443.01				1/21/2020
1/22/2020	H	\$ 1,305.00	\$ 1,215.00	\$ 1,055.00		-\$160.00		1/22/2020
1/23/2020	H	\$ 528.00	\$ 330.00	\$ 330.00				1/23/2020
1/24/2020	H	\$ 1,278.10	\$ 1,278.10	\$ 1,278.10				1/28/2020
1/27/2020	H	\$ 566.00	\$ 246.00	\$ 246.00				1/27/2020
1/28/2020	H	\$ 1,178.00	\$ 1,148.00	\$ 932.00		-\$216.00		1/29/2020
1/29/2020	H	\$ 1,070.77	\$ 999.77	\$ 999.77				1/29/2020
1/30/2020	H	\$ 710.00	\$ 710.00	\$ 710.00				1/31/2020
1/31/2020	H	\$ 855.00	\$ 725.00	\$ 653.00		-\$72.00	\$ (27.00)	2/5/2020 *
1/6/2020	R	\$ 4,714.96	\$ 4,264.96	\$ 4,264.96				1/8/2020
1/7/2020	R	\$ 580.00	\$ 560.00	\$ 360.00		-\$200.00		1/22/2020 check was r
1/8/2020	R	\$ 954.63	\$ 670.50	\$ 670.50				1/14/2020
1/9/2020	R	\$ 126.00	\$ 31.00	\$ 31.00				1/14/2020
1/10/2020	R	\$ 530.00	\$ 375.00	\$ 375.00				1/14/2020
1/13/2020	R	\$ 991.10	\$ 249.00	\$ -		-\$249.00		
1/14/2020	R	\$ 245.00	\$ 245.00	\$ 245.00				1/21/2020
1/15/2020	R	\$ 495.00	\$ 125.00	\$ 125.00				1/21/2020
1/16/2020	R	\$ 1,245.52	\$ 985.52	\$ 559.52		-\$426.00		1/28/2020 check was r
1/17/2020	R	\$ 1,135.99	\$ 483.00	\$ 463.00	\$ (20.00)	-\$20.00		1/21/2020
1/21/2020	R	\$ 193.00	\$ 140.00	\$ 140.00				1/23/2020
1/22/2020	R	\$ 1,595.55	\$ 1,370.55	\$ 1,370.55				1/28/2020
1/23/2020	R	\$ 1,307.00	\$ 722.00	\$ 722.00				1/27/2020
1/24/2020	R	\$ 921.00	\$ 691.00	\$ 691.00				1/28/2020

1/27/2020	R	\$	385.00	\$	385.00	\$	385.00	1/28/2020
1/28/2020	R	\$	739.80	\$	739.80	\$	739.80	1/31/2020
1/29/2020	R	\$	488.00	\$	343.00	\$	343.00	2/5/2020 *
1/30/2020	R	\$	674.50	\$	474.50	\$	474.50	2/6/2020 *
1/31/2020	R	\$	581.00	\$	281.00	\$	281.00	2/5/2020 *
		\$	43,470.25	\$	33,975.25	\$	31,941.18	\$ (70.00) -\$2,014.67 \$ (17.00)

1/7/2020	OTHER	WePay Payments	\$	276.44	Bank Verrified	\$	30,190.18
1/7/2020	OTHER	Bankcard Deposit	\$	29.25	Next Month	\$	1,751.00
1/10/2020	OTHER	Bankcard Deposit	\$	25.25		\$	31,941.18
1/10/2020	OTHER	PayPal Transfer	\$	1,689.94	Deposits	\$	31,941.18
1/13/2020	OTHER	Bankcard Deposit	\$	4.25			
1/13/2020	OTHER	WePay Payments	\$	164.77			
1/14/2020	OTHER	WePay Payments	\$	96.80	NCR Total	\$	33,975.25
1/14/2020	OTHER	Bankcard Deposit	\$	21.75	Deposits	\$	(31,941.18)
1/15/2020	OTHER	Bankcard Deposit	\$	28.50	Over	\$	2,034.07
1/16/2020	OTHER	Bankcard Deposit	\$	23.75	Preimbursements	\$	(2,014.67)
1/16/2020	OTHER	PayPal Transfer	\$	3,881.97	Bank Overage	\$	19.40
1/21/2020	OTHER	PayPal Transfer	\$	1,187.71			
1/22/2020	OTHER	Bankcard Deposit	\$	2.00			
1/22/2020	OTHER	Bankcard Deposit	\$	3.00	Deposits	\$	31,941.18
1/23/2020	OTHER	Bankcard Deposit	\$	1.50	Other	\$	46,250.48
1/23/2020	OTHER	Bankcard Deposit	\$	26.96	Bank Totals	\$	78,191.66
1/24/2020	OTHER	WePay Payments	\$	193.90			
1/24/2020	OTHER	Bankcard Deposit	\$	19.50			
1/24/2020	OTHER	PayPal Transfer	\$	1,189.21			
1/27/2020	OTHER	Bankcard Deposit	\$	49.00			
1/27/2020	OTHER	Bankcard Deposit	\$	79.00			
1/27/2020	OTHER	PayPal Transfer	\$	193.33			
1/28/2020	OTHER	Bankcard Deposit	\$	4.75			
1/28/2020	OTHER	Bankcard Deposit	\$	57.75			
1/28/2020	OTHER	PayPal Transfer	\$	340.54			
1/29/2020	OTHER	Bankcard Deposit	\$	0.75			



1/29/2020	OTHER	Bankcard Deposit	\$	26.25
1/29/2020	OTHER	PayPal Transfer	\$	207.81
1/30/2020	OTHER	Purchase Return	\$	375.96
1/30/2020	OTHER	Bankcard Deposit	\$	6.00
1/30/2020	OTHER	Bankcard Deposit	\$	15.00
1/31/2020	OTHER	Bankcard Deposit	\$	4.50
1/31/2020	OTHER	Bankcard Deposit	\$	23.25
1/31/2020	OTHER	Deposit	\$	36,000.00
1/31/2020	OTHER	Interest Payment	\$	0.14
			\$	46,250.48

not signed

not signed- 2 deposits

Date	Transaction Type	Name	Memo/Description	Split	Amount
01/02/2020	Expense	Constant Contact	831	Parent Communication 50/50	\$ (125.00)
01/02/2020	Expense	Shop N Go	795	Transportation 50/50	\$ (144.26)
01/03/2020	Expense	Samuel French	796	Class Supplies - Riverside	\$ (300.00)
01/03/2020	Expense	Box Inc.	870	IT Fee 50/50	\$ (15.00)
01/03/2020	Expense	Lowe's	871	Maintenance - Hesperia	\$ (358.84)
01/03/2020	Expense	Lowe's	797	Maintenance - Hesperia	\$ (123.35)
01/03/2020	Expense	Lowe's	798	Maintenance - Hesperia	\$ (13.45)
01/06/2020	Expense	Shell	800	Transportation 50/50	\$ (125.00)
01/06/2020	Expense	Shop N Go	801	Transportation 50/50	\$ (65.73)
01/06/2020	Expense	Home Depot	802	Class Supplies - Hesperia	\$ (14.15)
01/06/2020	Expense	Shop N Go	803	Transportation 50/50	\$ (87.00)
01/07/2020	Expense	Shop N Go	807	Transportation 50/50	\$ (245.00)
01/07/2020	Expense	Shop N Go	808	Transportation 50/50	\$ (50.00)
01/07/2020	Check	Chino Lumber & Hardware	809	Maintenance - Riverside	\$ (203.51)
01/08/2020	Expense	Chevron	810	Transportation 50/50	\$ (47.01)
01/08/2020	Expense	Chevron	811	Transportation 50/50	\$ (66.16)
01/08/2020	Expense	Staples	813	Office Supplies - Riverside	\$ (25.31)
01/09/2020	Expense	Amazon	814	Class Supplies - Riverside	\$ (157.22)
01/09/2020	Expense	RPS Riverside Parking	815	Parking - Riverside	\$ (8.00)
01/10/2020	Expense	Amazon	814	Class Supplies - Riverside	\$ (32.30)
01/10/2020	Expense	Call-Em-All	818	Parent Communication 50/50	\$ (630.00)
01/10/2020	Expense	Miguel's Jr	820	Professional Development 50/50	\$ (24.50)
01/10/2020	Expense	RPS Riverside Parking	821	Parking - Riverside	\$ (6.00)
01/10/2020	Expense	Shop N Go	824	Transportation 50/50	\$ (41.38)
01/10/2020	Expense	Big 5 Sporting Goods	825	Class Supplies - 50/50	\$ (405.01)
01/10/2020	Expense	Shop N Go	826	Transportation 50/50	\$ (147.10)
01/13/2020	Expense	Arby's	829	Professional Development 50/50	\$ (25.62)
01/13/2020	Expense	Marina Grocery	845	Transportation 50/50	\$ (50.00)
01/13/2020	Expense	Shop N Go	847	Transportation 50/50	\$ (141.56)
01/14/2020	Expense	G & M Chevron	852	Transportation 50/50	\$ (50.00)
01/14/2020	Expense	Shop N Go	853	Transportation 50/50	\$ (90.00)
01/14/2020	Expense	Shop N Go	854	Transportation 50/50	\$ (15.63)
01/15/2020	Expense	G & M Chevron	859	Transportation 50/50	\$ (63.23)

01/15/2020	Expense	Pro Music Group	861	Class Supplies - 50/50	\$	(282.73)
01/15/2020	Expense	Big 5 Sporting Goods	862	Class Supplies - Hesperia	\$	(34.39)
01/15/2020	Expense	USPS	863	Postage - Riverside	\$	(7.35)
01/15/2020	Expense	USPS	864	Postage - Riverside	\$	(7.35)
01/15/2020	Expense	Lowe's	865	Maintenance - Hesperia	\$	(129.63)
01/15/2020	Expense	Shop N Go	866	Transportation 50/50	\$	(120.20)
01/15/2020	Check	Riverside City College	869	Venue Rental - Riverside	\$	(3,076.00)
01/15/2020	Expense	Arco	886	Transportation 50/50	\$	(100.35)
01/16/2020	Expense	Arco	867	Transportation 50/50	\$	(100.35)
01/16/2020	Expense	Adobe Creative Cloud	779	Class Supplies - 50/50	\$	(1,640.00)
01/16/2020	Expense	The Tire Place	780	Transportation 50/50	\$	(15.00)
01/16/2020	Expense	The UPS Store	884	Postage - Hesperia	\$	(25.00)
01/16/2020	Expense	Guitar Center	885	Stolen Equipment Replacement 50/50	\$	(515.30)
01/16/2020	Expense	Food 4 Less	887	Class Supplies - Riverside	\$	(45.08)
01/16/2020	Expense	G & M Chevron	889	Transportation 50/50	\$	(72.94)
01/16/2020	Expense	Imperial Stations	890	Transportation 50/50	\$	(60.00)
01/16/2020	Expense	Southwest Airlines	881	Travel	\$	(231.96)
01/16/2020	Expense	Southwest Airlines	882	Travel	\$	(231.96)
01/17/2020	Expense	Shell	893	Transportation 50/50	\$	(63.38)
01/17/2020	Expense	G & M Chevron	894	Transportation 50/50	\$	(45.84)
01/17/2020	Expense	Best Buy	896	Class Supplies - Riverside	\$	(38.77)
01/17/2020	Expense	G & M Chevron	897	Transportation 50/50	\$	(16.00)
01/21/2020	Expense	Shell	906	Transportation 50/50	\$	(100.01)
01/21/2020	Expense	Circle K	908	Transportation 50/50	\$	(40.00)
01/21/2020	Expense	G & M Chevron	909	Transportation 50/50	\$	(63.37)
01/21/2020	Expense	Arco	910	Transportation 50/50	\$	(14.72)
01/21/2020	Expense	Main St. 76	913	Transportation 50/50	\$	(81.91)
01/21/2020	Expense	Shop N Go	914	Transportation 50/50	\$	(52.00)
01/21/2020	Expense	Shop N Go	915	Transportation 50/50	\$	(51.00)
01/21/2020	Expense	Main St. 76	912	Transportation 50/50	\$	(100.00)
01/22/2020	Expense	Retro Taco	921	Professional Development 50/50	\$	(143.86)
01/22/2020	Expense	Shop N Go	920	Transportation 50/50	\$	(90.00)
01/23/2020	Expense	DMV	924	Advertising - Hesperia	\$	(750.00)
01/23/2020	Expense	Shell	925	Transportation 50/50	\$	(60.50)
01/23/2020	Expense	Shell	926	Transportation 50/50	\$	(120.00)

01/23/2020	Expense	USA Gas	929	Transportation 50/50	\$	(45.04)
01/23/2020	Expense	Charlies Automotive	922	Transportation 50/50	\$	(468.93)
01/23/2020	Expense	Moms Smog	923	Transportation 50/50	\$	(470.60)
01/24/2020	Expense	Shop N Go	931	Transportation 50/50	\$	(56.63)
01/24/2020	Expense	Arco	933	Transportation 50/50	\$	(55.44)
01/24/2020	Check	Eileen Radzik	934	Class Supplies - Hesperia	\$	(750.00)
01/27/2020	Expense	WP Engine	935	Advertising & Marketing	\$	(115.00)
01/28/2020	Expense	Victorville Speedwash	937	Transportation 50/50	\$	(14.00)
01/28/2020	Expense	Shop N Go	940	Transportation 50/50	\$	(160.01)
01/29/2020	Expense	Food 4 Less	942	Professional Development 50/50	\$	(14.28)
01/29/2020	Expense	Shop N Go	943	Transportation 50/50	\$	(30.00)
01/29/2020	Expense	Imperial Stations	945	Transportation 50/50	\$	(52.77)
01/29/2020	Expense	Southwest Airlines	941	Travel	\$	(375.96)
01/30/2020	Expense	Shop N Go	951	Transportation 50/50	\$	(90.05)
01/31/2020	Expense	76 Gas Station	954	Transportation 50/50	\$	(65.03)
01/31/2020	Expense	The Tire Place	955	Transportation 50/50	\$	(260.00)
01/31/2020	Expense	Shop N Go	957	Transportation 50/50	\$	(56.81)
01/31/2020	Expense	Shop N Go	958	Transportation 50/50	\$	(90.00)
01/31/2020	Expense	Shop N Go	959	Transportation 50/50	\$	(90.00)
01/31/2020	Expense	Shop N Go	960	Transportation 50/50	\$	(45.65)
01/31/2020	Expense	Shop N Go	961	Transportation 50/50	\$	(93.17)
01/31/2020	Check	Erin Cherry	962	Per Diem - Hesperia	\$	(25.00)
01/31/2020	Check	Alexandria Legumina	963	Per Diem 50/50	\$	(25.00)
01/31/2020	Check	Alexandria Legumina	964	Per Diem 50/50	\$	(100.00)
1/14/2020	Cash Expense	Arco	967	Transportation 50/50	\$	(20.00)
1/19/2020	Cash Expense	Home Depot	968	Maintenance - Hesperia	\$	(1,134.63)
1/21/2019	Cash Expense	Lowe's	969	Maintenance - Hesperia	\$	(106.03)
1/21/2020	Cash Expense	The Tire Place	966	Transportation 50/50	\$	(15.00)
					\$	(17,248.30)

TEAM RECONCILIATION  
19/20 SCHOOL YEAR

TEAM	BALANCE 11/30/2019	ADVISER
2020 - H	\$ 12,429.87	KELSEY WHITE
2020 - R	\$ 6,238.61	
2021 - H	\$ 2,251.87	HALEY WHITING
2021 - R	\$ (3,917.41)	MICHELLE STONE
2022 - H	\$ 3,716.72	WINDI COLLINS
2022 - R	\$ 1,840.94	Irene Meadows
2023 - H	\$ 3,481.73	SANDI DEL SOLE
2023 - R	\$ 5,626.50	TBD
ACADEMIC	\$ 181.25	JORDAN LEVERETTE
AMBASSADORS	\$ 22,960.62	JOHNNA RAE
ART - H	\$ 6,217.78	RYAN TAYLOR/Gomar
ART - R	\$ 733.74	TBD
Art Crew H	\$ 755.00	A Gomar
ASB - H	\$ 17,865.08	KIKI SAMPSON
ASB - R	\$ 10,261.51	JUSTIN BARKDULL
BAND - H	\$ 1,775.58	BRIAN FORBES
BAND - R	\$ 497.45	DANIELLE PAHMEIER
BASKETBALL - H	\$ 2,778.18	JERRY ELIAS
BASKETBALL - R	\$ 910.67	CHILL KERNEY
BENEFIT	\$ 120.00	ASHLIN BARKDULL
BOWLING - H	\$ -	TBD
BOWLING - R	\$ 317.05	TBD
CHEER - H	\$ 2,965.74	HAILEY WHITING
CHEER - R	\$ 2,924.23	LEXI LEGUMINA
CHOIR - H	\$ 1,313.00	JAY GIBSON-HILL
CHOIR - R	\$ 14,306.77	BOB HEKEL
CIRCUS ELITE	\$ 659.58	JOHNNA RAE
CIRQUE - H	\$ 322.00	WINDI COLLINS
CIRQUE - R	\$ -	NONE
CONCERT ATTIRE - H	\$ -	ASHLIN BARKDULL
CONCERT ATTIRE - R	\$ -	ASHLIN BARKDULL
COOKING - H	\$ 1,406.50	Radzick
COSPLAY - H	\$ 838.32	CHRISTIE SCOTT
COSPLAY - R	\$ 1,241.82	DAWN LIVAUDIS
COSTUME DESIGN - H	\$ 1,005.79	SANDI DEL SOLE
COSTUME DESIGN - R	\$ 330.50	DAWN LIVAUDIS
COSTUME FEES	\$ -	SANDI DEL SOLE
CSF - H	\$ 297.45	JOHN PARKER
CSF - R	\$ 576.30	
DANCE - H		JAY GIBSON-HILL
DANCE - R		CAMEREN ALANIZ
DIRECTOR GRIFFIN	\$ (22.65)	DENISE GRIFFIN
DIRECTOR RAE		JOHNNA RAE

TEAM RECONCILIATION  
19/20 SCHOOL YEAR

DRAMA PRO - H	\$ 1,143.13	TBD
DRAMA PRO - R	\$ 864.63	TBD
EP	\$ (2,157.80)	JOHNNA RAE
FOUNDER - H	\$ 500.00	Ashlin Barkdull
FOUNDER - R	\$ 500.00	
GEN THEATER - H	\$ -	KELSEY WHITE
GEN THEATER - R	\$ -	KELSEY WHITE
HIP HOP - H	\$ 5,780.56	TAYLOR KITCHENS
HIP HOP - R	\$ 6,568.73	CHILL KERNEY
ITS	\$ 1,767.22	Jordan LEVERETTE
JASB - H	\$ 7,272.46	SAMANTHA OROS
JASB - R	\$ 8,753.62	LISA BALL
JR ART - R		NONE
JR DANCE - H	\$ 3,041.33	AL ZORN III
JR DANCE - R	\$ 4,234.03	
JV DANCE - H	\$ 1,125.19	HALEY WHITING
JV DANCE - R	\$ 5,665.20	CAMEREN ALANIZ
LEGACY BALL BENEFIT	\$ 1,000.00	ASHLIN BARKDULL
MEDIA TEAM - H	\$ 2,849.95	JOSH BARKDULL
MEDIA TEAM - R	\$ 755.00	TBD
MIXED ASB	\$ (17,981.02)	ASHLIN BARKDULL
MTRIAL - H	\$ 821.50	D Zamanis
MUSIC - H	\$ 1,793.80	BRIAN FORBES
MUSIC - R	\$ 50.00	DANIELLE PAHMEIER
MUSICAL PRO - H	\$ 2,891.17	TBD
MUSICAL PRO - R	\$ 4,903.35	TBD
NHD - H		KIM FERRANTE
NHD - R		TBD
NHS - H	\$ 401.79	JOHN PARKER
NHS - R	\$ 392.09	
PAC - H	\$ 493.50	MRS. FOX
PAC - R	\$ 12,566.18	
PHOTO - H	\$ 1,854.93	TBD
PHOTO - R	\$ 130.00	TBD
PLAYHOUSE - H	\$ 2,814.68	Glisson
PLAYHOUSE - R	\$ 2,207.20	
PRINT		TBD
PROD X - H	\$ (13,015.31)	JAY GIBSON HILL
PROD X - R	\$ (403.67)	Jay Gibson Hill
SCREEN - R	\$ 300.00	ALDORA THACKERAY
SNOW - H	\$ 179.04	Erin Cherry
SNOW - R	\$ 120.21	LEXI LEGUMINA
SR. PROD - H	\$ 4,512.18	DENISE GRIFFIN
SR. PROD - R	\$ 1,500.34	DENISE GRIFFIN

TEAM RECONCILIATION  
19/20 SCHOOL YEAR

STAR QUEST	\$ 5.00	JOHNNA RAE
Street Band	\$ (1,453.83)	DANIELLE PAHMEIER
TROUPE - H	\$ (414.45)	MICHAEL NEVAREZ
TROUPE - R	\$ (3,585.26)	BRANDON HILL
VDANCE - H	\$ 1,763.15	JAY GIBSON HILL
VDANCE - R	\$ 5,896.50	
WORLD	\$ 16,327.78	JOHNNA RAE
YEARBOOK - H	\$ 4,212.79	TBD
YEARBOOK - R	\$ (1,218.51)	TBD
STUDENT PAYMENT PLAN	\$ 30,457.98	ASHLIN BARKDULL
<b>TOTAL TEAM BALANCES</b>	<b>\$ 233,394.45</b>	



GAINS AND LOSS REPORT

DATE	BALANCE	TERMS	ACOUNT
1/31/2020	\$ 6,898.27	NCR Total	S.P.P
1/31/2020	\$ (1,830.00)	Olsen Photography - Senior Pano's	S.P.P
1/31/2020	\$ 50.00	Fundraiser	2020 H
1/31/2020	\$ 250.00	NCR	2020 R
1/31/2020	\$ 15.00	Flashlight Army - ncr	2021 H
1/31/2020	\$ 765.00	Aquarium of the Pacific	2023 H
1/31/2020	\$ 600.00	Aquarium of Pacific	2023 R
1/30/2020	\$ 517.83	Ambassador Team Payment NCR	Ambassadors
1/30/2020	\$ 100.00	Comp Fee NCR	Ambassadors
1/30/2020	\$ 120.00	Cruise NCR	Ambassadors
1/30/2020	\$ 240.00	Disneyland NCR	Ambassadors
1/30/2020	\$ 60.00	Knotts NCR	Ambassadors
1/30/2020	\$ 59.55	Misc NCR	Ambassadors
1/30/2020	\$ 50.00	Team Gear Returning NCR	Ambassadors
1/27/2020	\$ (60.20)	Amazon - Jump Ropes	Ambassadors
1/14/2020	\$ (809.81)	Throw Blankets Amazon	Ambassadors
1/13/2020	\$ (648.00)	Knotts Berry Farm	Ambassadors
1/16/2020	\$ (465.00)	Johns Incredible Pizza	Ambassadors
1/1/2020	\$ 100.00	Student Payment	Ambassadors
1/6/2020	\$ 285.00	Student payment	Ambassadors
1/23/2020	\$ 200.00	Student payment	Ambassadors
1/13/2020	\$ 100.00	Student payment	Ambassadors
1/10/2020	\$ (901.85)	Jean Jackets	Ambassadors
1/31/2020	\$ 60.00	Art Crew Shirts - NCR	Art Crew H
1/31/2020	\$ 5.00	Team Dues- NCR	Art Crew H
1/31/2020	\$ 100.00	Ceramics Field Trip	Art Crew H
1/23/2020	\$ (140.00)	Ceramics Field Trip	Art Crew H
1/11/2020	\$ (11.18)	Vallarta water for basketball	ASB H
1/15/2020	\$ (484.99)	Mascotsale - Mascot	ASB H
1/10/2020	\$ (93.68)	Taco Bell - Team Advisor	ASB H
1/9/2020	\$ (172.58)	Papa Johns - Team Advisor	ASB H
1/23/2020	\$ (1,526.98)	Sams Club Student Store	ASB H
1/31/2020	\$ 2,508.46	Ncr sales	ASB H
1/31/2020	\$ 1,241.80	NCR	ASB R
1/11/2020	\$ (99.15)	Smart & Final	ASB R
1/11/2020	\$ (160.00)	Billy Ortiz - Bball Ref	ASB R
1/11/2020	\$ (160.00)	Ignacio Ortiz - Bball Ref	ASB R
1/21/2020	\$ (35.91)	Smart & Final	ASB R
1/21/2020	\$ (66.77)	Party City	ASB R
1/23/2020	\$ (5.97)	Smart & Final	ASB R
1/23/2020	\$ (173.29)	Smart & Final	ASB R
1/23/2020	\$ (56.67)	Smart & Final	ASB R
1/31/2020	\$ 40.00	NCR Funds	Art R
1/8/2020	\$ (45.65)	JoAnn	Art R
1/7/2020	\$ (69.47)	Smart & Final	ASB R
1/9/2020	\$ (114.08)	Smart & Final	ASB R

GAINS AND LOSS REPORT

1/9/2020	\$	(19.58)	Dollar Tree	ASB R
1/10/2020	\$	(10.00)	Cofee Bean	ASB R
1/10/2020	\$	(19.41)	Walmart	Band H
1/31/2020	\$	5.00	Drumline Shirts	Basketball H
1/31/2020	\$	516.45	NCR	Basketball R
1/31/2020	\$	230.00	NCR	Basketball R
1/6/2020	\$	(778.46)	Custom Ink Uniforms	Basketball R
1/6/2020	\$	(602.28)	Custom Ink Uniforms	Cheer H
1/31/2020	\$	552.00	NCR Payments	Cheer R
1/31/2020	\$	320.00	NCR Payments	Cheer R
1/13/2020	\$	(184.00)	Cheersounds	Choir R
1/30/2019	\$	781.96	NCR Fundraiser	Cosplay H
1/31/2020	\$	83.00	NCR Payments	Cosplay R
1/31/2020	\$	(62.80)	Dawn Livadaius Refund	Costume Design H
1/31/2020	\$	660.00	NCR Costume Fees	CSF H
1/31/2020	\$	165.00	NCR Payments	Dir Griffin
1/3/2020	\$	(449.25)	Lowes	Hip Hop H
1/31/2020	\$	1,299.34	Ncr Payments	Hip Hop R
1/29/2020	\$	1,565.00	NCR Proceeds	Hip Hop R
1/31/2019	\$	(538.08)	Rush Order Tees	Hip Hop R
1/1/2020	\$	35.00	Transferred from Media Team H to JHASB H for I	JHASB H
1/31/2020	\$	(986.00)	Jr Dance - Percy Bakker Center	JHASB H
1/31/2020	\$	2,542.00	NCR	JHASB H
1/31/2020	\$	(179.92)	Sams Club - Vending Machine	JHASB H
1/31/2020	\$	1,566.00	NCR	JHASB R
1/31/2020	\$	555.00	NCR	JR Dance H
1/15/2020	\$	(280.00)	Letter sweaters- transfer to H ASB	Jr Dance R
1/15/2020	\$	(120.00)	Letter sweaters- transfer to R ASB	Jr Dance R
1/28/2020	\$	88.60	NCR Proceeds	Jr Dance R
1/31/2020	\$	(396.52)	Custom Ink Gear	Jr Dance R
1/31/2020	\$	(138.08)	Amazon - Gear	Jr Dance R
1/31/2020	\$	(159.82)	Amazon - Gear	Jr Dance R
1/10/2020	\$	170.00	Student Payment	JV Dance H
1/31/2020	\$	520.00	NCR Funds	JV Dance H
1/15/2020	\$	(245.00)	Letter sweaters- transfer to H ASB	JV Dance R
1/15/2020	\$	(105.00)	Letter sweaters- transfer to R ASB	JV Dance R
1/28/2020	\$	1,513.50	NCR Proceeds	JV Dance R
1/28/2020	\$	(138.08)	Amazon - Gear	JV Dance R
1/28/2020	\$	(159.82)	Amazon - Gear	JV Dance R
1/28/2019	\$	100.00	2 students bought red sweaters	JV Dance R
1/1/2020	\$	(35.00)	Transfer to JHASB H for Medieviel Times Covera	Media H
1/31/2020	\$	25.00	NCR Funds	Media H
1/13/2020	\$	(10.86)	Staples - Social	Mixed ASB
1/15/2020	\$	(114.96)	Amazon- Social	Mixed ASB
1/14/2020	\$	(468.54)	Amazon- Social	Mixed ASB
1/14/2020	\$	(795.00)	DJ for Social	Mixed ASB
1/14/2020	\$	(802.50)	Amazon- Social	Mixed ASB

GAINS AND LOSS REPORT

1/18/2020	\$	(540.00)	All Seasons Party Rental - Tent for Social	Mixed ASB
1/17/2020	\$	(258.00)	Pizza Hut - Social	Mixed ASB
1/17/2020	\$	(19.37)	Office Max	Mixed ASB
1/17/2020	\$	(4,100.00)	Dance Floor Social	Mixed ASB
1/18/2020	\$	(324.12)	Sams Club Social	Mixed ASB
1/18/2020	\$	(26.89)	Sams Club Social	Mixed ASB
1/14/2020	\$	(1,000.00)	Inverse Pro Audio - DJ Setup	Mixed ASB
1/17/2020	\$	(200.00)	Olson Photography - Social Photo booth	Mixed ASB
1/17/2020	\$	(318.62)	Sams Club Social	Mixed ASB
1/14/2020	\$	(3,500.00)	Polaris Group - Venue for Social	Mixed ASB
1/10/2020	\$	(435.78)	Amazon- Social	Mixed ASB
1/10/2020	\$	(995.58)	Amazon- Social	Mixed ASB
1/10/2020	\$	(3,232.50)	El Tio Alex - Food for Social	Mixed ASB
1/8/2020	\$	(96.90)	Amazon- Social	Mixed ASB
1/31/2020	\$	48.60	Social VIP TIX	Mixed ASB
1/31/2020	\$	270.00	NCR Hoodies	MockTrial H
1/31/2020	\$	160.00	Tix Sales ncr	Musical H
1/31/2020	\$	140.00	ncr dues	NHS -H
1/31/2020	\$	20.00	ncr dues	NHS R
1/31/2020	\$	3,203.00	Fundraiser NCR	PAC R
1/31/2020	\$	557.10	NCR Funds	Playhouse H
1/28/2020	\$	1,526.00	NCR Funds	Pro X H
1/22/2019	\$	(17,846.00)	MTCA	Pro X H
12/14/2020	\$	(112.70)	Sees Candies	Pro X H
12/17/2020	\$	(309.55)	Sees Candies	Pro X H
1/14/2020	\$	(3,000.00)	MTCA Payment	Pro X H
1/13/2020	\$	(25.00)	E Cherry ticket	Snowboarding H
1/31/2020	\$	(50.00)	E Cherry lift ticket	Snowboarding H
1/13/2020	\$	(70.00)	E Cherry Lift Ticket & Parking Pass	Snowboarding H
1/13/2020	\$	(70.00)	L Legumina Lift Ticket & Parking Pass	Snowboarding R
1/13/2020	\$	(25.00)	L Legumina Lift Ticket	Snowboarding R
1/31/2020	\$	(50.00)	L Legumina Lift Ticket	Snowboarding R
1/31/2020	\$	2,357.28	NCR Funds	SR Dir H
1/24/2020	\$	(62.43)	Staterbros - Bohemian	SR Dir H
12/9/2019	\$	(8.58)	The Home Depot grimms	SR Dir H
12/9/2020	\$	(42.88)	The Home Depot grimms	SR Dir H
12/12/2020	\$	(14.54)	Walmart Grimms	SR Dir H
1/31/2020	\$	1,341.40	NCR Funds	SR Dir R
1/30/2020	\$	(396.91)	D Livadais Refund	SR Dir R
11/18/2019	\$	(194.18)	The Home Depot - Ghost Train	SR Dir R
11/21/2019	\$	(45.10)	Michaels- Ghost Train	SR Dir R
11/26/2019	\$	(103.05)	The Home Depot - Ghost Train	SR Dir R
1/31/2020	\$	393.00	NCR Fundraiser	Troupe H
1/31/2020	\$	255.83	NCR Funds	V Dance - H
1/31/2020	\$	400.00	NCR Catalina 1st Payment	World Scholars
1/31/2020	\$	1,775.00	NCR Catalina 2nd Payment	World Scholars
1/31/2020	\$	2,095.00	NCR Catalina 3rd payment	World Scholars

## GAINS AND LOSS REPORT

1/31/2020	\$	825.00	Catalina Fulll Trip	World Scholars
1/31/2020	\$	25.00	Member fees	World Scholars
1/31/2020	\$	25.00	Sweatshirt	World Scholars
1/31/2020	\$	50.00	Team dues & T Shirts	World Scholars



Exhibit  
5.6

June 08, 2020

Encore Education Corporation

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[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:**

**Data Reports-** Julia Dolf

## Benchmark Action Plans

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** RLA 7

**Campus:** Hesperia

<p><b>Where are we now?</b> (What does the data say?)</p>	<p>According to the data, there are several areas where the students are not meeting the state standards. However, in comparison to the Fall Benchmarks, the students have shown improvement.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>Students need additional practice/activities that will allow the students sufficient opportunities to increase their ability to demonstrate to meet state standards.</p>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p>Students recently relearned about the appropriate structure of an organized paragraph, and have been provided additional writing opportunities, where they will receive feedback on their writing. Their recently assigned writing prompt requires them to cite evidence and use specific examples. Students will also participate in activities and lessons that will allow them to strengthen their understanding of punctuation, grammar, spelling and using context clues.</p>

<p><b>Who is doing what?</b> (Responsibilities)</p>	<p>The instructor will identify engaging student activities that will allow students the opportunity to learn/master 7th Grade RLA Standards. The instructor will also check for understanding in class, and offer tutoring for individuals who are unable to demonstrate the ability to meet/exceed state standards.</p> <p>Students will participate in the activities and take advantage of tutoring opportunities.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will teach the students the best way to approach reading passages and answering questions (multiple choice and short answer) related to them. We will reteach test-taking strategies and how to use context clues.</p>
<p><b>How are we going to measure and show progress?</b> (Even before test results)</p>	<p>Group/individual assessments will be given via practice exams, quizzes, and exams will allow the instructor to measure the students' ability to meet/exceed state standards.</p>

## **Benchmark Action Plans (Post Covid-19)**

**Data:** May 6, 2020

**Goal:** To improve CAASPP scores for the 2020-2021 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** RLA 7

**Campus:** Hesperia

<b>Where are we now?</b> (What does the data say?)	According to the data, there are several areas where the students are not meeting the state standards. However, in comparison to the Fall Benchmarks, the students have shown improvement.
<b>Where do we need to go?</b> (What do we need to do?)	Students need additional practice/activities that will allow the students sufficient opportunities to increase their ability to demonstrate to meet state standards.
<b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)	Throughout the academic year, 2020-2021, students will complete the Online Practice Test for Students, available through the CAASP website ( <a href="http://www.caaspp.org/practice-and-training/index.html">http://www.caaspp.org/practice-and-training/index.html</a> ). We will also use appropriate text and resources to (re)introduce students to grammar, reading strategies, and writing skills. Students will also participate in activities and lessons, independent and project-based learning, that will allow them to strengthen their understanding of punctuation, grammar, spelling and using context clues. Students will also be given appropriate writing prompts so that they can practice citing material, throughout the year. The rubrics used to



	<p>guide/improve their writing will be similar to the one used for their CAASP writing materials.</p>
<p><b>Who is doing what?</b> (Responsibilities)</p>	<p>The instructor will identify engaging student activities, relatable text materials (novels, short stories, articles, etc) that will allow students the opportunity to learn/master 7th Grade RLA Common Core State Standards. The instructor will also check for understanding in class, and offer tutoring for individuals who are unable to demonstrate the ability to meet/exceed state standards. The instructor will provide appropriate writing prompts, related to assigned text, accompanied by the rubrics provided on the CAASP practice site.</p> <p>Students will participate in the activities, complete assessments, and take advantage of tutoring opportunities.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will teach the students the best way to approach reading passages and answering questions (multiple choice and short answer) related to them. We will reteach test-taking strategies and how to use context clues. The CAASP site has a text-to-speech feature, for those that are not reading at grade level. For assigned reading, struggling readers, will have access to either the text-to-speech function on their Chromebooks or an audiobook [link] will accompany their reading material.</p>
<p><b>How are we going to measure and show progress?</b> (Even before test results)</p>	<p>Group/individual assessments will be given via practice exams, quizzes, and exams will allow the instructor to measure the students' ability to meet/exceed state standards.</p>



## **Benchmark Action Plans**

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 30 points indicated on the 5x5 scale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** RLA and History

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>According to the data our students are primarily struggling when answering questions that require them to utilize critical thinking skills, citing evidence within text, making inferences, reading comprehension, determining meaning of unknown words within text, forming/using verbs in various moods, and using grade appropriate language/vocabulary.</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>Focus needs to be placed on developing those skills within our students and getting our students to utilize the skills that they have (as they have been evidenced in class, but not always reflected in their testing scores).</p>
<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>We are going to incorporate bell ringers that focus on developing critical thinking skills, specifically by having students analyze quotes (history) or read informational texts (English). To make sure that comprehension and learning is taking place, we will have students break down sentences/root or word meanings, explain how they were able to infer meaning from the text, and back up their responses with evidence taken from the text or quote. Additionally, in English, students will continue to review the areas that students are struggling in (standards with the lowest scores).</p>

<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>Greene will continue to work with students to develop grammar skills (verb voice and mood, recognizing figurative language, etc.). Students will also continue to utilize the short answer response method taught in class so that they will make inferences from the text, find, and include, sufficient evidence in their written responses, and create multi-sentence responses. Focus will also be placed on locating context clues within text to assist in meaning and comprehension.</p> <p>Beck will be incorporating more DBQs to help promote reading comprehension and content analysis. In addition to this, he will continue to work with students in breaking down questions to ensure understanding, finding context clues within the text read, and reading text with the class so that all students are aware of text meaning.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will continue to complete class readings and check for comprehension prior to answering questions so that students are prepared. We will continue to make sure that our students are utilizing the aides, or Ms. Roy, when needed so that they can get the one-on-one help that they may need. In addition to this, we are going to continue to teach our students techniques that will assist them when answering short response questions, finding/citing evidence, and test taking strategies so that they are not feeling overwhelmed throughout the process.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>This will be done through both formal and informal assessments such as class discussions, individual written responses, and multiple choice assignments.</p>

## **Benchmark Action Plans (Post COVID-19)**

**Data:** May 1, 2020

**Goal:** To improve CAASPP scores for the 2020-2021 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** RLA and History

**Campus:** Hesperia

<p><b>Where are we now?</b> (What does the data say?)</p>	<p>According to the data our students are heavily struggling when answering questions that require them to utilize critical thinking skills. In addition, they are having difficulty analyzing written text, citing evidence within text, making inferences based upon their reading, reading comprehension, determining meaning of unknown words within text, forming/using verbs in various moods, and using grade appropriate language/vocabulary.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>Focus needs to be placed on developing those skills within our students and getting our students to utilize the skills that they have (as they have been evidenced in class, but not always reflected in their testing scores).</p>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p>We are going to incorporate bell ringers that focus on developing critical thinking skills, specifically by having students analyze quotes (history) or read informational texts (English). To make sure that comprehension and learning is taking place, we will have students break down sentences/root or word meanings, explain how they were able to infer meaning from the text, and back up their responses with evidence taken from the text or quote. Specific bell ringers will be used that align with the standards that students are showing difficulty in</p>

	<p>mastering. Resources to do this will be pulled from both paper and digital sources, and said sources will aid in student review of the areas that students are struggling in within the English curriculum. (standards with the lowest scores). In addition to this, practice assessments will take place on a regular basis so that mastery (or the lack thereof) can be determined and further reviewed.</p>
<p><b>Who is doing what?</b>  (Responsibilities)</p>	<p>RLA will continue to work with students to develop grammar skills (verb voice and mood, recognizing figurative language, etc.). Students will also continue to utilize the short answer response method taught in class so that they will make inferences from the text, find, and include, sufficient evidence in their written responses, and create multi-sentence responses. Focus will also be placed on locating context clues within text to assist in meaning and comprehension. Bell ringer exercises and activities that specifically address standards that students are struggling in will be sought out and incorporated and, when applicable, shared with the history teacher. In addition to this, during novel and short story readings, activities and assignments that reinforce these standards will be incorporated.</p> <p>History will incorporate DBQs to help promote reading comprehension and content analysis. In addition to this, teacher will continue to work with students in breaking down questions to ensure understanding, finding context clues within the text read, and reading text with the class so that all students are aware of text meaning.</p>

<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will continue to complete class readings and check for comprehension prior to answering questions so that students are prepared. We will continue to make sure that our students are utilizing SPED aides and teachers, when needed so that they can get the one-on-one help that they may need. In addition to this, we are going to continue to teach our students techniques that will assist them when answering short response questions, finding/citing evidence, and test taking strategies so that they are not feeling overwhelmed throughout the process.</p>
<p><b>How are we going to measure and show progress?</b>  (Even before test results)</p>	<p>This will be done through both formal and informal assessments such as class discussions, review activities, individual written and verbal responses, interim assessments, and multiple choice assignments.</p>

## Benchmark Action Plans

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 30 points indicated on the 5x5 scale using February 2020 Benchmark results.

**Department:** English

**Subject:** English 1/2

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Students are struggling with words in context, MLA Format, colons, semicolons, quotations, sentence complexity, parallel structure, vocabulary, euphemism, oxymoron, commonly confused words, idioms, citing textual evidence, figurative language, organization in writing, and research essay writing.</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>We need to improve the following standards, which are elaborated on at the end of this document:</p> <p><i>*Percentages indicate the score range students obtained in benchmarks.</i></p> <ol style="list-style-type: none"><li>1. CCSS-ELA-lit L 9-10 3a <b><u>10%</u></b></li><li>2. CCSS-ELA-lit L 9-10 2a-c <b><u>20-30%</u></b></li><li>3. CCSS-ELA-lit L 9-10 1a <b><u>30%</u></b></li><li>4. CCSS-ELA-lit L 9-10 5 <b><u>50-60%</u></b></li><li>5. CCSS-ELA-lit L 9-10 6 <b><u>50-60%</u></b></li><li>6. CCSS-ELA-lit RI 9-10 1 <b><u>30%</u></b></li><li>7. CCSS-ELA-lit RL 9-10 4 <b><u>40%</u></b></li><li>8. CCSS-ELA-lit W 9-10 4 <b><u>40%</u></b></li><li>9. CCSS-ELA-lit W 9-10 7 <b><u>40%</u></b></li><li>10. CCSS-ELA-lit W 9-10 8 <b><u>20-60%</u></b></li></ol>



<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>Please see the yellow highlighted portion below.</p>
<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>Please see the blue highlighted portion below.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>Review the interface of the test.</p> <p>Review four types of questions.</p> <p>Review how to carefully read text sections for better understanding, without skipping information; reviewing how to look for key terms, words, and phrases in the text.</p> <p>Advising to utilize accommodations.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>Growth in percentages in the 10 standards:</p> <p><i>*Percentages indicate the score range students obtained in benchmarks.</i></p> <ol style="list-style-type: none"> <li>1. CCSS-ELA-lit L 9-10 3a <b>10%</b></li> <li>2. CCSS-ELA-lit L 9-10 2a-c <b>20-30%</b></li> <li>3. CCSS-ELA-lit L 9-10 1a <b>30%</b></li> <li>4. CCSS-ELA-lit L 9-10 5 <b>50-60%</b></li> <li>5. CCSS-ELA-lit L 9-10 6 <b>50-60%</b></li> <li>6. CCSS-ELA-lit RI 9-10 1 <b>30%</b></li> <li>7. CCSS-ELA-lit RL 9-10 4 <b>40%</b></li> <li>8. CCSS-ELA-lit W 9-10 4 <b>40%</b></li> <li>9. CCSS-ELA-lit W 9-10 7 <b>40%</b></li> <li>10. CCSS-ELA-lit W 9-10 8 <b>20-60%</b>.</li> </ol>

## **LANGUAGE**

### 1. CCSS-ELA-lit L 9-10 3a **10%**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

- Notes:
  - MLA Format
  - Word in Context
- 9th Units:
  - Research Paper/Persuasive Writing
  - Writing Strategies/Writing Process
- 10th:
  - Speeches

### 2. CCSS-ELA-lit L 9-10 2a-c **20-30%**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly

- Notes:
  - Semicolon
  - Colons
  - Quotation
    - Dialogue
  - Sentence structure (Simple, complex, compound, and compound/complex)
- 9th Units:
  - Bell Ringers
  - Writing Strategies/Writing Process
- 10th:
  - Fables and Myths
  - Bell Ringers

### 3. CCSS-ELA-lit L 9-10 1a **30%**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Use parallel structure.\***

- 9th Units:
  - Bell Ringers
- 10th:

- Speeches (Presidential Speeches)
- Bell Ringers

4. CCSS-ELA-lit L 9-10 5 **50-60%**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

● 9th Units:

- Bell Ringers
  - Euphemism
  - Oxymoron
  - Commonly confused words in context
  - Idioms

● 10th:

- Speeches (Presidential Speeches)
- Bell Ringers
  - Euphemism
  - Oxymoron
  - Commonly confused words in context
  - Idioms
  - Parts of Speech

5. CCSS-ELA-lit L 9-10 6 **50-60%**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

● 9th Units:

- More Vocabulary

● 10th:

- Vocabulary, More

**READING INFORMATIONAL TEXTS**

6. CCSS-ELA-lit RI 9-10 1 **30%**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

● 9th Units:

- Romeo and Juliet
  - Specific Inference activity
- Research Paper/Persuasive Writing
  - CRAAP Test

● 10th:

- Reading Informational Texts

## **READING STANDARDS FOR LIT**

### 7. CCSS-ELA-lit RL 9-10 4 **40%**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- 9th Units:

- SOAPSTone

- 10th:

- Reading Informational Texts
  - SOAPSTone

## **WRITING**

### 8. CCSS-ELA-lit W 9-10 4 **40%**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- 9th Units:

- Research Paper/Persuasive Writing
- Writing Strategies/Writing Process

- 10th:

- Reading Informational Texts
  - Expository Writing

### 9. CCSS-ELA-lit W 9-10 7 **40%**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 9th Units:

- Research Paper/Persuasive Writing

- 10th:

- Reading Informational Texts
  - Socratic Seminar

### 10. CCSS-ELA-lit W 9-10 8 **20-60%**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;

integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

- 9th Units:

- Research Paper/Persuasive Writing

- 10th:

- Reading Informational Texts
  - Socratic Seminar

## Post COVID19 Action Plans

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by **20 points** indicated on the 5x5 scale using February 2020 Benchmark results.

**Department:** English

**Subject:** English 1/2

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Students are struggling with words in context, MLA Format, colons, semicolons, quotations, sentence complexity, parallel structure, vocabulary, euphemism, oxymoron, commonly confused words, idioms, citing textual evidence, figurative language, organization in writing, and research essay writing.</p> <p><u><i>Pandemic Addition:</i></u></p> <p>Over the course of the pandemic, students have been required to complete all of their school work online. This has caused a deterioration in students' writing abilities because of the medium through which students produce their writing (i.e. virtually). Because the style of writing that students produce through social media, video games, and online comments does not require grammatically correct formatting, students have thereby extended this casual writing style into their academic work. This can be seen as a "channel changing" issue, in which students are not considering their audience and medium of writing.</p> <p>Therefore, we will be revisiting "channel changing" in class as it relates to writing for an audience and academics. Students will have multiple scenarios</p>
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	<p>presented to them and appropriate styles of writing for each to address this concern.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>We need to improve the following standards, which are elaborated on at the end of this document:</p> <p><u><i>Pandemic Addition:</i></u></p> <p>The below standards still need to be addressed.</p> <p><i>*Percentages indicate the score range students obtained in benchmarks.</i></p> <ol style="list-style-type: none"> <li>11. CCSS-ELA-lit L 9-10 3a <b>10%</b></li> <li>12. CCSS-ELA-lit L 9-10 2a-c <b>20-30%</b></li> <li>13. CCSS-ELA-lit L 9-10 1a <b>30%</b></li> <li>14. CCSS-ELA-lit L 9-10 5 <b>50-60%</b></li> <li>15. CCSS-ELA-lit L 9-10 6 <b>50-60%</b></li> <li>16. CCSS-ELA-lit RI 9-10 1 <b>30%</b></li> <li>17. CCSS-ELA-lit RL 9-10 4 <b>40%</b></li> <li>18. CCSS-ELA-lit W 9-10 4 <b>40%</b></li> <li>19. CCSS-ELA-lit W 9-10 7 <b>40%</b></li> <li>20. CCSS-ELA-lit W 9-10 8 <b>20-60%</b></li> </ol>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p><u><i>Pandemic Addition:</i></u></p> <p>Please see the yellow highlighted portion above.</p>

<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p><u>Pandemic Addition:</u></p> <p>Please see the blue highlighted portion above.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p><u>Pandemic Addition:</u></p> <p>Review the interface of the test.</p> <p>Review four types of questions.</p> <p>Review how to carefully read text sections for better understanding, without skipping information; reviewing how to look for key terms, words, and phrases in the text.</p> <p>Advising to utilize accommodations.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>Growth in percentages in the 10 standards:</p> <p><i>*Percentages indicate the score range students obtained in benchmarks.</i></p> <ol style="list-style-type: none"> <li>11. CCSS-ELA-lit L 9-10 3a <b><u>10%</u></b></li> <li>12. CCSS-ELA-lit L 9-10 2a-c <b><u>20-30%</u></b></li> <li>13. CCSS-ELA-lit L 9-10 1a <b><u>30%</u></b></li> <li>14. CCSS-ELA-lit L 9-10 5 <b><u>50-60%</u></b></li> <li>15. CCSS-ELA-lit L 9-10 6 <b><u>50-60%</u></b></li> <li>16. CCSS-ELA-lit RI 9-10 1 <b><u>30%</u></b></li> <li>17. CCSS-ELA-lit RL 9-10 4 <b><u>40%</u></b></li> <li>18. CCSS-ELA-lit W 9-10 4 <b><u>40%</u></b></li> <li>19. CCSS-ELA-lit W 9-10 7 <b><u>40%</u></b></li> <li>20. CCSS-ELA-lit W 9-10 8 <b><u>20-60%</u></b>.</li> </ol>



## **Benchmark Action Plans**

**Date:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 20 points indicated on the 5x5 sale using February 2020 benchmark results.

**Department:** High ELA / History

**Subject:** 11<sup>th</sup> Grade ELA / U.S. History

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>The results for 11<sup>th</sup> grade ELA mainly fall into the 60%-80% correct range. There are some outliers. For example, the results for writing standards 2A (dealing with informative/explanatory texts) were significantly lower than the rest of the standards covering 11<sup>th</sup> grade writing applications. For most of the writing standards, they fell into the 60-70% mark in terms of getting the correct answer. Looking at the language standards, these on the whole were the highest on average. Several of these were closer to the 80% correct range. However, LS 1A, 2A, and 5B were lacking. Going on to reading informational text standards, the pattern here is roughly 50%-60% correct. However, under RSIT 5, there was a decline in proficiency. This standard here only averaged a 30% rate. This standard deals with analysis of textual structure. This is the one standard under this category that requires the most attention. Lastly, considering the standards for literary texts, there were only two questions here. One standard averaged 70%, whereas the other one was 30% (RSL 4). This particular standard addresses the usage of words and phrases in text, including figurative and connotative meanings. In summary, writing standards for expository / informational writing and certain language standards involving figurative language are two</p>
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	<p>key areas that students appear to be struggling with the most.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>We would like to see standards in these two above-mentioned categories (WS 2A-F) and LS 1A, 2A, and 5B) double in percentage of proficient achievement. For all other standards under a 60% proficiency rate, a 10% increase is a realistic and attainable goal to aim for by the next round of benchmarks. With an emphasis on cross curricular activities between Social Science and English, we can blend writing and reading strategies for success.</p>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p>11<sup>th</sup> grade ELA students are currently working on a problem-solution essay, and this combines elements of argumentative writing and expository writing. There is an intensive emphasis on the expository element in which students are analyzing and explaining a current social problem, detailing its causes and its effects. 11<sup>th</sup> grade students in AP Lit and Comp are writing an analytical essay in which they are examining a 19<sup>th</sup> prose passage. This writing exercise requires close reading skills and emphasizes the methods that an author uses to convey meaning. Additionally, the released test questions that we are covering in ELA classes reinforce elements of figurative language. After state testing is over, students in ELA classes will continue to complete SAT prep questions as part of their daily bell work to highlight the expectations associated with these standards.</p>

<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>With context being developed from history classes and an emphasis on building structured writing skills, high school ELA and History teachers can raise the proficient levels of writing skills and cognitive thinking skills.</p> <p>Social science will support ELA by utilizing primary source documents, offering cross-curricular opportunities to maximize content being learned, emphasizing grammar and vocabulary, as well as reiterating test-taking strategies.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will continue to adhere to the requirements outlined in our students' IEPs and 504 plans. Additionally, we will consult our corresponding grade SPED teacher for specific resources and strategies to implement with regards to the standards that were identified above.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>There will be two approaches that we will emphasize to measure progress: qualitative and quantitative data. Qualitative data will be measured by a "pre-test"/summative idea in which the students will identify if they feel they have grown on the subject of reading and deriving key term concepts. Quantitative data will then be the mathematical data that will show the growth of a student in regards to success and achievement on tests. We will utilize the Cyber High final exams for units 8-10 in addition to the spring benchmarks to obtain the quantitative data.</p>

## **Benchmark Action Plans (After Distance Learning)**

**Date:** May 27, 2020

**Goal:** To improve CAASPP scores for the 2020-2021 school year by 20 points indicated on the 5x5 scale using February 2020 benchmark results.

**Department:** High ELA / History

**Subject:** 11<sup>th</sup> Grade ELA / U.S. History

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Current English III class averages are as follows (as of May 27):</p> <p>Period 4: 89%; two D's</p> <p>Period 6: 87%; two D's</p> <p>Period 9: 85%; two D's, one F</p> <p>The February 2020 benchmark results for 11<sup>th</sup> grade ELA mainly fall into the 60%-80% correct range. There are some outliers. For example, the results for writing standards 2A (dealing with informative/explanatory texts) were significantly lower than the rest of the standards covering 11<sup>th</sup> grade writing applications. For most of the writing standards, they fell into the 60-70% mark in terms of getting the correct answer. Looking at the language standards, these on the whole were the highest on average. Several of these were closer to the 80% correct range. However, LS 1A, 2A, and 5B were lacking. Going on to reading informational text standards, the pattern here is roughly 50%-60% correct. However, under RSIT 5, there was a decline in proficiency. This standard here only averaged a 30% rate. This standard deals with analysis of textual structure. This is the one standard under this category that requires the most attention. Lastly, considering the standards for literary texts, there were only two questions here. One standard</p>
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	<p>averaged 70%, whereas the other one was 30% (RSL 4). This particular standard addresses the usage of words and phrases in text, including figurative and connotative meanings. In summary, writing standards for expository / informational writing and certain language standards involving figurative language are two key areas that students appear to be struggling with the most. We will implement resources and strategies to raise scores overall, not just in these target areas.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>We would like to see standards in these two above-mentioned categories (WS 2A-F) and LS 1A, 2A, and 5B) double in percentage of proficient achievement. For all other standards under a 60% proficiency rate, a 10% increase is a realistic and attainable goal to aim for by the next round of benchmarks. With an emphasis on cross curricular activities between Social Science and English, we can blend writing and reading strategies for success.</p>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p>All 11<sup>th</sup> grade ELA and History teachers will assign all written/free response activities in Cyber High.</p> <p>High school ELA teachers would like to standardize the approach to teaching writing across all the grades. We would like uniformity in terms of teaching the stages of the writing process itself, as well as other mechanical aspects of writing, such as paragraph structure, integration of evidence, and defense of the claim/thesis. We would also like to normalize the terminology and “jargon” used in reference to the writing process.</p> <p>In order to emulate the expectations on the CAASPP ELA performance task (synthesizing multiple sources of information into an</p>

argumentative essay), after reading a full-length work in a Cyber High unit teachers could gather multiple critical essays and articles in response to said work and have students read the articles, formulate a central stance/thesis, and then develop an essay or multi-paragraph response integrating evidence from their sources.

Each high school ELA unit in Cyber High features a unit that deals specifically with the writing process, whether that be writing essays or speeches. However, all of these units come either toward the end of first semester or during second semester. We would like to consider re-ordering the sequence of the units so as to present the units covering the writing process toward the beginning of the first semester. This would provide students with a firm foundation for the expectations of the writing process at the beginning of the school year. This could be a beneficial approach given that students are writing essays all throughout each semester and in each unit, and it would be useful to have the rules and standards presented early on to students in order to consolidate and systematize the academic writing process throughout the remainder of the school year.

11<sup>th</sup> grade ELA students completed a problem-solution essay, which combined elements of argumentative writing and expository writing. There is an intensive emphasis on the expository element in which students are analyzing and explaining a current social problem, detailing its causes and its effects. 11<sup>th</sup> grade students in AP English write numerous analytical essays in which they examine challenging prose passages. This writing exercise requires close reading skills and emphasizes the methods that an author uses to convey meaning. Additionally, the released test questions that we are covering in ELA classes

	<p>reinforce elements of figurative language. After state testing is over, students in ELA classes will continue to complete SAT prep questions as part of their daily bell work to highlight the expectations associated with these standards.</p>
<p><b>Who is doing what?</b>  (Responsibilities)</p>	<p>ELA teachers will be responsible for implementing the daily SAT and CAASPP practice questions.</p> <p>ELA teachers will also be primarily responsible for teaching the appropriate skills and tools for successfully crafting argumentative and expository writing applications.</p> <p>ELA teachers will also emphasize written assignments that require students to analyze nonfiction documents and cull evidence from those sources to bolster their argument.</p> <p>Social science teachers will continue to work to build structured writing skills. Through this inter-discipline collaboration, we can raise the proficiency levels of writing skills and cognitive thinking skills.</p> <p>Social science will continue to support ELA by utilizing primary source documents, offering cross-curricular opportunities to maximize content being learned, emphasize grammar and vocabulary, as well as reiterate test-taking strategies.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>Moving forward, we will implement techniques and ideas developed to better prepare students for success on the 11<sup>th</sup> grade ELA CAASPP.</p> <p>We will continue to adhere to the requirements outlined in our students' IEPs and 504 plans. Additionally, we will consult our corresponding grade SPED teacher for specific resources and</p>

	<p>strategies to implement with regards to the standards that were identified above.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>We will utilize all new Cyber High final exams for next semester (English 3A, Units 1-5) to garner accurate data reflecting student growth and mastery of standards.</p> <p>We will utilize results from the preliminary benchmark administered in the fall to determine where students stand academically.</p> <p>There will be two approaches that we will emphasize to measure progress: qualitative and quantitative data. Qualitative data will be measured by a “pre-test” written and verbal assessment in which the students will discuss to what extent they feel they have grown on the subject. This could also be administered via a survey. Quantitative data would then be the mathematical data achieved from assessments that will show the growth of a student in regards to success and achievement on tests.</p>



## Benchmark Action Plans

**Date:** May 27, 2020

**Goal:** To improve 12<sup>th</sup> grade science CAST and ELA benchmark scores for the 2019-2020 school year by 20 points indicated on the 5x5 sale using February 2020 benchmark results.

**Department:** High ELA / History

**Subject:** 12<sup>th</sup> Grade ELA / Government and Economics

**Campus:** Hesperia

<b>Where are we now?</b>	
(What does the data say?)	

	<p>two key areas that students consistently appeared to have a difficult time with.</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p>We would like to see standards in these two above-mentioned categories (WS 3A-E) and LS 1A, 4C, and 5B) double in percentage of proficient achievement. For all other standards under a 60% proficiency rate, a 10% increase is a realistic and attainable goal to aim for by the next round of benchmarks. With an emphasis on cross curricular activities between Social Science and English, we can successfully blend writing and reading strategies for literature/fiction and nonfiction documents. Additionally, we would like to see an improvement in 12<sup>th</sup> grade CAST scores as well.</p>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<p>12<sup>th</sup> grade English IV students finished working on an open-argument essay, which combined elements of argumentative writing and expository writing. The emphasis on the expository element is strong, requiring students to analyze and explain a current social problem, detailing its causes and its effects. The argumentative element is also present, in which students must argue and defend their stance on this issue. Additionally, these students also wrote narrative and expository essays last semester. 12<sup>th</sup> grade students in AP English write extensive analytical essay in which they examine poetry and prose passages. This writing exercise requires close reading skills and emphasizes the methods that an author uses to convey meaning. Additionally, the CSU English placement test questions and the SAT prep questions that we cover in 12<sup>th</sup> grade ELA classes reinforce elements of figurative language. During first semester, seniors complete SAT prep questions as part of their daily bell work to highlight the expectations associated with these standards. During second</p>

	<p>semester, they focus on the CSU English placement test questions.</p>
<p><b>Who is doing what?</b>  (Responsibilities)</p>	<p>In an effort to improve overall literacy and to bolster test-taking strategies, as well as raise overall levels of comfortability in taking tests, ELA teachers will continue to incorporate practice ELA SAT prep questions and released test questions from the CSU English placement test.</p> <p>ELA teachers will continue to emphasize argumentative, expository, and narrative writing applications in an effort to raise benchmark scores.</p> <p>Elements from the Princeton Review’s Word Smart and SAT Power Vocab resources will be integrated into class in the form of the SAT “word (and root) of the day.” This will specifically target the deficiencies in the Language Standards component of the 2020 February benchmark.</p> <p>Social science teachers will continue to focus on building structured writing skills in an effort to raise cognitive thinking skills.</p> <p>Social science teachers will continue to support ELA teachers in raising overall 12<sup>th</sup> grade literacy levels to improve CAST scores. Strategies include utilizing primary source documents, offering cross-curricular opportunities to maximize content being learned, emphasizing grammar and vocabulary, as well as reiterating test-taking strategies.</p>

<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>We will reach out for grade-level appropriate vocabulary and figurative language resources from the SPED department.</p> <p>We will continue to adhere to the requirements outlined in our students' IEPs and 504 plans. Additionally, we will consult our corresponding grade SPED teacher for specific resources and strategies to implement with regards to the standards that were identified above.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>We will utilize pre-test surveys, questionnaires, class discussions, and writing assignments in which students will be able to share how they feel in terms of their progress and mastery of the skills and standards. This would be considered formative assessment. We will then obtain quantitative data standardized assessments, such as their Cyber High unit finals, quarterly benchmarks, and semester final exams.</p>

## Benchmark Action Plans (After Distance Learning)

**Date:** May 27, 2020

**Goal:** To improve 12<sup>th</sup> grade science CAST and ELA benchmark scores for the 2020-2021 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** High ELA / History

**Subject:** 12<sup>th</sup> Grade ELA / Government and Economics

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Current English IV class averages are as follows (as of May 27):</p> <p>Period 2: 87%; two D's</p> <p>Period 8: 89%; no D's or F's</p> <p>The February 2020 benchmark results for 12<sup>th</sup> grade fall primarily into the 45/50%-70% correct range. There are some outliers. For example, the results for language standards 2A (dealing with conventions of standard English) were significantly lower than the rest of the standards covering 12th grade language applications. For most of the writing standards, they fell into the 55-65% mark in terms of getting the correct answer. Looking at the language standards, these on the whole were the highest on average. Several of these were closer to the 80% or above correct range. However, LS 1A, 4C, and 5B were lacking. Going on to reading informational text standards, the pattern here is somewhere in the 50% correct range. However, under RSIT 4, there was a drop in mastery. This standard here only averaged a 10% correct rate. This standard deals with the meanings of words and phrases in a text. Lastly, considering the standards for literary texts, there were only two questions here. One standard averaged 85% correct, whereas the other one was 40% (RSL</p>
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	<p>4). This particular standard addresses the analysis of a grasping point of view, especially dealing with verbal irony, sarcasm, etc. In summary, writing standards for narrative writing applications and certain language standards are two key areas that students appear to be struggling with the most. However, due to many 12<sup>th</sup> grade students taking advantage of the enrichment courses being offered, many of their grades, as well as overall class averages, have gone up significantly.</p>
<p><b>Where do we need to go?</b>  (What do we need to do?)</p>	<p>We would like to see seniors achieve a measurable increase on their CAST science test results, possibly somewhere in the neighborhood of a 5-10% increase. We would like to see standards in these two above-mentioned categories (WS 3A-E) and LS 1A, 4C, and 5B) double in percentage of proficient achievement on the quarterly ELA benchmark. For all other standards under a 60% proficiency rate, a 10% increase is a realistic and attainable goal to aim for by the next round of benchmarks. With an emphasis on cross curricular activities between Social Science and English, we can successfully blend writing and reading strategies for literature/fiction and nonfiction documents. We would also like to see improved proficiency in the analysis of the texts.</p>
<p><b>How are we going to do it?</b>  (What specifically are we going to do, in our classrooms?)</p>	<p>All 12<sup>th</sup> grade ELA and History teachers will assign all written/free response activities in Cyber High.</p> <p>High school ELA teachers would like uniformity in terms of teaching the stages of the writing process itself, as well as other mechanical aspects of writing, such as paragraph structure, integration of evidence, and defense of the claim/thesis. We would like to standardize this process across all grade levels. We would also</p>

like to normalize the terminology and “jargon” used in reference to the writing process. Additionally, for 12<sup>th</sup> grade, seniors should complete a final research-based project that is cumulative in nature.

After reading a full-length work in a Cyber High unit, teachers could gather multiple critical essays and articles in response to said work and have students read the articles, formulate a central stance/thesis, and then develop an essay or multi-paragraph response integrating evidence from their sources. This will help further prepare seniors for the expectations of college-level written assignments.

Each high school ELA unit in Cyber High features a unit that deals specifically with the writing process, whether that be writing essays or speeches. However, all of these units come either toward the end of first semester or during second semester. We would like to consider re-ordering the sequence of the units so as to present the units covering the writing process toward the beginning of the first semester. This would provide students with a firm foundation for the expectations of the writing process at the beginning of the school year. This could be a beneficial approach given that students are writing essays all throughout each semester and in each unit, and it would be useful to have the rules and standards presented early on in the school year to ensure consistency.

12<sup>th</sup> grade English IV students completed an open-argument essay, which combined elements of argumentative writing and expository writing. Additionally, English IV students also wrote a college admission essay and a character analysis essay, emphasizing narrative and expository writing applications. 12<sup>th</sup> grade students in AP English write numerous analytical essays in which they examine

challenging poetry and prose passages. This writing exercise requires close reading skills and emphasizes the methods that an author uses to convey meaning. Additionally, we study SAT prep questions and CSU EPT prep questions in each class. This will help further bridge any gaps that students might be facing with proficiency levels.

Both high school ELA and history classes could incorporate a module or two (depending on time constraints) each semester from the CSU's Expository Reading and Writing Curriculum. There are curricula available for each grade level, with each grade featuring module-type units that revolve around a controversial social issue. Each module includes a number of source readings, these typically being non-fiction articles from journals, newspapers, periodicals, or magazines, presenting a variety of stances and viewpoints of the central social issue. The summative assessment for each unit requires students to understand the issue at hand, adopt a critical stance on it, construct an essay in defense of their stance, and synthesize supporting information/evidence from multiple sources. This reading and writing process very closely mirrors the ELA CAASPP performance task and reinforces the analytical and rhetorical tools needed to maneuver the challenges of the task and emerge from it successfully. The synthesis essay for the AP English Language and Composition exam and the document-based question for the AP World History and U.S. History exams also address the same skill set, albeit at significantly more rigorous levels, and released topics from previous AP exams could be substituted to provide students with a more challenging experience.



	<p>Collectively, all of these strategies can increase achievement scores on the 12<sup>th</sup> grade ELA benchmarks.</p>
<p><b>Who is doing what?</b>  (Responsibilities)</p>	<p>ELA teachers will be responsible for implementing the daily SAT, AP, and CSU EPT practice questions to improve benchmark data.</p> <p>ELA teachers will be in charged of teaching the required writing strategies to raise benchmark scores.</p> <p>ELA teachers will also emphasize written assignments that require students to analyze nonfiction documents and cull evidence from those sources to bolster their argument. This will further prepare students for college-level writing as well as bridge proficiency gaps in benchmark data.</p> <p>Social science teachers can work with ELA teachers to reinforce the analysis of nonfiction texts as well as expository writing strategies.</p> <p>Social science teachers will support ELA teachers by utilizing primary source documents, offering cross-curricular opportunities to maximize content being learned, emphasize grammar and vocabulary, as well as reiterate test-taking strategies.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>Looking to the future, we will work closely with the SPED department to obtain appropriate resources for reinforcing figurative language and narrative writing concepts.</p> <p>We will continue to adhere to the requirements outlined in our students' IEPs and 504 plans. Additionally, we will consult our corresponding grade SPED teacher for specific resources and strategies to implement with regards to the standards that were identified above. This</p>

	<p>should have a direct correlation to increased benchmark scores.</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>We will utilize all new Cyber High final exams for next semester (English 4A, Units 1-5) to obtain and analyze accurate data reflecting student growth and mastery of standards.</p> <p>We will utilize results from the preliminary benchmark administered in the fall to determine where students stand academically.</p> <p>We will continue to administer a “pre-test” before each Cyber High unit exam. This could also be administered via a survey, questionnaire, group discussion, or written assignment. This would allow students to express their thoughts on where they stand and how prepared they feel to take the exam. This would be a formative assessment of sorts. In terms of summative assessment, we would evaluate the results from the quarterly benchmarks, Cyber High unit exams, and semester final exams.</p>

## Benchmark Action Plans

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** Math 7

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>The data shows that the students have slight improvement in standards 7ee82, but in general, students are barely hitting the 50% mark on their standards</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>We would like the students to reach 60% - 80% on all standards.</p>
<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>We are having trouble with students being motivated to do their work. In 7th and 8th grade, the students have just been passed along without having to master the concepts and not having to repeat the material that they</p> <p>Start making them retake their math classes and take away one of their electives if they do not pass the previous years course.</p> <p>Have more assignments as exit tickets where they cannot physically leave without turning in an assignment.</p> <p>Individual reward system - top student of the month in each math period, greatest improvement, etc.</p>

	<p>Mandatory tutoring twice a month that is part of grade</p> <p>Implement an academic tutoring period in the middle school schedule that is the same for all teachers where students are assigned to an academic teacher and can get a pass to see another teacher for their specific needs.</p>
<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>Counselors - Assign students course that they need to retake and remove elective course</p> <p>Teachers - put step-by-step tutorials, give at home tutoring through Google Classroom that are pre-recorded to be able to access at home.</p> <p>Students - keep on top of homework and attend tutoring, ask questions when they don't understand.</p> <p>Parents - check google classroom and missing work constantly</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>SPED strategies class focuses on one topic each day (Monday/Tuesday - Math, Wednesday/Thursday - RLA, Friday - teachers choice) for the first half of the period and then students focus on other assignments and needs for the second half of the day.</p> <p>504 should have a strategies class that aligns with curriculum for that course to review information learned as well as fundamentals</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>Grade improvements, test improvements, quiz improvements,</p>

## **Benchmark Action Plans (Post COVID-19)**

**Date:** 05/01/20

**Goal:** To improve CAASPP scores for the 2020-2021 school year by 20 points indicated on the 5x5 scale using February 2020 Benchmark results.

**Department:** Junior High

**Subject:** 7th Grade Math

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>The data shows that the students have slight improvement in standards 7ee82, but in general, students are barely hitting the 50% mark on their standards</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>We would like the students to reach 60% - 80% on all standards. We would like to see an increase in students' critical thinking and question answering skills.</p>
<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>We are having trouble with students being motivated to do their work. In 7th and 8th grade, the students have just been passed along without having to master the concepts and not having to repeat the material that they</p> <p>Start making them retake their math classes and take away one of their electives if they do not pass the previous years course.</p> <p>Have more assignments as exit tickets where they cannot physically leave without turning in an assignment.</p> <p>Individual reward system - top student of the month in each math period, greatest improvement, etc.</p> <p>Mandatory tutoring twice a month that is part of grade</p>

	<p>Implement an academic tutoring period in the middle school schedule that is the same for all teachers where students are assigned to an academic teacher and can get a pass to see another teacher for their specific needs.</p> <p>More project based assessment. To improve critical thinking skills.</p> <p>Introduce higher order questioning skills into the classroom to improve student knowledge retention and critical thinking skills.</p>
<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>Counselors - Assign students course that they need to retake and remove elective course</p> <p>Teachers - put step-by-step tutorials, give at home tutoring through Google Classroom that are pre-recorded to be able to access at home. Teachers will design project based assessments that require the student to use critical thinking skills. Teachers will start from the beginning of the year building students skills in answering questions to enable them to answer higher order questions with confidence.</p> <p>Students - keep on top of homework and attend tutoring, ask questions when they don't understand.</p> <p>Parents - check google classroom and missing work constantly</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>SPED strategies class focuses on one topic each day (Monday/Tuesday - Math, Wednesday/Thursday - RLA, Friday - teachers choice) for the first half of the period and then students focus on other assignments and needs for the second half of the day. Work with students to build missing skills to help them achieve goals and complete work.</p>

	504 should have a strategies class that aligns with curriculum for that course to review information learned as well as fundamentals
<b>How are we going to measure and show progress?</b>  (Even before test results)	Grade improvements, test improvements, quiz improvements, improved question answering and critical thinking skills.

## Benchmark Action Plans

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 20 points indicated on the 5x5 scale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** Math 8

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Students are barely getting past the 50% mark on the standards but looking at the data from both benchmark tests, the students have improved across the board in most standards that they were tested on.</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>We would like the students to reach 60% - 80% on all standards.</p>
<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>We are having trouble with students being motivated to do their work. In 7th and 8th grade, the students have just been passed along without having to master the concepts and not having to repeat the material that they</p> <p>Start making them retake their math classes and take away one of their electives if they do not pass the previous years course.</p> <p>Have more assignments as exit tickets where they cannot physically leave without turning in an assignment.</p> <p>Individual reward system - top student of the month in each math period, greatest improvement, etc.</p>



	<p>Mandatory tutoring twice a month that is part of grade</p> <p>Implement an academic tutoring period in the middle school schedule that is the same for all teachers where students are assigned to an academic teacher and can get a pass to see another teacher for their specific needs.</p>
<p><b>Who is doing what?</b></p> <p>(Responsibilities)</p>	<p>Counselors - Assign students course that they need to retake and remove elective course</p> <p>Teachers - put step-by-step tutorials, give at home tutoring through Google Classroom that are pre-recorded to be able to access at home</p> <p>Students - keep on top of homework and attend tutoring, ask questions when something is confusing</p> <p>Parents - check google classroom and missing work constantly</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>SPED strategies class focuses on one topic each day (Monday/Tuesday - Math, Wednesday/Thursday - RLA, Friday - teachers choice) for the first half of period and then students focus on other assignments and needs for second half of day</p> <p>504 should have a strategies class that aligns with curriculum for that course to review information learned as well as fundamentals</p>
<p><b>How are we going to measure and show progress?</b></p> <p>(Even before test results)</p>	<p>Grade improvements, test improvements, quiz improvements</p>

## **Benchmark Action Plans (Post Covid-19)**

**Data:** May 5, 2020

**Goal:** To improve CAASPP scores for the 2020-2021 school year by 20 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** Middle School

**Subject:** Math 8

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>Students are barely getting past the 50% mark on the standards but looking at the data from both benchmark tests, the students have improved across the board in most standards that they were tested on.</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>We would like the students to reach 70% - 90% on all standards.</p>
<p><b>How are we going to do it?</b></p> <p>(What specifically are we going to do, in our classrooms?)</p>	<p>We are having trouble with students being motivated to do their work. In 7th and 8th grade, the students have just been passed along without having to master the concepts and not having to repeat the material that they have not mastered.</p> <p>Start making them retake their math classes and take away one of their electives if they do not pass the previous years course.</p> <p>Have more assignments as exit tickets where they cannot physically leave without turning in an assignment.</p> <p>Individual reward system - top student of the month in each math period, greatest improvement, etc.</p> <p>Mandatory tutoring twice a month that is part of grade</p>

	<p>Implement an academic tutoring period in the middle school schedule that is the same for all teachers where students are assigned to an academic teacher and can get a pass to see another teacher for their specific needs.</p> <p>Start every day with a Test Prep question and Fridays will be used for Test Prep when not taking exams and benchmarks.</p>
<p><b>Who is doing what?</b>  (Responsibilities)</p>	<p>Counselors - Assign students course that they need to retake and remove elective course</p> <p>Teachers - put step-by-step tutorials, give at home tutoring through Google Classroom that are pre-recorded to be able to access at home and Zoom tutoring for students that cannot stay after school for help.</p> <p>Students - keep on top of homework and attend tutoring, ask questions when something is confusing</p> <p>Parents - check google classroom and missing work constantly. Attend conferences to see how their child is doing and make sure they are doing their homework</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p>SPED strategies class focuses on one topic each day (Monday/Tuesday - Math, Wednesday/Thursday - RLA, Friday - teachers choice) for the first half of period and then students focus on other assignments and needs for second half of day</p> <p>504 should have a strategies class that aligns with curriculum for that course to review information learned as well as fundamentals</p>

**How are we going to measure and show progress?**

(Even before test results)

Grade improvements, test improvements, quiz improvements

## Dashboard Action Plans: Sent By Jessica Meyer November 19<sup>th</sup> 2020

**Data:** Dashboard from 2017/2018 to 2018/2019 State Testing Scores

**Timeline:** Adoption in October 2019; Update in February 2020; Results and Review in Fall 2020

**Department:** High School Math

**Subject:** 11<sup>th</sup> Grade Math (Math III)

<p><b>Where are we now?</b> (What does the data say?)</p>	<p><u>Hesperia:</u> Increased in 11<sup>th</sup> grade; 18% Proficient</p> <p><u>Riverside:</u> Increased in 11<sup>th</sup> grade; 25% Proficient</p>
<p><b>Where do we need to go?</b> (What do we need to do?)</p>	<p><u>Hesperia:</u></p> <ul style="list-style-type: none"> <li>- Decrease “Standard Not Met” to 55%</li> <li>- Increase “Standard Met” and “Standard Exceeded” by 3% total.</li> </ul> <p><u>Riverside:</u></p> <ul style="list-style-type: none"> <li>- Decrease “Standard Not Met” to 44%</li> <li>- Increase “Standard Met” and “Standard Exceeded” by 3% total.</li> </ul>
<p><b>How are we going to do it?</b> (What specifically are we going to do, in our classrooms?)</p>	<ul style="list-style-type: none"> <li>- Practicing the test questions (CAASPP)</li> <li>- Practice CAASPP Performance Tasks</li> <li>- Math integration with other courses</li> <li>- Integrate more critical thinking</li> <li>- Checking for understanding</li> <li>- Using quizzes as formative assessments</li> </ul>
<p><b>Who is doing what?</b> (Responsibilities)</p>	<ul style="list-style-type: none"> <li>- Teachers use CAASPP Test Questions and Performance tasks in class</li> <li>- Collaborate with math teachers in other grade levels and other campus</li> <li>- Use critical thinking activities and assignments</li> <li>- Use more formative assessments</li> </ul>
<p><b>How are we going to measure and show progress?</b> (Even before test results)</p>	<ul style="list-style-type: none"> <li>- Short sample quizzes</li> <li>- Benchmarks</li> <li>- Informal checking for understanding in class</li> <li>- Cyber High Activities and exams</li> <li>- CAASPP Performance Tasks</li> <li>- CAASPP Practice Exams</li> <li>- SAT test prep (similar questions to state test)</li> </ul>

## Benchmark Action Plans: Template Sent by Julia Dolf March 11<sup>th</sup> 2020

### Form Completed by Ms. Munoz June 1<sup>st</sup> 2020.

**Data:** March 11, 2020

**Goal:** To improve CAASPP scores for the 2019-2020 school year by 30 points indicated on the 5x5 sale using February 2020 Benchmark results.

**Department:** MATH

**Subject:** INTEGRATED MATH 3/PRE CALCULUS

**Campus:** Hesperia

<p><b>Where are we now?</b></p> <p>(What does the data say?)</p>	<p>CAASP 2018-2019 Data Suggests:</p> <p><b>LEVEL 3- (Standards Met Data)</b></p> <p>Encore High School Hesperia: Compared to California <b>Statewide</b> Math CAASP scores, Encore is <b>26.85% under</b> the statewide level 3 percentages.</p> <p>Encore High School Hesperia: Compared to California <b>Charter</b> Math CAASP scores, Encore is <b>23.77% under</b> the charter schools level 3 percentages.</p> <p>Encore High School Hesperia: Compared to local high schools within the <b>Hesperia School District</b> math CAASP scores, Encore is about <b>12.6% under</b> those school's level 3 percentages.</p> <p><b>Level 2: (Standards Almost/Nearly Met Data)</b></p> <p>Encore High School Hesperia: Compared to California <b>Statewide</b> Math CAASP scores, Encore is <b>10.31% under</b> the statewide level 2 percentages.</p> <p>Encore High School Hesperia: Compared to California <b>Charter</b> Math CAASP scores, Encore <b>exceeds by 2.68 %</b> the charter schools level 2 percentages.</p> <p>Encore High School Hesperia: Compared to local high schools within the <b>Hesperia School District</b> math CAASP scores, Encore is more or less roughly <b>equal</b> to their level 2 percentages.</p>
<p><b>Where do we need to go?</b></p> <p>(What do we need to do?)</p>	<p>Specific Goals:</p> <ol style="list-style-type: none"><li>1. Have the standards not met move from 57% to no more than 40 %.</li><li>2. Push 10% of the Level 2-Nearly Met to the Level 3-Standards met. Increasing our standards met percentages by AT LEAST 10 %.</li></ol>

## How are we going to do it?

(What specifically are we going to do, in our classrooms?)

It is not impossible and we just need the right tools. We need early diagnostic testing to determine the exact skills and knowledge these students will be starting the year with. Understand that one shoe does not fit all and be willing to make changes to meet the needs of students.

Plan:

### 1. Early Diagnostic Test.

Give a diagnostic test at the start of the 2020-2021 year.

Analyze the scores within 1 week and develop a sub-curriculum that can meet the lowest scored sections.

### 2. Diagnostic Vs. Benchmark

The diagnostic test will be different than the benchmark. It will allow the teacher to know which sections need the most attention.

Curriculum content itself will not change but the diagnostic test will give an early view of three levels: Green- Student is Proficient, Yellow-Student Needs Clarification, Red- Student Does not know.

Knowing these three levels will allow the teacher to know where to focus and spend more time.

### 3. Free Response Vs. Multiple Choice

The diagnostics test will need an improved ratio of free response to multiple choice. As math teachers, the best way to check for student understanding of a concept is through free response; where the student is required to show work and write down an explanation. It is difficult to truly rely on the scores of a multiple choice test and it is difficult to truly know where the student needs help.

For example two students work on the same question and both get the wrong answer.

Student A: This student might need help setting up an equation, but once the equation is complete they can do the algebra without a problem. *(As a math teacher when we see this we understand where the misconception is and we can clarify it for the student.)*

Student B: This student knows how to perfectly set up the equation but then struggles in the algebra.

Both students will get the wrong answer but their misconceptions will be different and this can only be detected through a free response question. By understanding the misconceptions we can better address them in our lessons.

### 4. Create individualized reports.

Most reports are presented to teachers by grade level. Although this data is important, it would be highly beneficial to receive individual student reports. The early diagnostic test given and created by the teacher will help create that individualized report and help each teacher keep track of their student's progress. Individualized reports

	<p>will allow the teacher to work with the student on setting short term and long term goals.</p>
<p><b>Who is doing what?</b> (Responsibilities)</p>	<p><b><u>Math teachers:</u></b> -Meet during in service before the start of school to create the diagnostic test. This test will be different than the benchmark exam. Set short term and long term goals for students. <b><u>Idea:</u></b> A 5 Question Free response diagnostic test to cover the basics needed for the standards that will be covered during the 1<sup>st</sup> quarter. A small short 5 Question diagnostic test can be given at the <u>start of each quarter</u>. <i>For example</i> if Area of 2 Dimensional objects is part of the standards for 1<sup>st</sup> quarter, then the basic math skills to include in the diagnostic test will be: multiplication and solving square roots.</p> <p>-Include supplemental learning material &amp; resources.</p> <p>-Practice Questions similar to CAASP.</p> <p>-Create a Social &amp; Emotional positive environment for students to feel safe and comfortable. Establishing a good environment will help students not be afraid to recognize their weaknesses and overcome their pre-established thoughts and mindset of “not being good in math.”</p> <p><b><u>Math &amp; Science Department Chair:</u></b> Hold teachers accountable for making actions plans for their class. Review &amp; advice teachers on their individualized action plans.</p> <p><b><u>Dean of Academics:</u></b> Review and Check in with teachers on their individualized class actions plans at least once per quarter.</p>
<p><b>How are we going to assist our SPED and 504 population with additional support for test preparation?</b></p>	<p><b><u>SPED:</u></b> Meet in person with teachers to discuss student cases. PLOPs are a good way to share information, but meeting in person will definitely help create more enriched plans for students. Have SPED meet with teachers to discuss the student’s learning limitations and present the teachers with resources and ideas for each student. <u>Do not</u> just meet with teachers during IEP meetings &amp; meet multiple times throughout each quarter.</p>
<p><b>How are we going to measure and show progress?</b> (Even before test results)</p>	<ol style="list-style-type: none"> <li>1. Use <b><u>google classroom data tools</u></b> to keep track of student progress.</li> <li>2. Compare the diagnostics test results at the beginning of each quarter to the student’s performance for that quarter.</li> </ol>



- |  |  |
|--|--|
|  | <ol style="list-style-type: none"><li>3. Short sample quizzes</li><li>4. Benchmarks</li><li>5. Informal checking for understanding in class</li><li>6. Cyber High Activities and exams</li><li>7. CAASPP Performance Tasks</li><li>8. CAASPP Practice Exams</li><br/><li>9. SAT test prep (similar questions to state test)</li><li>10. Use technology based learning</li><li>11. Implement more technology into our lessons</li></ol> |
|--|--|



# Exhibit 5.7

## June 08, 2020

Encore Education Corporation

Phone: (760) 949-2036

Fax (760) 956-3338

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

**Sites:**

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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:**

**Board Meeting Minutes**



## Board Meeting Agenda

**DATE 5/18/2020**

6:00 p.m.

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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 **6:17 pm** (time).

**2.0 OPEN GENERAL SESSION**

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Suzanne Cherry	<u>X</u>	___
Kelly Ahmed	___	<u>X</u>
Rob Gabler	<u>X</u>	___
Paula Gharib	<u>X</u>	___
Evelyn Rojas	<u>X</u>	___
Mari Miller	<u>X</u>	___

**3.0 APPROVAL OF THE AGENDA**

<b>MOTION: <u>Mari</u></b>	<b>Second: <u>Paula</u></b>	<b>Vote: <u>5/0</u></b>	<b>Approved/Denied</b>	<b><u>Approved</u></b>
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	<u>X</u>	___	___	___
Kelly Ahmed	___	___	___	<u>X</u>
Rob Gabler	<u>X</u>	___	___	___
Paula Gharib	<u>X</u>	___	___	___
Evelyn Rojas	<u>X</u>	___	___	___
Mari Miller	<u>X</u>	___	___	___

**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: <u>Paula</u></b>	<b>Second: <u>Rob</u></b>	<b>Vote: <u>5/0</u></b>	<b>Approved/Denied</b>	<b><u>Approved</u></b>
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Suzanne Cherry	<u>X</u>	___	___	___
Kelly Ahmed	<u>X</u>	___	___	<u>X</u>
Rob Gabler	<u>X</u>	___	___	___
Paula Gharib	<u>X</u>	___	___	___
Evelyn Rojas	<u>X</u>	___	___	___
Mari Miller	<u>X</u>	___	___	___

**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**

<b>MOTION: <u>Rob</u></b>	<b>Second: <u>Evelyn</u></b>		<b>Vote: <u>5/0</u></b>	<b>Approved/Denied <u>Approved</u></b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>	
Suzanne Cherry	<u>  X  </u>	___	___	___	
Kelly Ahmed	___	___	___	<u>  X  </u>	
Rob Gabler	<u>  X  </u>	___	___	___	
Paula Gharib	<u>  X  </u>	___	___	___	
Evelyn Rojas	<u>  X  </u>	___	___	___	
Mari Miller	<u>  X  </u>	___	___	___	

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

**Approve**

<b>MOTION: <u>Mari</u></b>	<b>Second: <u>Paula</u></b>		<b>Vote: <u>5/0</u></b>	<b>Approved/Denied <u>Approved</u></b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>	
Suzanne Cherry	<u>  X  </u>	___	___	___	
Kelly Ahmed	___	___	___	<u>  X  </u>	
Rob Gabler	<u>  X  </u>	___	___	___	
Paula Gharib	<u>  X  </u>	___	___	___	
Evelyn Rojas	<u>  X  </u>	___	___	___	
Mari Miller	<u>  X  </u>	___	___	___	

**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- Time 7:05 pm**

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. Time 7:46 pm**

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

**Vote to approve settlement offer.**

<b>MOTION: <u>Mari</u></b>	<b>Second: <u>Paula</u></b>		<b>Vote: <u>5/0</u></b>	<b>Approved/Denied <u>Approved</u></b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>	
Suzanne Cherry	<u>X</u>	___	___	___	
Kelly Ahmed	___	___	___	<u>X</u>	
Rob Gabler	<u>X</u>	___	___	___	
Paula Gharib	<u>X</u>	___	___	___	
Evelyn Rojas	<u>X</u>	___	___	___	
Mari Miller	<u>X</u>	___	___	___	

**Vote to approve staff settlement agreement.****Board disagrees with validity and content and voted to approve the settlement.**

<b>MOTION: <u>Rob</u></b>	<b>Second: <u>Paula</u></b>		<b>Vote: <u>4/1</u></b>	<b>Approved/Denied <u>Approved</u></b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>	
Suzanne Cherry	<u>X</u>	___	___	___	
Kelly Ahmed	___	___	___	<u>X</u>	
Rob Gabler	<u>X</u>	___	___	___	
Paula Gharib	<u>X</u>	___	___	___	
Evelyn Rojas	___	<u>X</u>	___	___	
Mari Miller	<u>X</u>	___	___	___	

**11.0 ADJOURNMENT**

<b>MOTION: <u>Rob</u></b>	<b>Second: <u>Paula</u></b>		<b>Vote: <u>5/0</u></b>	<b>Approved/Denied <u>Approved</u></b>	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>	
Suzanne Cherry	<u>X</u>	___	___	___	
Kelly Ahmed	___	___	___	<u>X</u>	
Rob Gabler	<u>X</u>	___	___	___	
Paula Gharib	<u>X</u>	___	___	___	
Evelyn Rojas	<u>X</u>	___	___	___	
Mari Miller	<u>X</u>	___	___	___	

The meeting adjourned at **7:47 pm** (time).The next meeting will be held, **June 8, 2020** at 6:00 pm



Exhibit  
5.8

June 08, 2020

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Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

**Agendas of all Committee and Staff Meetings**

Friday Information Meeting  
May 22, 2020 @ 11:45

- 1) ON THIS DAY IN HISTORY...SPORTS EDITION:
  - a) 1927: The Dodgers beat the Phillies, 20-4
  - b) 1930: Babe Ruth hit 3 consecutive home runs
  - c) 1930: The Yankees hit 14 home runs in one game
- 2) Today is the last day for live Zoom sessions
- 3) If you need to continue tutoring, please do so
- 4) Send out an email blast stating that student shave until June 8th to turn in all assignments from first semester (seniors by May 29th)
- 5) Finals start next week and end on Friday the 29th.
- 6) Important Dates to remember:
  - a) Senior work is due by May 29th
  - b) Senior grades need to be completed by June 3rd.
  - c) Email counseling department of failing seniors
  - d) Last day to turn in assignments for everyone else is June 8th
  - e) Grades are due ASAP or by your checkout date with Mr. Nutter or Mr. Hassesn
  - f) Email counselors for 8th graders who received at least one F on finals grades
- 7) All personal belongings must be picked up in Riverside today
- 8) Master Teacher, pacing for the year, and textbook/novel list to Dolf (this is part of check out as well)
- 9) Grades must be submitted by check out as well
- 10) Middle school teachers, please send Denise and I your videos for promotion
- 11) Happy Memorial Day!!!!



## Weekly Information Meeting

June 2, 2020

-We're almost done! YAY!

-Submit all grades now. The window is open for all students. You can simply adjust the grade if a student has turned in work.

-Seniors who have an F- Send your final list to our counselors by June 3rd (tomorrow).

-Last day to turn in assignments is June 8th.

-What Mrs. Dolf needs from you before the end of the year check out:

- 1) Completed Attendance to Elias
- 2) Grades submitted
- 3) Master Teacher Course
- 4) Pacing for the entire year
- 5) Textbook list/novel inventory

-Look daily at your Google Classroom, Cyber High, or emails for assignments being "turned in" by students.

-Senior Game Night is tonight! Join us on Zoom! Kiki sent out an email with the details.

-Stay safe and have a great week! You know how to get in touch with me :)

Thank you!



# Exhibit 6.1

## June 08, 2020

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Paula Gharib, Board Member

Mari Miller, Board Member

### INFO:

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



## ASB Director Report

6/8/2020

This Month the ASB team helped produce the Pre-production Graduation for both Hesperia and Riverside campuses. The seniors were given a full inclusive graduation experience. They walked through in their cap and gowns had professional pictures taken of them and participated in interviews to be featured in the Virtual Graduation. Every student experienced a personal celebration of their successes as teachers and staff cheered them on and congratulated them at every station. Students ended their last moments on campus by adding a lock to the new senior memories fence. We had almost every student show up and had really positive feedback from students and parents. Due to recent developments in the covid-19 laws we were able to host a Graduation on campus this past Friday. Every Student was able to bring two family members with them for a viewing party style celebration. We broadcasted our virtual Graduation on a projector screen on the outdoor stage. When the student's name was called they were invited to walk on stage and receive their diploma. We still broadcasted graduation virtually on Saturday so that families could still celebrate how they planned. This week leading up to graduation was virtual senior week. Monday we shared memories as we ate breakfast together. A senior ASB member Barbara led the morning as she made breakfast while starting conversations within the senior class. Tuesday was Staff vs. Seniors Game night. Ms. Scott led the fun family style games like pictionary and trivia. Wednesday we asked all seniors to share pictures in their cap and gowns in the "great outdoors". Simply sharing pictures on instagram and tagging Encore so we could feature seniors throughout the day. Thursday was the senior showcase. Senior, Jacob Sutton put together a compilation video of seniors and their performances throughout the year. The students appreciated the staff and teacher's involvement and attendance at these events. They love seeing their teachers in a fun and playful light. Aside from events and senior activities we have spent the past few weeks sorting through every student's transcripts and mailing out the proper awards, certificates and patches. As you can imagine this is a lengthy process with both campuses combined, but we are working as fast as possible. The School year is coming to a close and we will now be in full preparation for the next year. We are still holding out hope for possibilities of making up for missed senior events, and have ideas of ways to include them in future opportunities. A lot is happening in the world of ASB as always and we hope our efforts are helping students feel a little better during this wild time.





# Exhibit 6.2

## June 08, 2020

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Mari Miller, Board Member

**INFO:**

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

We are finally at the end of the school year and the end of an era for Encore Riverside. This has been a bittersweet year filled with fun times, hope for the future, restless energy, and a good amount of stress and disappointment due to the eventual turn of events. Nevertheless, as always, we have learned to adapt, overcome, and persevere!

This last month of the school year has proven to be a learning experience for all of us. Students and teachers alike have expressed and shared that the Zoom meetings, while not exactly ideal, have been a great way to continue to connect and learn while the quarantine is still in effect. Everyone was actually getting a little used to going online to conduct their classroom lessons, rallies, and meetings. We had our very last rally a few weeks ago and the kids seemed somewhat disappointed and mentioned that it was something they have looked forward to each week. It was a chance to see their friends outside of a classroom setting online and relax a bit while playing games together, sharing the things they have been up to, and discussing the week. All in all, the Zoom rallies were helpful.

Pre-Production for the seniors went smoothly and successfully. It was a challenge to do this in downtown Riverside while maintaining Social Distancing, but we managed to put together a nice send-off for our graduates despite. Our next goal is to get the 8<sup>th</sup> Grade Drive Thru Promotion underway. We had a slight setback on the date due to the resulting unrest during the peaceful protests this week, but we have rescheduled for next week and hope to see all of our 8<sup>th</sup> graders attend. We plan to have the students' parents drive them through a series of booths where they can turn in their Chromebooks, pick up their t-shirts, and receive a certificate. They can also at least have the opportunity to be cheered on and wave to by the staff members who have helped them along the way. It is not ideal, but it is *something*, and we must be grateful that we are all at least safe, healthy, and otherwise happy to have had the experience of being part of a unique opportunity with Encore Riverside. We can always say, "Remember when..." and are guaranteed to have interesting stories to tell for generations to come!



Exhibit  
6.3

June 08, 2020

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

**Sites:**

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Kelly Ahmed, Board Secretary/Treasurer  
Evelyn Rojas, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

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



Jamie Waggoner  
Staff Liaison  
Hesperia Campus  
2 June 2020

Re: Monthly Board Report

There have been no issues to report since the last Board meeting.





# Exhibit 6.4

## June 08, 2020

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Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

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

6/2/2020

Greetings and Happy June!

May wrapped up our distance education with Encore students at both campuses. This year has been an interesting year and very eventful! Encore was well prepared for this challenge of distance education! From online curriculum to 1:1 chromebooks, students were ready. Over the past few weeks staff have been contacted by students and parents from both campuses who are interested in attending future online education with Encore due to the ongoing COVID-19 Crisis.

This is a testament to all staff at Encore making distance education engaging and exciting. June marks three months since Encore's in-person classes ended. Students and parents have been pleased and as we move into summer many parents have contacted staff regarding summer review especially in Junior High. They have also contacted staff regarding our new programs for next year!

As we close this momentous and eventful school year staff look forward to seeing what's next in Encore's journey!

Regards,

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



Exhibit  
6.5

June 08, 2020

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Mari Miller, Board Member

**INFO:**

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



## **CAMPUS OPERATIONS REPORT MAY 2020**

The team did a fantastic job preparing for the walk-through Grad event. The campus looked great and everything went smooth.

### G Building and Admin Team

- ✚ It was nice seeing the counseling team.
- ✚ Ms. Amy returned to work for a couple days and then went home with a cough.
- ✚ Ms. Kathy and Ms. Glass returned to work.
- ✚ Nutter did a discipline audit to correct and update all discipline actions for 2019-2020.

### Campus Aides

- ✚ The team worked regular schedules the last two weeks of May. They were assigned specific buildings and areas to sanitize.
- ✚ May 28<sup>th</sup> and 29<sup>th</sup> the team was in Riverside loading truck from Riverside campus

### Goals:

- ✚ Finish moving Riverside
- ✚ Get Hesperia campus ready for 2020/2021 school year.



Exhibit  
6.6

June 08, 2020

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Paula Gharib, Board Member

Mari Miller, Board Member

**INFO:**

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

Board Meeting –6/2/2020

Ramsey Hassen – Asst. Dean of Students

## **RIVERSIDE ASST. DEAN OF STUDENTS REPORT**

- Office staff continue to redirect phone calls, answer questions, and relay messages to other staff messages.
- Office staff are also assisting in packing items on the 3rd floor in boxes for transportation.
- Teachers have been instructed to schedule an appointment for their checkout where they will turn in keys, laptop, and other items on June 10th and 11th.
- Campus aides assisted in moving process by gathering all items and moving them to a single space where they were transported onto moving trucks.
- Pre-production was organized in the H-building and gave seniors and their parents an opportunity to celebrate graduation. Students and families were excited to be able to take photos and take in the exciting accomplishment.



Exhibit  
6.7

June 08, 2020

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Paula Gharib, Board Member  
Mari Miller, Board Member

**INFO:**

**Dean of Academics Report-** Julia Dolf

## Dean of Academics Report

June, 2020

Good Evening,

As the 2019/2020 school year comes to an end, we have a few new items however, most of the information is review from the last board meeting.

First, I want to thank Mr. and Mrs. Griffin for the opportunity to continue my administration journey to the Hesperia campus for the 2020/2021 school year. I look forward to continue working with our amazing staff. Going into next year, the Hesperia teaching staff and I have discussed changes that will benefit students' academic success and improve state assessment scores.

-Action plans for Math and ELA were created and discussed for next year. These action plans allow teachers and administration to reflect on what are next steps are for continuous academic improvement as well as areas of assessment preparation for the CAASPP assessments for the 2020/2021 school year.

-Administration and staff will meet during next school year to further reflect and adjust these plans.

A-G and AP course submissions are well underway. Teaching staff emailed course descriptions to be added onto UC Doorways. Administration and AP teachers will continue to work with College Board on submitting approval for our AP courses as well.

Teachers emailed office staff F Recovery Packets so our students who are currently failing a course can receive a credit recovery packet in order to improve grades. Even though Encore has reached out multiple times via email, social media, all call, teacher email blasts, Google Classroom updates, and personal emails from teachers, and personal calls from myself, we wanted to provide one last area of support for our students during this time of distant learning. Students have until June 12<sup>th</sup> to return this work to us in order to receive credit.

Finally, end of the year procedures continue. Grades for seniors were due by June 3<sup>rd</sup> however, we opened the window for all staff to submit grades early and adjust if needed. Last day for students to turn in work is June 8<sup>th</sup>. Teachers were notified during weekly staff Zoom meetings of what "paper work" needs to be completed before the end of the year check out as well.





# Exhibit 6.8

## June 08, 2020

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Evelyn Rojas, Board Member

Paula Gharib, Board Member

Mari Miller, Board Member

### **INFO:**

**Legal Briefs**

**YM&C**  
YOUNG, MINNEY & CORR, LLP

**AB 1505:  
Charter Renewal and  
New Charter Petitions**

Presented by:  
Janelle A. Ruley, Esq.  
[jruley@mycharterlaw.com](mailto:jruley@mycharterlaw.com)  
(916) 646-1400

THE CHARTER LAW FIRM

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**YM&C Firm Overview**

- Partners have over 100 years of collective experience working with charter schools
- 33 attorneys working with charter schools throughout the state in all areas of charter school law (e.g., employment/labor, special education, nonprofits, litigation, audits, facilities, etc.)
- Represent most of California's charter schools
- Conduct workshops for charter schools in all areas of legal compliance

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**YM&C**
YOUNG, MINNEY & CORR, LLP

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**Roadmap: Orienting  
in a New Landscape**

- Section 1: Charter Submission and Action
- Section 2: Renewal Criteria
- Section 3: Charter Elements
- Section 4: Approval/Denial Standards
- Section 5: Material Revisions
- Section 6: Teacher Credentials
- Section 7: Charter Appeals

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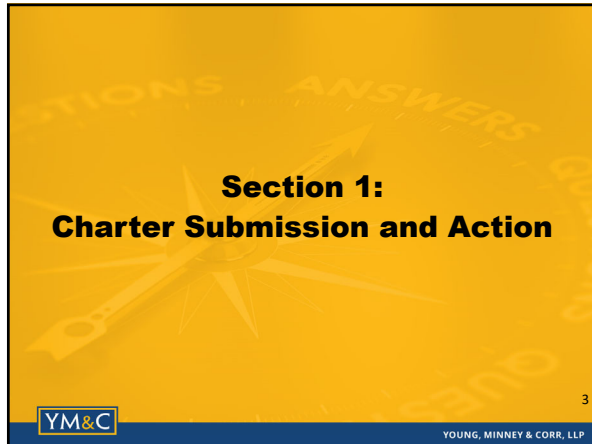
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**Section 1:  
Charter Submission and Action**

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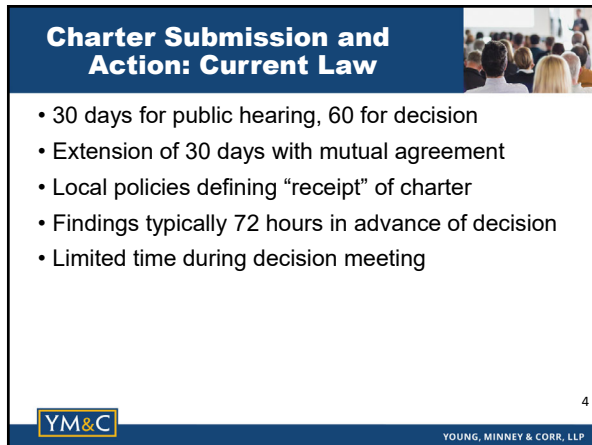
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**Charter Submission and Action: Current Law**

- 30 days for public hearing, 60 for decision
- Extension of 30 days with mutual agreement
- Local policies defining “receipt” of charter
- Findings typically 72 hours in advance of decision
- Limited time during decision meeting

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**Charter Submission and Action: New Law**

- **60 days for public hearing, 90 for decision**
- Extension of 30 days with mutual agreement
- Charter is **deemed received** by the Board on the day submitted to District office with a **certification of completeness**
- District Board shall publish staff recommendations, including recommended findings, 15 days before decision meeting
- Decision meeting is a public hearing
- **Equivalent time and procedures to present evidence and testimony** to respond to staff recommendations and findings

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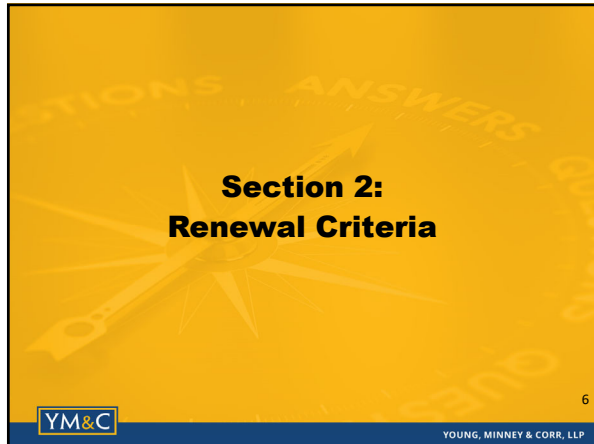
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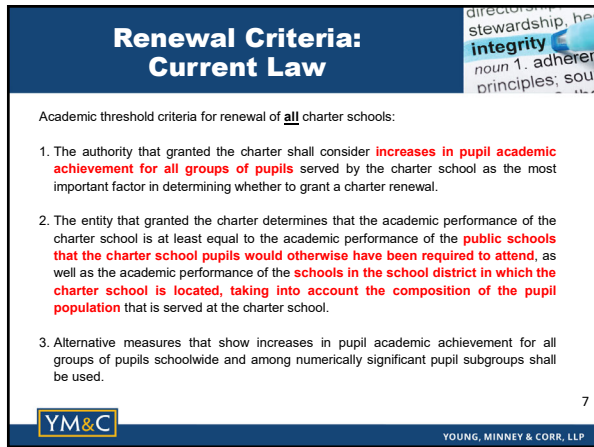
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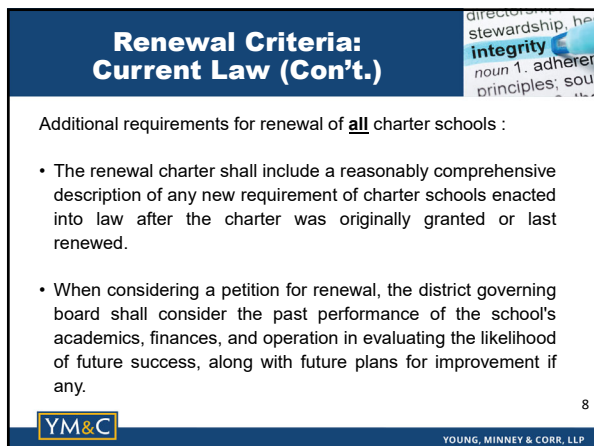
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## Renewal Criteria: New Law



**Top Tier:** shall not deny renewal if either of the following apply for two consecutive years immediately preceding the renewal decision:

- The charter school has received the two highest performance levels schoolwide on **all state indicators** included on the Dashboard **for which it receives performance levels.**
  - To **qualify** for renewal under top tier, the charter school shall have received schoolwide performance levels on at least **two measurements of academic performance, per year, in each of the two consecutive years immediately preceding the renewal decision.**
- Alternative: for all **measurements of academic performance**, the charter school has received performance levels schoolwide that are the **same or higher** than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

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## Renewal Criteria: New Law (Con't.)



Alternative Qualification (top and bottom tiers):

- “Measurements of academic performance” means indicators included in the Dashboard that are based on statewide assessments in the CAASPP, ELPAC, and college and career readiness indicators.
- To qualify for renewal, the charter school shall have performance levels on at least **two measurements of academic performance for at least two subgroups.**
- A charter school without sufficient performance levels to meet these criteria shall be considered under [middle tier].

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## Renewal Criteria: New Law



**Top Tier:**

Chronic Absenteeism  Blue	Suspension Rate  Blue	English Learner Progress  No Performance Color	English Language Arts  Blue
Mathematics  Blue	Basics: Teachers, Instructional Materials, Facilities  STANDARD MET	Implementation of Academic Standards  STANDARD MET	Parent and Family Engagement  STANDARD MET
Chronic Absenteeism  Blue	Suspension Rate  Blue	English Learner Progress  No Performance Color	English Language Arts  Green
Mathematics  Green	Basics: Teachers, Instructional Materials, Facilities  STANDARD MET	Implementation of Academic Standards  STANDARD MET	Parent and Family Engagement  STANDARD MET

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**Renewal Criteria:  
New Law**



Top Tier:

- The chartering authority that granted the charter **may** renew a charter pursuant to this paragraph for a period of between five and seven years.
- “Only” required to update the petition to include a reasonably comprehensive description of any new legal requirement of charter schools after the charter was originally granted or last renewed and as necessary to reflect the current program.

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**Renewal Criteria:  
New Law (Con't.)**



- If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority **shall** consider **verifiable data provided by the charter school related to the dashboard indicators**, such as data from the CAASPP, for the most recent academic year.
- “**Verified data**” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
- Verified data shall include measures of postsecondary outcomes.
- By January 1, 2021, the SBE shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose; no data sources other than those adopted by the SBE shall be used as verified data.

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**Renewal Criteria:  
New Law (Con't.)**



Middle tier:

- The chartering authority shall consider the charter school’s **schoolwide** and **student subgroup performance** on the **state and local indicators** on the Dashboard.
  - The chartering authority shall provide **greater weight** to performance on **measurements of academic performance** in determining whether to grant a charter renewal.
- In addition to the state and local indicators, the chartering authority **shall consider** clear and convincing evidence [**of verified data**] showing **either** of the following:
  - The school achieved measurable increases in academic achievement, as defined by at least **one year’s progress for each year in school**
  - Strong **postsecondary outcomes**, as defined by college enrollment, persistence, and completion rates equal to similar peers
- For a charter renewed through the middle tier, the chartering authority **shall** grant a renewal for a period of five years.

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## Renewal Criteria: New Law (Con't.)



**Bottom tier:**

- The chartering authority **shall not renew** a charter if **either** of the following apply for **two consecutive years immediately preceding** the renewal decision:
  - The charter school has received the two lowest performance levels schoolwide on all the state indicators on the Dashboard for which it receives performance levels; **OR**
  - [Alternative] For all measurements of academic performance, the charter school has received performance levels schoolwide that are the **same or lower** than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.
- If the charter school's second look is based on the "same" performance levels under second look, the charter school only qualifies for renewal under bottom tier, not top tier.
- For a charter renewed through the bottom tier, the chartering authority **may** grant a renewal for a period of two years.

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## Renewal Criteria: New Law (Con't.)



**Dashboard Alternative Status Schools:**

- Top, middle, and bottom tiers shall not apply to a DASS charter school.
- The chartering authority shall consider, in addition to the charter school's performance on the **state and local indicators on the Dashboard**, the charter school's performance on **alternative metrics** applicable to the charter school based on the **pupil population served**.
- The chartering authority shall meet with the charter school during the first year of the charter school's term to **mutually agree to discuss alternative metrics** to be considered pursuant to this paragraph and shall **notify the charter school of the alternative metrics** to be used within 30 days of this meeting.
- The chartering authority **may deny** a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the **closure of the charter school is in the best interest of pupils**.
- No legal requirement on charter term.

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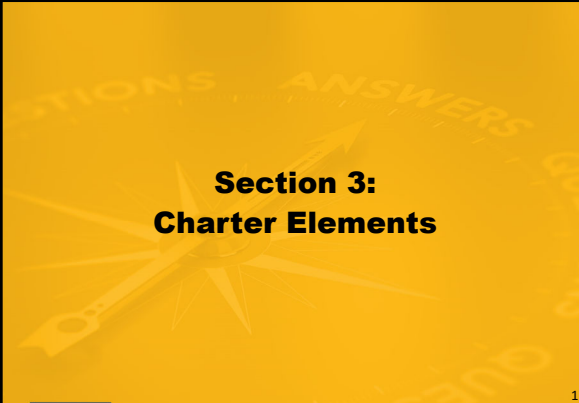
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## Section 3: Charter Elements



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**Charter Elements:  
Current and New Law**



“Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and **shall include**, but not be limited to, a **reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.**”

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**Charter Elements:  
Current Law**



Element 7/G:

“The means by which the charter school will achieve a **racial and ethnic balance** among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

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**Charter Elements:  
New Law**



Element 7/G:

“The means by which the charter school will achieve a balance of **racial and ethnic pupils, special education pupils, and English learner pupils**, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the **general population** residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

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**Charter Elements:  
Current Law**

Miscellaneous Provisions:

Additional charter requirements include: facilities, administrative services, civil liability impact, and budget documents.

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**Charter Elements:  
New Law**

Also provide **names and relevant qualifications** of all persons whom the **petitioner nominates to serve on the governing body** of the charter school.

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**Section 4:  
Approval/Denial Standards**

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**Standard for Approval:  
Current Law**

- The chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an **integral part** of the California educational system and that the **establishment of charter schools should be encouraged**.
- The governing board of the school district **shall grant** a charter for the operation of a school under this part if it is satisfied that granting the charter is **consistent with sound educational practice**.
- A charter granted by a school district governing board, a county board of education, or the state board may be granted **one or more subsequent renewals** by that entity.
- Renewals of charters are governed by the **standards and criteria** in Section 47605.

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**Standard for Approval:  
New Law**

- Identical Legislative intent.
- The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice **and with the interests of the community in which the school is proposing to locate**.
- The governing board of the school district **shall consider the academic needs** of the pupils the school proposes to serve.
- A chartering authority may grant one or more subsequent renewals pursuant to [middle tier and bottom tier].
- Renewals of charters are governed by the **standards and criteria** described in Section 47605.

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**Standard for Denial:  
Current Law**

Authorizer **shall not deny** a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- Unsound educational program
- Demonstrably unlikely to successfully implement
- Insufficient signatures (*new charters only*)
- Missing affirmations
- Not reasonably comprehensive
- No declaration of public school employer

+ Academic threshold criteria for renewal

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**Standard for Denial:  
New Law**



Adds reasons #7 and 8 to deny a new charter petition:

- Demonstrably unlikely to **serve the interests of the entire community**
  - Shall include consideration of the **fiscal impact** of the proposed charter school + shall analyze 2 factors:
    1. Extent to which charter school would **substantially undermine** existing services, academic offerings, or programmatic offerings
    2. Whether the charter school would **duplicate a program** currently offered within the District, and the existing program has sufficient capacity to serve proposed charter school students in reasonable geographic proximity
- District is **not positioned to absorb the fiscal impact** of the proposed charter school
  - District has qualified interim certification and County Superintendent, in consultation with FCMAT, that would move to negative interim certification
  - **OR** District has negative interim certification
  - **OR** District is under state receivership
  - Shall be subject to a rebuttable presumption of denial of charter

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**Standard for Denial:  
New Law (Con't.)**



Denial of renewal charters (academic criteria):

- Top tier: shall not deny.
- Middle tier: may deny with written findings that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable, that its decision provided greater weight to performance on measurements of academic performance.

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**Standard for Denial:  
New Law (Con't.)**



Denial of renewal charters (academic criteria):

Bottom tier: shall not renew; may renew if written factual findings:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
- There is clear and convincing evidence showing either of the following:
  - The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
  - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

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**Standard for Denial:  
New Law (Con't.)**

Denial of renewal charters (academic criteria):

DASS: alternative metrics; may deny with written findings that the closure of the charter school is in the best interest of pupils

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**Standard for Denial:  
New Law (Con't.)**

Denial of renewal charters (additional finding):

As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to [top tier, middle tier, or bottom tier], the chartering authority may make a finding that the charter school is **not serving all pupils who wish to attend** and, upon making such a finding, specifically identify the evidence supporting the finding.

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**Standard for Denial:  
New Law (Con't.)**

Denial of renewal charters (new reason):

- At the conclusion of the year immediately preceding the final year of the charter school's term, the charter school authorizer **may** request, and the CDE shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:
  - The cumulative enrollment for each school year of the charter school's term.
  - For each school year of the charter school's term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments on the CAASPP, for any such pupils who were enrolled in the charter school the prior school year.
  - For each school year of the charter school's term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the grade that is the highest grade served by the charter school, and the average results on CAASPP, for any such pupils.
- When determining whether to grant renewal, the chartering authority **shall** review this specific data from CDE, generalized data from CDE, and any substantiated complaints that the charter school has not complied with [suspension, expulsion, and involuntary removal procedures].

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**Standard for Denial:  
New Law (Con't.)** 

Denial of renewal charters (with due process):

- Chartering authority may deny upon a finding:
  - Charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors.
  - Charter school is not serving all pupils who wish to attend.

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**Standard for Denial:  
New Law (Con't.)** 

Denial of renewal charters (with due process):

- Chartering authority may deny renewal only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.
- Chartering authority may deny renewal only by making either of the following findings:
  - The corrective action proposed by the charter school has been unsuccessful.
  - The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

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**Standard for Denial:  
New Law (Con't.)** 

Denial of renewal charters:

- Section 47605(c)(7) and (8) shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision.
- Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605.

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**Section 5:  
Material Revisions**



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**Material Revisions:  
Current Law**



- After receiving approval of its petition, a charter school that proposes to establish operations at **one or more additional sites** shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations.
- Material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.



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**Material Revisions:  
New Law**



- After receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or **grade levels** shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels.
- ... shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.



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**Material Revisions:  
New Law (Con't.)**



Section 47605(c)(7) and (8) shall not be used to deny a renewal of an existing charter school, but **may be used** to deny a proposed expansion constituting a material revision.

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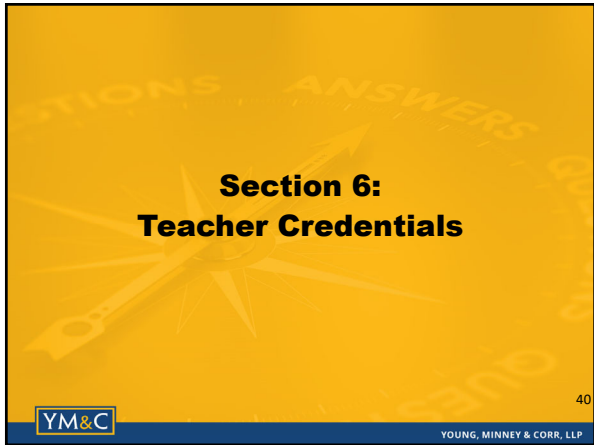
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**Section 6:  
Teacher Credentials**



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**Teacher Credentials:  
Current Law**



- Teachers must hold a CTC certificate, permit, or other document equivalent to that to which teachers in other public schools would be required to hold.
- Flexibility is given to teachers of noncore, noncollege prep courses.

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**Teacher Credentials:  
New Law**

- Teachers must hold a CTC certificate, permit, or other document required for the teacher's certificated assignment.
- No flexibility for teachers of noncore, noncollege prep courses.
- Teachers employed at charter schools in the 2019-20 school year have until July 1, 2025 to obtain a certificate for the certificated assignment.

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**Teacher Credentials:  
New Law (Con't.)**

- By July 1, 2020, all teachers in charter schools must obtain a certificate of clearance and satisfy the requirements for professional fitness.
- Direct-funded charter schools may use local assignment options authorized in law for the purpose of assigning teachers, in the same manner as a school district.
- Charter schools shall have the authority to request an emergency permit or waiver from the CTC, in the same manner as a school district.

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**Teacher Credentials:  
New Law (Con't.)**

- The COC is a document issued by the Commission to an individual who has completed the Commission's fingerprint character and identification process, whose moral and professional fitness has been shown to meet the standards as established by law.
- The COC is not related to obtaining a clear credential. The COC provides no authorization to provide instruction or services in schools; its sole purpose is to provide verification that the holder has completed a professional fitness review.
- Detailed information on the requirements for the COC can be found in Commission Leaflet CL-900.

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**Section 7:  
Charter Appeals**

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**Charter Appeals:  
Current Law**

- *De novo* reviews by the County Board of Education and State Board of Education
- 180 days to appeal a denied establishment charter
- 30 days to appeal a denied renewal charter
- If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

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**Charter Appeals:  
New Law**

- *De novo* review by the County Board of Education.
- State Board of Education review only on an **abuse of discretion** standard.
- 30 days to appeal a denied establishment charter and a denied renewal charter.
- 180 days for judicial review if the county or SBE fail to act.

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**Charter Appeals:  
New Law (Con't.)** 

Appeal to the County:

- At the same time the petition is submitted to the county board of education, the petitioner shall also provide a copy of the petition to the school district.
- The county board of education shall review the petition pursuant to Section 47605(b) and (c).
- If the denial of the petition was made pursuant to finding for denial #8, the county board of education shall also review the school district's findings.
- If in San Francisco, Modoc, Lassen, or Amador, SBE reviews with county standards.

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**Charter Appeals:  
New Law (Con't.)** 

New or Different Material Terms:

- If the appeal contains new or different material terms, the county board of education shall immediately remand the petition to the district board for reconsideration, which shall grant or deny the petition within 30 days.
- "Material terms" of the petition means the **signatures, affirmations, disclosures, documents, and descriptions** described in Section 47605 (a), (b), (c), and (h), but shall not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county board of education as the chartering authority.
- If the district board denies a petition after reconsideration, the petitioner may elect to resubmit the petition for the establishment of a charter school to the county board of education.

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**Charter Appeals:  
New Law (Con't.)** 

Appeal to the State Board of Education:

- Must include findings and documentary record from the district **and** county.
- Written submission must detail specific citations to the documentary record regarding how the district, **or** county, **or** both abused their discretion.
- Board of district and county must prepare the documentary record, including transcripts, no later than 10 business days after request.
- Provide a copy of the appeal to the district and county.
- If new or different material terms, State Board shall immediately remand to **district** for reconsideration (30 days).

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**Charter Appeals:  
New Law (Con't.)**



Appeal to the State Board of Education:

- District or county may submit written opposition within 30 days of appeal with specific citations to the documentary record explaining how the entity did not abuse its discretion.
- ACCS shall hold a public hearing to review appeal and documentary record; ACCS shall submit a recommendation to the SBE whether there is sufficient evidence to hear the appeal or to summarily deny.
- If no ACCS recommendation, the SBE shall either hear the appeal or summarily deny review based on the documentary record.
- SBE may reverse district and county action only upon determination that there was an abuse of discretion.
- If SBE reverses denial, it will designate, in consultation with petitioner, authorization to the district or county.

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**QUESTIONS AND  
RESPONSES**

**THANKS FOR  
ATTENDING  
TODAY!**

SACRAMENTO OFFICE:  
655 UNIVERSITY AVENUE  
SUITE 150  
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:  
5200 LANKERSHIM BLVD.  
SUITE 370  
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:  
591 CAMINO DE LA REINA  
SUITE 910  
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:  
500 YGNACIO VALLEY ROAD  
SUITE 190  
WALNUT CREEK, CA 94596

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Exhibit  
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June 08, 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:**

**Master Teacher Presentation, A Year in Review - Department Chairs**

# Hesperia Dance/Cirque Dept. Chair

Hello my name is Haley Sanderson and I was the department chair for the Dance and Cirque Department on the Hesperia Campus. My duties included collecting weekly attendance reports from the 7 other teachers in my department, holding monthly department meetings with these teachers to keep them up to date on all things Encore related, attending monthly meetings for all the department chairs with either Ms. Roach or Ms. Dolf, and I collect emergency sub plans and pacing plans from each teacher in my department. I also oversee the assessment process for dance. I keep track and organize the paperwork for each student then create a master list with student's placement that gets sent to counseling so all students are placed in their proper classes.

Danielle Pahmeier  
Riverside Performing Art Department Chair

As the Riverside Performing Art Department Chair I oversaw teachers who taught choir, piano, guitar, band, orchestra, drama and theater. As a department we met or had an email meeting every two weeks, but since we were all in the same building, we discussed topics every day. As a department chair I was always available to listen and discuss options with my teachers. It could be about a topic they want to discuss in class or just bouncing ideas around. We worked collaboratively with each other to make sure our music and theater students were learning together and could apply topics in all of our classes.

Extra duties as a department chair included, checking teacher grade books, sending out reminders about chaperone duties, fixing broken instruments or equipment, sending out paperwork, creating pacing templates, and making sure my team felt comfortable in their positions and had a team they could rely on.

Thank you,  
Danielle Pahmeier

I intend on being at the board meeting on Monday, June 8, via Zoom!.

Department

1st Semester: Jr. High

2nd Semester: Jr. High and Hs Sciences

Brief list of duties performed

- Assisted the Dean of Academics with individual teacher observations and held meetings regarding gradebooks or classroom management.
- Sent out reminders for mandatory classroom postings, progress/report card dates, after school meetings, etc.
- Collected quarter pacing and emergency plans, and then sent to Admin.
- Collected attendance and turned into the 3rd floor.
- Met with individuals or the whole team weekly. These were either formal and informal meetings.
- Additional meetings were made by administration throughout the year during inservice or after school.
- Met with the Dean of Academics once a month.

A lot goes into being a department chair. Information is passed along to us, and then we have to pass it along to our team or the teacher needing help. The most challenging part was to meet with my whole team due to the amount of meetings there could be in a week. We would have weekly morning meetings, the Tuesday/Wednesday meetings, IEPs, 504s, parent meetings/conferences, or discipline meetings. However, meeting with individuals or the whole team allowed us to collaborate, connect and go “outside of our room” and to grow as teachers.

# Visual/Technical Arts Department

Department Chair, Sandi Del Sole

2019-2020 School Year

## Facts about the department:

The Visual/Technical Arts Department consists of 8 team members and includes all art, costume design, film, photo, cooking and art appreciation classes. This year our team consisted of 3 first year teachers who were trying not only to navigate classroom management and curriculum, but also assimilate to the rules and procedures of Encore.

## What I did as department chair:

As the department chair, I was a constant guide, support, and information source for my team. I offered extra help to the rookie teachers in my department checking on them regularly and keeping them informed of events, expectations, and protocols. With my entire team I tried to be a leader to keep them informed, motivated and on top of our duties. As department chair, I headed up the movement to promote and improve our department as often as I could. I was an advocate for getting teachers necessary supplies in the classroom. I headed up the planning, organization of and materials list that made our Carnival Art Show/Display such a success this year. I served as a go between for teachers and administration, heading off questions when possible to lighten the load on our admin team. I held monthly/bi monthly meetings where we discussed current school events that required our support, needs within the classroom, brainstorming ideas on how to further promote our program and make our students feel spotlighted, shared information and created an atmosphere where ideas as support were shared throughout the team regardless of teaching experience.

I believe that our constant communication, meetings and teamwork helped us to develop a support system and bond that went beyond what we could have accomplished without the intimate team dynamic that shares common interests and goals.

## Extra duties of a department chair include:

- Collecting weekly attendance
- Attending the Department Chair meeting once a month, bringing any concerns your department has to the attention of the Dean of Academics
- Collecting and monitoring teacher responsibilities such as pacing plans, syllabi, emergency sub plans, meetings, gradebooks, A-G, etc.
- Planning and running monthly/bi monthly department meetings including following through on any questions or ideas presented by the team and turning meeting notes into the Dean of Academics.



- Checking in with members of the department from time to time to make sure they are feeling supported and have the tools they need to succeed.
- Heading up any projects given to the department.

## Department Chair Duties

- Collect Attendance each Friday from department members and turn into Dean of Academics
- Complete Gradebook Checks: This was typically done at least once a month to see if new assignments were being added and graded, make sure comments were being included when needed, especially for EL/SPED/504 students.
- Bi-Weekly Department Meetings: Regular department meetings allowed us to come together to discuss various topics that may have been addressed by the Dean of Academics, school/department concerns, curriculum, professional development, action plans, check-in with each other, etc. This was especially helpful when creating plans for students that needed additional help or may have exhibited differing behaviors for different teachers. We were also able to share our teaching experiences and provide each other with new/fresh ideas on a regular basis.
- Continuously check-in with, and provide positive support to, members of the department through group and one-on-one e-mail and in-person contact. I would like to emphasize *positive support*. By maintaining a positive attitude and providing support that aligned with that mindset, my department reached out to me for assistance and openly discussed any concerns they had with me so that we could make sure that those concerns were addressed.
- Complete Observations: One observation completed each semester. I typically spent approximately one-half of the class period within the class, observing teaching practices, class behaviors, etc.
- Regularly take part in meetings with Admin and other Dept. Chairs, as well as regularly check-in with Admin regarding department accomplishments and concerns.

# Humanities Department Report 2019-20

## June 3<sup>rd</sup> 2020

Department Chair: Mr. Chad Watkins

Department: Social Sciences and English

- Collecting Attendance
  - Printed, collected and turned in attendance on a weekly basis from staff that were within the N Building. Other staff turned in on their own.
  - Followed up with staff if attendance was missing via email, remind, text, phone call and in person.
  - Occasionally picked up attendance from teachers on my prep period when needed.
  
- Department meetings
  - Averaged once per month.
    - Presented and advised on current and changing policy and trainings.
    - Created and advised on action plans from Cyber High to Benchmarks.
    - Advised on pacing plans, sub plans, lesson plans and teaching strategies.
    - Advised on best practices in multiple areas.
    - Listened to, listed and relayed needs, wants and concerns from department.
  
- Parent-Teacher Conferences:
  - Monitor Parent-Teacher Conferences sign in sheet to maintain order and stability.
  - Greet parents and reassure them that they will be seen soon while they wait.
  - Rotate through N building to check in on teachers between meeting with parents for support and guidance.
  
- Continuous check in with department and Dean of Academics
  - Informal checks via, remind, text, between classes, before and after school, email etc. Purpose: Established relationships with department in order to be the “go to person” to help with the day to day and occasional anomalies.
  - Report to dean if and when issues arose that I was unable to address on my own.
  - Occasionally met with teachers one on one before, after school and during prep periods.

# Humanities Department Report 2019-20

## June 3<sup>rd</sup> 2020

- Gradebook checks
  - Averaged once every other month
    - With Limited Access: Conducted checks one on one with department, often during Department meetings.
      - Used examples and pie chart makers to help team keep with Encore guidelines.
    - With Full Access: During Distant Learning; checked gradebook twice a month.
      - Supported, advised and problem solved with team via, text, phone calls, emails etc.; in order to maintain a constituent gradebook aligned with Encore policy.

## Department Chair Report

My name is Cameren Dorris-Alaniz and I have served as the Dance/Cirque/PE Department chair in Riverside for the 2019-2020 school year.

I would email attendance reminders almost every week and I was able to stay in constant contact with all of the dance teachers each day. I was able to answer questions regarding calling out from work, setting up and formatting gradebooks, completing attendance reports, sending out emails to parents, and navigating Aeries and the Encore Drive.

This was my first year as department chair and I had a few struggles. I found it difficult to find the time to meet with my department since we were spread throughout the campus, but I made myself available through phone and email to answer any questions the cirque or PE instructors may have had. I also found it difficult to find the right time for meetings since I also had 2 teams to juggle on top of other staff meetings I needed to attend, but I met with everyone just about every month. If we could not meet all together I would at least check in with them or they would check in with me at the end of each week, just about.

As department chair, I had a few extra duties. I was in charge of new student auditions and I had a fair amount of new students assess at the end of lunch throughout the year. I also had to attend monthly department chair meetings just to check-in with everyone and hear any new information that we needed to pass along to our departments. I was also in charge of leading assessments and conservatory auditions. I was in charge of collecting pacing plans and emergency sub plans each quarter. Lastly, I did a lot of printing for some of my coworkers, whether it was rubrics or their weekly attendance reports.

I think the year went well. Most of my coworkers trusted me and were comfortable enough to come to me when they had questions and made corrections to their work when necessary, but there were also few that would not ask me questions right away, so it was slightly frustrating trying to answer all of their questions when they finally reached out, but I was usually able to answer all of their questions.

I feel I was able to support majority of my department, whether it be by printing their attendance, covering/combining their classes, or giving them the best possible advice, or trying to ease their frustrations.

## 2019-2020 Department Chair Summary Report

John Parker, High School ELA and History

### Attendance:

--I collected weekly attendance reports from staff in my department and ensured that they were correctly formatted, signed, and dated. I then turned in these reports to administration. All reports have been turned in to the attendance office.

### High School ELA and History Department Meetings (Twenty-Three Meetings in Total):

- These occurred either after school or during lunch.
- In August we had two meetings.
- In September we had four meetings.
- In October we had four meetings.
- In November we had three meetings.
- In December we had one meeting.
- In January we had one meeting.
- In February we had three meetings.
- In March we had one meeting.
- In April we had one meeting.
- In May we had two meetings (held back-to-back).
- In June we had one meeting.

Here are some highlights of the topics of discussion that I covered during these meetings:

- We worked on completing gradebook checks (class averages, balanced assignment categories).
- I reminded teachers to be sure that they are carefully taking classroom attendance in Aeries.
- We worked to pull raw data from teacher grade books on Cyber High unit finals (no curving of grades).
- We created first and second semester final exams.
- I reminded them of the importance of factoring in assignments (changing from “gray” to “blue” in Aeries).
- I gave them tips on how to appropriately modify for SPED students and add comments in Aeries.
- I showed them how to accurately and correctly request time off, including making the needed documentation in EWS.
- I ensured that all semester finals are completed and sent to the Academic Dean and Academic Director for approval.
- I made sure that teachers check all five tabs on the independent study spreadsheet and made sure that all students get graded. Teachers reported that they are all aware of the five tabs.
- I reminded teachers to pay particularly close attention to seniors doing independent study for credit recovery, as this impacts their eligibility to graduate.
- I reminded teachers that all personal items and not keeping microwaves or fridges in the classroom.

- I showed teachers how to check their EWS to ensure that it is accurately submitted.
- I explained the importance of conducting grade checks for students on teams.
- I reminded teachers to check their mailboxes in the A building.
- I explained that teachers should be signing in/out in the G building.
- I gave tips on how to complete and submit SPED modified finals. Additional strategies for SPED accommodations on exams were also discussed.
- We worked together in completing several of the first semester lessons in the Master Teacher PD program. I reminded the department to have the lessons done by the end of each semester.
- I collected quarterly pacing from department members and reminded them that all quarterly pacing plans should be submitted using the correct template.
- I made sure that teachers have grade books set up for each semester and that teachers are continuing to put comments for SPED modifications.
- I explained the changes to the independent study program (short and long-term) for second semester, making sure that everyone was clear on how this new program will be implemented.
- I reminded teachers to send out email blasts every other week.
- I introduced daily CAASPP test prep options with teachers. We worked to decide on the curriculum to be used going forward in ELA and history classes.
- I discussed offering lunch tutoring on days other than our scheduled day.
- I encouraged teachers to reach out to parents of students who had a “D” or “F” in their class to discuss strategies for improvement.
- I collected quarterly emergency sub plans and made sure that they be kept up-to-date.
- I made sure that benchmarks for ELA get scored and submitted on time for data analysis.
- I reminded department members to use Cyber High in their classes every day.
- For ELA teachers, I reviewed the procedure for checking out novels.
- We worked on establishing new dates for administering unit finals for units 8-10 of Cyber High.
- I discussed current progress on NFHS training with department members. Everyone has access.
- I reminded teachers that second semester Master Teacher training needs to be completed by 6/10/20.
- I went over the end-of-the-year checkout and inventory sheets with teachers, along with the end-of-the-year procedures.
- We went over teaching and strategies for success in a multi-level classroom (organizing groups/ group activities, accommodating students with IEP’s and 504’s, etc.).
- We developed ideas on how to use Cyber High to prepare students to succeed on the CAASPP.
- We discussed strategies on how to productively engage parents (based on the NFHS training).
- I tried to help new teachers feel welcome and acclimate as quickly as possible.

#### Checking in with Teachers in My Department (Apart from Regular Department Meetings):

- I periodically met with or communicated with teachers to discuss ways to raise low class averages.
- I helped facilitate access to CAASPP test prep materials.
- I assisted teachers in balancing assignment category averages (30%, 30%, 20%, 10%, 10%).
- I helped teachers with the development of the UC A-G worksheets.

- I assisted teachers in writing their first and second-semester final exams.
- I collaborated with teachers in analyzing benchmark data and aided in writing the Benchmark and CAASPP Action Plans for first and second semester.
- I gave feedback on a number of lesson plan and assignment ideas.
- I communicated with admin for various Cyber High and team needs and/or questions.
- I helped with the process of completing and uploading grades in Aeries.
- I helped out in general with paperwork questions (sub/absent day requests, copier access, etc.).
- This “check-in” process was continuous and conducted via text messages, phone calls, emails, in-person meetings, and Zoom meetings.

#### **Gradebook Checks:**

--For first semester these were done verbally, approximately twice a month. During our biweekly meetings I would have staff sign into their Aeries account and check to make sure their class averages were at least 70% and that category averages came out to 30% activities, 30% projects/essays, 20% unit quizzes, 10% unit exams, and 10% final exams. For second semester and the last few weeks of first semester, I was able to sign into Aeries to check their grade books. Additionally, I continued to rely on department meetings and verbal discussions to review grade book statuses. This occurred approximately every two to three weeks.

#### **Quarterly Pacing Plans:**

- I had my department members email me their pacing plans for the first, second, and third quarter.
- Teachers were required to use the pacing template sent out back on July 29.
- I assisted teachers in writing these pacing plans. I then uploaded them into a folder in Google Drive once they were sent to me and I reviewed them for accuracy.

#### **Teacher Observations:**

- I completed one classroom observation for everyone in my department first semester.
- For second semester, I completed one classroom observation before spring break. I then completed Zoom observations for the other department members.



## Encore Jr./Sr. High School for the Arts

### Music Department report for the 2019/2020 school year

Music Department Members:

Dr. Grace Choi - piano

Brian Forbes – band & orchestra

Kristina Sampson - voice

Sang Chang - choir

Nikola Chekardzhikov /Dept. Chair/ - guitar& drumline

#### Summary

The 2019/2020 school year has been like no other school year, presenting some unique challenges that required us to adjust and adapt as a team. As a department we started the school year with two brand new members – Ms. Kristina Sampson, our wonderful voice tech teacher, and Mr. Sang Chang - just as wonderful new choir teacher. We had also switched to the new schedule, teaching multi-level classes, with different pacing plans corresponding to their own A-G tracks. Establishing the new Street Band and the usual heavy schedule of on-campus and off-campus events and performances. The latest challenge, of course, was the Covid-19 pandemic and the way it affected the whole teaching process with distance learning through Zoom.

#### My role as a Music Department Chair

As a department chair my main task was to support the teachers in my department in their needs, and especially help the new teachers adjust to the tasks and expectations here at Encore. To do that:

- we established our Tuesday lunch meetings at our first meeting on August 1<sup>st</sup>.
- In addition, I had a chance to personally speak with each teacher every Friday at the times when they would turn in their weekly report.
- I would also stop by the rooms of the new teachers regularly to inquire and help with anything they needed.

- teachers could reach me by phone, text and email any time of the day.
- At the end of the first semester, I had a chance to visit each music teacher in their classroom and observe for an extended period their ways of teaching, to give acclaim and to make suggestions for improvement. Once again, I was impressed with the quality of music education Encore teachers present to our students.

### The Meetings

Besides the day to day business in our department, these meetings yielded some nice ideas, that were later adopted by the school. Such an example is having the arts teachers meet the parents at one of the early parent's conferences, to present themselves and to establish the rules, procedures, and expectations for the school year.

A very useful discussion was one in February, when we were able to analyze our experience of teaching multilevel classes and exchange ideas of how to improve our instruction in such setting.

At one of the Music Department meetings we had a brainstorming session where each teacher created a list of possible CTE Pathways and career opportunities for our students in each field – voice, choir, piano, guitar, and band. The idea was to limit the achievement gaps in our students, by make plans and setting goals in a more structured way.

### A-G Curriculum Updates:

Most of the music classes have been A-G approved, including Piano I-IV, Guitar I-IV; Beginning Instruments, Orchestra, Professional Musicians etc. Some classes had been prepared pending review & submission.

### The Zoom Transition:

With the Covid-19 developments and the new reality with teaching/learning from home, the teachers in the music department were quick to adapt and jump in on the zoom experience. Teaching through Zoom has some real challenges when it comes to teaching music. The usual on-hand experience that students experience in the classroom is very hard to replicate in an online setting, especially, when students' mics and cameras are off or there are common technical difficulties that diminish the experience. That is why it is even more impressive, how teachers were able to adjust and offer high quality presentations for the benefit of students that decided to make use of it.

### Conclusion – Strengths and Areas for Improvement

To summarize, I would like to point out the main strengths and the areas where the department can improve:

#### Fortes:

- High Quality teaching in the classroom
- Open minded teachers ready to quickly adapt to changes
- Good work as a team

#### Pianos:

- Turning in grades and pacing plans in a timelier manner by everyone in the department
- Always keeping everyone in the loop.
- Weekly reports turned in by Fridays, not Tuesdays.

# ENCORE



## JUNIOR | SENIOR HIGH SCHOOL FOR THE ARTS

Department chair report to school board

5 June 2020

Jamie Waggoner

My department was very diverse. It was comprised of one other Spanish teacher (other than myself) and instructors that had several other responsibilities including (but not limited to) Math help/support, Independent study, ASB, Study hall and Basketball.

Attendance was collected every week and turned in on a very regular basis. It went well and I hardly ever had to chase it down.

We held meetings in my room every other week but there were a few times that it took an extra week to get together. The group I had was very much self sustaining and I had very few issues that were brought to me where help was needed.

I did not make notes on my calendar as to how many meetings we had with out Dean of Academics but I can say that we did meet consistently. We were supposed to meet on a monthly basis and for the most part That did happen.

I did spend time observing teachers in my department during the first semester but because of the School disruption, I was not able to observe during the second semester.

# Department Chair Report

**Daisy Camacho**

06/04/2020

—

Mathematics and Skills

—

Encore Jr/Sr High School:

Riverside

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## Summary

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### Role and Expectations

At the beginning of the school year I was assigned to work with the Math, Science and Skills team. After teacher layoffs, the teachers were regrouped into smaller groups. My group then consisted of the mathematics and skills department.

My role as department chair is to be the communication between staff and the administration. I would have monthly meetings with the Dean of Academics, Julia Dolf, and the remaining Department Chairs. We would discuss any concerns that my department would have, and any changes that needed to occur; I would then follow up with my team.

The expectations that I achieved are as follows:

- Collect my departments attendance at the end of every week.
- Met with my department collectively at least once a month.
- Meet with the Dean of Academics monthly.
- Continuously checked in with the teachers.
- Observed the teacher's lessons and provided individual feedback.
- Help plan and create emergency sub plans and quarterly pacing plans.
- Help create google classrooms and create gradebooks on Aeries.

Because of the teacher lay off before the second semester a lot of the teachers that I work with needed emotional support. Even more when our schools charter renewal was in jeopardy. Once again when they were unable to see their students due to CIVID-19. Finally, when the Riverside Unified School District decided to close our charter, leaving a lot of teachers without a job at the completion of the school year.

Overall, it was a rough year for my team. There were a lot of obstacles that they had to overcome and are still trying to adapt to.

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**Department Chair Report**  
**Hesperia HS Math and Science**  
**Board Meeting Report**  
**June 5, 2020**

**Expectations:**

**☐ Attendance collection at end of each week**

- ☐ All team members completed attendance submission for all the school weeks, also part of the end of year checkout list
- ☐ End of the week turn in of attendance sheets served as the weekly check in with the team members

**☐ Gradebook Checks**

- ☐ Throughout the year, team members are reminded to update grades and place the necessary accommodations and modifications for SPED population; 504 and ELL students. Team members are asked to save a copy of their final marks analysis page to give them a snapshot of where their students stand, follow up on next steps and possible ways to adjust if students are in the D/F range.
- ☐ Team members have submitted their grades for 2nd semester. Some are still continuing to input grades from Honors classes.

**☐ Department Check Meetings**

**August meetings**

**8.1** Start of year set-up communication Remind; team members who need CTI Induction (Jordan Yr.1; Berry Yr.2; Casareno Yr1); required postings and material within the classroom; 5-step process for translating standards: focus, assessment, engagement, mastering content, and closure; Socratic seminar; Google Classroom set-up; suggested solutions to CyberHigh exams

***September meetings***

[9.17](#) Team discussion of the [Dashboard Action Plan](#)

- - 3% increase on the score, Go for the green (standard met and exceeding)

***November-December meetings***

[11.15](#); [11.22](#) Reminders for input grades, checking class averages and if percentages correspond to [grading policy](#); complete 1st sem finals for board approval

***February meetings*** [2.4](#) New gradebook set-up for the 2nd semester; Teaching multi-level classroom- sharing of methods and strategies

***March Meetings*** [3.25](#) Trainings conducted for the Zoom classes in preparation for online sessions

***April meetings*** [4.20](#) Continue supporting and grading work from students to improve grades; paper copies to be sent to Joelle; Honors and AP contracts; [A-G Courses](#) complete the [GOOD review sheet](#)

***May-June meetings*** [5.4](#); [5.15](#) Discuss/share practices to encourage higher level thinking/**critical thinking** with students; NFHS trainings; submit Master Teacher Form; Suggestions on Grading policy adjustments; End of Year Checkout list

- ❑ **Meetings with Dean of Academics** -Within department meetings, team members share concerns or ideas with each other; supplies a copy of meeting minutes to the Dean of Academics
- ❑ **Teacher Observations** - conducted in September for all team members; informal walkthroughs conducted at least once a month



Dawn Livaudais  
Visual and Technical Arts

### Visual/Technical Arts end-of-year Department Wrap-up

This year the Visual and Technical Arts Department met 1-2 times per month, and kept in touch at least weekly via group chat. Group chats were used as a tool to make sure everyone was on the same page, turned in attendance and other materials on time, and were keeping up with emails and staff meetings. If a department member had a question, answering it in the group chat was a good way to make sure that anyone else who might have the same question would get an answer also.

Aside from keeping an open communication and answering (or finding an answer to) any questions that might arise, some job duties performed as Department Chair included:

- Making sure that Attendance was turned in in a timely manner.
- Making sure that grades were turned in in a timely manner.
- Working closely with my counterpart in Hesperia to ensure consistency between campuses.
- Organizing field trips such as Beach Day and the Griffin Zoo (the latter of which was cancelled). This included getting signups, collecting permission slips, communicating with Transportation, and attempting to contact Hesperia organizers to ensure that the campuses were on the same page.
- Organizing on-campus activities such as the Chalk Walk and Paint Night by making sure that all necessary materials are available including art supplies and prizes, getting signups, and announcing winners.
- Working with ASB to make sure that any Visual/Technical Arts events were being properly promoted via Constant Contact emails, posters, and the Events calendar in the H building.
- Helping to organize Carnival: ensuring that we had all of the materials we needed for displaying student work, monitoring set up and break down, etc.
- Helping to organize the Festival of Lights: again ensuring that we had all of the materials we needed for displaying student work, monitoring set up, and rallying to get ornaments and cards made to sell at the event.



Exhibit  
6.10

June 08, 2020

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Mari Miller, Board Member

**INFO:**

**SPED Report-** Eric Buries

Board Meeting Psychologist Report  
June 8, 2020  
Hesperia campus

The 2019-20 Special Education Plan (SEP) is due to CDE by December 15, 2020 but an earlier submission date for districts to submit to DMC/SELPA will be provided approximately in August. The DMC/SELPA will review the SEP and submit on our behalf.

There are 3 levels of monitoring/review: Universal, Targeted, and Intensive, and we have been selected for target monitoring/review.

The DMC/SELPA is currently reviewing district Annual Performance Reports (APR) and it is anticipated they will provide the information to districts before July 1<sup>st</sup>.

The following State Plan Performance Indicators (SPPI)/Elements **will not** be required for 2019-20 Special Education Plan (SEP) due COVID-19 closures:

**File Reviews**

**Use of finding of noncompliance**

The following Elements:

**11 (Timely Eligibility Evaluation)**

**12 (Timely Part C to B Transition)**

**13 (Secondary Transition Goals and Services)**

We need to designate members of our staff that will comprise our SEP improvement team.

The following are required SEP team members:

SELPA Representative

Special Education Administrator

General Education Administrator

General Education Teacher for each subject area element not met

Special Education Teacher

The SEP improvement team is required to hold team meetings and planned activities

The SEP improvement team will conduct a review of root causes and analysis related to any SPPI 1-14 that were not met during the 2018-19 school year and develop an SEP plan to address unmet targets.

Hesperia has 2 SPPI and/or Elements that need to be addressed:

1. Graduation Rate: Based upon Dashboard results.
2. ELA Academic Performance: Based upon CAASPP Dashboard results

LEA: **Encore** Jr./Sr. High School for the Performing and Visual Arts (0116707)  
SELPA: Desert/Mountain Charter (3651)

2019-20 Targeted Review Selection Data							
Evaluated as part of Desert/Mountain Charter SELPA Small LEA Group							
Indicator	Selection Element	Target	Small LEA Group Data (Data Year 18-19)	Target Met (Based on Small LEA Group Data)	Selection (Based on Small LEA Group Data)	Individual LEA Data (Data Year 18-19)	Individual LEA Participation (If Small LEA Group is selected and Individual LEA contributed negatively to Small LEA Group Data)
Dashboard	Graduation Rate		RED			NO_COLOR	YES
2	Dropout Rate	≤ 10.72%	1.20%	YES	NO	0.00%	NO
3b	ELA Participation	95%	93.37%	NO	YES	100.00%	NO
3b	Math Participation	95%	92.51%	NO	YES	100.00%	NO
Dashboard	ELA Academic Performance		ORANGE			RED	YES
Dashboard	Math Academic Performance		YELLOW			ORANGE	NO
Dashboard	Suspension		GREEN			BLUE	NO
5a	LRE Regular Class 80% or more	52.2%	85.58%	YES	NO	88.54%	NO
5b	LRE Regular Class 40% or less	≤ 21.6%	2.85%	YES	NO	0.00%	NO
5c	LRE Separate School	≤ 3.8%	1.90%	YES	NO	0.00%	NO
6a	LRE Regular Class	35.9%	65.00%	YES	NO	No Data	NO
6b	LRE Separate School	≤ 31.4%	20.00%	YES	NO	No Data	NO
8	Parent Involvement	93%	99.56%	YES	NO	100.00%	NO
14a	Higher Education	54.3%	No Data			No Data	NO
14b	Competitive Employment	74.4%	No Data			No Data	NO
14c	Any Education/Employment	83.0%	No Data			No Data	NO
	Child Find		9.00%	YES	NO	9.44%	NO
<b>REVIEW REQUIRED</b>							

NOTE: "No Data" means that the small LEA group or Individual LEA had no data in the Data Source and the corresponding Target Met and Selection will be blank.

---

Board Meeting Psychologist Report  
June 8, 2020  
Riverside campus

The 2019-20 Special Education Plan (SEP) is due to CDE by December 15, 2020 but an earlier submission date for districts to submit to DMC/SELPA will be provided approximately in August. The DMC/SELPA will review the SEP and submit on our behalf.

There are 3 levels of monitoring/review: Universal, Targeted, and Intensive, and we have been selected for target monitoring/review.

The DMC/SELPA is currently reviewing district Annual Performance Reports (APR) and it is anticipated they will provide the information to districts before July 1<sup>st</sup>.

The following State Plan Performance Indicators (SPPI)/Elements **will not** be required for 2019-20 Special Education Plan (SEP) due COVID-19 closures:

**File Reviews**

**Use of finding of noncompliance**

The following Elements:

**11 (Timely Eligibility Evaluation)**

**12 (Timely Part C to B Transition)**

**13 (Secondary Transition Goals and Services)**

We need to designate members of our staff that will comprise our SEP improvement team.

The following are required SEP team members:

SELPA Representative

Special Education Administrator

General Education Administrator

General Education Teacher for each subject area element not met

Special Education Teacher

The SEP improvement team is required to hold team meetings and planned activities

The SEP improvement team will conduct a review of root causes and analysis related to any SPPI 1-14 that were not met during the 2018-19 school year and develop an SEP plan to address unmet targets. I have contacted our regional FMTA representative to determine whether we need to proceed with a SEP plan for the Riverside campus.

Riverside has 4 SPPI and/or Elements that need to be addressed:

1. CAASPP math participation: 81.08% Target is 95%
2. ELA academic performance: Based upon the CAASPP Dashboard results
3. Math Academic Performance based upon Dashboard results: currently red
4. Special Education Suspension Rates: Orange

LEA: [Encore](#) Jr./Sr. High School for the Performing and Visual Arts (0116707)  
SELPA: Desert/Mountain Charter (3651)

2019-20 Targeted Review Selection Data							
Evaluated as part of Desert/Mountain Charter SELPA Small LEA Group							
Indicator	Selection Element	Target	Small LEA Group Data (Data Year 18-19)	Target Met (Based on Small LEA Group Data)	Selection (Based on Small LEA Group Data)	Individual LEA Data (Data Year 18-19)	Individual LEA Participation (If Small LEA Group is selected and Individual LEA contributed negatively to Small LEA Group Data)
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14c	Any Education/Employment	83.0%	No Data			No Data	NO
	Child Find		9.00%	YES	NO	9.44%	NO

**REVIEW REQUIRED**

NOTE: "No Data" means that the small LEA group or Individual LEA had no data in the Data Source and the corresponding Target Met and Selection will be blank.



# Exhibit 7.1

## June 08, 2020

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### INFO:

**Facilities Report; includes critical needs for the coming school year-** Joe Griffin & Curtis Peterson

Encore high school 20/21

Critical need Projects...

Empty all Riverside to Hesperia Empty Buildings

Remodel G portables

Flooring

Paint

Repair all Portable Ramps and Paint

F 29 Remodel Flooring for inside cafeteria

Parking lot lights 6 lights

No power to poles need to rewire

Big Top Assemble Rigging new configuration

E 6 Kitchen class Stoves or cook tops

Bathrooms FRP panels repair

F Building Hallway FRP

Kitchen Restroom Flooring



## **Facilities Maintenance/Risk Mgmt. Report**

**As we close down the Riverside Campus we will take a look at what needs to still be repaired. The assessment will be in every building.**

**Hesperia campus we will be working on 3 Major Projects.**

- **Clean up the boneyard in the back of the F building**
- **Repair and paint all portable classroom ramps.**
- **Finish cleaning all indoor hallways.**
- **Repair tile in the Boys Restroom C building.**

### **Risk Management Hesperia Campus**

- **I will be attending an all day class on June 2nd to re-new my training certificate for the Red Cross CPR Training to certify staff with a CPR. Certificate.**

- **I will begin to send out the online portion of the CPR certification to begin training staff that need a valid certificate.**
- **We will also be researching the best ways to keep students and staff safe from Covid 19 virus as we resume the 2020/2021 school year.**
- **I will be working on all Safety Policies and Procedures for the 20/21 School Year.**



# Exhibit 7.2

## June 08, 2020

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Mari Miller, Board Member

### **INFO:**

**Encore Hesperia 2020-21 July Budget.**

**This is a very preliminary estimate at this point, as the state budget and federal funding are still very much in the air. We will be coming back with an updated budget in July or August once we have sufficient visibility to fine-tune these assumptions.**



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

## 2020-21 July Budget

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

## 2020-21 July Budget - Summary Analysis



### SUMMARY OF RESULTS

**This budget is based on preliminary information only and will be revised in July/August as more accurate budget and cash flow information is known.**

This 2020-21 July Budget update projects a budget surplus of \$79,269.

This is an decrease of (\$578,409) from the prior 2019-20 Estimated Actuals projected surplus of \$657,678.

This will allow Encore Jr/Sr High School for the Performing & Visual Arts to end this fiscal year with a balance of \$591,468, which is 5.4% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this coming fiscal year is \$217,440, which represents 7 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$756,331, which represents 26 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = decrease of (\$486,926), or -4.2% of prior year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$1,280,155) lower than in the prior year, due to average daily attendance (ADA) decreasing by 49.27.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at \$835,754 higher than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at (\$35,526) lower than in the prior year.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$7,000) lower than in the prior year.

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$91,483, or 0.8% of prior year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$385,651 higher than in the prior cycle, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$86,629 higher than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

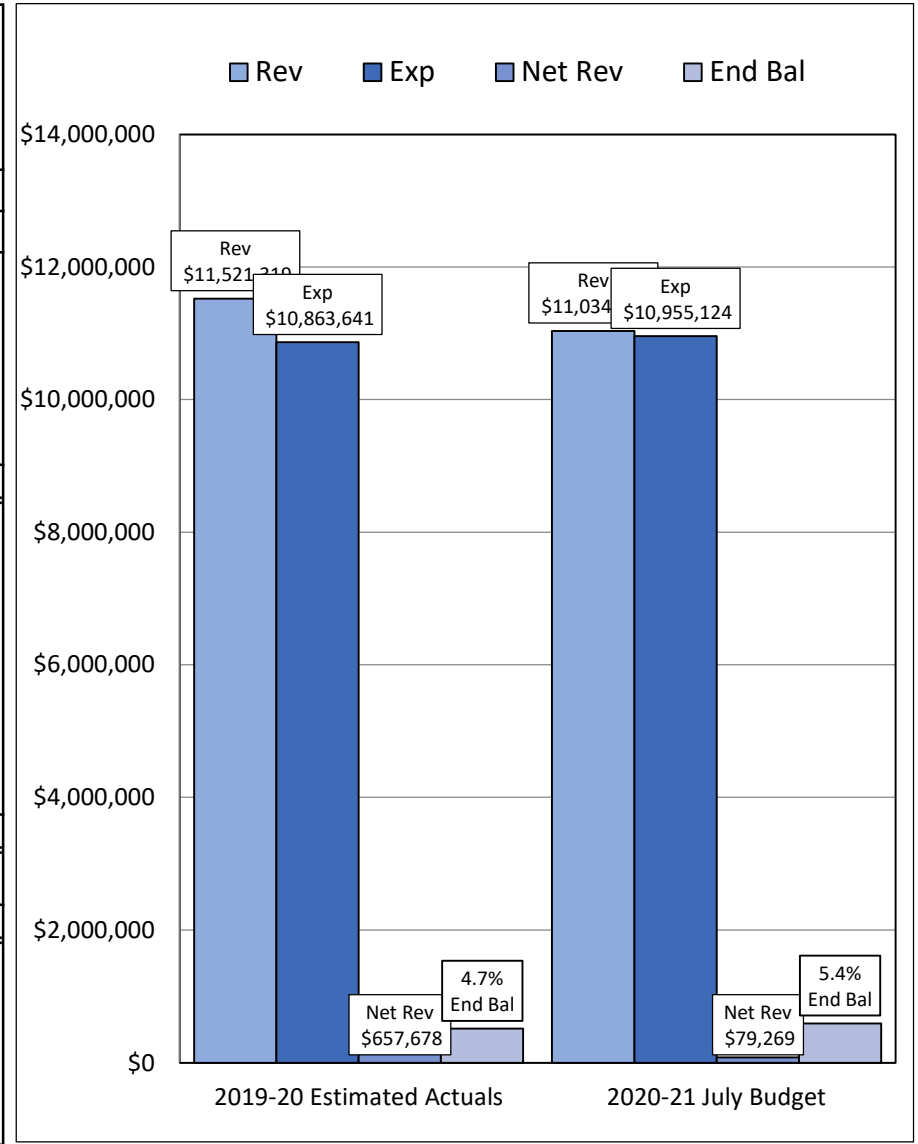
Services & Operating costs are projected to be (\$384,227) lower than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$3,430 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

**Encore Jr/Sr High School for the Performing & Visual Arts  
2020-21 July Budget  
BUDGET SUMMARY**

	2019-20 Estimated Actuals	2020-21 July Budget	Change
<b>Projected Enrollment:</b>	969	900	(69)
<b>Projected P-2 ADA:</b>	899.27	850.00	(49.27)
<b>Revenues:</b>			
General Purpose Entitlement	\$ 9,346,658	\$ 8,066,503	\$ (1,280,155)
Federal Revenue	453,303	1,289,057	835,754
Other State Revenue	1,657,859	1,622,333	(35,526)
Other Local Revenue	63,500	56,500	(7,000)
<b>TTL Revenues</b>	<b>\$ 11,521,319</b>	<b>\$ 11,034,393</b>	<b>\$ (486,926)</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 2,610,099	\$ 2,659,493	\$ 49,395
Non-Certificated Salaries	2,039,229	2,350,215	310,986
Benefits	1,747,808	1,773,078	25,271
Books/Supplies/Materials	147,697	234,327	86,629
Services/Operations	4,142,017	3,757,790	(384,227)
Capital Outlay	173,463	176,828	3,365
Other Outgo	3,329	3,394	65
<b>TTL Expenditures</b>	<b>\$ 10,863,641</b>	<b>\$ 10,955,124</b>	<b>\$ 91,483</b>
<b>Net Revenues</b>	<b>\$ 657,678</b>	<b>\$ 79,269</b>	<b>\$ (578,409)</b>
<b>Beginning Balance July 1</b>	<b>\$ (145,479)</b>	<b>\$ 512,199</b>	
<b>Ending Balance June 30</b>	<b>\$ 512,199</b>	<b>\$ 591,468</b>	
<b>Ending Balance as % of Exp.:</b>	<b>4.7%</b>	<b>5.4%</b>	



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**Encore Jr/Sr High School for the Performing & Visual Arts  
2020-21 July Budget  
FUNDING ASSUMPTIONS**

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**ENROLLMENT/ADA ASSUMPTIONS:**

1. By-grade enrollment projections are shown on the Enrollment & ADA Assumptions sheet.
2. ADA is assumed at 94.4% of enrollment throughout based on historical averages.
3. LCFF Unduplicated % estimated at 60.44% based on historical demographics.

**FEDERAL FUNDING ASSUMPTIONS:**

1. ESSA Participation (Title I Part A, Title II Part A, Title IV Part A) included.
2. ESSER Federal Stimulus Funding included at \$194,361 based on CDE.
3. Federal "Learning Loss Mitigation" funding estimated at \$655,827.
2. IDEA Special Education funding assumed at \$153.65 per ADA based on D/M SELPA May Revise estimate

**STATE FUNDING ASSUMPTIONS:**

1. LCFF funding is calculated using FCMAT's May Revise LCFF Calculator, assuming 7.92% cut from 2019-;
2. COLAs and gap rates taken from latest FCMAT LCFF Calculator.
3. Mandate Block Grant funding is assumed at \$16.86/PY ADA for TK-8, \$46.87/PY ADA for 9-12.
4. AB602 Funding through Desert/Mountain SELPA @ \$479.32/ADA.
5. No separate SPED Mental Health funding assumed until awarded.
6. SB740 Facility Grant funding assumed at 90% funding level.

**LOCAL FUNDING ASSUMPTIONS:**

1. No donations assumed at present.

**MULTI-YEAR REVENUE ASSUMPTIONS:**

1. Revenue COLA for Year 2 is projected at 1.20%.
2. Revenue COLA for Year 3 is projected at 0.00%.
3. ADA is anticipated to grow by 0.00% from Year 1 to Year 2.
4. ADA is anticipated to grow by 0.00% from Year 2 to Year 3.

**CASH FLOW ASSUMPTIONS:**

1. Assumes drawdown on existing CAM line of credit as needed during next 24 months.
2. Assumes June 2020 State Aid and EPA deferred to July 2020.
3. Assumes 23% of April, 100% of May, and 100% of June 2021 deferred to July.

**Encore Jr/Sr High School for the Performing & Visual Arts  
2020-21 July Budget  
ENROLLMENT AND A.D.A. ASSUMPTIONS**

	2020-21		2021-22		2022-23	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total K-3	-	-	-	-	-	-
Total 4-6	-	-	-	-	-	-
Total 7-8	342	323.00	342	323.00	342	323.00
Total 9-12	558	527.00	558	527.00	558	527.00
<b>TTL Enrollment/ADA</b>	<b>900</b>	<b>850.00</b>	<b>900</b>	<b>850.00</b>	<b>900</b>	<b>850.00</b>
<b>ADA Ratio (average):</b>		<b>94.44%</b>		<b>94.44%</b>		<b>94.44%</b>
Grade 7	155	146.39	155	146.39	155	146.39
Grade 8	187	176.61	187	176.61	187	176.61
Grade 9	153	144.50	153	144.50	153	144.50
Grade 10	152	143.56	152	143.56	152	143.56
Grade 11	145	136.94	145	136.94	145	136.94
Grade 12	108	102.00	108	102.00	108	102.00
<b>TOTAL:</b>	<b>900</b>	<b>850.00</b>	<b>900</b>	<b>850.00</b>	<b>900</b>	<b>850.00</b>

<b>LCFF Unduplicated Calc:</b>			
CALPADS Enrollment	900	900	900
Unduplicated Count	544	544	544
Unduplicated % (1-Year):	60.44%	60.44%	60.44%



**Encore Jr/Sr High School for the Performing & Visual Arts**  
**2020-21 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2019-20 Estimated Actuals	2020-21 July Budget	Change From Prior Year	Notes/Comments
Enrollment (CALPADS)	969	900	(69)	
Average Daily Attendance (P-2)	899.27	850.00	(49.27)	
<b>REVENUES</b>				
<b>Local Control Funding Formula (LCFF)</b>				
8011 LCFF: State Aid	7,684,346	6,553,851	(1,130,496)	
8012 LCFF: Education Protection Account	1,247,851	1,179,482	(68,368)	
8019 LCFF: Prior Year Corrections/Adjustments	61,979	-	(61,979)	
8096 LCFF: Funding in Lieu of Property Taxes	352,482	333,170	(19,312)	
<b>TTL LCFF Funding</b>	<b>9,346,658</b>	<b>8,066,503</b>	<b>(1,280,155)</b>	
<b>Federal Revenue</b>				
8181 Federal IDEA SpEd Revenue	102,734	138,169	35,435	
8220 School Nutrition Program - Federal	233,432	67,500	(165,932)	
8290 Other Federal Revenue	117,137	1,083,388	966,251	
<b>TTL Federal Revenue</b>	<b>453,303</b>	<b>1,289,057</b>	<b>835,754</b>	
<b>Other State Revenue</b>				
8311 AB602 State SpEd Revenue	370,944	407,422	36,478	
8520 School Nutrition Program - State	12,785	9,000	(3,785)	
8550 Mandated Cost Reimbursements	32,640	31,882	(758)	
8560 State Lottery Revenue	191,697	144,679	(47,018)	
8590 Other State Revenue	1,049,794	1,029,350	(20,444)	
<b>TTL Other State Revenue</b>	<b>1,657,859</b>	<b>1,622,333</b>	<b>(35,526)</b>	
<b>Other Local Revenue</b>				
8634 Student Lunch Fees	8,000	6,500	(1,500)	
8660 Interest Income	500	-	(500)	
8699 Other Revenue	55,000	50,000	(5,000)	
<b>TTL Other Local Revenue</b>	<b>63,500</b>	<b>56,500</b>	<b>(7,000)</b>	
<b>TTL REVENUES</b>	<b>11,521,319</b>	<b>11,034,393</b>	<b>(486,926)</b>	

**Encore Jr/Sr High School for the Performing & Visual Arts**  
**2020-21 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2019-20 Estimated Actuals	2020-21 July Budget	Change From Prior Year	Notes/Comments
<b>EXPENDITURES</b>				
<b>1000 - Certificated Salaries</b>				
1100 Teacher Compensation	1,859,741	1,839,626	(20,115)	
1130 Substitute Teacher Compensation	23,184	28,848	5,664	
1150 Teacher Stipends/Extra Duty	48,109	21,800	(26,309)	
1200 Student Support	259,590	293,219	33,629	
1300 Certificated Administrators	419,474	473,600	54,126	
1350 Administrator Stipends/Extra Duty	-	2,400	2,400	
<b>TTL Certificated Salaries</b>	<b>2,610,099</b>	<b>2,659,493</b>	<b>49,395</b>	
<b>2000 - Non - Certificated Salaries</b>				
2100 Instructional Aides	338,321	272,864	(65,457)	
2130 Classified Substitutes	32,091	22,536	(9,555)	
2150 Instructional Aides Stipends	13,571	6,200	(7,371)	
2160 Electives Instructional Aides	685,734	820,593	134,859	
2200 Pupil Support Administration	186,090	201,526	15,436	
2250 Pupil Support Stipends	-	2,220	2,220	
2300 Classified Administrators	260,237	347,400	87,163	
2350 Classified Administrator Stipends	-	89,580	89,580	
2400 Clerical & Technical Staff	523,185	583,695	60,510	
2450 Clerical & Technical Stipends	-	3,600	3,600	
<b>TTL Non - Certificated Salaries</b>	<b>2,039,229</b>	<b>2,350,215</b>	<b>310,986</b>	
<b>3000 - Employee Benefits</b>				
3101 STRS Certificated	411,771	397,846	(13,925)	
3102 STRS Classified	10,763	44,816	34,053	
3201 PERS Certificated	26,151	19,458	(6,693)	
3202 PERS Classified	373,619	417,700	44,081	
3301 OASDI/Medicare	195,486	50,654	(144,832)	
3302 OASDI/Medicare	-	162,579	162,579	
3401 Health Care Certificated	327,552	332,248	4,696	
3402 Health Care Classified	284,632	272,009	(12,623)	

**Encore Jr/Sr High School for the Performing & Visual Arts**  
**2020-21 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

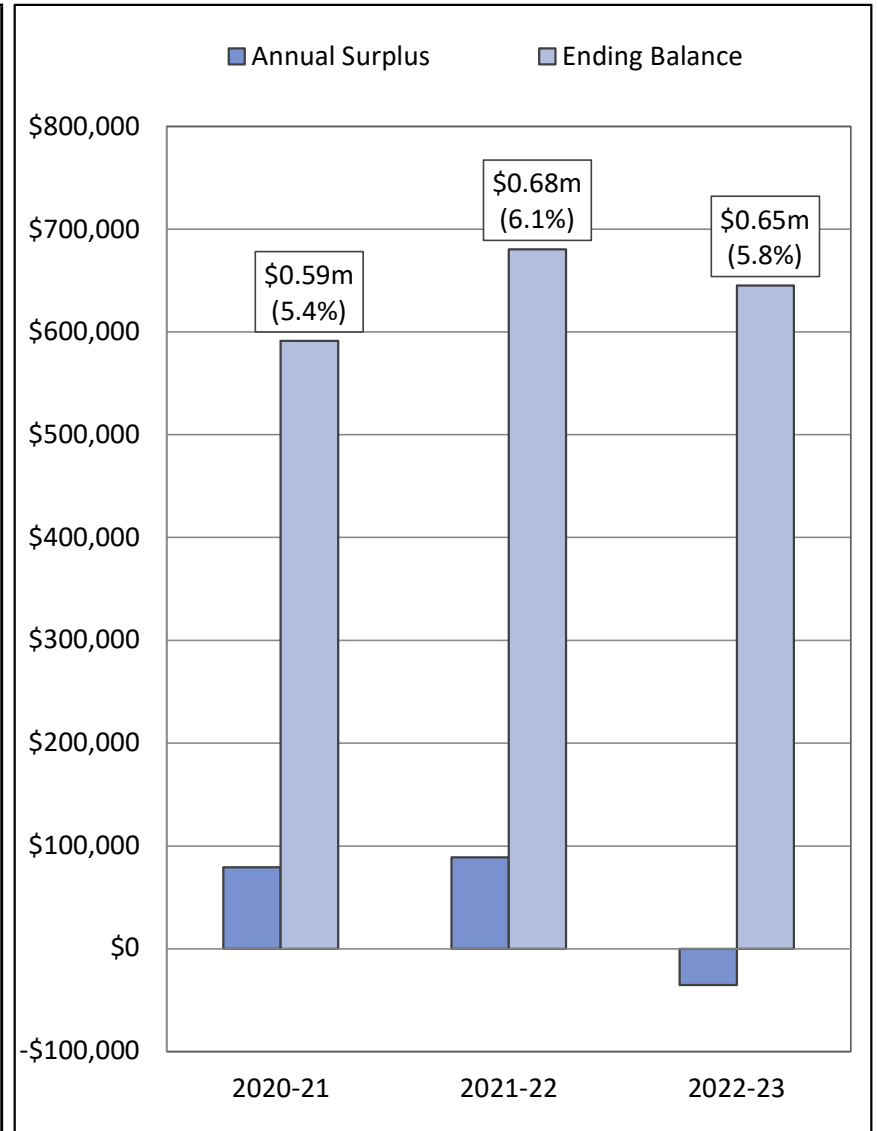
Description	2019-20 Estimated Actuals	2020-21 July Budget	Change From Prior Year	Notes/Comments
3411 HC Benefit Adjustments Certificated	167	-	(167)	
3501 Unemployment Insurance	15,948	1,328	(14,621)	
3502 Unemployment Insurance	-	1,400	1,400	
3601 Workers' Comp Certificated	51,716	35,551	(16,165)	
3602 Workers' Comp Classified	44,521	37,488	(7,033)	
3901 Other Benefits Cert	1,582	-	(1,582)	
3902 Other Benefits Class	3,899	-	(3,899)	
<b>TTL Employee Benefits</b>	<b>1,747,808</b>	<b>1,773,078</b>	<b>25,271</b>	
<b>4000 - Books/Supplies/Materials</b>				
4100 Textbooks & Core Curriculum	23,109	23,103	(7)	
4310 Materials & Supplies	52,366	52,350	(15)	
4320 Office Supplies	26,862	26,854	(8)	
4330 Meals & Events	2,539	2,538	(1)	
4350 Other Supplies - Materials & Supplies	5,138	5,137	(2)	
4400 Non - Capitalized Equipment	13,249	99,918	86,669	
4700 School Nutrition Program	24,434	24,427	(7)	
<b>TTL Books/Supplies/Materials</b>	<b>147,697</b>	<b>234,327</b>	<b>86,629</b>	
<b>5000 - Services &amp; Operations</b>				
5100 Subagreements For Services	-	9,403	9,403	
5200 Travel & Conferences	7,726	7,724	(2)	
5210 Mileage Reimbursements	18,635	18,630	(5)	
5300 Dues & Memberships	81,510	81,486	(24)	
5400 Insurance	231,368	231,300	(68)	
5500 Operations & Housekeeping	16,807	16,802	(5)	
5510 Utilities (General)	154,136	154,090	(45)	
5520 Janitorial Services	11,565	11,562	(3)	
5610 Facility Rents & Leases	1,239,734	1,152,803	(86,931)	
5620 Equipment Leases	24,103	24,096	(7)	
5630 Maintenance & Repair	53,516	53,500	(16)	
5800 Professional Services - Non - instructional	85,330	85,304	(25)	
5810 Legal	135,682	135,642	(40)	

**Encore Jr/Sr High School for the Performing & Visual Arts**  
**2020-21 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2019-20 Estimated Actuals	2020-21 July Budget	Change From Prior Year	Notes/Comments
5820 Audit & CPA	15,423	15,418	(5)	
5825 DMS Business Services	192,860	192,803	(57)	
5830 Non - Instructional Software Licenses/Fees	22,630	22,624	(7)	
5835 Field Trips - Bus Transportations	8,581	8,578	(3)	
5840 Advertising & Recruitment	39,724	39,713	(12)	
5855 Interest Expense - Short Term	340,787	240,000	(100,787)	
5860 Service Fees	373,080	195,260	(177,820)	
5865 General - Bus Transportation	872,705	845,000	(27,705)	
5870 Livescan Fingerprinting	107	107	(0)	
5880 Instructional Vendors & Consultants	23,771	23,764	(7)	
5890 Misc Other Outside Services	31,912	31,902	(9)	
5900 Communications	2,136	2,136	(1)	
5910 Telephone	23,121	23,114	(7)	
5920 Internet	114,927	114,894	(34)	
5930 Postage	20,141	20,135	(6)	
<b>TTL Services &amp; Operations</b>	<b>4,142,017</b>	<b>3,757,790</b>	<b>(384,227)</b>	
<b>6000 - Capital Outlay</b>				
6900 Depreciation	173,463	176,828	3,365	
<b>TTL Capital Outlay</b>	<b>173,463</b>	<b>176,828</b>	<b>3,365</b>	
<b>7000 - Other Outgo</b>				
7438 Interest on Long-Term Debt	3,329	3,394	65	
<b>TTL Other Outgo</b>	<b>3,329</b>	<b>3,394</b>	<b>65</b>	
<b>TTL EXPENDITURES</b>	<b>10,863,641</b>	<b>10,955,124</b>	<b>91,483</b>	
<b>Revenues less Expenditures</b>	<b>657,678</b>	<b>79,269</b>	<b>(578,409)</b>	
<b>Beginning Fund Balance</b>	<b>(145,479)</b>	<b>512,199</b>		
<b>Net Revenues</b>	<b>657,678</b>	<b>79,269</b>		
<b>ENDING BALANCE</b>	<b>512,199</b>	<b>591,468</b>		
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>4.7%</b>	<b>5.4%</b>		

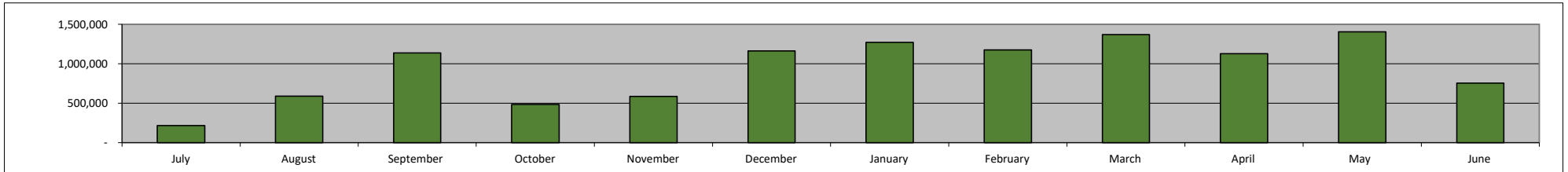
**Encore Jr/Sr High School for the Performing & Visual Arts**  
**2020-21 July Budget**  
**MULTI-YEAR PROJECTION**

	2020-21	2021-22	2022-23
<b>Projected Enrollment:</b>	900	900	900
<b>Projected P-2 ADA:</b>	850.00	850.00	850.00
<b>Revenues:</b>			
General Purpose Entitlement	\$ 8,066,503	\$ 8,163,301	\$ 8,163,301
Federal Revenue	1,289,057	1,304,526	1,304,526
Other State Revenue	1,622,333	1,641,801	1,641,801
Other Local Revenue	56,500	57,178	57,178
<b>TTL Revenues</b>	<b>\$ 11,034,393</b>	<b>\$ 11,166,806</b>	<b>\$ 11,166,806</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 2,659,493	\$ 2,689,280	\$ 2,719,399
Non-Certificated Salaries	2,350,215	2,376,537	2,403,154
Benefits	1,773,078	1,792,937	1,813,018
Books/Supplies/Materials	234,327	236,951	239,605
Services/Operations	3,757,790	3,799,877	3,842,435
Capital Outlay	176,828	178,809	180,811
Other Outgo	3,394	3,432	3,470
<b>TTL Expenditures</b>	<b>\$ 10,955,124</b>	<b>\$ 11,077,822</b>	<b>\$ 11,201,893</b>
<b>Net Revenues</b>	<b>\$ 79,269</b>	<b>\$ 88,984</b>	<b>\$ (35,088)</b>
<b>Beginning Balance July 1</b>	<b>\$ 512,199</b>	<b>\$ 591,468</b>	<b>\$ 680,452</b>
<b>Ending Balance June 30</b>	<b>\$ 591,468</b>	<b>\$ 680,452</b>	<b>\$ 645,364</b>
<b>Ending Balance as % of Exp.:</b>	<b>5.4%</b>	<b>6.1%</b>	<b>5.8%</b>



**Encore Jr/Sr High School for the Performing & Visual Arts  
2020-21 July Budget  
2020-21 Projected Monthly Cash Flow Statement**

Description	2020-21 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>200,000</b>	<b>217,440</b>	<b>590,967</b>	<b>1,136,135</b>	<b>483,457</b>	<b>585,661</b>	<b>1,165,561</b>	<b>1,271,759</b>	<b>1,176,640</b>	<b>1,368,822</b>	<b>1,127,161</b>	<b>1,404,149</b>	<b>756,331</b>	<b>200,000</b>
<b>CASH INFLOWS</b>															
<b>REVENUES</b>															
LCFF State Aid	6,553,851	368,036	368,036	662,464	662,464	662,464	662,464	662,464	501,092	501,092	385,841	-	-	1,117,435	6,553,851
Education Protection Account	1,179,482	-	-	398,507	-	-	398,507	-	-	191,235	-	-	-	191,235	1,179,482
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	333,170	-	19,797	39,593	26,395	26,395	26,395	26,395	26,395	47,268	23,634	23,634	23,634	23,634	333,170
Federal Revenues	1,289,057	-	-	161,132	85,937	85,937	161,132	85,937	161,132	85,937	85,937	85,937	161,132	128,906	1,289,057
Other State Revenues	1,622,333	91,103	91,103	163,986	163,986	163,986	163,986	163,986	124,040	124,040	95,511	-	-	276,609	1,622,333
Other Local Revenues	56,500	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	56,500
<b>TTL CASH INFLOWS</b>	<b>11,034,393</b>	<b>463,485</b>	<b>483,281</b>	<b>1,430,027</b>	<b>943,128</b>	<b>943,128</b>	<b>1,416,830</b>	<b>943,128</b>	<b>741,810</b>	<b>1,029,113</b>	<b>595,269</b>	<b>113,917</b>	<b>189,112</b>	<b>1,742,164</b>	<b>11,034,393</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,659,493	106,380	216,219	216,219	216,219	216,219	216,219	216,219	216,219	216,219	216,219	216,219	216,219	174,705	2,659,493
All Classified Salaries	2,350,215	146,888	183,611	183,611	183,611	183,611	183,611	183,611	183,611	183,611	183,611	183,611	183,611	183,611	2,350,215
All Benefits	1,773,078	89,639	141,511	141,511	141,511	141,511	141,511	141,511	141,511	141,511	141,511	141,511	141,511	126,818	1,773,078
All Materials & Supplies	234,327	29,291	33,475	58,582	19,527	14,645	10,651	10,651	10,651	10,651	10,651	10,651	10,651	4,248	234,327
All Services and Operations	3,757,790	284,681	284,681	284,681	284,681	284,681	284,681	284,681	284,681	284,681	284,681	284,681	284,681	341,617	3,757,790
All Capital Outlay/Depreciation	176,828	-	-	-	-	-	-	-	-	-	-	-	-	176,828	176,828
All Other Outgo	3,394	257	257	257	257	257	257	257	257	257	257	257	257	309	3,394
<b>TTL CASH OUTFLOWS</b>	<b>10,955,124</b>	<b>657,136</b>	<b>859,754</b>	<b>884,860</b>	<b>845,806</b>	<b>840,924</b>	<b>836,930</b>	<b>836,930</b>	<b>836,930</b>	<b>836,930</b>	<b>836,930</b>	<b>836,930</b>	<b>836,930</b>	<b>1,008,135</b>	<b>10,955,124</b>
<b>NET REVENUES</b>	<b>79,269</b>														<b>79,269</b>
Accounts Receivable (net change)		1,503,892													1,503,892
Accounts Payable (net change)															-
Fixed Asset Acquisitions															-
Other Cash Inflows/Outflows		(1,292,801)	750,000		(750,000)							1,000,000			(292,801)
<b>NET INFLOWS/OUTFLOWS</b>	<b>211,091</b>	<b>750,000</b>	<b>-</b>	<b>(750,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,000,000</b>	<b>-</b>	<b>-</b>	<b>1,211,091</b>
<b>ENDING CASH BALANCE</b>		<b>217,440</b>	<b>590,967</b>	<b>1,136,135</b>	<b>483,457</b>	<b>585,661</b>	<b>1,165,561</b>	<b>1,271,759</b>	<b>1,176,640</b>	<b>1,368,822</b>	<b>1,127,161</b>	<b>1,404,149</b>	<b>756,331</b>		
Days Cash On Hand		<b>7</b>	<b>20</b>	<b>38</b>	<b>16</b>	<b>20</b>	<b>39</b>	<b>43</b>	<b>40</b>	<b>46</b>	<b>38</b>	<b>48</b>	<b>26</b>		



**Encore Jr/Sr High School for the Performing & Visual Arts  
2020-21 July Budget  
2021-22 Projected Monthly Cash Flow Statement**

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		756,331	1,021,465	1,001,874	1,641,826	1,660,368	1,683,846	2,082,330	2,109,847	2,096,939	2,381,158	2,234,473	1,991,131	1,613,440	756,331
<b>CASH INFLOWS</b>															
<b>REVENUES</b>															
LCFF State Aid	6,632,497	327,693	327,693	589,847	589,847	589,847	589,847	589,847	589,847	487,606	487,606	487,606	975,213	-	6,632,497
Education Protection Account	1,193,636	-	-	294,871	-	-	294,871	-	-	301,948	-	-	301,948	-	1,193,636
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	337,168	-	19,990	39,980	26,654	26,654	26,654	26,654	26,654	47,976	23,988	23,988	23,988	23,988	337,168
Federal Revenues	1,304,526	-	-	163,066	86,968	86,968	163,066	86,968	86,968	163,066	86,968	86,968	163,066	130,453	1,304,526
Other State Revenues	1,641,801	92,196	92,196	165,953	165,953	165,953	165,953	165,953	125,528	125,528	96,657	-	-	279,928	1,641,801
Other Local Revenues	57,178	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	4,398	57,178
<b>TTL CASH INFLOWS</b>	<b>11,166,806</b>	<b>424,287</b>	<b>444,277</b>	<b>1,258,115</b>	<b>873,820</b>	<b>873,820</b>	<b>1,244,788</b>	<b>873,820</b>	<b>833,395</b>	<b>1,130,523</b>	<b>699,618</b>	<b>602,961</b>	<b>1,468,613</b>	<b>438,767</b>	<b>11,166,806</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,689,280	107,571	218,641	218,641	218,641	218,641	218,641	218,641	218,641	218,641	218,641	218,641	218,641	176,662	2,689,280
All Classified Salaries	2,376,537	148,534	185,667	185,667	185,667	185,667	185,667	185,667	185,667	185,667	185,667	185,667	185,667	185,667	2,376,537
All Benefits	1,792,937	90,643	143,096	143,096	143,096	143,096	143,096	143,096	143,096	143,096	143,096	143,096	143,096	128,238	1,792,937
All Materials & Supplies	236,951	29,619	33,850	59,238	19,746	14,809	10,770	10,770	10,770	10,770	10,770	10,770	10,770	4,295	236,951
All Services and Operations	3,799,877	287,869	287,869	287,869	287,869	287,869	287,869	287,869	287,869	287,869	287,869	287,869	287,869	345,443	3,799,877
All Capital Outlay/Depreciation	178,809	-	-	-	-	-	-	-	-	-	-	-	-	178,809	178,809
All Other Outgo	3,432	260	260	260	260	260	260	260	260	260	260	260	260	312	3,432
<b>TTL CASH OUTFLOWS</b>	<b>11,077,822</b>	<b>664,496</b>	<b>869,383</b>	<b>894,771</b>	<b>855,279</b>	<b>850,342</b>	<b>846,303</b>	<b>846,303</b>	<b>846,303</b>	<b>846,303</b>	<b>846,303</b>	<b>846,303</b>	<b>846,303</b>	<b>1,019,426</b>	<b>11,077,822</b>
	<b>88,984</b>														<b>88,984</b>
Accounts Receivable (net change)		1,336,650	405,514	276,609											2,018,773
Accounts Payable (net change)		(831,307)													(831,307)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows													(1,000,000)		(1,000,000)
<b>NET INFLOWS/OUTFLOWS</b>	<b>505,343</b>	<b>405,514</b>	<b>405,514</b>	<b>276,609</b>	-	-	-	-	-	-	-	-	(1,000,000)		<b>187,466</b>
<b>ENDING CASH BALANCE</b>	<b>1,021,465</b>	<b>1,001,874</b>	<b>1,001,874</b>	<b>1,641,826</b>	<b>1,660,368</b>	<b>1,683,846</b>	<b>2,082,330</b>	<b>2,109,847</b>	<b>2,096,939</b>	<b>2,381,158</b>	<b>2,234,473</b>	<b>1,991,131</b>	<b>1,613,440</b>		
Days Cash On Hand		34	34	55	56	56	70	71	70	80	75	67	54		

