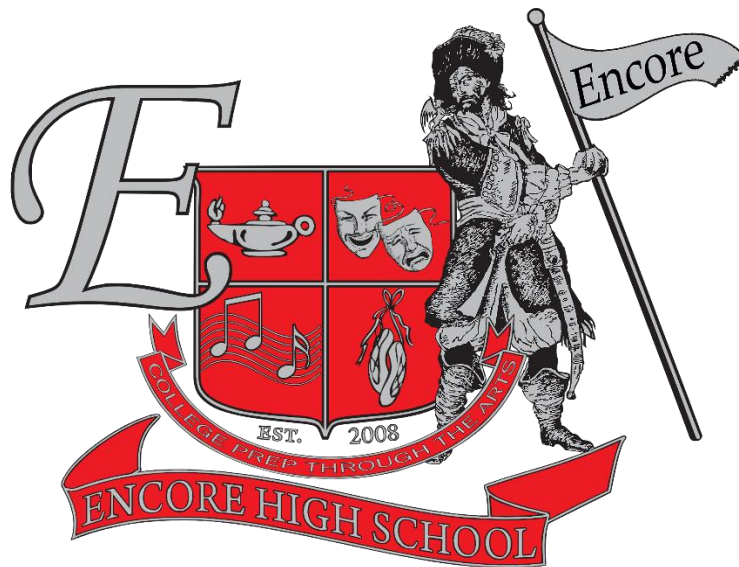


Encore Education Corporation

Charter Renewal Petition

Charter Term 2021-2026

Denise Griffin
7-1-2021



RENEWAL PETITION

SUBMITTED SEPTEMBER 1, 2020

TO HESPERIA UNIFIED SCHOOL DISTRICT

FOR THE TERM JULY 1, 2021 TO JUNE 30, 2026

Preface

Welcome!

Encore Education Corporation is proud to submit for your review this renewal petition for Encore Junior & Senior High School for the Performing & Visual Arts ("Encore"). We have enjoyed being a part of the Hesperia Unified School District for the last twelve years and look forward to a continued partnership between HUSD and Encore.

Page | 2

Encore started operating in Hesperia Unified School District in August of 2008 (08/08/08 to be exact, as Encore and the Summer Olympics both started on that day.) The support from the High Desert has been great over the last twelve years and Encore has felt like a good contributing member of the community in Hesperia.

Encore's students come from all over. Currently, we represent students commuting from over 17 school districts (when you count pupils who matriculate from various public-school districts, charter schools and private schools that have transferred from their districts/school of origin in the 2019-20 school year) and Encore offers these students a school where they can pursue a rigorous academic program, combined with intense arts training in their field of choice. Encore's shift over the last three years to tying in all arts training with career preparations is building a new generation of career minded and creative employee candidates.

After working with the sister school in Riverside for five years, Encore is disappointed that the Riverside school has been closed permanently. The Renewal process for the Riverside campus was complicated, but after much communication and many revisions to plans, the charter was conditionally approved by RUSD. Unfortunately, the combination of the process of renewal and COVID-19, put the Riverside campus too far behind in enrollment for Encore's Board to feel comfortable with moving forward. In a difficult decision, the Encore Education Corporation Board ultimately voted to close the Riverside school. However, this is good news for the Hesperia campus because Encore has worked on streamlining efforts and building a stronger commuter campus in the High Desert. This means that efforts will no longer be divided.

Looking to the future of Encore, our commitment to continuing to provide innovative education through one-to-one technology, career technical education based programs in the arts, and unique ideas to celebrate accomplishments of students, will help Encore continue to be both innovative and nurturing to students, staff, and families within the High Desert community and the commuter family that has been created within the Encore organization.

Thank you for your time and consideration. My team looks forward to sharing our experiences of Encore Junior & Senior High School for the Performing and Visual Arts with you.

Sincerely,



Denise R. Griffin, CEO/Executive Director

Contact Information

There are four school leaders working on the charter renewal petition. Please feel free to call (760-949-2036) or email with any specific questions that may arise regarding the petition.

- **Denise Griffin**, CEO/Executive Director (petition mechanics, written documentation) – ceo@officerteam.com
- **John Griffin**, COO/Dean of Students (presentation timing, school safety & facilities) – jgriffin@officerteam.com
- **Julia Dolf**, Academic Director (Curriculum & Instruction) – jdolf@encorehighschool.com
- **Ashlin Barkdull**, Assistant Dean of Activities (Process mechanics, meetings, calendar) – abarkdull@encorehighschool.com

Table of Contents

Preface	2
Contact Information.....	3
General Provisions	13
Affirmations and Declaration.....	14
Executive/Administrative Team.....	16
Background	16
History and Accomplishments	16
The Present	17
The Future	19
The Philosophy	19
Academics	19
Fiscal Position.....	19
The Mission, Vision, and Philosophy.....	20
Success	20
Founding Group	20
Leadership Team	22
Charter Renewal Criteria.....	24
Evidence of Meeting Charter Renewal	24
Dashboard Performance (Education Code Section 47607.2(b)(1)).....	24
Encore 2019 Dashboard Local Indicators.....	25
California Dashboard School Performance Overview.....	25
Clear and Convincing Evidence of Measurable Increases in Academic Achievement or Strong Postsecondary Outcomes (Education Code Section 47607.2(b)(3))	35
Subgroup Testing Data	48
Cursory Data vs. Deep Dive Data: Explanation of What Encore Uses to Measure Student Achievement.....	48
Subgroup Testing Data and Specific Action Plans and Goals on How to Improve Subgroup Achievement.....	48
2018-2019 SPED, ELL, and Economically Disadvantaged Data District Comparison	49
Post Secondary Data Results.....	61
Element 1: The Education Program	63
General Information	64
Whom the School is Attempting to Educate.....	65

Transfer Students	66
Educated in the 21 Century	66
Educational Philosophy	66
Encore Beliefs and Goals.....	67
Curriculum and Instructional Design	68
How Learning Occurs.....	68
Encore's School Academic Curriculum and Syllabi.....	72
Encore Junior High Program	73
JUNIOR HIGH BELL SCHEDULE:	73
Junior High Curriculum	74
Junior High Course Selection	74
Junior high students that qualify for high school arts careers classes	74
Six Year Plan	75
Graduation Requirements	78
Junior High Promotion Requirements	80
Standard High School Graduation Requirements	81
California State Minimum Graduation Requirements	82
Certificate of Completion (Special Education Services)	82
College & Career Readiness Dashboard.....	82
• House Cord Certification.....	82
• Masters Certification	82
• Career Readiness Certification.....	82
• College Readiness Certification.....	82
Academic Program Levels	83
Plan for students who are academically low achieving	83
Plan for Students Who Are Academically High Achieving	83
Career Technical Education Capstone Programs and CTE Completers.....	84
WHAT IS CAREER TECHNICAL EDUCATION?.....	84

What complete programs are offered at Encore?	84
How does CTE work?	85
Independent Study.....	93
Typical Day	95
Choosing Classroom Curriculum	97
Internal Controls of Curriculum	97
Course Catalog	97
SEL and Academic Programs	98
Indicators of Schoolwide SEL	98
Multi-Tiered Systems of Support (MTSS)	101
Support for English Learners	101
PLAN FOR STUDENTS WITH DISABILITIES	105
Special Education	105
Section 504 of the Rehabilitation Act	107
Services for Students under the "IDEA"	108
Staffing	108
Notification and Coordination	108
Identification and Referral	108
Assessments	109
IEP Meetings	109
IEP Development	109
IEP Implementation	109
Interim and Initial Placements of New Charter School Students	109
Non-Public Placements/Non-Public Agencies	110
Non-discrimination	110
Parent/Guardian Concerns and Complaints	110
Due Process Hearings	110
SELPA Representation	110
Funding	110

Socio-Economically Disadvantages/Low Income Students	111
School Counseling	112
The Makeup of the Counseling Department	112
Head Administrative Counselor	112
High School Counselor	112
Junior High Counselor	112
Academic, College, and Career Ready Coordinator	113
California Standards for the School Counseling Profession	113
Attendance Guidelines	115
Absences	115
Excused Absences	116
Unexcused Absences	116
Absence Procedure	117
Homework for extended leave	117
Enrollment Projections	118
Who attends Encore?	119
How are Encore students educated?	119
Element 2 & 3: Measurable Pupil Outcomes and Method By Which Pupil Progress Toward Outcomes Will be Measured	122
MEASURING STUDENT PROGRESS –	122
ACADEMIC PERFORMANCE ASSESSMENTS –	122
METHOD(S) OF ASSESSMENT	123
USE AND REPORTING OF DATA	123
School Accountability Report Card	124
Local Control and Accountability Plan	124
School Plan for Student Achievement	125
Data	125
Cursory Data	125
Benchmark Assessment Data	126
State Summative Assessment Data	126

Data Collection and Usage	126
Data Sources	127
Curriculum Data	127
NWEA	128
State Summative Assessments	128
Improvements made with Data Collection during the last charter term	128
Improvements planned for the next charter term	129
2018-19 Dashboard Data	129
Approved Assessment Programs for Data Analysis	132
Post-Secondary Data Contract Services.....	133
Element 4: Governance.....	134
Nonprofit Benefit Corporation.....	134
Conflict of Interest	134
Brown Act Compliance.....	135
Annual Training	135
Encore Board of Directors.....	135
School Board Makeup	136
Governing Board Composition and Member Selection	136
Operation of the School Board	138
Who Does What?	139
How Does the Paid Encore Staff Assist the Board?	141
Governance Procedures and Operations.....	141
Stakeholder Involvement.....	142
Board Appointment	142
Board Members' Duties	143
Cabinet	143
Notification to District Regarding Governing Body Composition	144
Parents on the Board of Directors	144
Parent Advisory Committee.....	144
Encore School Site Council.....	145
Element 5: Employee Qualifications	146
Employment Qualifications.....	146

Encore's Unique Team.....	146
Encore's Current Makeup of Staff Retention (July 2020).....	147
Non-Certified Employees.....	147
Certificated Employees.....	152
Professional Development Annual Cycle Plan	190
New Hire Training.....	191
Professional Development in Leadership Roles.....	194
<i>Build a Better Mousetrap</i>	195
The Process for Professional Development	196
Brown Act Training / Conflict of Interest Training	198
Professional Development for Teachers.....	200
Staff Chosen Outside Professional Development	204
Element 6: Health and Safety Procedures	205
Health and Safety Procedures.....	205
Element 7: Means to Achieve Student Population Balance	212
Element 8: Admission Policies and Procedures	213
Recruitment and Enrollment	213
Admission and Application Procedures	214
Admission Preferences.....	215
Notice to Families on Waitlist.....	216
School Transcripts.....	216
Mid Term Acceptance.....	216
Conservatory Arts Audition	216
Free Schools	216
Element 9: Annual Financial Audits	218
Annual Audit Procedures	218
Element 10: Suspension and Expulsion Policies and Procedures	219
School Climate and Student Discipline System.....	219
School Climate Bill of Rights.....	219

Schoolwide positive behavior support..... 220

Tiered behavior intervention 220

SUSPENSION/EXPULSION POLICY AND PROCEDURES 220

EXPULSION 222

 Authority to Expel..... 222

Expulsion Procedures..... 222

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses 223

 Record of Hearing..... 225

 Presentation of Evidence..... 225

 Expulsion Decision..... 225

Written Notice to Expel 225

Disciplinary Records 226

SUSPENSION..... 226

 Due Process 226

 Behavioral Intervention..... 226

 Conference 227

 Notice to Parents/Guardians 227

 Length of Suspension 227

 Procedures 227

 A. Grounds for Suspension and Expulsion of Students 227

 B. Enumerated Offenses..... 228

RIGHT OF APPEAL FOR SUSPENSIONS AND EXPULSIONS 236

 No Right to Additional Appeal 236

 Expelled Students/Alternative Education 236

 Rehabilitation Plans..... 236

 Readmission or Admission of Previously Expelled Student 236

 Notice to Teachers..... 237

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities..... 237

Element 11: Employee Retirement Systems.....	241
Element 12: Public School Attendance Alternatives.....	242
Element 13: Right of District Employees.....	243
Element 14: Mandatory Dispute Resolution.....	244
Disputes between Encore and District.....	244
Disputes Arising from Within Encore	245
Element 15: Charter School Closure Procedures	246
Financial Planning, Reporting, and Accountability	249
BUDGET DOCUMENTS	249
Data Reporting	249
SEGREGATION OF DUTIES.....	252
ON SITE BANKING	252
FINANCIAL REPORTING.....	252
PURCHASING PROCEDURES.....	253
PROPERTY INVENTORY	254
ADMINISTRATIVE SERVICES.....	254
POLICES, CONTROLS, GUIDELINES	255
DISTRICT OVERSIGHT	255
FACILITIES.....	255
TRANSPORTATION.....	256
SITE SAFETY and COMPLIANCE	256
ASBESTOS MANAGEMENT.....	256
Impact on Charter Authorizer	257
Indemnification.....	258
Insurance.....	259
Verification of Coverage	261
Deductibles and Limits of Liability	261
Miscellaneous Provisions	263
Term and Renewal	263
Litigation	264

School Name 264

Transportation 264

Independent Entity 264

School Calendar and Schedules. 264

Performance Assessments. 264

Annual Report to the District 264

General Provisions

All references throughout the Charter to “Encore”, “Encore High School,” the “school, or the “Charter School” are references to Encore Junior and Senior High School for the Performing & Visual Arts. All references to the “District,” the “School District,” or “HUSD” are references to Hesperia Unified School District.

Throughout Encore’s Charter and any attachments, exhibits, and/or appendices thereto, any and all references to the Encore Junior and Senior High School for the Performing and Visual Arts and/or Encore and/or the Charter School and/or the School by any name or designation, shall apply with full force and effect to the school itself and the nonprofit corporation Encore Education Corporation, to the extent that they are separate entities, and for all purposes related to the Charter or the operations of the Charter School, both the Charter School and the nonprofit corporation that governs the Charter School, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of the Charter and any attachments, exhibits, and/or appendices thereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Affirmations and Declaration

As the authorized lead petitioner, I, Denise Griffin, hereby certify that the information submitted in this petition for a California public charter school to be named Encore Junior and Senior High School for the Performing & Visual Arts, and to be located within the boundaries of the Hesperia Unified School District is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Encore will follow any and all federal, state, and local laws and regulations that apply to Encore, including but not limited to:

Page | 14

- Encore shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Encore Education Corporation declares that it shall be deemed the exclusive public school employer of the employees of Encore for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Encore shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Encore shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Encore shall admit all students who wish to attend Encore, unless Encore receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to Encore shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Encore in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Encore shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Encore shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Encore shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Encore shall ensure that teachers in Encore hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignments. Encore may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter school during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Encore shall also ensure that by July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Section 44339, 44340, and 44341. [Ref. Education Code Sections 47605(l) and 47605.4 (A)]
- Encore shall at all times maintain all necessary and appropriate insurance coverage.
- Encore shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Encore without graduating or completing the school year for any

reason, Encore shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Encore within 30 days if Encore demonstrates that the pupil had been enrolled in Encore. [Ref. Education Code Section 47605(e)(3)]

- Encore may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Encore. [Ref. Education Code Section 47605(n)]
- Encore shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Encore shall, on a regular basis, consult with its parents and teachers regarding Encore's education programs. [Ref. Education Code Section 47605(d)]
- Encore shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Encore shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Encore shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- Encore shall comply with the Public Records Act.
- Encore shall comply with the Family Educational Rights and Privacy Act.
- Encore shall comply with the Ralph M. Brown Act.
- Encore shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- Encore shall comply with the Political Reform Act.
- Encore shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



SIGNED:

January 15, 2021

Denise R. Griffin, Chief Executive Officer/Executive Director
Encore Education Corporation

Executive/Administrative Team

Background

2006 - A small team of arts and academic enthusiasts started on a mission to create a place where socio-economically disadvantaged students would be able to pursue interests in a variety of arts programs while obtaining a high-quality academic education. The mission of this school was to create a free public-school program that would provide a creative, challenging, and nurturing environment that offers secondary students innovative preparation for a university education and pursuit of the arts.

2008 - With a very small amount of startup capital from federal grants, Encore Jr. /Sr. High School for the Performing & Visual Arts opened in Hesperia, California ("Encore - High Desert") with 580 students under the direction of the nonprofit corporation, Encore Education Corporation.

2015 through 2020 - Encore Education Corporation opened a second campus in Riverside County under the oversight of Riverside Unified School District. At the end of the first charter term, Encore was conditionally renewed by RUSD after months of negotiation. However, the uncertainty of the renewal was met with COVID-19 closures and ultimately resulted in the Riverside campus losing 66% of their student enrollment during the closure, attributed to the commuter nature of student population. The Encore Education Corporation Board ultimately voted to close the Riverside campus starting in the fall of 2020 due to lack of enrollment.

Charter Terms - Encore Education Corporation has had charter petitions granted through Hesperia Unified School District with unanimous "yes" votes from the HUSD School Board three times. Encore's first term in Hesperia was for three years. The next term was for five years. The third term was also for five years. During the 2020-21 school year, Encore will petition for a fourth charter term for five years starting in the 2021-22 school year.

History and Accomplishments

During the first twelve of operation, Encore has been on a cycle of constant improvement. During the 20/21 school year, Encore will graduate their 13th class of Hesperia seniors and their 16th class overall. With the 16 classes of graduates, Encore's seniors have been offered over fourteen million dollars in college scholarships to post-secondary institutions across the globe. Encore alumni are working around the world (27 countries and counting) and throughout the United States (26 states and counting). On top of having students accepted into a variety of colleges including UCLA, Yale, and Berklee Conservatory of Music: Encore also has some amazing accomplishments with alumni including:

- Netflix People's Choice Award for Acting in a comedy series
- Dancer for the San Diego Ballet Company
- Choreographer for Disney Channel
- Doctor of Psychology, graduated from the University of Nebraska
- Countless credentialed teachers across the country
- Photographer for Cirque du Soleil
- Officers within the United States Navy, Army, Air Force, and National Guard
- Fashion Designer featured in Teen Vogue
- Nationally recognized teen activists including CNN interviews

- Country music artist with appearances across the country and a music contract in Nashville
- YouTube stars with over 25 million views
- Lawyers, the latest graduating from Texas University and passing the bar in Texas
- Medical Doctors
- Business Owners
- Professional stuntman seen in big screen movies and on television
- Multiple alumni on television talent competitions (The Voice, American Idol, World of Dance, America's Got Talent)
- Professional Actors
- Professional Graphic Designers

Encore is proud of the accomplishments of the graduates from the first twelve years of operation. Graduating seniors attend a variety of colleges including:

Yale University	UCLA	Howard University
Cornell University	Berklee School of Music	USC
UCD Dublin	FIDM	University of Redlands
Musician's Institute	Mather Dance Company	Texas State University
Texas A&M University	University of Hawaii	Florida State University
Arizona State University	Grand Canyon University	Young Americans Performing Arts College
Chapman University	UC Irvine	UC Berkely
UC Davis	UC San Diego	UC Santa Cruz
Cal State San Bernardino	Cal State Fullerton	Cal State Long Beach
Cal State Dominguez Hills	LaVerne University	Azusa Pacific University
UNLV	San Francisco State University	UC Santa Barbara
Biola University	San Diego State University	New York University
Circadium	AADA	AMDA
Cal Poly Pomona	Seton Hall University NJ	Columbia University, Chicago
Cal Baptist University	Washington State University	Notre Dame De Namur University
University of Nebraska	North Central Michigan University	UC Riverside

The Present

The global pandemic has created havoc throughout the education process in all schools worldwide. Since the pandemic broke and the last of in person instruction was Friday the 13th in March of 2020, Encore continued the process of progress. Encore's teaching staff worked through their regularly scheduled breaks and set aside free time to work on a plan for distance learning that would help students continue achieving success. They wanted to make sure that their students were appropriately supported, not only academically, but mentally as well.

During the time of distance learning, Encore created an immediate plan for the return from spring break for the students of Encore. Included in this plan was extending deadlines for late work and a revised school

schedule for when students would log in to classes for enrichment and an opportunity to improve grades. Classes met twice per week during the initial “enrichment” phase of shutdown. Encore employed the use of Zoom technology and created a website, www.encorestudent.com that acted as the student “TV Guide” to be able to continue with education in spring of 2020. Students and teaching staff stayed home through the end of the school year, teaching, and learning from a distance. Encore’s ESG worked with seniors by delivering yard signs to every senior and mailed fun items to seniors almost daily. A series of events were held online using Encore’s streaming television platform on “Twitch TV” including a virtual prom, senior breakfast, senior sunset, and staff vs. seniors trivia night. Diplomas were delivered to homes during a virtual graduation ceremony where every graduating senior gave a speech during the ceremony.

During the summer, Encore’s teaching staff developed curriculum for the fall if school would not reopen for in person instruction. Encore’s www.encorestudent.com was rewritten with a class development platform (Learnworlds) where the teaching staff created full courses that could be completed real time/distance learning, asynchronously, or a hybrid of both real time and asynchronous learning. Starting in the fall of 2020, classes were standards based, graded curriculum courses.

Encore Education Corporation started school on September 14, later than in prior years. The delay was in hopes of starting in person instruction by October. In-person instruction for all students did not start in October, but a cohort of 8 students started in person instruction for SPED services in October. In December, the cohort grew to 12 students.

Encore continued distance learning instruction for the entire school year with in-person instruction for students electing to return to campus on April 1, 2021. For the month of January, all cohorts were suspended in response to COVID-19 surges in the state. With guidance from the County Department of Public Health regarding safety measures for the school, Encore implemented a variety of safety measures. As a result, no outbreaks have happened within the Encore staff nor students even after returning to in-person instruction.

Encore’s early 2021 safety measures:

- Temperature checks were completed on entry to campus
- Masks were required
- Social Distancing
- COVID-19 tests were required every month for students on campus starting April 1.
- COVID-19 tests were required weekly for all staff members starting on the return to work.
- Automatic self-quarantine for 10 days of any staff member that came in contact with someone with COVID-19 or someone that was in contact with someone with COVID-19
- In person instruction was delayed until April 1, 2021
- Staff had limited hours on campus, tiered work schedules, and public office hours were shortened.

To help staff and students with the social and emotional health, Encore’s ESG held a variety of activities including virtual Halloween “dance and gaming event”, talent show, poetry slam, and trivia game night. The senior class held “Senior Sunrise” and under the approval of the CDPH, the ESG was able to hold a “HalloFreak” drive through haunted house to replace Encore’s traditional Carnival.

The counseling department held weekly meetings with students via Zoom to help with social and emotional health. Private meetings with students via “Zoom” have been help for mental health. Encore’s administrative staff has had private and schoolwide staff meetings for social and emotional wellbeing of staff and invited staff to come on campus starting in March if they needed the emotional connection and the “return to normalcy.”

While distance learning is still a struggle because students in general want to be on campus with teachers and friends, we believe Encore staff have done a good job of developing and constantly improving an engaging virtual platform for students and staff.

The Future

As Encore braces for the future, the students, staff, and faculty are looking beyond the global pandemic. As an organization, we believe that the yearlong shutdown of schools (and the world) is going to change the fabric of the needs of students moving forward. Encore was already in a state of progression with the formalization of the career technical education pathways on campus. The next five years will show this as being critical to the success of students after they graduate from high school, especially arts students looking for a professional career in the arts.

The Philosophy

The fundamental philosophy of the Encore's leadership is that all of the students that graduate from Encore High School should have a primary knowledge (and the tools) needed to be able to sustain a successful career/life after high school. A strong academic foundation and the knowledge on how to build a career and/or their own business is necessary to equip students with tools within the career technical education sectors at Encore. Encore is focused on improving Dashboard and state test scores, even with setback that will unfold during the global reopening of education programs. Graduates must become self-reliant for lifelong success.

As the leadership of Encore shifts back to a one campus organization with plans on improving programs instead of the growth of a small district, the opportunity to build stronger pathways is what Encore sees as the future of the organization. The staff is pointed on student achievement, social emotional learning, and creating the building blocks for career minded individuals after they graduate from high school.

Academics

Encore is watching the trending changes and challenges happening as the global world of distance learning is changing the fabric of education forever. The teachers and staff of Encore are watching closely as they also engage in professional development to help embed and understand the importance of technology as the main foothold in education for the future. Couple this professional development with benchmark data that are recognized by the state of California for testing students and measuring success, Encore is poised for the future. Jim Collins, in his book "Good to Great" says that technology's role is to be an accelerator to learning and we agree.

Fiscal Position

Encore has reset philosophies for school size, has completed the expansion of the campuses for short term projects, and is now focused on the sustainability of Encore's programs over time. While Encore has been working diligently on reducing deficits over the last five years, the conservative approach to the next five years is going to place Encore in the best fiscal position that it has been since it has opened. The biggest change in this position is the change in focus from expanding programs to continuously improving programs. It is noteworthy that Encore has improved their fiscal cash position significantly each year for the past three years and continues to make improvement in this area. The budget for the 20/21 school year shows the reserve percentages hitting appropriate balances and short-term financing (Pending changes based on upcoming deferrals) decreasing as Encore settles into a program for sustainability.

The Mission, Vision, and Philosophy

MISSION – The mission of Encore High School is to provide a creative, challenging, and nurturing environment that offers secondary students with innovative preparation for a university education, career pathway, and a pursuit of the arts.

Success

During Encore's third charter term with HUSD, Encore experienced successes while adapting into a career minded curriculum using technology as the main conduit for education.

- Encore moved all students to one-to-one technology, using online curriculum and laptop computers assigned to all students.
- Encore's film program was awarded state recognition for films that covered the topic of teenage mental health and suicide prevention.
- Encore's musical theater team was adjudicated and named state champions in 2019 for the Musical Theatre Competitions of America (MCTA) state competition at Disneyland.
- Encore was awarded Inland Empire's Best Music School for 2019 Inland Empire Magazine.
- Encore was awarded High Desert's Best Live Entertainment by the Daily Press
- Encore's graduates have earned over 14 million dollars in scholarship awards over the first twelve years of operation – 1.5 million awarded in 2020.
- Seventy five percent of Encore's graduating seniors have entered into a postsecondary program (25% in four-year universities and 50% in two-year programs).
- Dashboard gains in suspension rate, college and career readiness, English Language Arts, and Mathematics were earned in 2019.
- Encore adopted CTE pathways with the goal of all students enrolled in a CTE program by 2025.
- Dual enrollment has been secured through Victor Valley College with psychology offered in the fall of 2021 and business in the spring of 2022. The CCAP was board adopted by Encore's school board in June 2021.

Founding Group

Encore Education Corporation was started by a small team of high desert teachers and arts enthusiasts. It started with an afterschool program at Hesperia High School where Denise Griffin, John Griffin, and Paula Gharib held classes for the youth of the high desert. These classes included everything from singing and dancing to acting and modeling. At the height of the program, "Star Quest Arts Academy" had about 60 participants in the afterschool program. They created recital-based performances and their advanced team (then known as the Street Team that evolved into the "Ambassador" program at Encore High School) traveled around California and performed on semi-professional and professional stages. Some highlights of the team including opening for "The Temptations," performing on the same stage as "The Cheetah Girls," and producing several Radio Disney Kid Stars that performed alongside other young talents like Tori Kelly. They also had several child participants participate in television competition shows like "America's Most Talented Kid," and "The Next Brady," game show. The group was also very active in the high desert community performing at a lot of community events including fairs and expos at the San Bernardino Fairgrounds. This after school program started in a garage in 2003.

As the interest in the program grew, the founders of the program wanted to be able to offer more to the young people of the high desert. They had reached maximum capacity for this program and wanted to be able to give more to kids and families that could otherwise not afford the type of classes that they were offering. It was important to them to make sure that the socioeconomic disadvantaged kids of the high desert could have a chance to be exposed to arts and performing arts in a way that they would not have been able to afford prior. During a production of "Annie" at the High Desert Center for the Arts, the idea for a charter school was brought to the founders by a couple parents that were already active in homeschooling their children. From there, the idea was born.

As soon as initial research was completed, John and Denise Griffin met with Arlene Gluck from Hesperia Unified School District to find out what the requirements would be to open a charter school in HUSD. The passion for the school grew as the process started. A web site was quickly built and within 90 days of the website launch, Encore High School had about 800 signatures for the petition to start the school in HUSD. By the time the petition went before the HUSD School Board, over 1600 people in the high desert had signed the petition stating that they were materially interested in having the school in the high desert, having their children attend the school, and being a teacher for the program in the high desert.

With this positivity, this grass roots program (built literally from longtime residents of the high desert that wanted to provide something special for the kids of their hometown), a unanimous vote for approval happened before the HUSD School Board and Encore opened its door for the first day of school on 08/08/08. Encore has been building creativity in the high desert since 2008 and continues to grow and improve every year.

Leadership Team

Encore is pleased to introduce the Executive / Administrative staff that is responsible for the overall operations of Encore High School.

Mrs. Denise Griffin, Chief Executive Officer/Executive Director

(Masters in Business Administration / Private School Administration Certificate) - Responsible for marketing, policy, logistics, reporting, staff training, governance, budgets, arts program management)

- Mrs. Griffin has operated as the CEO of Encore Education Corporation since inception.
- Her history includes a 26-year career in business marketing and organization with major corporations nationwide.
- She has an extensive background in creating, organizing, and operating businesses as she has spearheaded the opening of Star Quest Arts Academy and other entertainment-based businesses over the last twenty-three years.
- Since the inception of Encore Education Corporation, Denise has earned her Private School Administration Certificate, completed coursework for Charter School Administration at UCLA, and is currently enrolled in the California Credentialing Program.
- She also attends over 50 hours of professional development every school year.
- Denise has been on the Board for Desert Mountain Charter SELPA since 2008.
- Email address ceo@officerteam.com.

Mr. John Griffin, Chief Operations Officer/Dean of Students

(Bachelors in Business Administration / Private School Administration Certificate) - Responsible for Public Relations, District Communication, Campus Operations, Student Discipline

- Mr. Griffin is a veteran certificated teacher from the Hesperia Unified School District for nine years at Hesperia High School.
- He has an extensive background in business management with over ten years' restaurant operations and management for several high traffic stores with budgets over \$3,500,000 annually.
- His duties as a General Manager placed him in several situations where he successfully handled all aspects of business operation and budgets.
- Cofounder of Encore Education Corporation and started as the Dean of Students of the Hesperia site, promoting to Chief Operations Officer in 2012.
- Since the inception of Encore Education Corporation, John has completed over 40 hours of professional development every school year.
- Email address jgriffin@officerteam.com.

Mrs. Julia Dolf, Dean of Academics

(Masters in Education Leadership & Administrative Credential in process completion this year. Bachelors in Liberal Studies. Cleared Multi Subject Teaching Credential and supplemental credentials with Math and English) - Responsible for teacher management, credentials analyst, curriculum development, professional development.

- Mrs. Dolf is a veteran teacher / administrator that has worked on a variety of campuses both in traditional district schools and charter schools.
- She was hired with Encore Education Corporation in 2015 as a full-time credentialed teacher.
- Her duties at Encore have ranged from teacher to Department Chair, to Assistant Dean of Academics, and then assuming the role of Dean of Academics for the upcoming school year.
- Julia completes a minimum of 40 hours of professional development every school year.
- Email address jdolf@encorehighschool.com.

Ms. Carol Walker, Fiscal Controller

(Masters in Accounting) – Responsible for accounting, internal controls, fiscal operations, and accounts payable.

- Ms. Walker started with Encore in spring of 2021.
- She has been with San Bernardino Unified School District for five years.
- Extensive knowledge and background in ASB accounting.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal

Criteria Pursuant to Education Code Section 47607.2(b) (middle tier)

Page | 24

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The California Department of Education has deemed Encore a middle-tier charter school. (<https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx>). Encore does, in fact, fit into the middle tier of charter schools statewide, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.*
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

Dashboard Performance (Education Code Section 47607.2(b)(1))

The following table displays Encore’s schoolwide and subgroup Dashboard state indicators and, for comparison purposes, the HUSD’s and the State’s, for the 2017-18 and 2018-19 school years.

Indicator	2018 Encore	2018 HUSD	2018 State	2019 Encore	2019 HUSD	2019 State
CAASPP ELA						
CAASPP Math						
English Learner Progress						
Chronic Absenteeism						
Graduation Rate						
Suspension Rate						
College/Career Readiness						

Encore 2019 Dashboard Local Indicators

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

California Dashboard School Performance Overview

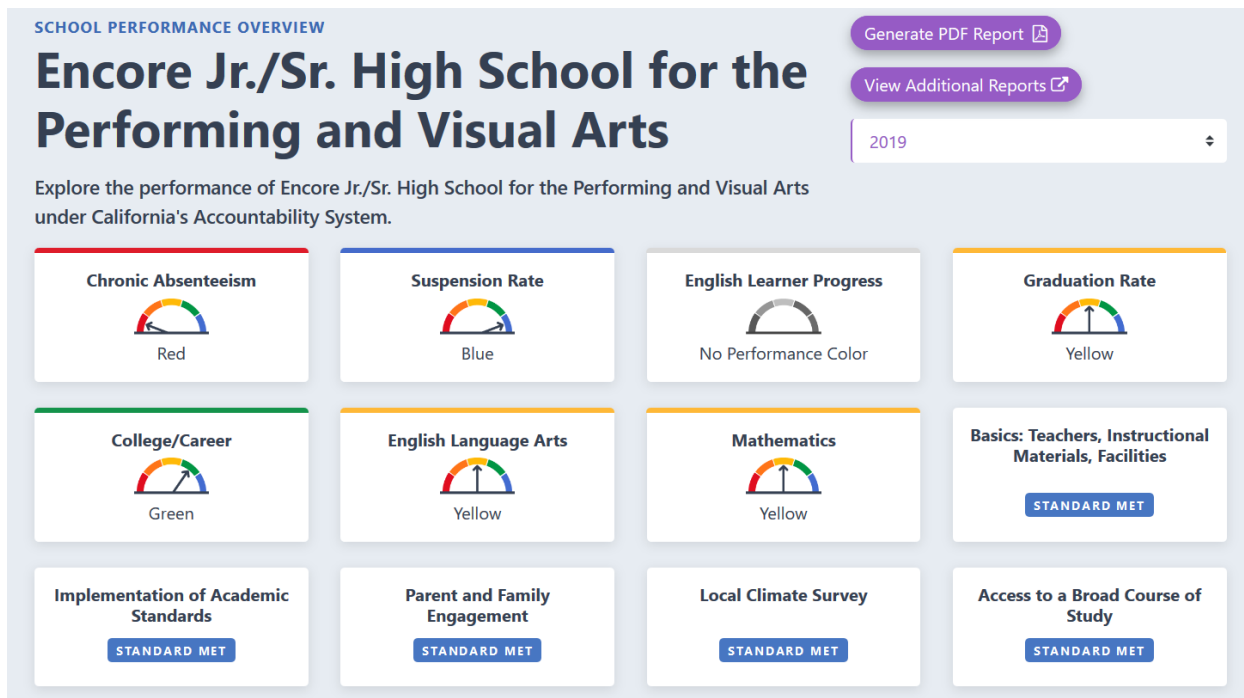
In addition to the comparative data above, the following charts are taken directly from the California State School Dashboard website. Encore has placed side by side analysis of how Encore is performing in relation to the three largest districts where Encore's students matriculate from.

It is noted that Dashboard for the 2019-20 school year has been suspended due to COVID-19. Encore was disappointed that state testing could not take place this year because the English and Math Departments had implemented extensive measures to help improve math and English comprehension.

For the overall School performance overview for Encore:

- CHRONIC ABSENTEEISM** - Encore experienced a drop in progress for Chronic Absenteeism from Orange to Red from the 2018 report to the 2019 report. Encore attributes the drop in attendance initially due to switching the processes for attendance from negative attendance reporting to positive attendance reporting. In the 2019-20 school year, Encore updated staffing and procedures to make sure that attendance phone calls were being made to families when a student missed school.
- SUSPENSION RATE** – Encore moved from Orange in 2018 to Blue in 2019. Encore attributes the gain to professional development for the administrative team and offering more positive

- behavior rewards, like “Awesome Tags.”
- **GRADUATION RATE** – Encore moved from Blue in 2018 to Yellow in 2019. Encore has only about 100 graduates each year. In 2019, Encore had a higher percentage of SPED students that received “Certificates of Completion” than in the prior year.
 - **COLLEGE/CAREER** – Encore moved from Orange in 2018 to Green in 2019. While Encore has always approached the arts classes as career courses, formalizing and identifying introduction, concentrators, and completers has taken time. In the 2020-21 school year, Encore is moving forward with the final phase of formalization of all of the CTE courses. Encore is expecting to move into the Blue Dashboard in the 2020-21 school year.
 - **ENGLISH LANGUAGE ARTS** – Encore moved from the Orange in 2018 to the Yellow in 2019. Encore’s new curriculum and development leadership has worked extensively with the teaching teams to develop plans on how the increase of test scores can continue.
 - **MATHEMATICS** – Encore moved from the Red in 2018 to Yellow in 2019. Encore’s new curriculum and development leadership has worked extensively with the teaching teams to develop plans on how the increase of test scores can continue. Encore also updated junior high math curriculum, attributing the increase in math scores for the 2019 school year.
 - **BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES** – Encore moved from standards not met in 2018 to standard met in 2019. Encore updated the information on Dashboard to get this increase.
 - **IMPLEMENTATION OF ACADEMIC STANDARDS** - Encore moved from standards not met in 2018 to standard met in 2019. Encore updated the information on Dashboard to get this increase.
 - **PARENT AND FAMILY ENGAGEMENT** - Encore moved from standards not met in 2018 to standard met in 2019. Encore updated the information on Dashboard to get this increase.
 - **LOCAL CLIMATE SURVEY** - Encore moved from standards not met in 2018 to standard met in 2019. Encore updated the information on Dashboard to get this increase.
 - **ACCESS TO BROAD COURSE OF STUDY** - Encore moved from standards not met in 2018 to standard met in 2019. Encore updated the information on Dashboard to get this increase.



DISTRICT PERFORMANCE OVERVIEW

Hesperia Unified

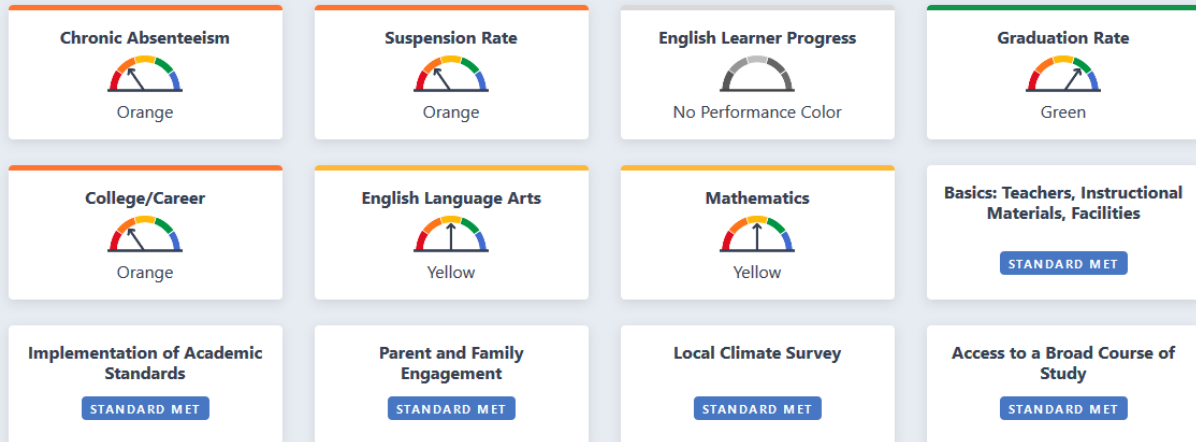
Explore the performance of Hesperia Unified under California's Accountability System.

[Generate PDF Report](#)

[View All Schools](#)

[View Additional Reports](#)

2019



In order to get the most accurate data snapshot possible, Encore compares pupil achievement across more than one district. The districts represented in our data comparison are districts that Encore has a measurable student population that originates from that district.

DISTRICT PERFORMANCE OVERVIEW

Victor Valley Union High

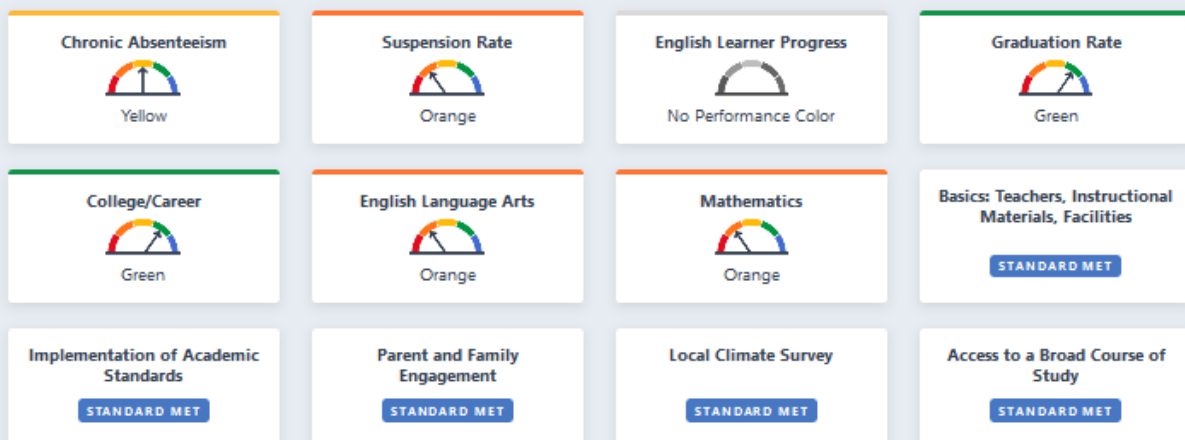
Explore the performance of Victor Valley Union High under California's Accountability System.

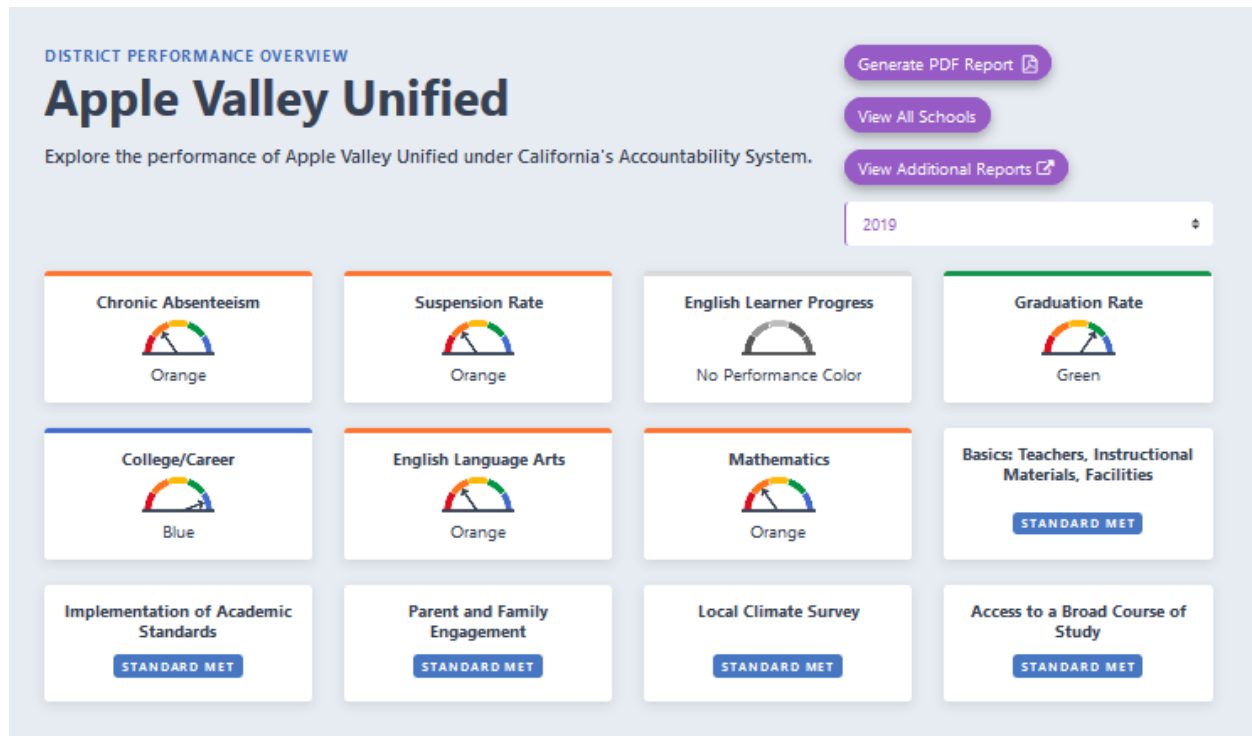
[Generate PDF Report](#)

[View All Schools](#)

[View Additional Reports](#)

2019

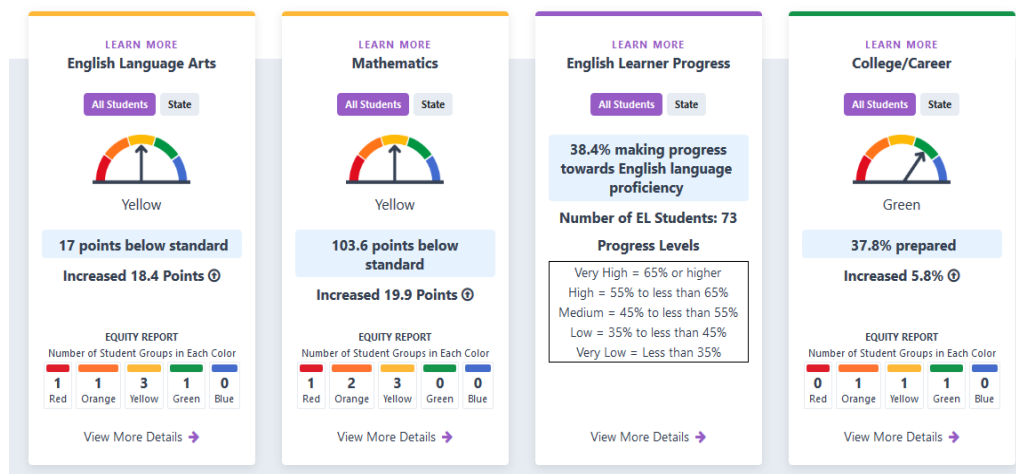




For academic performance under English Language Arts, Mathematics and College/Career Readiness, Encore experienced large point jumps in all three categories: ELA 18.4 point increase, Mathematics 19.9 point increase, College/Career Readiness 5.8% increase. After extensive professional development that took place during the 2019-20 school year, Encore has been and is focused on improving achievement across all subgroups, but with specific pull out and assigned remediation for the subgroups in Red and Orange.

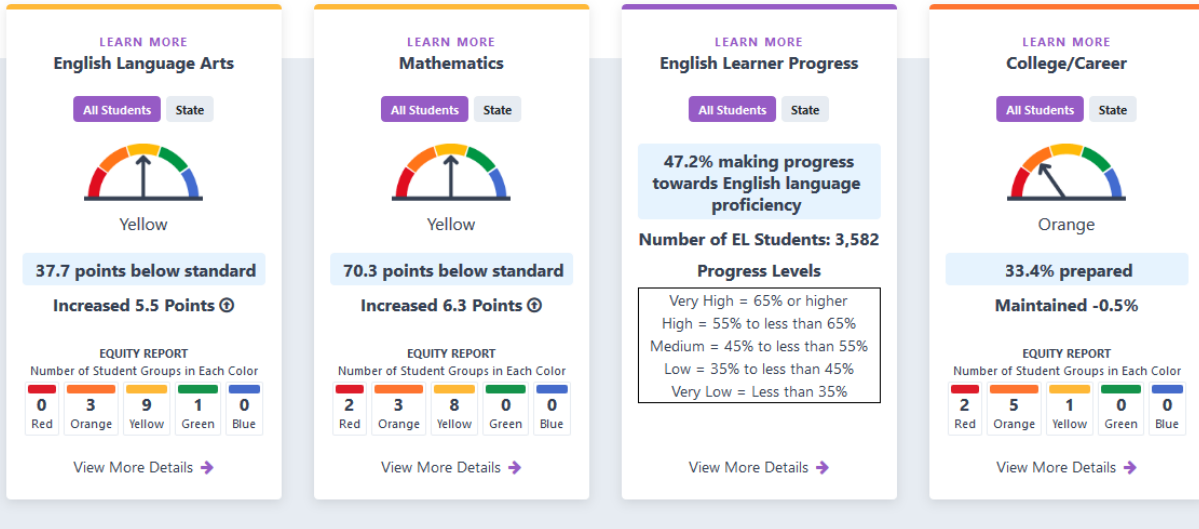
Academic Performance

View Student Assessment Results and other aspects of school performance.



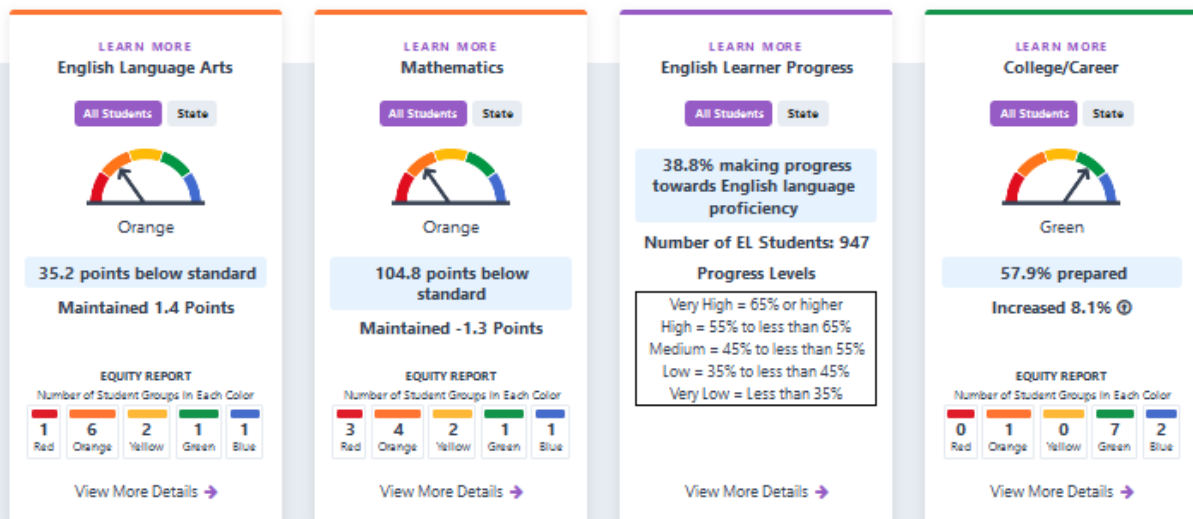
Academic Performance

View Student Assessment Results and other aspects of school performance.



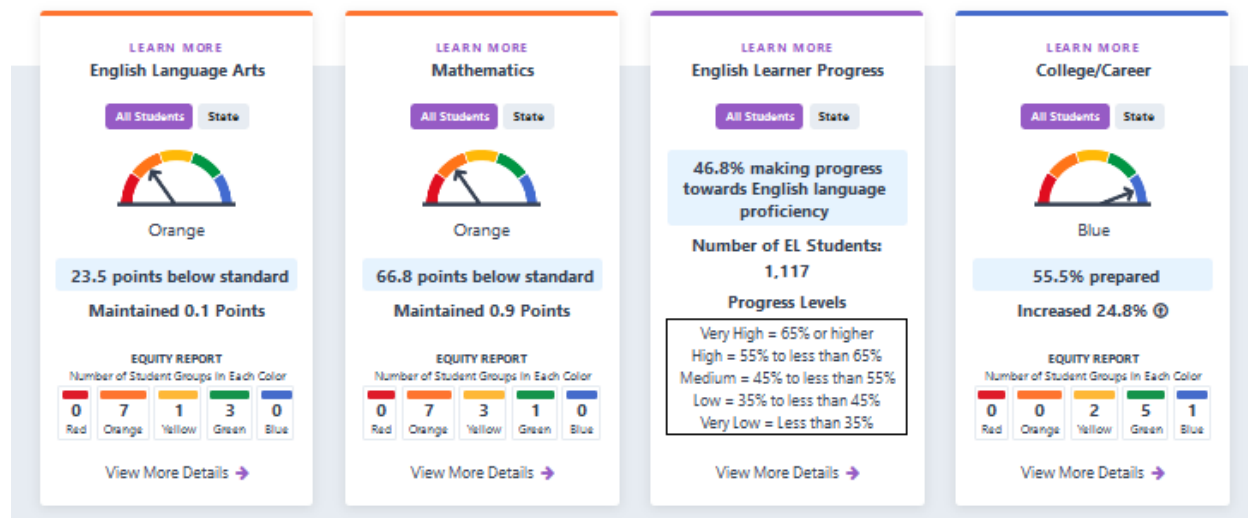
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Performance

View Student Assessment Results and other aspects of school performance.



Conditions & Climate


View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students

State



Blue

1.1% suspended at least once

Declined 4.1% ↻

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	2	5
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details →

LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details →

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details →

Conditions & Climate


View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students

State



Orange

6.5% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

2	6	3	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details →

LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details →

LEARN MORE

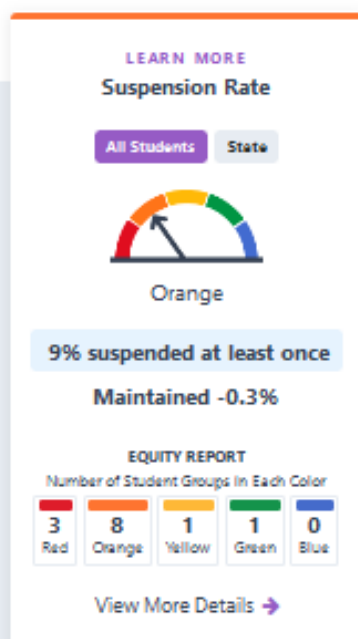
Local Climate Survey

STANDARD MET

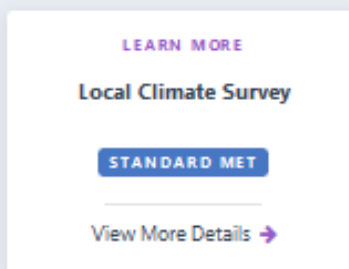
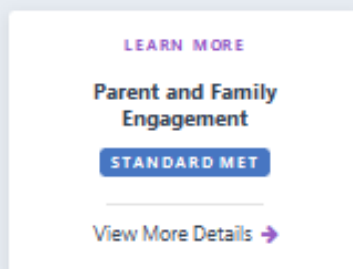
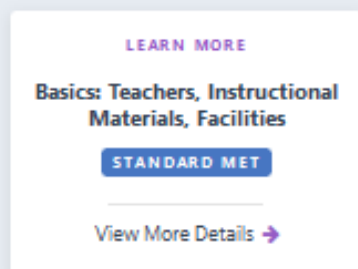
View More Details →

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

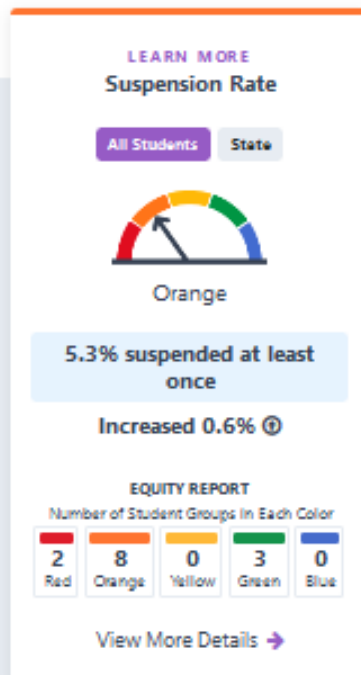


Local Indicators

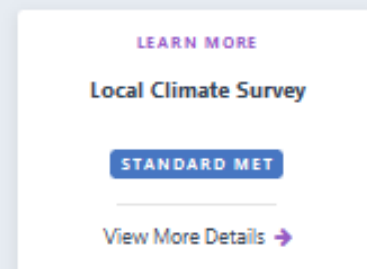
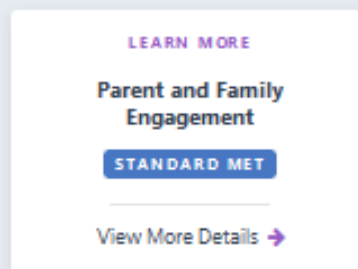
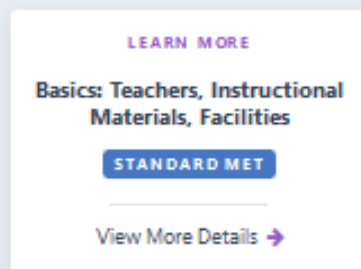


Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

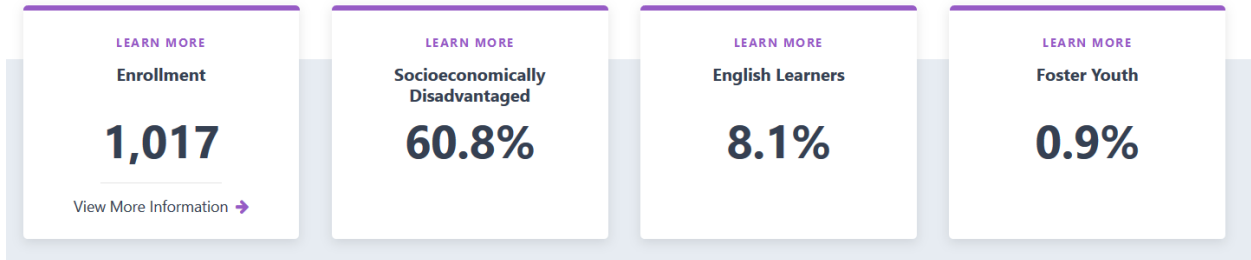


Local Indicators



Student Population

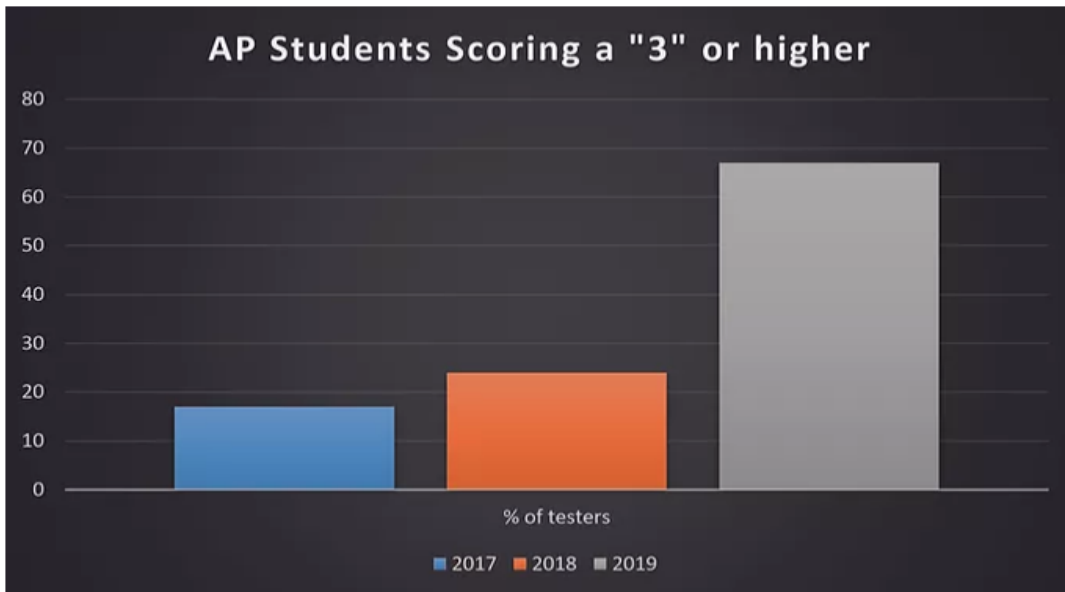
Explore information about this school's student population.



Clear and Convincing Evidence of Measurable Increases in Academic Achievement or Strong Postsecondary Outcomes (Education Code Section 47607.2(b)(3))

The District, as the chartering authority, shall provide greater weight to measurements of academic performance in determining whether to grant a charter renewal. In addition to the above data, Encore provides clear and convincing evidence showing measurable increases in academic achievement and strong postsecondary outcomes based on AP scores over the past three years of testing.

Encore has experienced three consecutive years of growth of students scoring a "3" or higher on their AP exam.



The following graphs will show the student achievement of Encore student mean scores versus the mean scores of schools and districts where they matriculate from. CA Dashboard is broken down into colors - red, orange, yellow, green, and blue. This Dashboard will indicate how much improvement a school has made year over year. This is great information for the school and the families, so the stakeholders of a school can be laser focused on getting results in areas that they are struggling in.

What is deceiving about the Dashboard is when comparisons are made from school to school or even school versus state. This outcome is deceiving because it compares the level of improvement, not the actual level of where the test scores were.

Encore's data team is specifically looking at individual students and comparing them to their home district schools to see the comparison of their individual achievement. Then, Encore can determine how well they are closing the achievement gap for each individual student and where other measures need to be put into place.

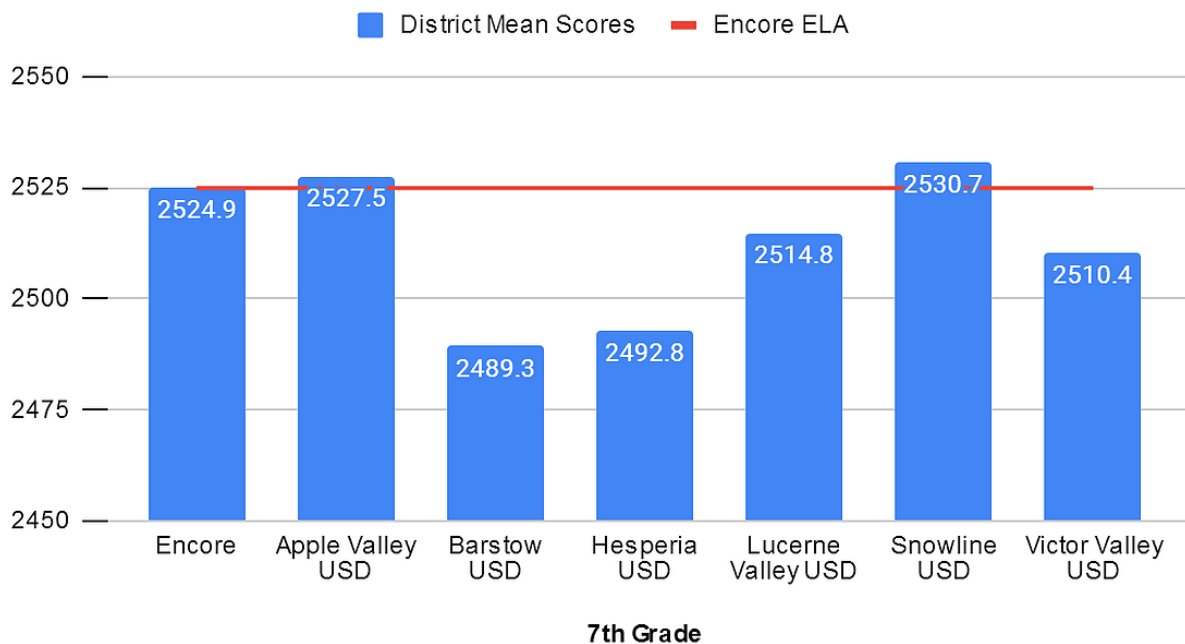
CA Dashboard presents skewed test results for schools like Encore because Encore is being weighed by the test score rubrics for high school. Encore also serves 7th and 8th grade.

California does not disaggregate Encore's junior high students into a middle school test level to compare with other junior highs. Our junior high students are currently judged against the high school students for the entire state. This skews the achievement results.

MEAN SCORES

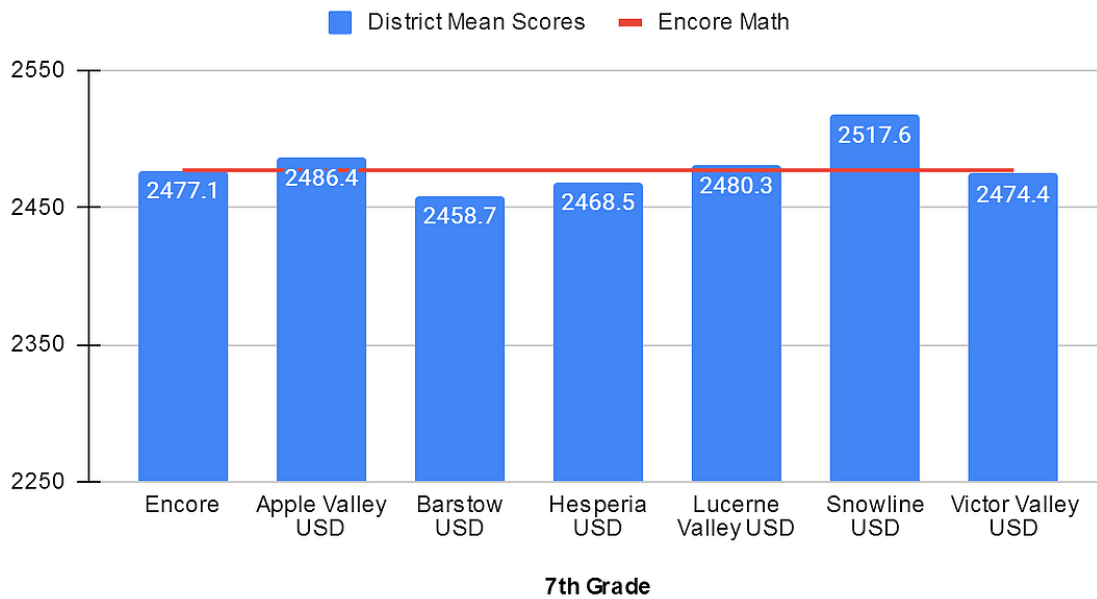
This first set of graphs shows the grade level students from Encore compared against the District as a whole.

7th Grade Mean ELA Scores



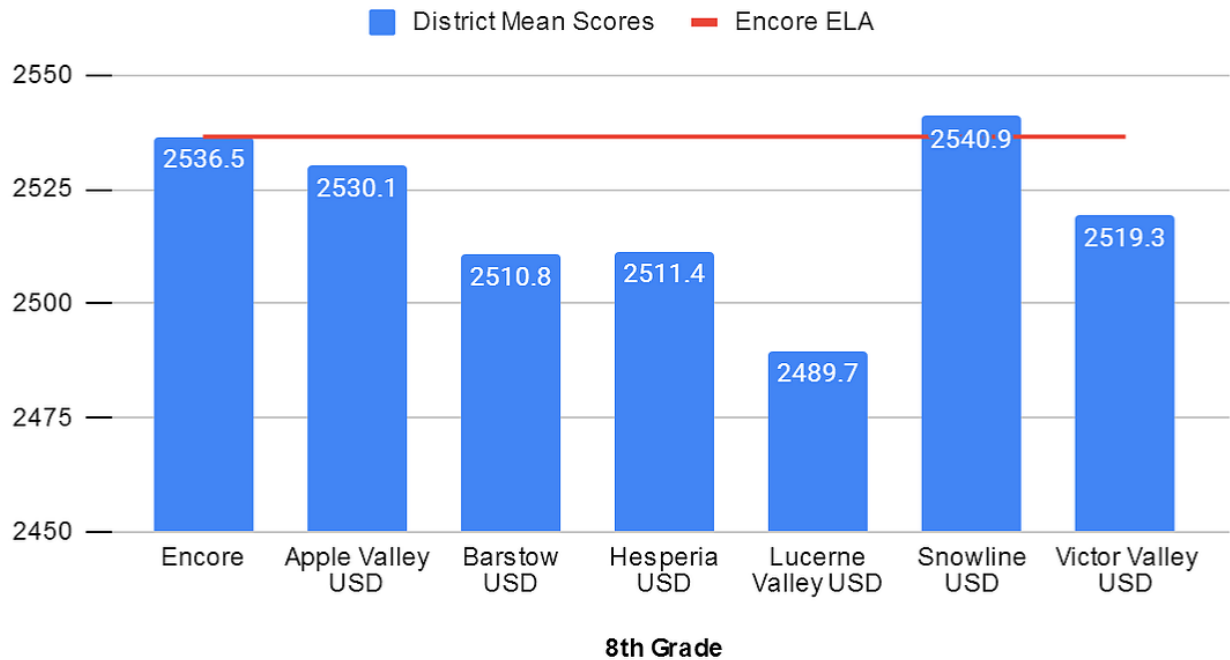
For 7th Grade ELA, Encore students were within 6 points of the top performing High Desert district. Encore's 7th grade outperformed 4 High Desert districts.

7th Grade Mean Math Scores



For 7th Grade Mathematics, Encore students were ranked fourth in the High Desert. Encore's 7th grade outperformed 3 High Desert districts.

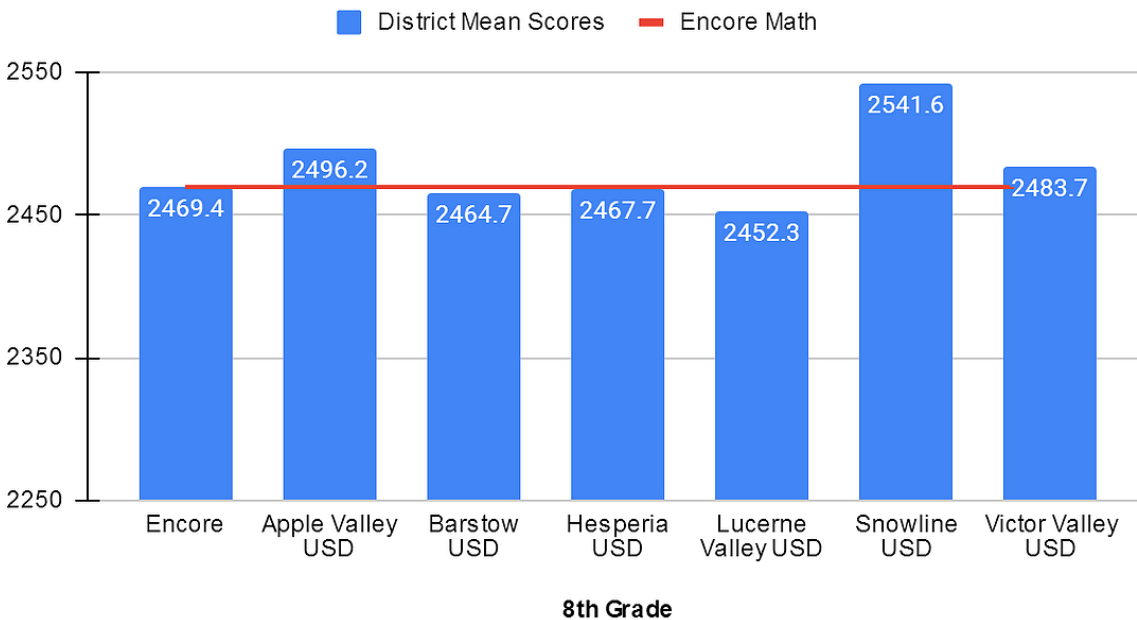
8th Grade Mean ELA Scores



Page | 38

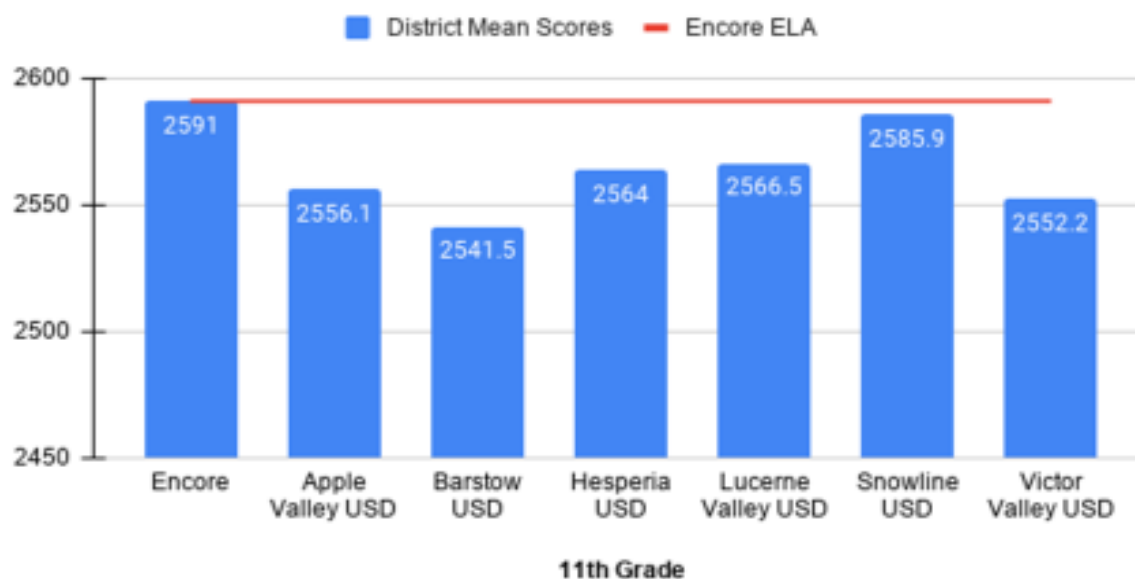
For 8th Grade ELA, Encore students were within four points of the top ranking district in the High Desert. Encore's 7th grade outperformed 5 High Desert districts.

8th Grade Mean Math Scores

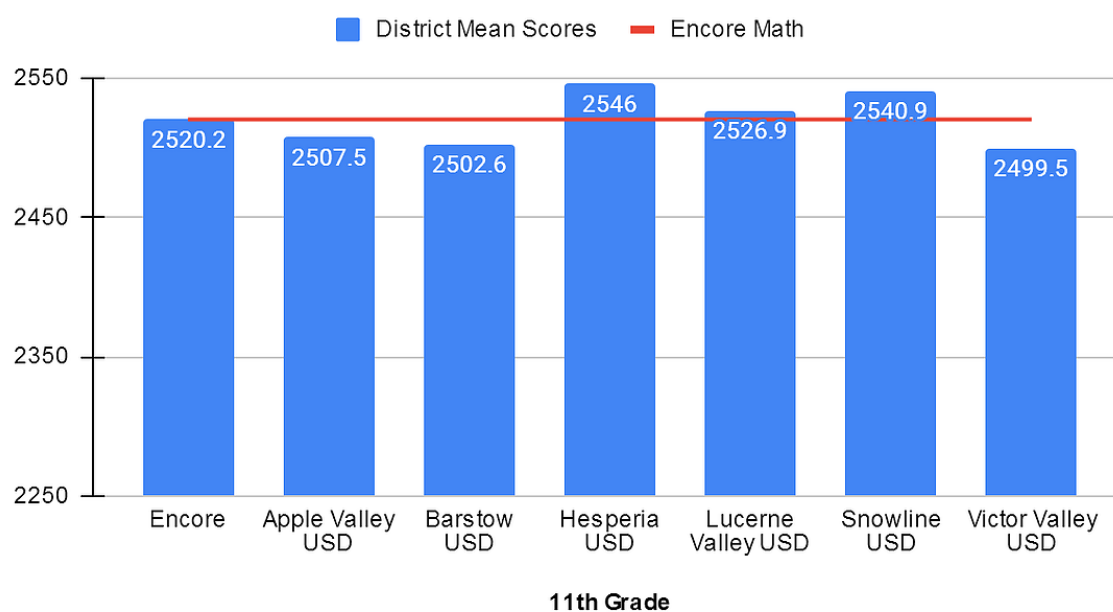


For 8th Grade Mathematics, Encore students were ranked fourth in the High Desert. Encore's 8th grade outperformed 3 High Desert districts.

11th Grade Mean ELA Scores



11th Grade Mean Math Scores

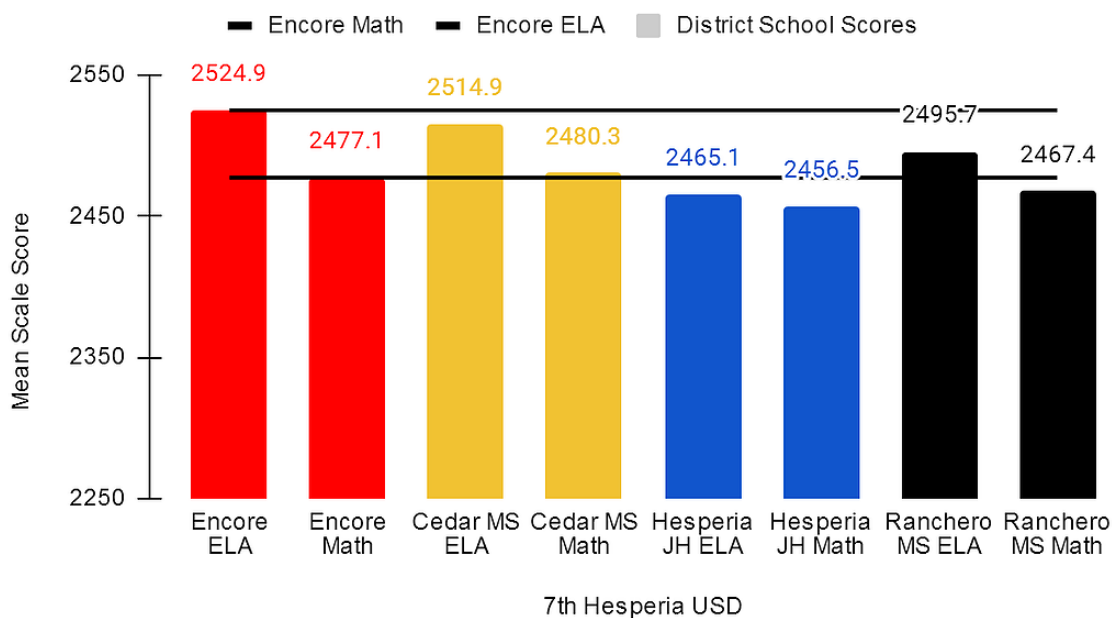


For 11th Grade Mathematics, Encore students were ranked fourth in the High Desert. Encore's 11th grade outperformed 3 High Desert districts.

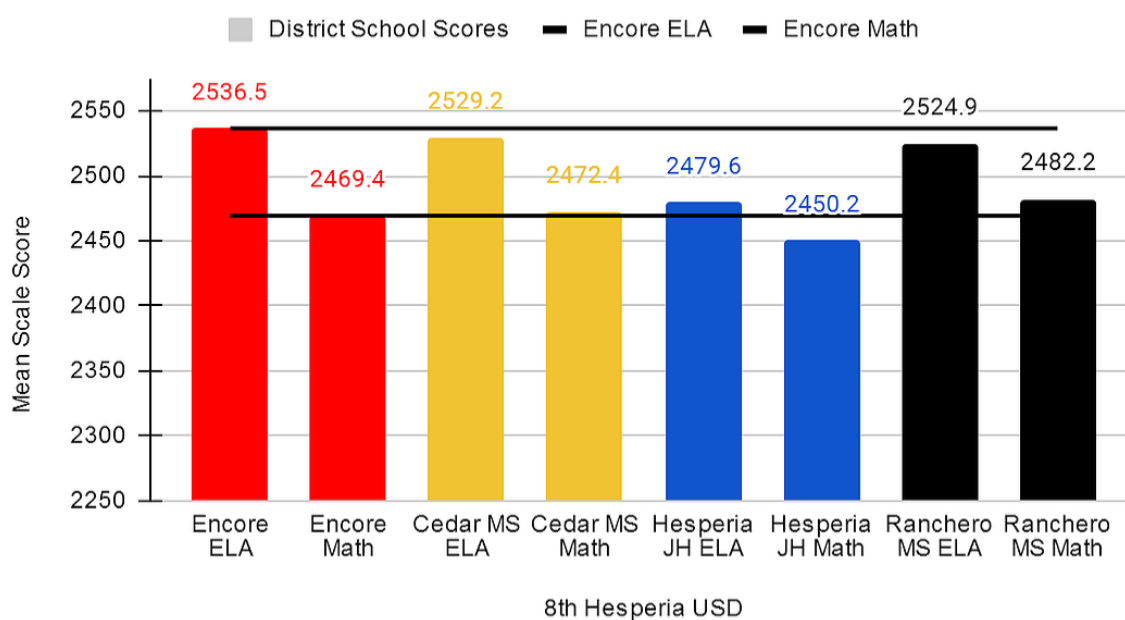
HUSD DISTRICT SCHOOL COMPARISONS

For this next set of charts, Encore's data team took the mean scores from grade level students and compared them with the schools within Hesperia Unified School District.

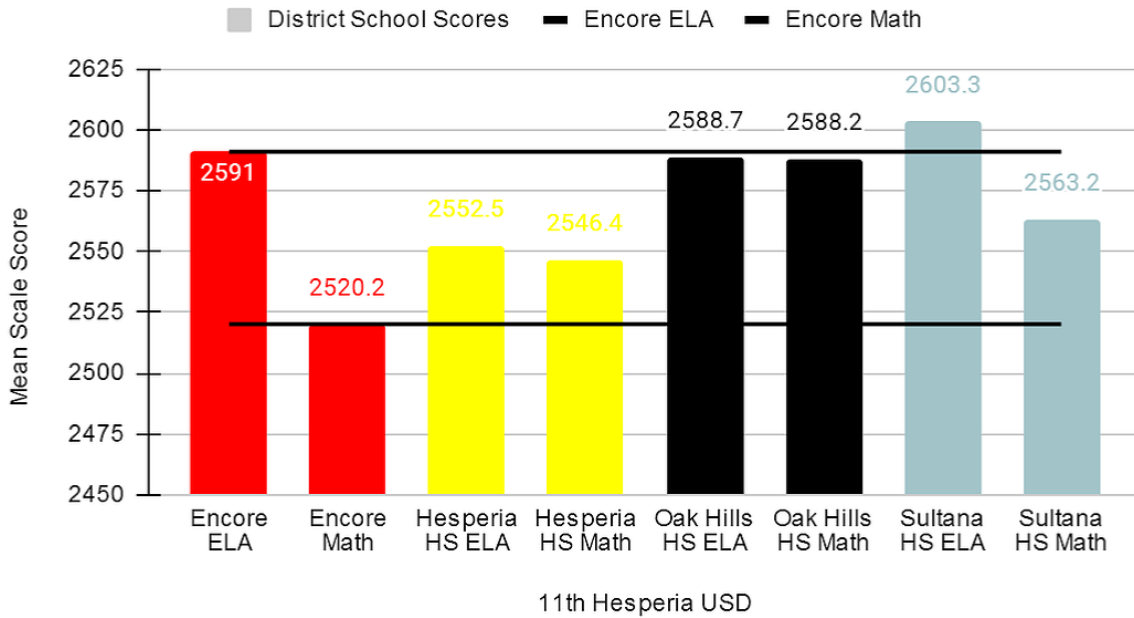
7th Grade HUSD



8th Grade HUSD



11th Grade HUSD

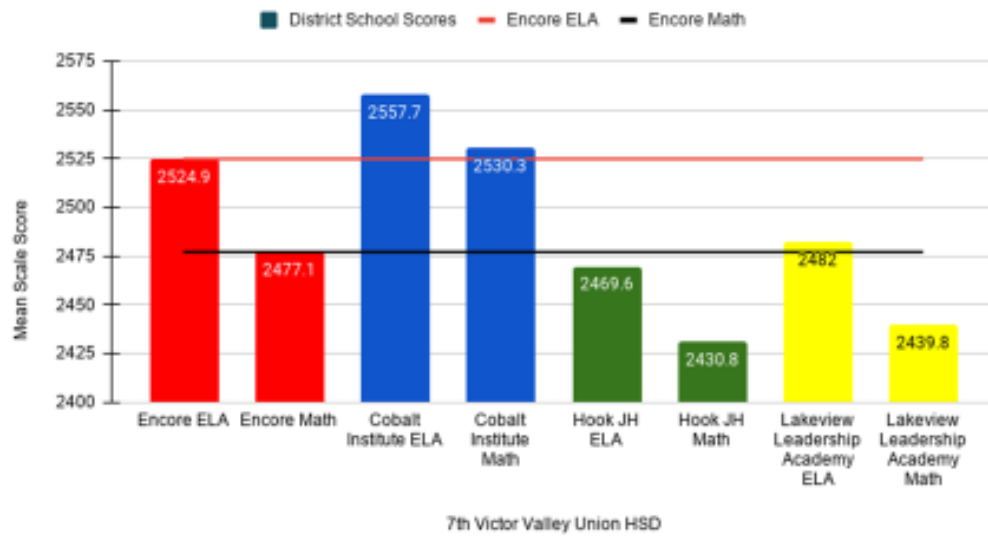


For Encore's 11th grade math scores, it is noteworthy that after getting this test information, Encore changed staffing for 11th grade math in the 2019-20 school year and updated curriculum and resources. Encore was excited to see what the result would have been in the 2020 testing year. (Encore has only one teacher who teaches math to 11th grade students.)

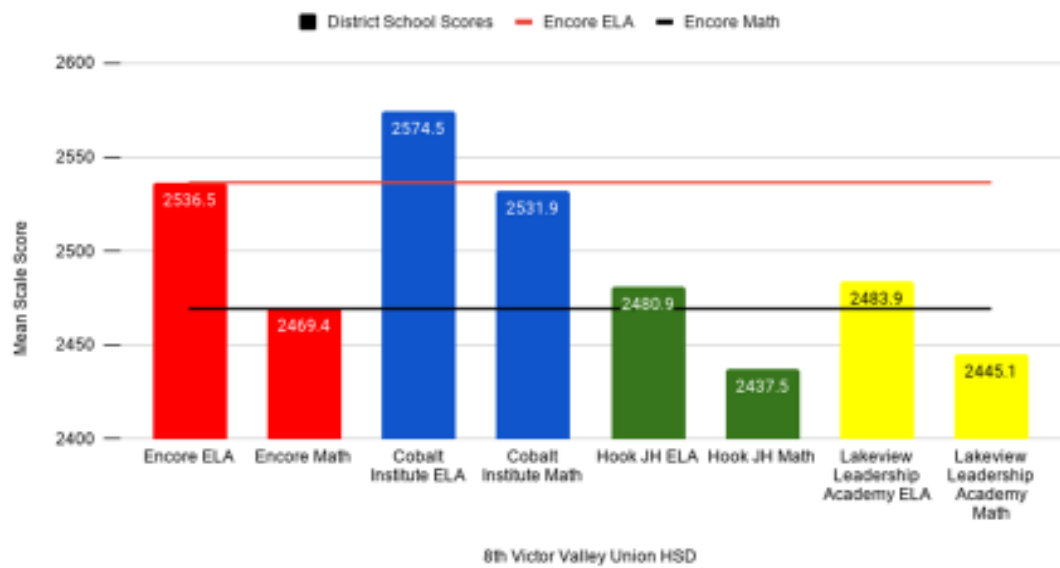
DISTRICT SCHOOL COMPARISONS

For this next set of charts, Encore's data team took the mean scores from grade level students and compared them with the students' district of origin.

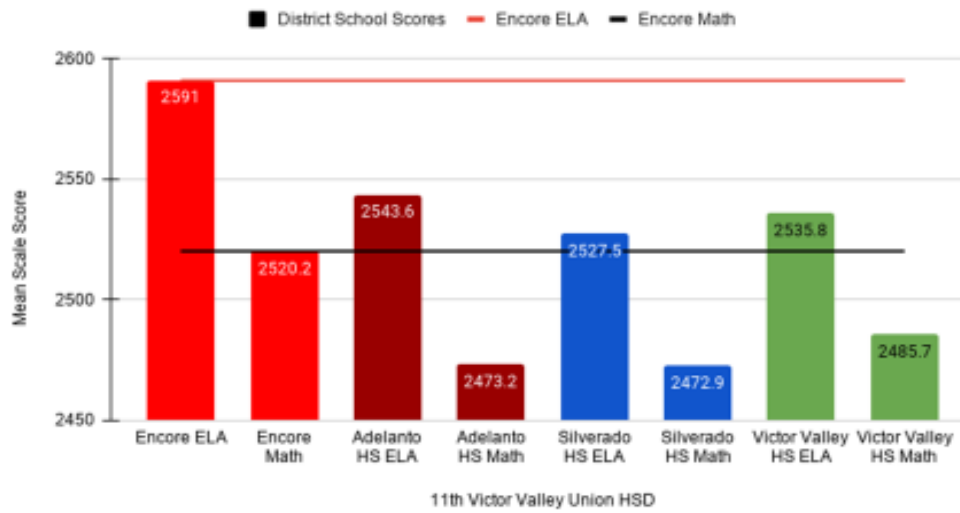
7th Grade VVUHSD



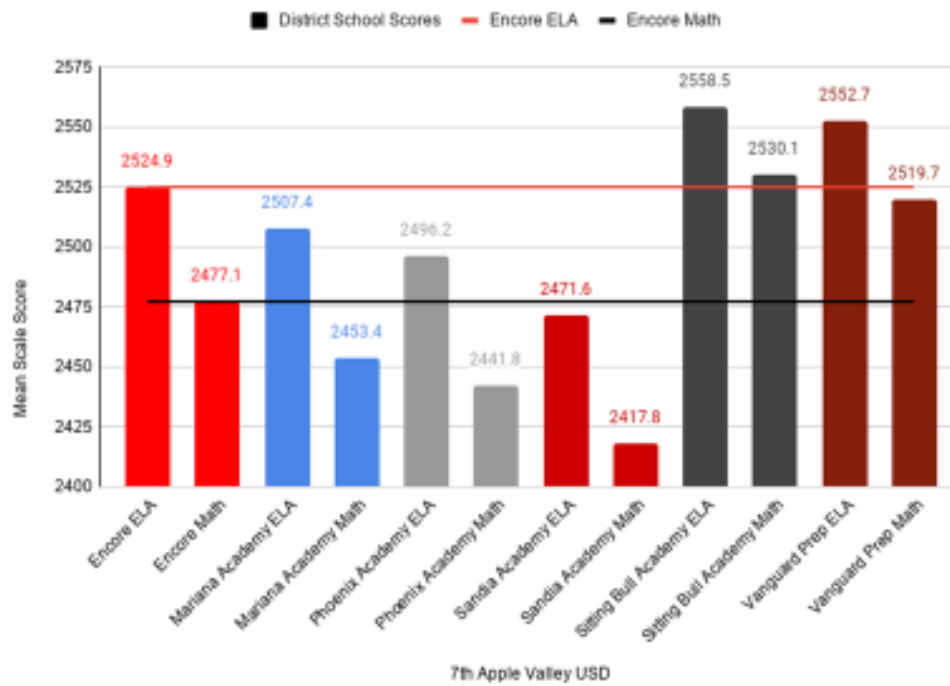
8th Grade VVUHSD



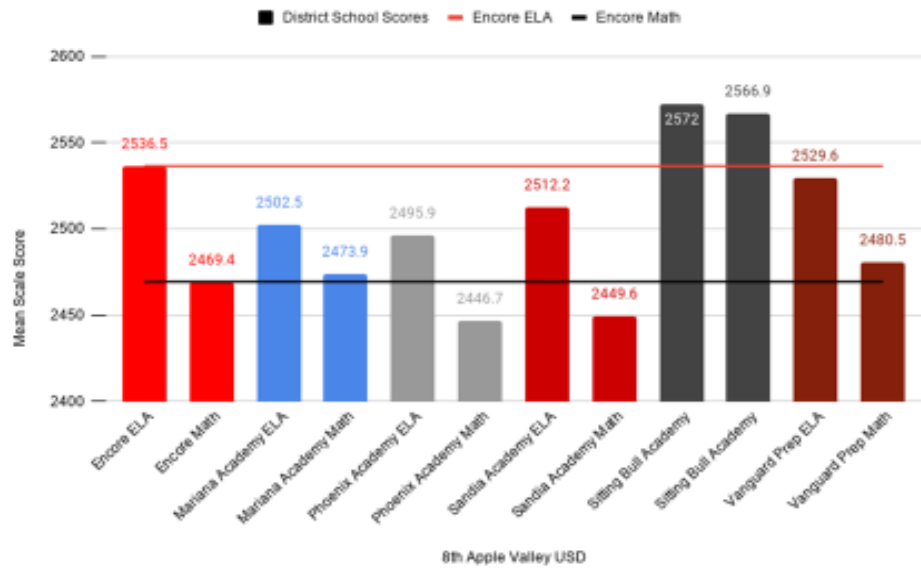
11th Grade VVUHSD



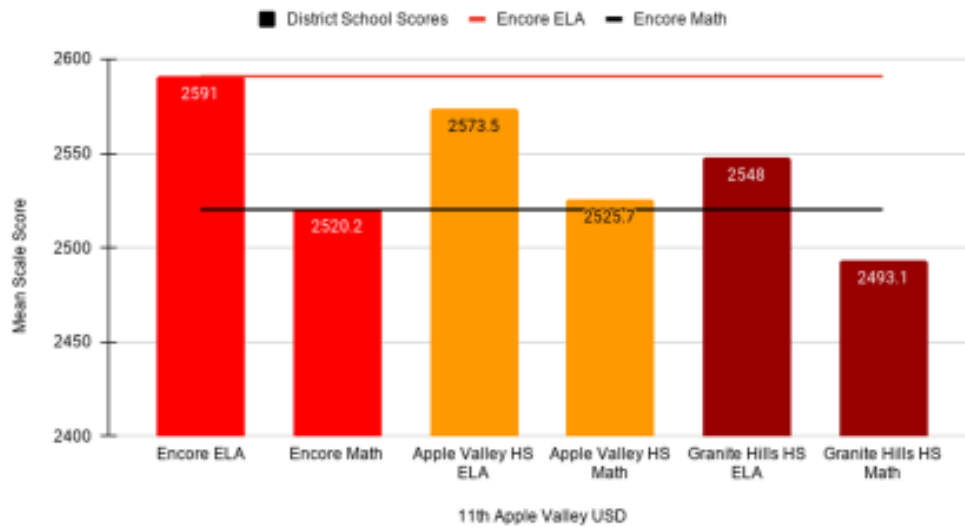
7th Grade AVUSD



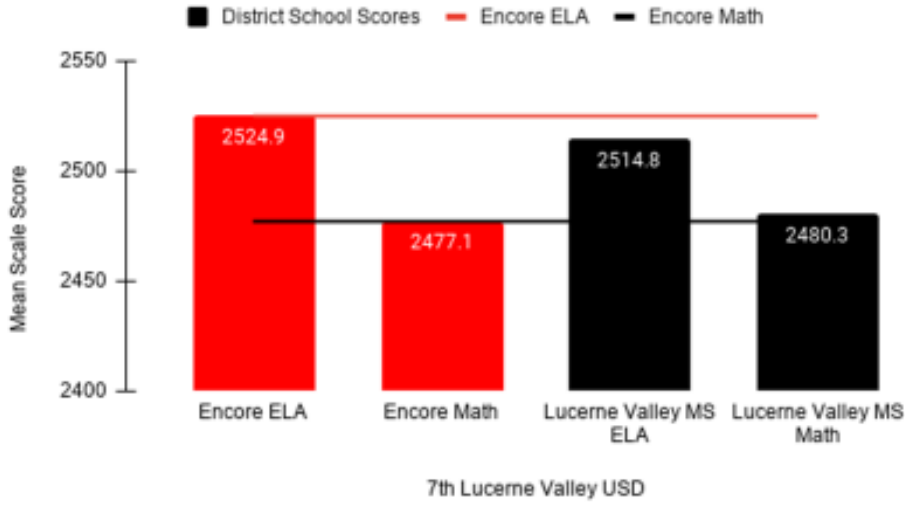
8th Grade AVUSD



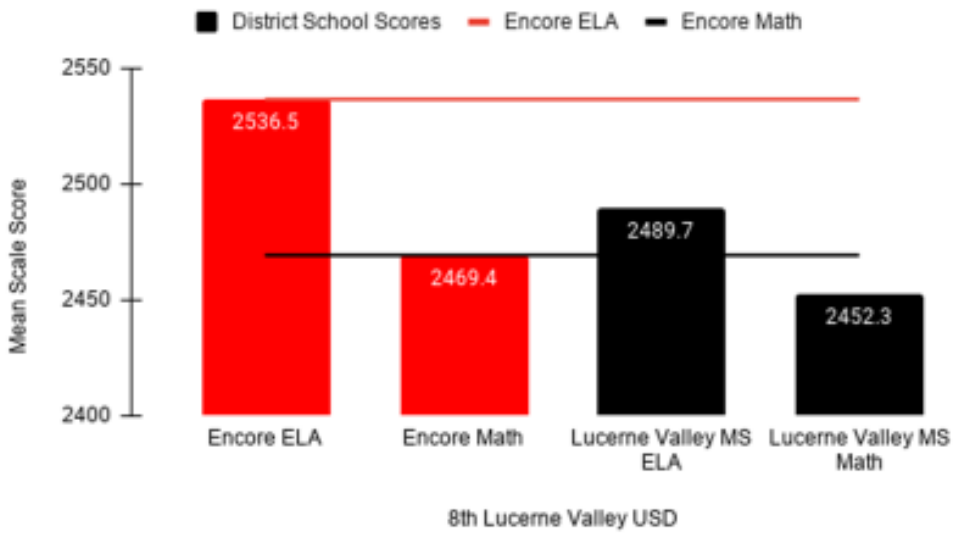
11th Grade AVUSD



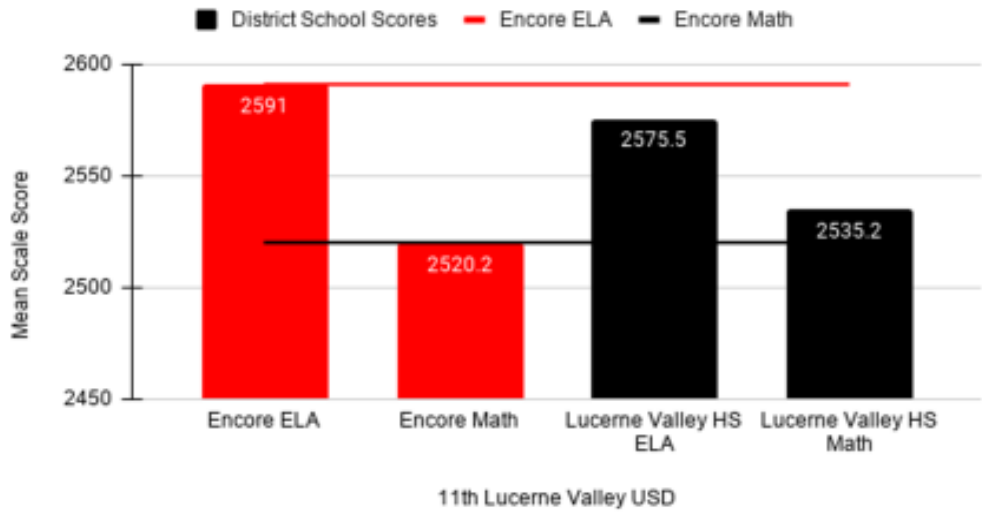
7th Grade LVUSD



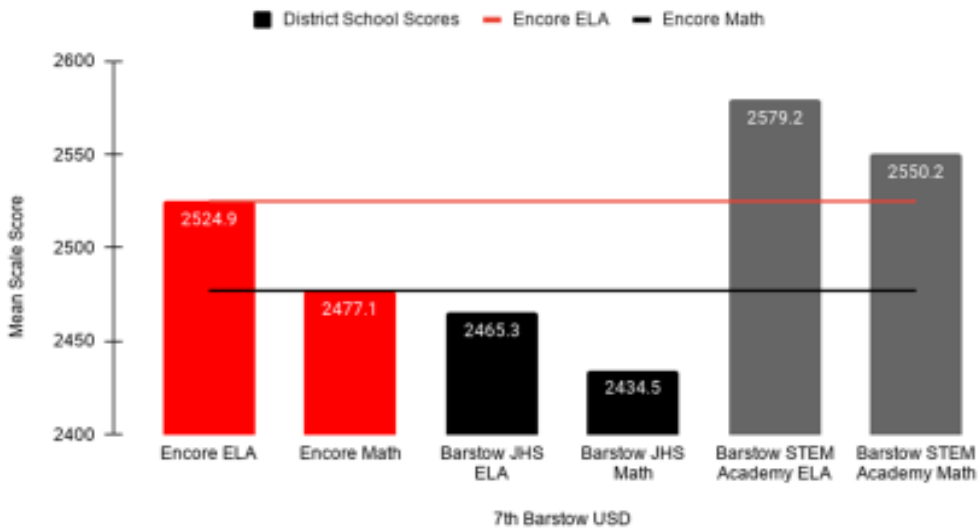
8th Grade LVUSD



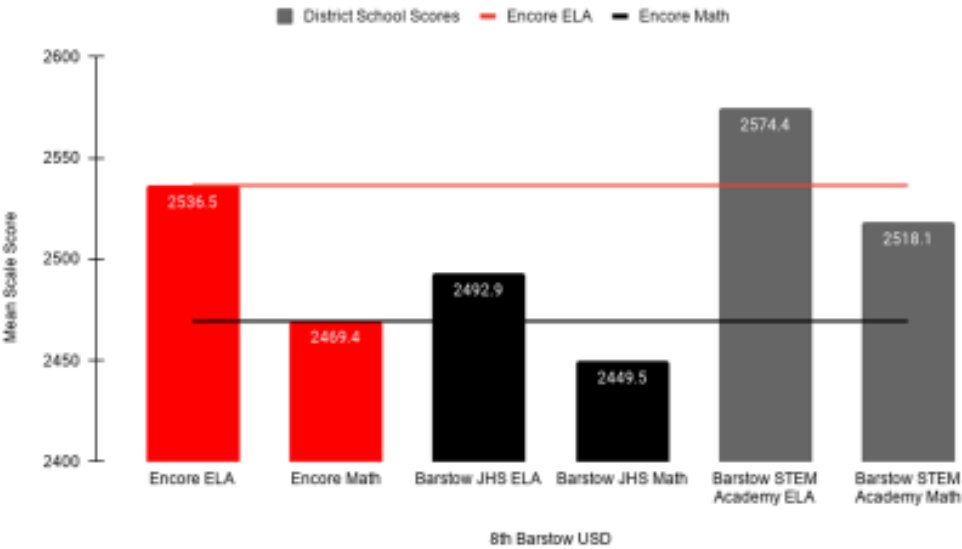
11th Grade LVUSD



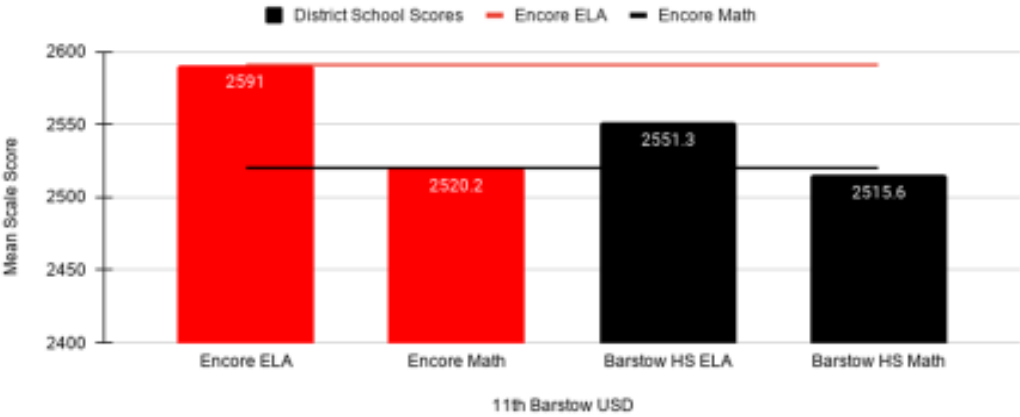
7th Grade BUSD



8th Grade BUSD



11th Grade BUSD



Subgroup Testing Data

Cursory Data vs. Deep Dive Data: Explanation of What Encore Uses to Measure Student

Achievement

Encore has several mechanisms in place to measure student achievement, including the use of NWEA “TestWiz” benchmark system. These benchmarks are administered at various points throughout the year, typically in the fall, winter, and spring, and are given to all ELA and math classes. The questions on each test are aligned to CCSS. Ideally, the students should demonstrate overall progress toward mastery and proficiency after each round of benchmarks, with an overall improvement in their scores.

Page | 48

Next, diagnostic assessments to obtain results from the benchmarks are run. These results are yielded in the form of line graphs, showing the mean proficiency level for each question. Departments analyze the results, discussing general areas of success and struggle on the graphs. After department meetings, action plans are devised for the subjects that were tested. In these plans teachers assess where they currently stand (based on the most recent benchmark results) and what they would like to achieve (as well as possible ideas and strategies to achieve this success.) They are expected to refer back to these plans until the next benchmark testing period, at which point they reassess the benchmark results and modify action plans if need be.

Analysis is also completed from individual unit final exams. For example, overall unit exam averages for students who completed the exam, the overall averages of all students, including those who didn’t take it, the EL averages, and the averages for students who have 504s or IEPs are analyzed. For these last three groups, they also compare the scores of those who completed the exam versus the whole class, including students who didn’t take it.

Subgroup Testing Data and Specific Action Plans and Goals on How to Improve Subgroup

Achievement

For students with IEPs, if their IEP specifies such a modification, they are allowed to test in a separate setting. They are allowed the use of an aide to read the questions to the students if need be. For students with IEPs, teachers implement preferred seating in the classroom. This may be closer to the teacher or closer to an aide, depending on the need of the student. For certain assessments teachers allow students to answer verbally instead of in writing.

Students with IEPs are permitted to answer fewer questions on any given assignment. They can also take more time on an assignment without a late penalty if their IEP specifies this. They can also retake their quizzes and exams multiple times if their IEP specifies.

Some teachers allow their students to choose between activities. For example, if a student with an IEP would rather answer more objective “factual recall” comprehension check questions instead of deeper analytical or evaluative questions that are more subjective in nature, they have this choice. They can also choose to draw out or illustrate their answer, or they can provide their answers verbally during tutoring sessions.

For essays and longer projects, students with IEPs can write fewer paragraphs, depending on what their level of comfort is with the assignment. In individual cases, teachers may need to provide the student with an alternative topic that is more manageable for them, but still addresses the standard.

For EL students, teachers implement similar modifications. Depending on the student’s level of proficiency with the language, teachers may need to simplify the assignment, assign a reduced amount, or extend the deadline. For example, one student was provided with instructions on how to change the language settings in her Chromebook. From there, the student can use the Google browser to translate the content of assigned readings, websites, and other online sources. Additionally, students can utilize Google Translate or a different translating software application to write their answers in their native language and then

translate them to English before submitting them.

Some teachers also allow EL students to draw or illustrate certain scenes from the assigned readings, as an alternative means of demonstrating understanding. EL students can attend their academic teachers' tutoring sessions to receive additional instruction if need be. All teachers ensure that in grade books, modification are documented for IEP, 504, and ELL students. Collectively, the implementation of these measures can help bolster overall achievement in student populations with IEPs and 504 plans, or who are ELL students.

2018-2019 SPED, ELL, and Economically Disadvantaged Data District Comparison
(Excerpt taken from Encore's Data Team Report.)

***Data was not locatable for much of the Lucerne Valley Unified School District.

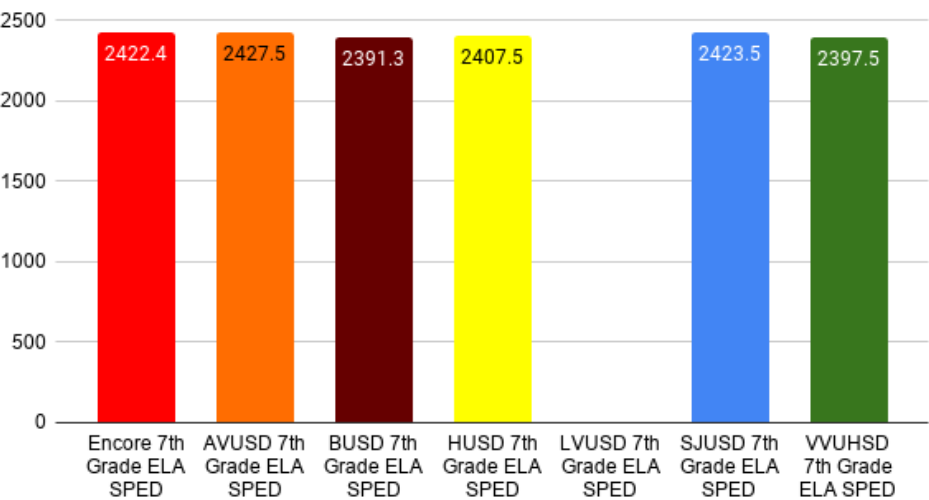
7th Grade SPED Overall Achievement in ELA and Math:

For ELA, Encore scored lower than the state's overall achievement scale score for 7th grade students with a disability (2445.5). For the ELA chart, Encore came in third highest (2422.5) out of the seven graphs, and was outperformed by Apple Valley USD (2427.5) and Snowline Joint USD (2423.5). Our goal in this area would be a 10% overall increase, putting us almost on point with Apple Valley USD and moving us closer towards the state's mean score.

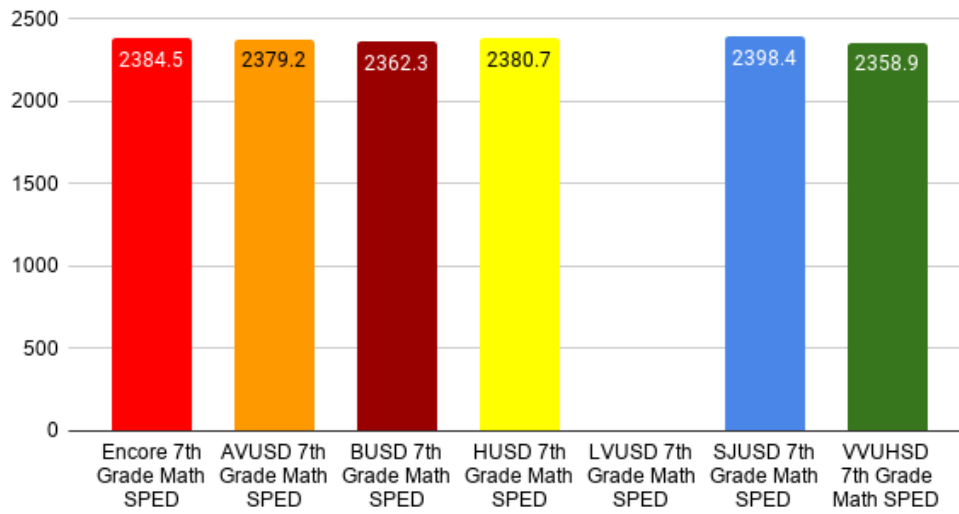
In math, Encore scored higher than the state's overall achievement scale score for 7th grade students with a disability (2417.2). For the math chart, Encore came in second highest (2484.5) out of the seven graphs, outperformed only by Snowline Joint USD (2398.4). Our goal in this area would be a 10% overall increase, narrowing the gap between Encore and Snowline Joint USD.

In the past we completed practice CAASPP testing for both ELA and math, throughout the year in order to help our students prepare as testing nears in the spring. Academic teachers administer benchmarks that measure mastery of CCSS for California. Reports from these benchmarks are then analyzed and action plans are created that not only address areas in which our students need additional support, but also create learning goals for our students. All instructors are expected to refer back to these plans and adhere to the goals outlined in them. After each round of testing, the results are analyzed again, and, based on those results, our action plans and goals are revised to align with our students' learning needs.

7th Grade ELA SPED



7th Grade Math SPED



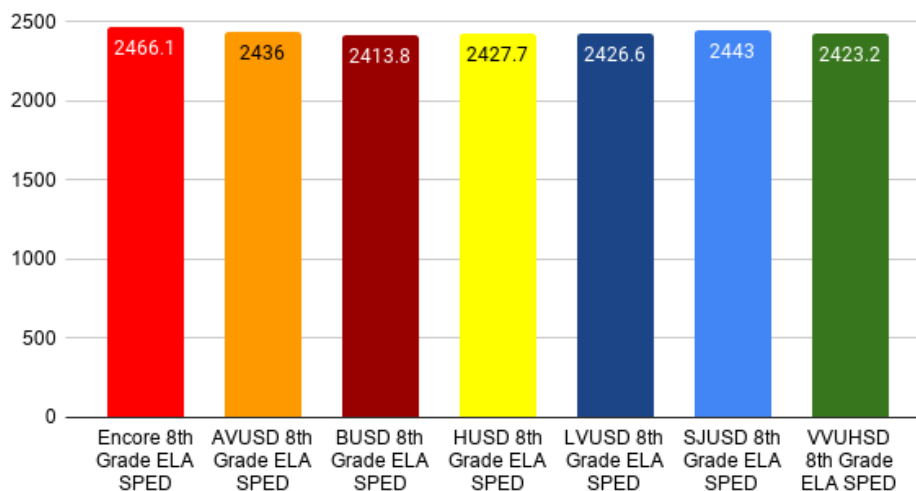
8th Grade SPED Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at an overall achievement scale score of 2466.1, which is ahead of the other districts. Encore scored higher than the state's overall achievement scale score for 8th grade students with a disability (2458.8). One goal here is to at least maintain this level of achievement while also working to boost it five (5) points.

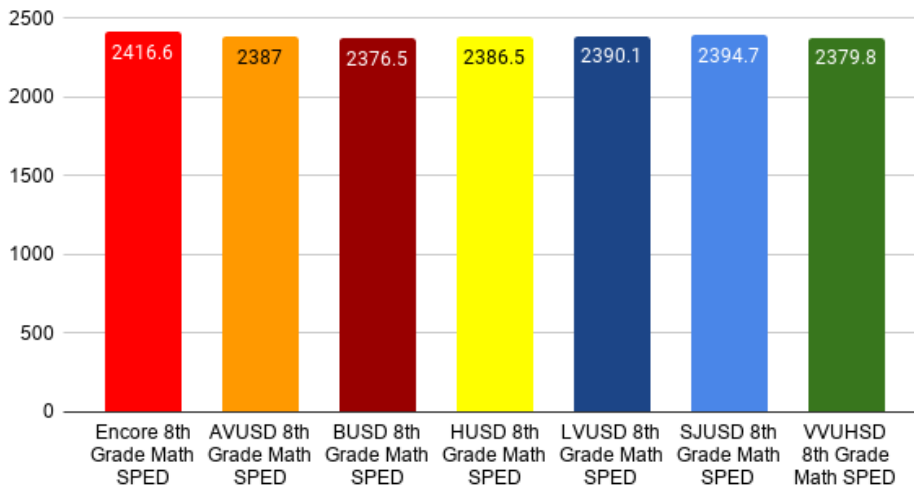
For the Math chart, we can see that Encore came in at an overall achievement scale score of 2416.6, which is ahead of the other districts. Encore scored lower than the state's overall achievement scale score for 8th grade students with a disability (2421.1). One goal here is to boost it by five (5) points to be at par with the state's level.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

8th Grade ELA SPED



8th Grade Math SPED



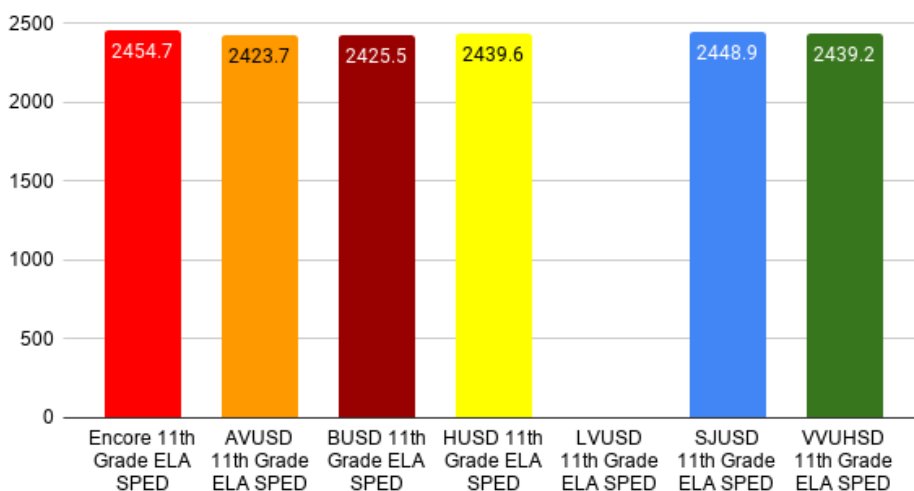
11th Grade SPED Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at an overall achievement scale score of 2454.7, which is ahead of the other districts. Encore is still below the state's overall achievement scale score for 11th grade students with a disability (2478.8).

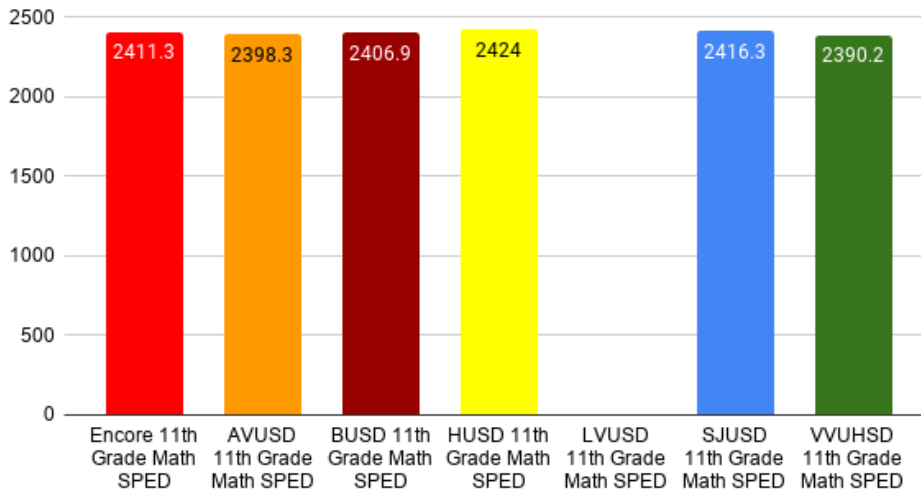
For the math chart, Encore (2411.3) came in at third highest out of the seven graphs, outperformed by Hesperia USD (2424) and Snowline Joint USD (2416.3). One goal here would be a five-point overall increase, nearing closer to SJUSD in second place.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

11th Grade ELA SPED



11th Grade Math SPED



7th Grade English Learner Overall Achievement in ELA and Math:

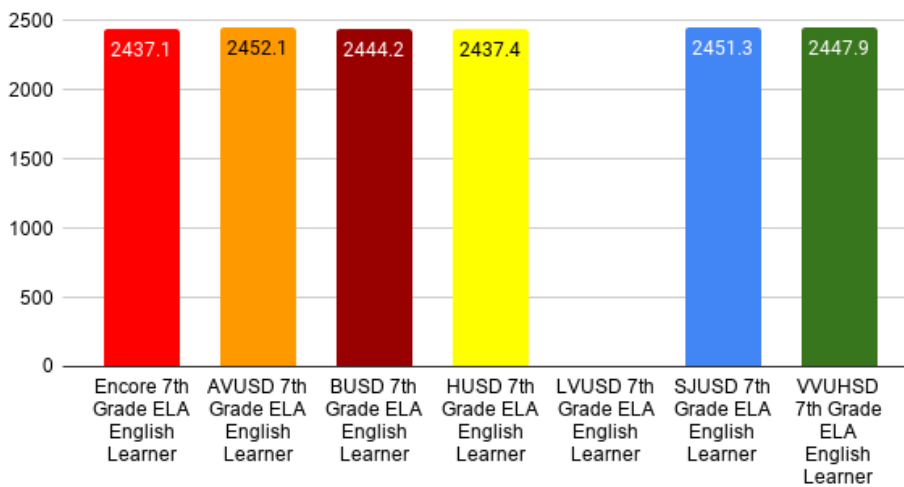
For the ELA chart, we can see that Encore came in at the bottom of overall achievement with a score of 2437.1, which is below other districts but tied with HUSD. Our goal here is to increase scores by at least 10%.

For the math chart, Encore (2424.6) came in second highest out of the seven districts compared behind only SJUSD. One goal here is to at least maintain this level of achievement while also working to boost it 10%.

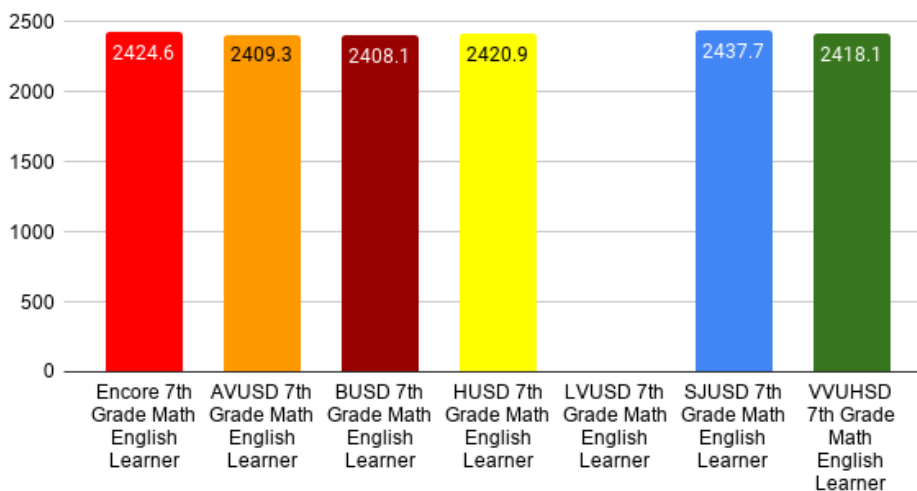
Encore is still below the state's overall achievement scale score for 7th grade for English-language fluency students with a 2445.2 in ELA. However, Encore is tied with the state in math as the California state average is 2424.8.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

7th Grade ELA English Learner



7th Grade Math English Learner



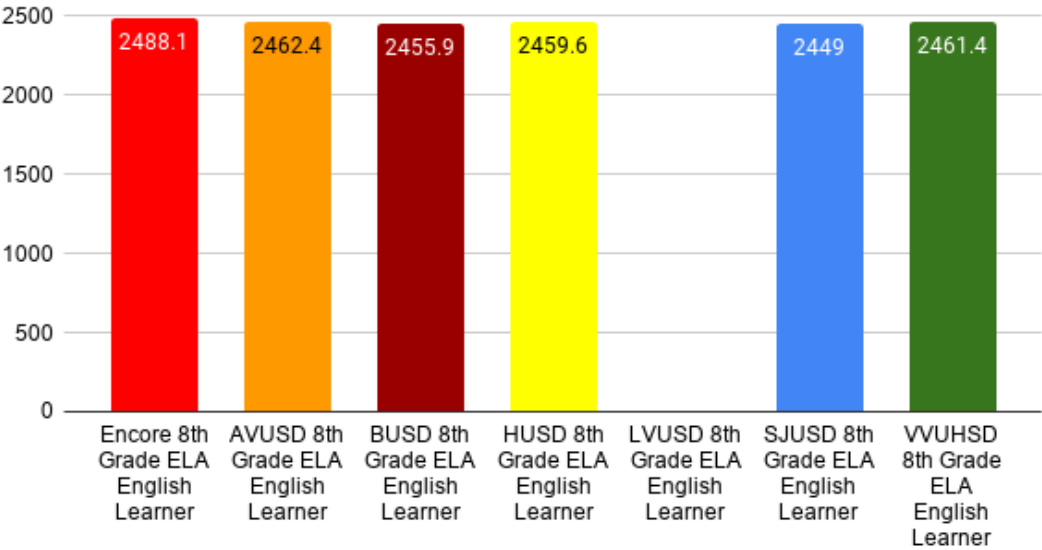
8th Grade English Learner Overall Achievement in ELA and Math:

For the ELA chart, we can see here that Encore came in at 2488.1, which is ahead of the other districts. This also places us above the state average for “English Learner,” which was 2451.7 for 8th grade. However, Encore would still be behind the state’s overall average for 8th grade ELA, which was 2560.8.

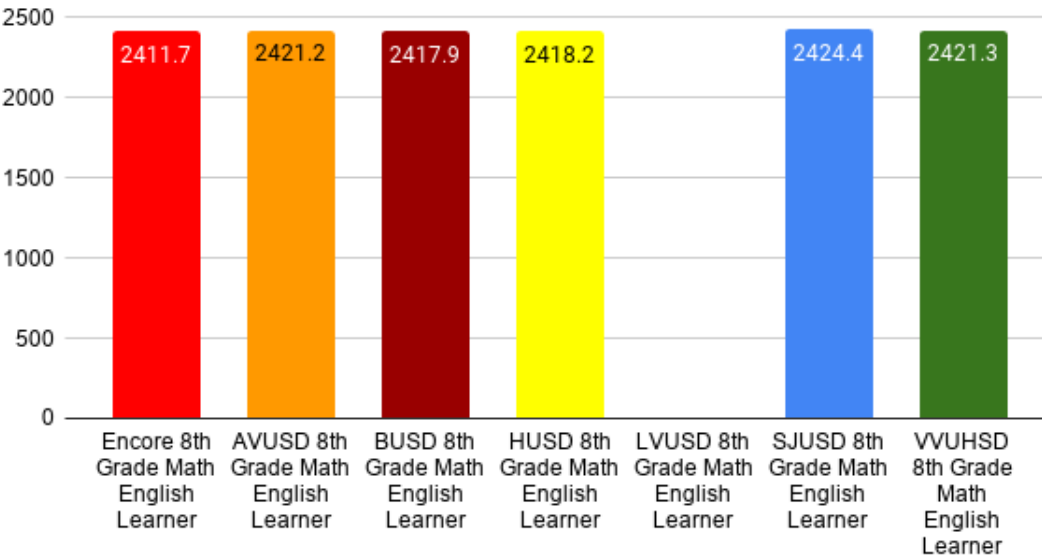
For the math chart, Encore came in at 2411.7, which was exceeded by all six districts and by the state’s average for “English Learners,” which was 2425.2. We would like to see more than a five-point increase here, but five points might be a more attainable goal for us to achieve.

We are continuing to implement practice CAASPP testing before state testing is completed. Our benchmarks give us feedback as well that we can use to tailor instruction and better support our English learners.

8th Grade ELA English Learner



8th Grade Math English Learner



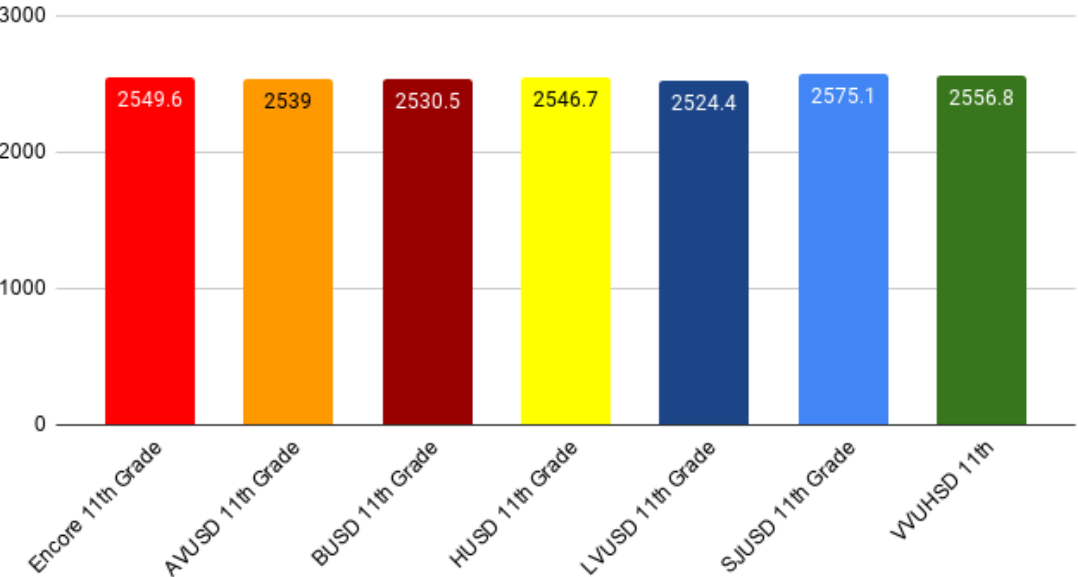
11th Grade English Learner Overall Achievement (Encore's "Ever-EL" population for 11th grade is compared to the "Ever-EL" population of neighboring districts):

There was no data available for our 11th grade "English Learner" population; therefore, "Ever-EL" has taken its place in an effort to still offer a comparison of our 11th grade EL population.

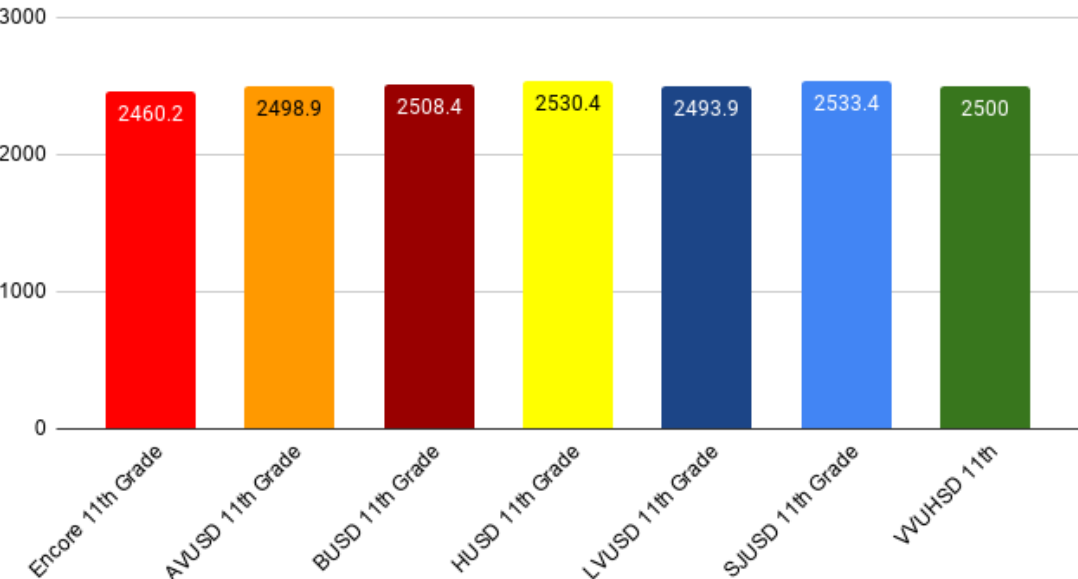
For the ELA chart, we can see that, out of the seven scores, Encore came in third. Encore (2549.6) was outperformed by Snowline Joint Unified (2575.1) and Victor Valley Union (2556.8). One goal based on these results would be to see Encore closer to VVUHSD at second place.

For the Math chart, we can see that Encore was outperformed by all six districts. One goal based on these results would be to see Encore rise out of last place in 11th grade EL math scores. For both ELA and Math classes, we have conducted practice CAASPP exams moving closer to spring testing. Additionally, we administer benchmark exams that reflect the standards measured on the CAASPP, hopefully preparing students for what is to come on the CAASPP.

11th Grade ELA Ever-EL



11th Grade Math Ever-EL



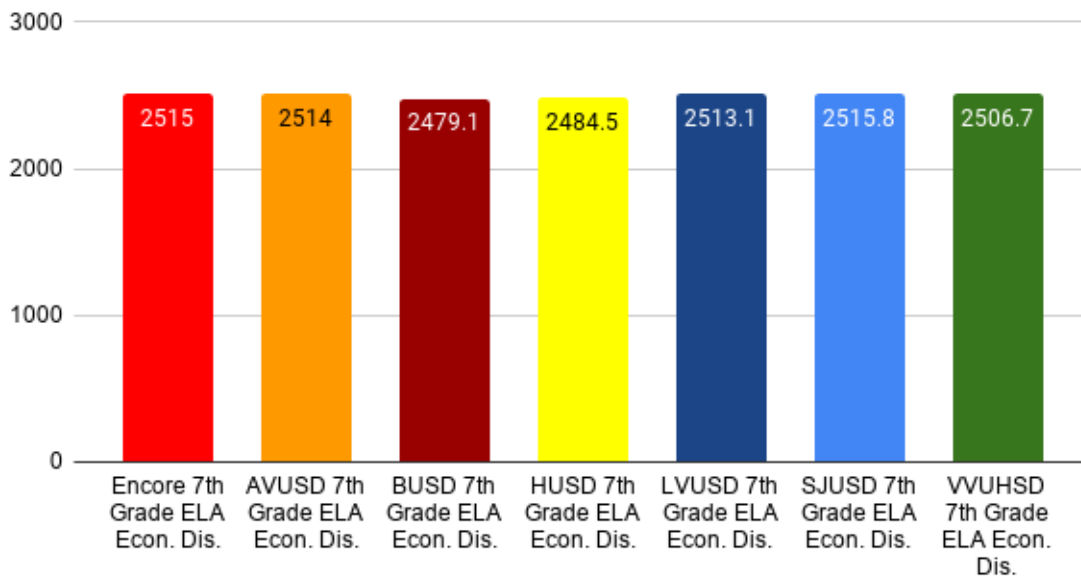
7th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

For the ELA chart, Encore came in second highest (2515) out of the seven districts and was outperformed by Snowline Joint USD (2515.8), however that score was 2.5 points lower than the state average (2517.5) for this subgroup. We would like to see an increase of five points for the 2020-2021 school year, moving past the overall state achievement mean score.

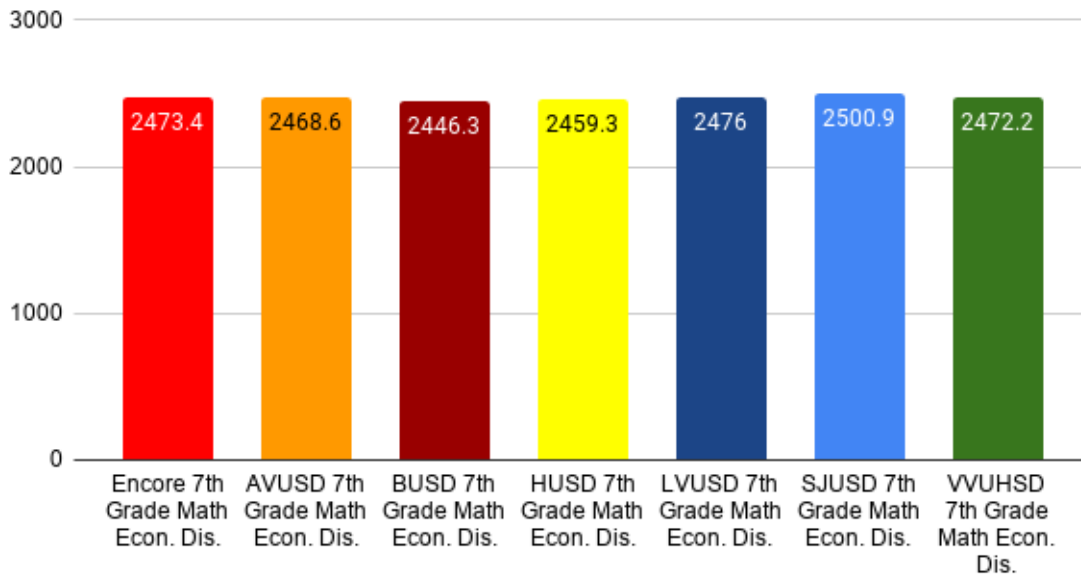
For the math chart, Encore came in third highest (2473.4) out of the seven districts, outperformed only by Snowline Joint USD (2500.9) and Lucerne Valley USD (2476), but came in lower than the state average (2490.7) for this subgroup. We would like to see an increase of five points for the 2020-2021 school year, moving closer to the overall state achievement mean score.

In the past we completed practice CAASPP testing for both ELA and math, throughout the year in order to help our students prepare as testing nears in the spring. Academic teachers administer benchmarks that measure mastery of CCSS for California. Reports from these benchmarks are then analyzed and action plans are created that not only address areas in which our students need additional support, but also create learning goals for our students. All instructors are expected to refer back to these plans and adhere to the goals outlined in them. After each round of testing, the results are analyzed again, and based on those results, our action plans and goals are revised to align with our students' learning needs.

7th Grade ELA Economically Disadvantaged



7th Grade Math Economically Disadvantaged



8th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

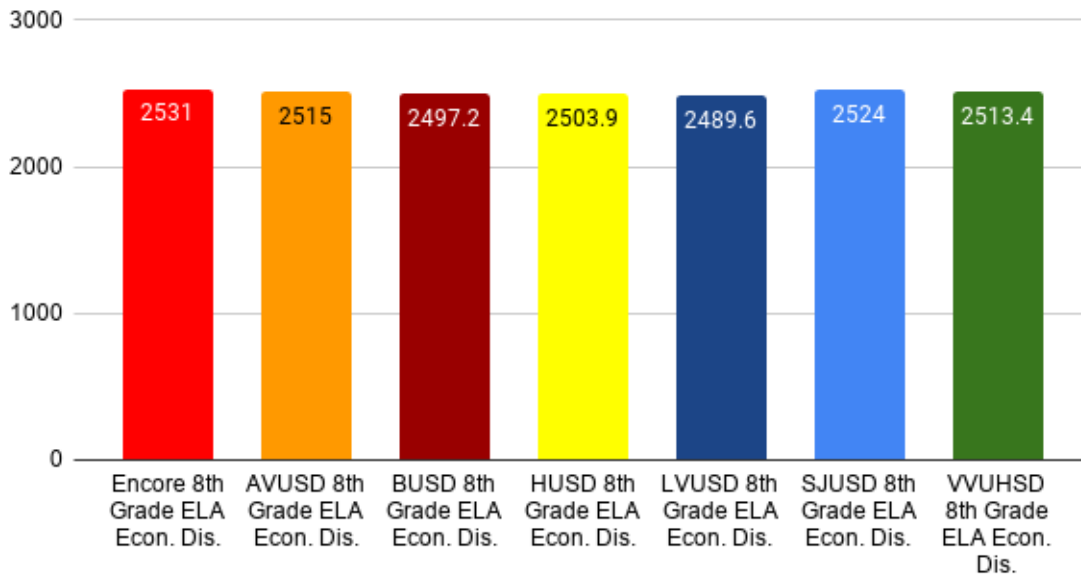
For the ELA chart, we can see that Encore came in at the top of overall achievement with a score of 2531, which is higher than the other six districts compared. Our goal here is to at least maintain this level of achievement and also increase scores by at least five (5) points.

For the math chart, Encore (2458.5) came in in the middle of the seven districts compared behind SJUSD and AVUSD, nearly tied with HUSD, and ahead of BUSD and LVUSD. One goal here is to at least maintain this level of achievement while also working to boost it five (5) points.

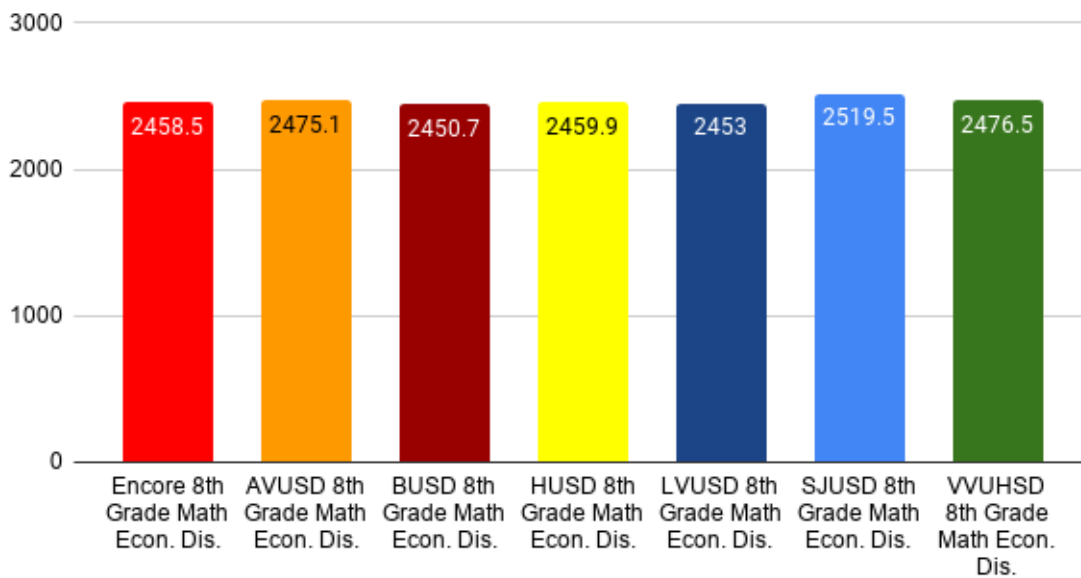
Encore is tied with the state's overall achievement scale score for 8th grade for economically disadvantaged students with a 2531 compared to the state average of 2530.9 in ELA. However, Encore is lower than the state in math as the California state average is 2501.2 while Encore is at 2458.5. The goal is to increase these scores by an average of five (5) points.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

8th Grade ELA Economically Disadvantaged



8th Grade Math Economically Disadvantaged



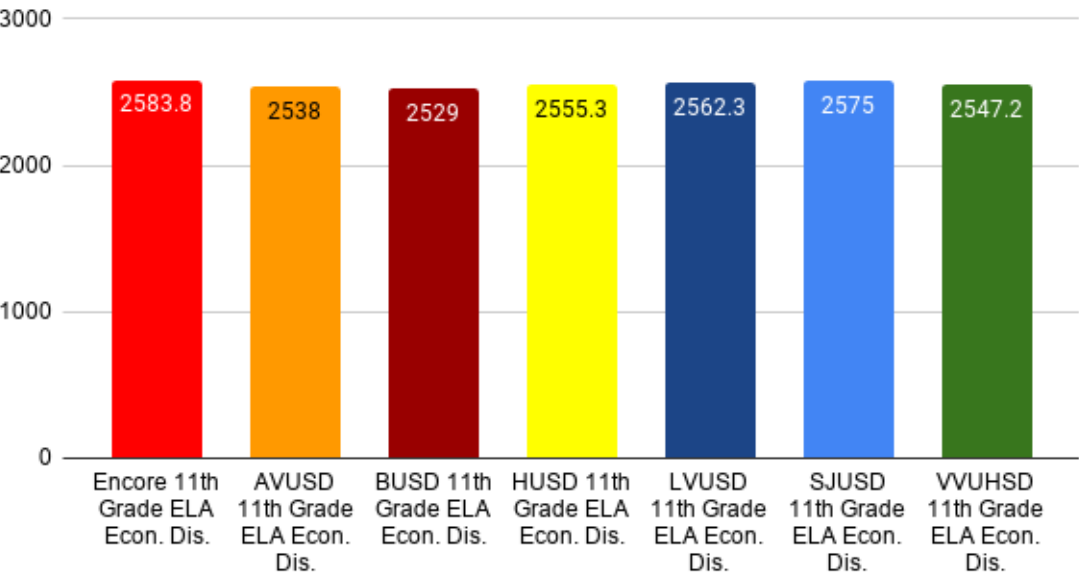
11th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

For 11th grade ELA for economically disadvantaged students, we can see that Encore came in with a mean scale of 2583.8. The next highest district was SJUSD, at 2575.0. Encore came in at several points above the state average for ELA for this subgroup, which was 2567.3. We would like to see an increase of five points for the 2020-2021 school year, moving closer to the overall state achievement mean score of 2596.6.

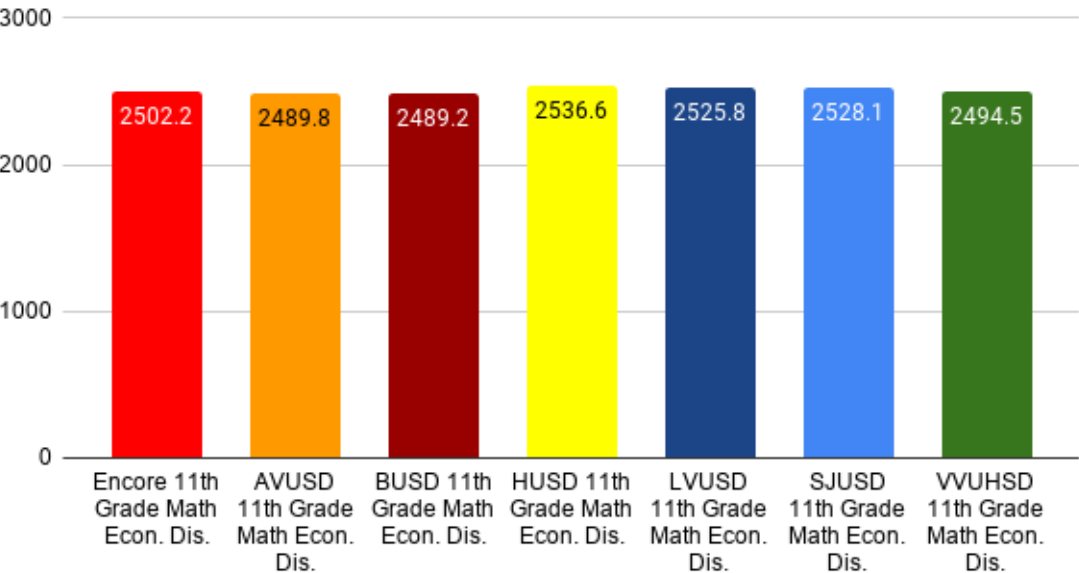
For 11th grade Math for economically disadvantaged students, we see that Encore (2502.2) was outperformed by three districts (HUSD at 2536.6, LVUSD at 2525.8, and SJUSD at 2528.1). However, Encore did outperform three districts (AVUSD, BUSD, and VVUHSD). We would like to see a five-point increase toward mastery, coming closer to the state mean scale score of 2563.9 for 11th grade mathematics.

We currently have an “internet cafe” available for students who do not have internet access at home, allowing them to complete all their assignments.

11th Grade ELA Economically Disadvantaged



11th Grade Math Economically Disadvantaged



Goals Set for This Year Based on Data

Based on the scores from the 2018-2019 school year (being the last year that we had state testing), for the 2020-2021 school year we would like to see a 10% increase toward “standard met” across all EL levels.

Additionally, we would like to see increased familiarity with “buzz words” for standardized testing among our EL students. This can be accomplished by giving students the practice CAASPP exam in math and ELA classes, in addition to including these words in our formative and summative assessments on a regular basis. If students get this exposure throughout the year, then they will be equipped and comfortable with this lexicon by the time spring testing rolls around. This could be evidenced by the five-point increase in CAASPP testing among these subgroups.

Page | 60

A new EL plan has been developed for implementation in the 21/22 school year to include classes for EL students that are placed in levels one through low 3. Weekly pull out services for levels mid 3 through 5 will help with EL achievement growth. Monthly pull out services for five years after reclassification will help students fill achievement gaps.

For SPED students, we would like to continue to see them work in their small-group cohorts. This is a great means for them to receive assistance from the SPED teachers and aides, as well as participate in peer tutoring. For EL students, we would like them to check in with the EL coordinator for assistance and guidance, including additional strategies for support.

Additionally, for our SPED students, we can encourage these students to attend daily tutoring with their teachers. Additionally, they can sign up for specialized small-group study halls or sessions with our SPED teachers and aides. During these sessions, students could review concepts covered in their regular academic classes and perhaps have access to additional support with test prep.

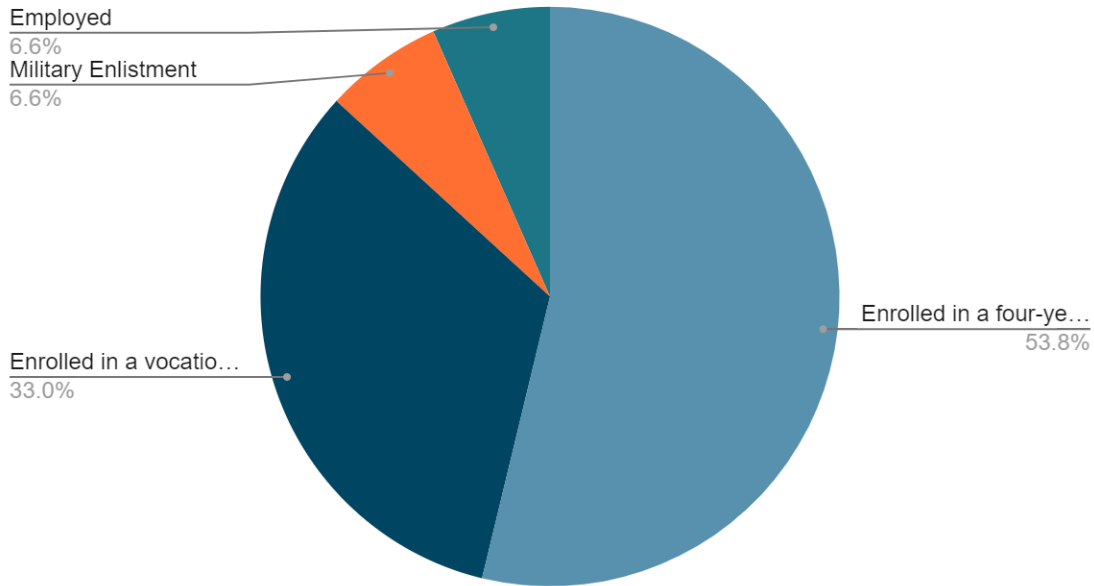
For seniors, we would like to see in an increase in our seniors who are A-G eligible. We have several steps that we are taking to increase our seniors' A-G eligibility. We have a college skills support session for seniors that meets every Friday on Zoom. For seniors that earned less than a C- in a class, we work to get them into a credit recovery program to recoup their missed credits. Students also conduct grad checks with their counselors to review their transcripts and ensure that they are A-G eligible.

Lastly, for seniors we currently have college prep meetings that occur once a week with their counselor. Additionally, in the past we have offered a College Skills course for students who are interested. We also have special standalone meetings that cover topics such as FAFSA/financial aid and the application process. We also make sure that students engage in credit recovery in the event that they received anything lower than a C- in any class throughout high school. This helps establish all of our students as “A-G eligible.” We can continue to offer these meetings and ensure that seniors have help when it comes to navigating the process of college applications and college readiness.

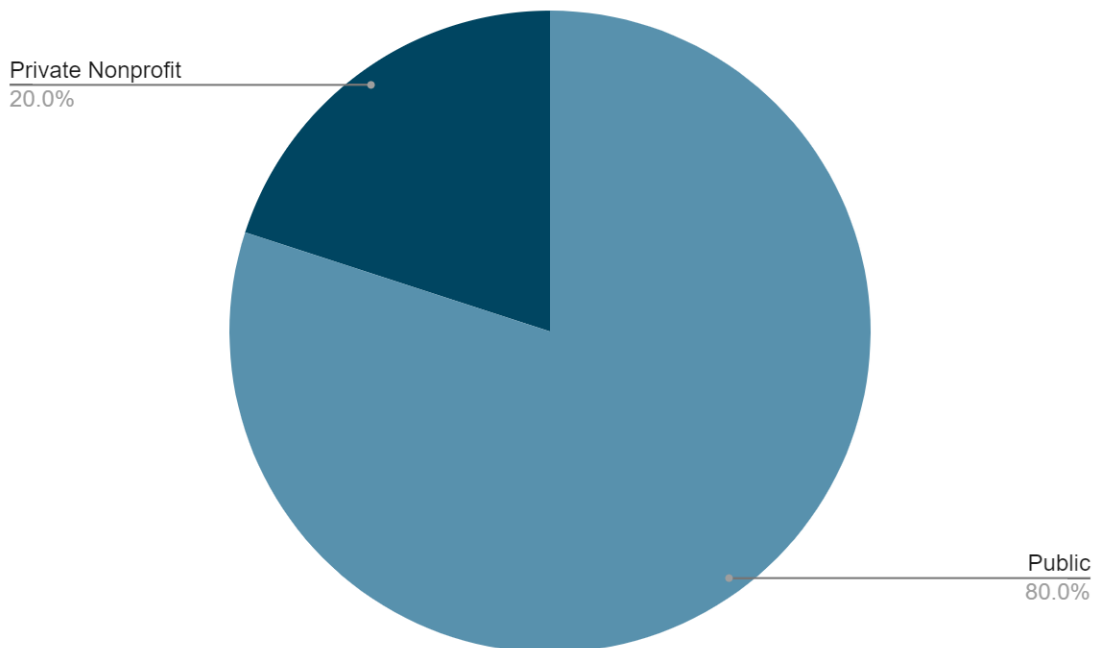
Post Secondary Data Results

The following graph shows the postsecondary results of the class of 2019.

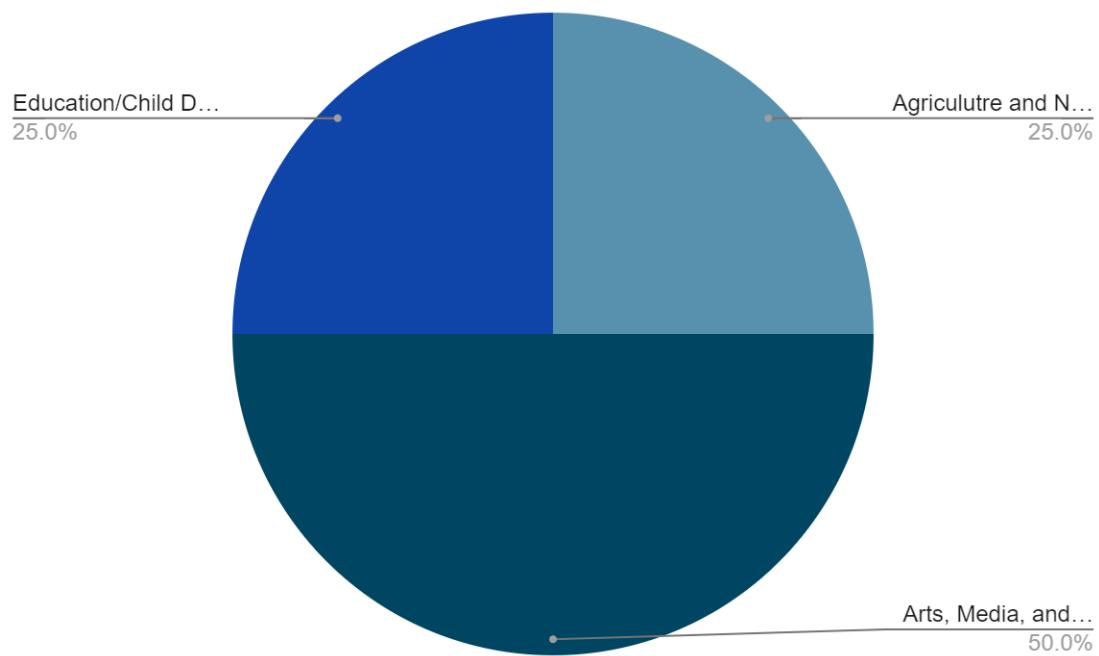
Student Population Reported



Of the alumni surveyed that were going to a postsecondary school, the following results were collected:



If the alumni stated that they were employed, the following data was collected regarding where they are employed:



Element 1: The Education Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Education Code Section 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Education Code Section 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Education Code Section 47605(c)(5)(A)(iii).)

General Information

Primary Contact: John Griffin, COO/Dean of Students

Primary Address: 16955 Lemon Street, Hesperia California 92345

Primary Phone Number: 760-956-2632

Web Sites:

www.encorehighschool.com (overview / campus / marketing site)

www.encorestudent.com (student educational platform that includes the course catalog and all of the Encore courses)

Target Community to be Served: The High Desert and Inland Empire communities including but not limited to: Hesperia, Apple Valley, Phelan, Adelanto, Victorville, Lucerne Valley, Barstow, Wrightwood, Devore, Rancho Cucamonga, Fontana, Eastvale, Ontario, Norco, and Corona.

Encore's goal is to target students with a focused interest in arts careers. As a result of focused arts programs, the community to service covers a large geographic area.

The school location is located in HUSD District.

Serving Grades: Seven (7) - twelve (12)

Projected number of students in 2021-22 school year: 856

First day of instruction in 2021-22 school year: September 3, 2021 (pending regulations)

Proposed Charter Term: July 1, 2021 - June 30, 2026

Instructional Calendar (Multi-track Instruction)

- High School Seat-based - Traditional calendar, daily attendance in a block schedule for high school grades 9 -12.
- Junior High Seat-based - Traditional calendar, daily attendance in a daily schedule for junior high grades 7 and 8.
- Independent Study All Grades - Year round calendar available. Students come on campus one day per week for three hours during the traditional calendar year. Restricted to 10% of Encore's overall enrollment population (when not in quarantine).
- COVID – Real time instruction given to students at home. Students follow a traditional calendar and log on to courses at the same time that students on campus do. The purpose of this program is to give students and opportunity to stay home during the pandemic until their family is comfortable for them to return to school. Encore is projecting that this program will stay in place for two to three years into the new charter.

JUNIOR HIGH (Grades 7-8)	HIGH SCHOOL (Grades 9-12)
MONDAYS-THURSDAYS	MONDAYS-THURSDAYS
Nutrition: 8:00 - 8:20 am	Nutrition: 8:00 - 8:15 am
Period 1: 8:20 - 9:12 am	Period 1/5: 8:20 - 10:01 am
Period 2: 9:16 - 9:58 am	Period 2/6: 10:06 - 11:37 am
Period 3: 10:05 - 10:47 am	Lunch: 11:37 - 12:07 pm
Lunch: 10:50 - 11:20 am	Period 3/7: 12:12 - 1:43 pm
Period 4: 11:25 - 12:07 pm	Period 4/8: 1:48 - 3:19 pm
Period 5: 12:10 - 12:54 pm	
Period 6: 12:58 - 1:40 pm	
Period 7: 1:45 - 2:27 pm	
Period 8: 2:31 - 3:19 pm	
FRIDAYS:	FRIDAYS:
Period 0: 8:30 - 11:20 am (Academic Testing)	Period 0: 8:30 - 11:20 am (Academic Testing)
Lunch: 11:20 - 12:10 pm	Lunch: 11:20 - 12:10 pm
Period 9: 12:15 - 3:19 pm (Arts PBL)	Period 9: 12:15 - 3:19 pm (Arts PBL)

Whom the School is Attempting to Educate

Encore is a regional school with students attending from all over the High Desert and Inland Empire. No single district is totally impacted by the total enrollment of Encore. Encore has students from more than 17 different school territories/jurisdictions attending in the 2019-20 school year.

Encore serves any student within the grades seven through twelve, mostly from the High Desert and Inland Empire Regions of California. Students that attend Encore have an interest in performing and/or technical arts. They are looking for alternate education programs to fit their individual needs. The development of Encore has created a unique experience for precollege education, giving each student an opportunity to learn how to succeed in a postsecondary institution or in a career. Artistic students, if they cannot find enough substance in the courses that they are enrolled in tend to struggle. Having the artistic focus at Encore helps these students excel by offering a variety of stimulus for these students on a daily basis. Students that may not have experience in the arts but an interest in it are motivated to study at this School as the rewards of participation in the arts programs are a reward worth working toward. Encore is a unique regional school that offers a unique and innovative education experience that fosters arts education and career growth.

- Encore serves grades 7 – 12
- Students want to be pushed academically and artistically
- Students of Encore are interested in the arts either as professionals, hobbyists, or enthusiasts.
 - Professionals are students wishing to pursue a professional arts career after high school
 - Hobbyists are students who enjoy engaging in performing and visual arts not as a career, but as a way of becoming a well-rounded adult
 - Enthusiasts are students who enjoy arts as supporters and behind the scenes, but do not plan on pursuing arts after high school

- Students come from a variety of backgrounds and are synergized together because of their love of arts. The Encore culture has helped to build an arts community of diversity and acceptance. The social knowledge that students gain by attending a school where the common denominator is art, is unmatched because tolerance has become the outcome of this culture
 - About 62% of Encore's population in the 2019-20 school year are socioeconomically disadvantaged students
 - Encore has a strong population of LGBTQ+ students
 - Encore is about 65% female students
 - Encore is about 10% SPED students in the 2019-20 school year
 - Almost 75% of Encore's student population is bused in from communities outside of Hesperia
 - Most of Encore's student population commutes
- There are a variety of post-graduation plans made by the students and graduates of Encore. Encore works to tailor each student plan to meet the needs of the students. Each plan prepares the students for success after high school. (These results were taken from direct student alumni surveys.)
 - About 50% of Encore graduates move to a two-year community college program with plans to transfer to a four-year university
 - About 25% of Encore graduates move directly into a four-year university
 - About 15% of Encore graduates move into a trade school
 - About 10% of Encore graduates go into the workforce or take a gap year

Transfer Students

Juniors and Seniors transferring from another high school will have an independent assessment of course requirements to be able to graduate. Transfer Juniors and Seniors will not be penalized because courses from another district do not align with Encore's pre-college graduation requirements. Encore informs parents and students about the transferability of courses to other public high schools and courses that meet college entrance requirements through the graduation toolkit on the education platform, through counseling direct appointments, on the website, and periodically in blog posts.

Educated in the 21 Century

Educational Philosophy

Encore offers a creative learning environment combining intensive studies of arts education with intensive precollege academic classes. The goal of Encore is to help Encore students learn how to juggle academics and career experiences / expertise. If a student learns how to multitask using both academic and career skills, they will become lifelong learners and successful after high school.

- An educated person of the 21st century is well rounded and can use critical thinking to work through everyday problems. With education beyond high school through either University, Trade, or Life Experience - an educated person can interact, socialize, and flourish today.
- A student will be most successful in their high school career if they enjoy the educational atmosphere in their institution. It is important that the academic lessons are challenging, relevant to today's expanding technology, and clear.

- It is also important that electives appeal to the student directly with relevant career skills tied into each elective class.
- An educated person in the 21st century must be technologically fluent and be able to use technology as a means for communication. They must also be interested in seeking further development within technology regardless of career choice.
- Students should strive to be college and career ready by the time they graduate to be prepared for life after high school. This means that all students should graduate either: A-G qualified or by completing an appropriate CTE course of study.

Encore Beliefs and Goals

We Believe:

- We believe Encore should be a place of choice for young people to learn how to plan their life after high school in a medium sized environment where academics and arts play a vital role in creating a well-rounded education.
- We believe that the quality and service of a private school can be offered at a public school level as an option to tailor make a program that is right the individual student.
- We believe that developing deep critical thinking skills through art-based projects (for project based learning) teaches discipline and work ethic.
- We believe that every student should be valued and respected.

Curriculum and Instructional Design

How Learning Occurs

Methods of Instruction

Encore uses a variety of methods to deliver instruction and learning.

Page | 68

1. Credentialed Teachers and Instructors
2. One to One Technology
3. Online Curriculum
4. Traditional Seat Based Classes
5. Independent Study Classes
6. Zoom Lectures and Classes
7. Lecture Halls
8. Junior High Traditional Schedule
9. High School Block Schedule
10. Career Technical Arts Based Classes
11. Master Classes and Project Events
12. Small Class Remediation and Credit Recovery
13. Online Summer School
14. CTE Based Teams with Professional Integration and Development
15. Internship Programs for IT, Office, and Teachers
16. Arts courses broken into four career based "Houses"
17. Positive Reinforcement for completion of work (Letters, Grad Swag, Awesome Tags)

Credentialed Teachers

Encore High School teachers are credentialed in their field of study. In the academic classrooms, the teachers hold the appropriate teaching credential for the classes that they teach. In junior high, this is generally a multi-subject credential so each junior high teacher covers two separate courses of study. In high school, academic teachers generally hold a single subject credential that aligns with the courses they teach.

In the arts classes, Encore has always required the instructors to enter into a career technical education credentialing program by the end of their second year of instruction. Starting in the 2020-21 school year, Encore now requires any new teacher in the arts department to possess a credential in the career technical education programs that align with their area of expertise. While some of Encore's instructors that were employed prior to the state's guideline of June 30, 2020 may not currently hold a clear credential, all of them have started their credentialing program or are signed up to start the program by the end of the 2020-21 school year. These teachers legally have until 2025 to meet the minimum state requirements to be credentialed in their courses.

One to One Technology

Encore introduced one to one technology to students at the beginning of the last charter term. Over the course of the charter term, the rollout of one to one technology happened as follows:

- Year 1 – Each academic classroom was equipped with a class set of computers.
- Year 2 – All seniors and juniors were assigned Chromebooks for academic courses.

- Year 3 – All students were assigned Chromebooks for their academic courses. Academic teachers were required to use the computer interface for at least 25% of their class.
- Year 4 – All students were assigned Chromebooks for their academic courses. Academic teachers were required to use the computer interface for at least 50% of their class.
- Year 5 – All students were assigned Chromebooks for their academic courses. Academic teachers were required to use computer curriculum for 75% of their class.
- Year 6 – COVID-19 has required the continued use of online platforms for 100% of all classes, not just academics. (Encore is currently in year 6.)

Online Curriculum

Encore has been using various online platforms to institute curriculum that is standards based and accessible for all students. This has been part of a six (6) year implementation.

- Year 1 – Teachers implemented Google classroom for their academic classrooms.
- Year 2 - High school was introduced to Cyber High as the curriculum platform for most academic classes. Teachers implemented Cyber High as a reference tool to be able to familiarize themselves with the program and get the students used to integrating online curriculum into their daily schoolwork. Google classroom is still part of the online experience.
- Year 3 – Once the high school teachers had experienced Cyber High as reference materials, they were now responsible for using Cyber High curriculum for at least 25% of their overall curriculum within their classroom. Google classroom is still part of the online experience.
- Year 4 – Now that all students have one to one technology, the teachers are required to use Cyber High, TCI, and CK12 online platforms to teach their subjects. All academic teachers, except Spanish, are required to use online curriculum for at least 50% of their overall curriculum. Google classroom has become a more integrated part of the online experience.
- Year 5 – Teachers are now held accountable for 75% of their curriculum to be online platforms. During second semester, the global pandemic happened forcing the education platforms to be pushed to their capacities.
- Year 6 – Amidst COVID-19, 100% of the Encore curriculum is placed online so students can learn synchronously and asynchronously. Teachers are using a variety of platforms beyond Cyber High. Spanish has adopted “Somos” and junior high has adopted Science Alive! for curriculum. To integrate multiple platforms and to give students ease of use with technology-based curriculum, Encore has developed their own curriculum platform “encorestudent.com” where the complete courses and pacing plans for each individual class is placed online. This platform allows teachers to make all of their pacing plans digitally based.

Traditional Seat Based Classes

Encore’s primary focus (although not the current strategy due to the global pandemic) is for students to come on campus and take part in class in person. The ability and ease of lessons using multiple teaching strategies like flipped classroom and Socratic seminar make traditional seat-based classes ideal.

Independent Study Classes

For a small percentage of Encore students, independent study is the key to their academic success. Encore’s advanced technological platforms allows independent study students the opportunities to grow asynchronously by using a variety of teaching strategies, specifically for use independently.

Zoom Lectures and Classes

Encore was already working on implementing the opportunity for streaming classes before COVID-19 made this a normal experience. The use of Zoom in the classroom, did make the implementation of streaming classes easier than the original plans for implementation. At Encore, teachers are recording their lectures and streaming in real time during COVID closures. Once the closures have subsided, Encore will continue to record lectures so teachers can post the lectures on their Google classroom. These recordings give students the opportunity to use the recordings as asynchronous tutoring, makeup work for students that miss a day, or for independent study students that need additional help.

Lecture Halls

When an incoming college freshman walks into their first lecture hall in college, they are oftentimes overwhelmed by the sheer size of the class. In order to make sure that Encore students are ready for the shock of their first class with 300 people in it, Encore has set up a couple lecture hall classrooms for upper classmen. These classes can hold up to 60 people in a lecture hall class and is reserved normally for either Social Sciences classes. Encore implemented this tactic about eight years ago and it has proven to help Encore's alumni succeed during their freshman year of college.

Junior High Traditional Schedule

Students moving from elementary school to junior high have a big transition to face in the program development of their classes. As a result, Encore works to prepare junior high students (grade 7 and 8) for the block schedule that is introduced in high school at Encore. To help students with the transition, Encore has junior high students assigned to two academic teachers that they will meet on daily basis for at least two of their classes. They have the same schedule every day, broken down into shorter classes to make sure that teachers can keep the attention span of their students.

High School Block Schedule

When students reach high school (grades 9 – 12), they move into a block schedule. This block schedule has high school students meeting up to eight classes in a two-day block. The block schedule allows students to have longer classes for subjects like science where there is more time to complete lab assignments. This also keeps the school day fresh and has allowed the teachers to give more in depth lessons over the first thirteen years of creation. Encore has had success with block scheduling at the high school level since opening in 2008.

Career Technical Arts Based Sectors and Pathways

Encore's philosophy as the educational programs move into the next charter term is that the tools that are mastered by completing a career pathway in high school is unmatched. Encore believes that having a career foundation by graduation from high school will help students become more successful adults in college and in careers. Encore has an extensive career technical program based on the following career pathway sectors:

- Arts, Media, Entertainment
- Fashion and Interior Design
- Hospitality, Tourism, Recreation
- Business and Finance
- Education, Child Development, Family Services

Master Classes and Project Events

With a solid foundation in class curriculum, Encore believes that master classes and project events help to extend the student engagement when combined with master classes and project events. Master classes happen when non-core assemblies and workshops occur. Master classes can happen on or off campus and involve experts in career fields that tie into a specific subject to give a conference or class based on their industry expertise.

Project Events are large scale projects that usually combine multiple departments to complete the project. These events give students a chance to build a “business based” project usually rooted in their arts conservatory of choice. Examples of these Project Events:

- Industry Showcase and Fashion Show
- Anti-Bully Elementary School Tours
- HalloFreak Drive Through Experience
- International Festival
- Zombie Apocalypse
- Carnival
- EncoreCon

Small Class Remediation and Credit Recovery

For students that are struggling and need extra help, Encore offers special remediation with small cohort groups (less than 10) to work through achievement gaps. Students that are on a credit recovery pathway have specific time scheduled with their counselor weekly to complete work online as credit recovery for classes where they have earned a “D” or an “F” on a semester grade report.

Online Summer School

For students wanting to make up a class or work ahead, they can sign up for online summer school. They meet with their credentialed teacher during the summer break to take final exams, but the rest of the course is done independently during their summer break. Students can also take enrichment courses over the summer should they choose to grow their academic knowledge.

CTE Based Teams with Professional Integration and Development

For students that have a clearly defined focus on professional artist genres as a career after high school, Encore has a variety of teams that create a highly rigorous curriculum to give students an opportunity to get an “inside look” of what that career would be like. While working and completing the coursework on these teams, they attend workshops and events that integrate professional level work with their curriculum. They also meet with professionals in their field to help create resumes, social media platforms, and other tools needed to step into the professional world within their chosen arts field. The current CTE based teams on campus include:

- Professional Performance Arts Program (Ambassadors)
- Professional Musician Arts Program (Street Band)
- Professional Filmmakers / Film Actors Program (new this year/ Pirate Films)

Internship Programs for IT, Office, and Teachers

On the job training is important to help Encore students have a competitive edge in the beginning work force after and while in high school. Select CTE programs offered on campus at Encore offer students on the job training where they can also earn a letter of recommendation to place with their job resumes after high school. There are three distinct internship programs currently offered on the Encore campus that are tied into specific CTE coursework. Students complete online courses and then participate in “on the job training” within the internship program of their choice.

Page | 72

- IT – Students in the IT internship program learn how fix computers and basic software glitches by working directly with Encore’s IT department and completing the business CTE program
- Office – Students in the Office internship program learn how to type, answer phones, and complete general office work by working directly with the receptionists in the front office “on the job training” and then completing business online courses.
- Teachers – Students in the teaching internship learn how to write lesson plans, evaluate pacing plans versus state standards, and how to review various teaching modalities by working directly with the Assistant Dean of Academics in a teaching internship program. They work directly on an online teaching profession program and then work within classrooms as teacher’s aides and then with the Assistant Dean of Academics by performing annual student reviews on teachers, lessons, and classes.

Positive Reinforcement for completion of work

(Letters, Grad Swag, Awesome Tags)

Just like every adult works hard for their paycheck from their job, Encore believes in rewards for completion of work and being caught doing things well. One of the biggest positive reinforcement commodities is an awesome tag. Students can save up awesome tags to buy merchandise from the student store and from the merchant counters in the front office. When students graduate, they earn certifications and “Grad Swag” like stoles and cords that they wear during the graduation ceremony to celebrate achievement and engagement. Encore also offers Letters for Academics, Attendance, Spirit, and Arts Achievement that can be placed onto a Letterman’s sweater or jacket.

Encore's School Academic Curriculum and Syllabi

Encore Education Corporation works to make sure that there is a wide variety of courses available to meet the A-G college acceptance requirements for the UC and CSU systems. In the spring of 2021, Encore’s teaching faculty updated all A-G courses with the California College Board. Encore currently has 128 courses that are offered to students both online and in person (COVID-19 guidelines currently as of charter submission.)

Encore uses a variety of online platforms to make sure that all students are supported by their teachers.



In the 2020-21 school year, as a response to the COVID-19 closures, Encore's teaching, administrative, and executive team worked closely to create a distance learning online platform for students. This platform is used in tandem with Encore's credentialed teachers to make sure that Encore's students are supported with a rigorous academic education. The platform went live in August 2020. The following screenshots are a preview of what the students will see when they are using the Encore Student platform. Encore's course catalog looked like this in the 20-21 school year. In the 21/22 school year, students will be able to access the catalog online and in print.

Students access online digital worksheets, videos, learning activities, and course readings. As they complete units they can download and share certificates and earn badges. In the 2021/22 school year, Encore has adopted "Edgenuity" curriculum for math and English for all grade levels.

Encore Junior High Program

Encore's Junior High School program serves grades 7 & 8.

Students that are enrolling the traditional seat-based junior high program are committed to coming to school every school day for a complete bell schedule that starts with nutrition at 8:00 am and ends the school day at 3:19 pm. Classes for junior high meet daily.

JUNIOR HIGH BELL SCHEDULE:

- *NUTRITION: 8:00 - 8:20 am*
- PERIOD 1: 8:20 - 9:12 am
- PERIOD 2: 9:16 - 9:58 am
- PERIOD 3: 10:05 - 10:47 am
- *LUNCH: 10:50 - 11:20 am*
- PERIOD 4: 11:25 - 12:07 pm
- PERIOD 6: 12:58 - 1:40 pm
- PERIOD 7: 1:45 - 2:27 pm
- PERIOD 8: 2:31 - 3:19 pm

Each junior high class is 42 minutes long to hold attention of younger scholars and maintain bell to bell teaching.

Electronic attendance is taken at the beginning of the school day for ADA, then paper attendance is taken throughout the day for operations and discipline. Encore employed the shorter classes in junior high for second semester of the 2019-20 school year and saw a drastic drop in junior high student discipline and an increased rate of productivity in the classrooms. The time was created to help with junior high students' attention spans and to make sure that junior high students were experiencing math and English multiple times every school day.

Junior High Curriculum

As a high school, Encore uses a combination of junior high and high school curriculum. Using a combination of both curricula starting in the 2018-19 school year, Encore shows an almost 20 point jump in state test scores for both English Language Arts and Mathematics for the 2018-19 school year. Encore was excited to see where the 8th grade students in the 2019-20 school year would rank with two years of high school/junior high curriculum, but because of COVID-19, all state testing was cancelled for the 2019-20 school year.

Junior High Course Selection

1. Junior High English
2. Junior High History (world history grade 7 and US history grade 8)
3. Junior High Math (pre-algebra grade 7 and algebra grade 8)
4. Junior High Science (TCI, Science Alive Integrated Science 7 and Science 8)
5. Junior High English Language Arts Strategies (tutoring and skills class)
6. Junior High Math Strategies (tutoring and skills class)
7. Junior High Elective Class
8. Junior High Elective Class

Junior high students that qualify for high school arts careers classes

For junior high students that have advanced artistic abilities and have auditioned into a high school conservatory level arts class, they will be enrolled in Encore's High School program for the purpose of arts courses. This means that the student will have two separate schedules (one for junior high and one for high school) that they will follow over the course of the school day.

The junior high bell schedule has been created so two junior high class periods fit into one high school class period. A conservatory level junior high student will take both junior high elective courses to take two high school elective arts courses. For example:

High school arts level junior high student example schedule:

JUNIOR HIGH SCHEDULE

Period 1 - Junior High Math Strategies
Period 2 - Junior High English
Period 3 - Junior High Science
Period 4 - Junior High Language Arts Strategies
Period 5 - HIGH SCHOOL ELECTIVE
Period 6 - HIGH SCHOOL ELECTIVE
Period 7 - Junior High History
Period 8 - Junior High Math

AND

JUNIOR HIGH SCHOOL SCHEDULE

A DAY:

Period 1 - JUNIOR HIGH CLASS

Period 2 - JUNIOR HIGH CLASS

Period 3 - Jazz/Tap I

Period 4 - JUNIOR HIGH CLASS

B DAY:

Period 5 - JUNIOR HIGH CLASS

Period 6 - JUNIOR HIGH CLASS

Period 7 - Ballet I

Period 8 - JUNIOR HIGH CLASS

Traditional High School Full Time, Seat-Based Program

TRADITIONAL PROGRAM - Students attend school five (5) days a week, full time on campus.

High school traditional seat-based students will have the opportunity to enroll in up to eight classes on a block schedule. Classes will meet twice a week and every other Friday. The schedule will remain the same with rotating Friday schedules. This is being implemented to accommodate students on a Hybrid program within the traditional program and allow students to dually enroll in college classes at Victor Valley College.


There will be two blocks of schedules, like college. The first block will meet on Mondays and Wednesdays. The second block will meet on Tuesdays and Thursdays. Fridays will have two class blocks including academic mornings for benchmark testing and remediation and afternoons for career technical education.

Six Year Plan


Encore Education Corporation believes in student success. In following Encore's Student Learning Objectives, a student enrolled in Encore for six years will be college and career ready by the time they graduate high school. The following will describe what the traditional path is for a student from seventh grade through graduation in the 12th grade. Students with specific needs might have their six-year plan tailored to suit them by working with their school counselor.

Encore has adopted the College Board A-G minimums as part of the graduation requirements for high school. Working with Encore's bell schedule, this six-year plan will help navigate what classes should be taken in each specific grade level.


Seventh Grade

	English Language Arts 7
	Pre Algebra
	Integrated Science 7
	World History 7
	Music / Dance
	Theater / Visual Arts
	Study Skills / Remediation / Tutoring / SEL
	Physical Education


Eighth Grade

	Reading Language Arts 8
	Algebra
	Integrated Science 8
	US History 8
	Music / Dance Elective
	Theatre / Visual Arts Elective
	Study Skills / Remediation / Tutoring / SEL
	Physical Education


Ninth Grade

	English I
	Integrated Mathematics I
	Environmental Science or Biology
	Spanish I
	Physical Education
	CTE Pathway Preview
	CTE Lab Course
	CTE Lab Course
	Academic Homeroom / Testing / Study Skills SEL
	Academic Class (work ahead or remediation)

Tenth Grade


	English II
	Integrated Mathematics II
	Biology or Chemistry
	Spanish II
	World History
	CTE Pathway Introduction
	CTE Lab Course
	CTE Lab Course
	Academic Homeroom / Testing / Study Skills SEL
	Academic Class (work ahead or remediation) OR CTE Lab Course

Eleventh Grade

	English III
	Mathematics III
	Chemistry or Advanced Science
	US History
	CTE Pathway Intermediate
	Academic Homeroom / Testing / Study Skills SEL
	Academic Class (work ahead or remediation) OR CTE Lab Course
	CTE Lab Course
	CTE Lab Course
	CTE Lab Course

Page | 78

Twelfth Grade

	English IV
	Government / Economics
	CTE Pathway Advanced
	Academic Homeroom / Testing / Study Skills SEL
	Academic Class (dual enrollment, remediation, or extra class) OR CTE Lab Course
	CTE Lab Courses

Graduation Requirements

What does it take to graduate from Encore?

ENCORE HIGH SCHOOL STANDARD GRADUATION REQUIREMENTS - Encore High School has adopted the UC, A-G admissions requirements for high school graduation from Encore.

While Encore students taking the full time, seat-based track through high school generally graduate with 300 semester credits, the graduation minimum for standard graduation is 150 semester credits. Due to Encore's rigorous schedule and diverse schedule, graduating with the multitude of extra credits makes Encore's graduating seniors more attractive for scholarships and admissions into four-year university programs.

PASSING REQUIREMENTS – Students will be required to pass classes with a “C” or better within the A-G College Readiness admissions. For students that do not pass a class with a “C” or better in high school, and the class is an A-G requirement, students will not attend elective classes until the grade can be raised to a “C” or better.

Encore has adopted the A-G college admission requirements for Encore’s standard graduation requirements. These requirements have been in effect since Encore’s opening in 2008. Encore believes that it is imperative that upon graduation, students have the most tools available to them to be able to succeed in life after high school.

In this document, junior high promotion requirements, Encore’s standard graduation requirements, California state minimum requirements (and when they are used), SPED Certificate of Completion requirements, and the transition of graduation requirements to include the college and career ready CTE component that Encore is implementing will be covered.

Junior High Promotion Requirements

Encore has a specific academic path for junior high students (grades 7 and 8). While Encore will generally not make a student repeat a class or “hold a student back” from entering the next grade level in any grade (except actual graduation from 12th grade), there are certain requirements a student must fulfill in junior high in order to participate in 8th grade promotion ceremonies.

8th grade promotion ceremony participation requires the student to have at least “Ds” in all academic classes at the time of promotion. Encore’s junior high counselor starts meeting with students that are in danger of not meeting these requirements in January. Follow up emails, meetings, and action plans created with parents and students continue through promotion ceremony day. When a student is ineligible to participate in junior high promotion, they miss the ceremony and the celebration trip to the amusement park that has become customary for 8th grade promoters.

Grade Level	Required Courses	Credits Offered
7	English Language Arts A	5
7	English Language Arts B	5
8	Reading Language Arts A	5
8	Reading Language Arts B	5
7	Science 7 A	5
7	Science 7 B	5
8	Science 8 A	5
8	Science 8 B	5
7	Pre Algebra A	5
7	Pre Algebra B	5
8	Algebra 1 A	5
8	Algebra 1 B	5
7	History 7 A	5
7	History 7 B	5
8	History 8 A	5
8	History 8 B	5
7	Elective	10
8	Elective	10

Standard High School Graduation Requirements

The majority of graduating seniors are required to have completed the admissions minimums from the UC/CSU systems to graduate. While Encore does begin working with the students in their second semester of their ninth grade year to get all of the courses to a minimum grade of “C” toward graduation, Encore requires only a “D” to have a course count toward graduation requirements. It is Encore’s goal to have students graduate from Encore with the A-G minimum courses completed upon graduation.

The following information is posted <https://www.encorehighschool.com/a-g-graduation>

Encore will guide you on how to correctly choose your classes to get the best, personalized education that you can. Each semester, most courses are worth 5 units. There are two compulsory semesters each year. Summer school is not required unless you are making up classes.

The high school years at Encore are a journey to prepare students for college, career, and life. There are a variety of opportunities for academic, artistic, and professional growth. Encore’s high school program is created on a four year track. Students wishing to complete high school early should meet with counseling early (9th grade) to appropriately plan for an early graduation. If students are on a professional artist track that may require times of extended leave and independent study, students should make an appointment with counseling.

Encore has adopted the University of California admissions requirements as the graduation requirements for Encore. All students will be enrolled in courses that satisfy California University admissions requirements (A-G requirements). If your student does not plan on attending a CSU or UC after high school, they should research admissions requirements to make sure that they will have completed the appropriate courses for admission to the university of choice. While A-G is the most common worldwide, this is not an exact admissions requirement for every college.

Only students that pass the classes with a “C” or better will qualify as completed A-G courses. Students scoring less than a “C” will be put on a path to retake or makeup the course before or during their senior year.

High school students are required at minimum to complete the A-G course requirements by graduation.

A-G	Subject	Credits Needed
A	SOCIAL SCIENCE	20 CREDITS
B	ENGLISH	40 CREDITS
C	MATHEMATICS	30 CREDITS
D	SCIENCE	20 CREDITS
E	LANGUAGE OTHER THAN ENGLISH	20 CREDITS
F	VISUAL & PERFORMING ARTS	10 CREDITS
G	COLLEGE PREPARATORY ELECTIVE	10 CREDITS
CA	GOVERNMENT / ECONOMICS	10 CREDITS
CA	PHYSICAL EDUCATION	20 CREDITS
	Total Credits Needed for Graduation	180 CREDITS

This graduation plan accounts for about 96% of all graduating seniors from Encore. Students completing this course of study will receive a traditional Encore Diploma.

California State Minimum Graduation Requirements

For students that struggle with meeting the Encore minimum graduation requirements, Encore's counseling department can create a specialized academic plan for a student based on tailored needs. This is not a common route for students at Encore.

Certificate of Completion (Special Education Services)

Page | 82

Within Encore's Special Education Services Department, and with conference with Encore's SELPA, students with special needs as designated with an Individual Education Plan (IEP) can have a school completion track that does not satisfy either diploma track plan. These students can be placed on a Certificate of Completion track at any time after entry into ninth grade. Working specifically with counseling, the SPED Director, SELPA, the SPED teacher, and teachers (the IEP team); student plans for a certificate of completion will be developed on an individual student basis and will work with the California state minimum requirements for graduation. The IEP team will create the most rigorous plan for completion for the individual student based on the special needs of the student that will include as many of the CA minimum courses as the IEP team has deemed the student being able to complete successfully. Students completing this course of study will receive a certificate of completion from high school. This track accounts for 2% or less of Encore's overall graduating class each year.

College & Career Readiness Dashboard

Encore High School is working to improve college & career readiness Dashboard results by working to alter the Encore traditional graduation plan. It was originally planned that starting with 9th grade students in the 20/21 school year, Encore would place all students into a CTE Completer pathway for them to finish by their senior year. Due to the distance learning closure created by COVID-19, Encore is delaying this inclusion to start in the fall of 2021. In the fall of 2021, all freshman and sophomores will choose a CTE Completer pathway that they will be tasked to complete by graduation. The goal of this change in the course requirements is that by the 2023/2024 school year, 98% of Encore's graduating seniors will be enrolled and completing the coursework to be College & Career ready on Dashboard. This will, coupled with the remediation and credit recovery efforts from the counseling department will help Encore to improve college & career readiness in all subgroups.

For students that complete the CTE Completer pathway prior to their senior year, they will be required to complete one of four online/independent project courses during their senior year to gain distinction as Career readiness:

- **House Cord Certification** – This course requires the student to complete 300 hours of a career readiness project that is used as a CTE capstone or refresher. This course can only be completed in their senior year. When a senior completes this project course, they earn a specific graduation cord that they receive and wear during graduation.
- **Masters Certification** – This course requires the student to complete 300 hours of a career readiness project that is used as a CTE capstone or refresher. This course requires that the student has completed a minimum of 70 course credits within a specific CTE/Arts pathway prior to graduation. When a senior completes this project course, they earn a specific graduation stole and a plaque that they receive and wear during graduation.
- **Career Readiness Certification** – This course requires the student to complete 300 hours of a college or career program that is not tied into a specific arts strand. This course is used as a refresher/capstone of the pathway that was completed prior to their senior year. When a senior completes this project course, they earn a specific graduation cord that they receive and wear during graduation.
- **College Readiness Certification** – Students that are either dually enrolled (pending completed contract with VVC) or concurrently enrolled with a college that complete two or more college

courses prior to graduation will receive this distinction with a certificate and cord that they receive and wear during graduation.

Encore's goal is that 96% of all high school students will be enrolled in a college & career readiness program by 2022, with 85% of all high school seniors graduating with the completion of the courses required to be recognized as college & career ready by the state of California by 2025. The number of students designated as college & career ready will depend on the completion of credit recovery and courses with a grade letter of "C" or better.

Academic Program Levels

Plan for students who are academically low achieving

Low achieving students may be identified by their CAASPP assessment scores, their course performance (D or F), performance on basic skills tests, and teacher observation. Encore follows a progressive umbrella of Multi Tiered System of Supports ("MTSS") through a combination of support models including sections of Response to Intervention ("RTI") and Positive Behavior Intervention and Supports ("PBIS") in meeting the needs of low achieving students. Students that are identified as struggling by teachers and instructors will be given a variety of methods to help them progress dependent on how much help is designated as a need for each student. Supports may include:

1. Small class sizes
2. Innovative scheduling to allow for additional individualized tutoring and mentoring;
3. Individual and small group attention that focuses on mastering the current learning;
4. Mastery learning process that builds in review and reassessment;
5. Extended day to provide extra learning time;
6. Optional extended courses; or after school tutoring;
7. Technology assisted learning through web-based programs;
8. Focus on key students during staff meetings;
9. Additional focused in class interventions, modifications, and accommodations;
10. Mentoring by the RTI coach; and
11. Student Success Team ("SST") meetings.

Plan for Students Who Are Academically High Achieving

High achieving students are identified by their CAASPP assessment scores, their course performance, and teacher observation. Students will be placed in honors or AP classes with other students that are at the same academic level.

Students that display accelerated standards will have the opportunity to work in honors classes that teach the same general curriculum, but with more critical and creative thinking involved. "Academically high" should not translate into more work, but more critical thinking. Students may be encouraged to consider concurrent enrollment in college classes. Completed college classes may be awarded credit towards high school graduation requirements.

Response to the needs of high achieving students may include:

- Advanced Projects
- Innovative scheduling to allow for mentoring that leads to learning extensions;
- Individual and small group attention that focuses on extending the current learning;
- Provide extensive college counseling to ensure that all students are fully informed of costs, aid, and support services provided by the college;

- Provide study skills and learning strategies for college courses;
- Provide personal coaching in choosing a major;
- Encourage career internships.

Career Technical Education Capstone Programs and CTE Completers

Encore has always offered their arts program with a direct emphasis on career technical education. Since the implementation of Dashboard with an emphasis on CTE as an indicator, Encore has been developing a formalized plan that took effect the beginning of the 2020-21 school year. This plan is A-G approved and follows the curriculum standards set forth in the Career Technical Education (CTE) Model Curriculum Standards created by the California Department of Education.

Starting in the 2020-21 school year, a change to charter school credentialing in regards to teachers has changed the prior policy of Encore in regards to Arts Instructors teaching the CTE programs. All instructors that are teaching a CTE arts program have until 2025 to complete their credential. All new instructors are required to have a credential prior to being hired for a teaching position. These credentials are input into CALSAAS and are monitored by Encore's Human Resources Department.

Starting in the 2020-21 school year, Encore is in the process of updating all CTE course codes to match exactly the course codes that are used in CALPADS for pathway completers. Encore's head administrative counselor is responsible for implementing all state course codes.

Starting in the 2020-21 school year, Encore has implemented online curriculum to cover the CTE Model Curriculum Standards. This curriculum is covered in class, in master classes, and asynchronously for all students.

It is Encore's goal that all students will graduate with a CTE completer pathway by 2025 with all students being enrolled into a completer pathway by 2023.

WHAT IS CAREER TECHNICAL EDUCATION?

Career Technical Education (CTE) is defined by the California Department of Education as "a program of study that involves multiyear sequence courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers."

CTE programs are an important part of Encore's overall offerings to meet new requirements outlined in Local Control and Accountability Plans ("LCAP"). The CDE recognizes that CTE programs are a "critical component for broad and deep school curriculum that helps prepare all students to be career and college ready."

"CTE practitioners and experts concur that the discipline provides relevance and real world content for academic studies while promoting teamwork and cooperative learning. It builds teacher, counselor, parent, business, and community engagement. It also encourages students to see a high school diploma and readiness for college or other postsecondary study as a foundation for the future rather than as an end in and of itself."

(<https://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp>)

Encore offers a wide variety of CTE programs through the intensive arts training offered on campus. In general, students will complete two (2) to three (3) classes in a sequence to become a CTE Completer. In the 2020-21 school year, students completing a CTE program will be recognized with a cord to wear during graduation ceremonies and a certificate.

What completer programs are offered at Encore?

Students have the opportunity to complete CTE programs in the following California State recognized strands:

- Arts, Media, Entertainment
- Child Development, Education, Family Services
- Hospitality, Tourism, Recreation
- Fashion and Interior Design
- Business and Finance

Within these CTE programs, Encore offers completer programs in the following careers:

- Professional Choreography
- Professional Music
- Visual / Commercial Arts
- Professional Theatre
- Professional Film/Video Production
- Education
- Business Management
- Fashion and Costume Design
- Food Service and Hospitality
- Event Planning / Management
- Recreation Planning / Management

All of Encore's students have an opportunity to graduate as a CTE completer. Over the next three years, Encore is implementing the formalized CTE program to make sure the Encore's students are ready for life after high school.

How does CTE work?

In as early as grade nine, students choose a CTE sector and pathway. All CTE Teachers work together to provide the students with the understanding of the curriculum that will help them become a successful completer. No matter how many CTE Lab courses a student takes, they are required to complete a series of specific courses to complete the series. There is an introduction class, and intermediate class, and an advanced class that is taken in most pathways to become a completer. Students enroll in these courses concurrently with accompanying Lab courses within a pathway. The combination of the lab classes and the pathway classes cover all the California CTE Model Curriculum Standards for completion of a pathway.

Professional Choreography

SECTOR: Arts, Media, Entertainment			
Year	Pathway	Mandatory Concentration Course:	Additional Lab Courses
1	Performing Arts	Introduction to Professional Choreography	(Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I • Jazz/Tap I • Ballet I • Musical Theatre I • Cirque Conditioning • Aerialist I • Tumbling I • Ground Arts I • Cirque Arts I
2	Performing Arts	Intermediate Professional Choreography	(Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I or II • Jazz/Tap I or II • Ballet I or II • Musical Theatre I or II • Cirque Conditioning • Aerialist I or II • Tumbling I or II • Ground Arts I or II • Cirque Arts I or II
3	Performing Arts	Advanced Professional Choreography	Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I, II, or III • Jazz/Tap I, II, or III • Ballet I, II, or III • Musical Theatre I or II • Cirque Conditioning • Aerialist I, II or III • Tumbling I, II or III • Ground Arts I, II or III • Cirque Arts I, II, or III

SECTOR: Arts, Media, Entertainment			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Performing Arts	Introduction to Professional Music	(Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beginning Band • Piano I • Guitar I • Choir • Soloist • Musical Theatre I
2	Performing Arts	Intermediate Professional Music	(Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beg./Int. Band • Piano I or II • Guitar I or II • Choir I or II • Soloist I or II • Musical Theatre I or II
3	Performing Arts	Advanced Professional Music	Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beg. Int. or Adv. Band • Piano I, II, or III • Guitar I, II, or III • Choir • Soloist I, II, or III • Musical Theatre I or II

SECTOR: Arts, Media, Entertainment			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Design, Visual, and Media Arts	Introduction to Professional Visual/Commercial Arts	(Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I • Art I • Drawing & Painting I
2	Design, Visual, and Media Arts	Intermediate Professional Visual/Commercial Arts	(Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I or II • Art I or II • Drawing & Painting I or II • Mural Design • Yearbook
3	Design, Visual, and Media Arts	Advanced Professional Visual/Commercial Arts	Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I, II, or III • Art I, II, or III • Drawing & Painting I, II, or II • Mural Design • Yearbook

SECTOR: Arts, Media, Entertainment			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Performing Arts	Introduction to Professional Theatre	(Choose at least one): <ul style="list-style-type: none"> • Beginning Acting • Beginning Film • Musical Theatre I • Arts Exploration
2	Performing Arts	Intermediate Professional Theatre	(Choose at least one): <ul style="list-style-type: none"> • Intermediate Acting • Beginning Acting • Beginning Film • Professional Film Actors • Musical Theatre I or II • Arts Exploration
3	Performing Arts	Advanced Professional Theatre	Choose at least one): <ul style="list-style-type: none"> • Intermediate Acting • Beginning Acting • Advanced Acting • Beginning Film • Professional Film Actors • Musical Theatre I or II • Arts Exploration

SECTOR: Arts, Media, Entertainment			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Production and Managerial Arts	Introduction to Professional Film/Video Production	(Choose at least one): <ul style="list-style-type: none"> • Beginning Acting • Beginning Film • Arts Exploration • Photo I
2	Production and Managerial Arts	Intermediate Professional Film/Video Production	(Choose at least one): <ul style="list-style-type: none"> • Intermediate Film • Beginning Acting • Beginning Film • Professional Film Actors • Photo II • Musical Theatre I or II • Arts Exploration
3	Production and Managerial Arts	Advanced Professional Film/Video Production	Choose at least one): <ul style="list-style-type: none"> • Intermediate Film • Advanced Film • Beginning Acting • Beginning Film • Professional Film Actors • Photo II or II • Musical Theatre I or II • Arts Exploration

Education

SECTOR: Child Development, Education, Family Services			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Education	Introduction to Education	<ul style="list-style-type: none">Teacher Internship
2	Education	Intermediate Education	<ul style="list-style-type: none">Teacher Internship
3	Education	Advanced Education	<ul style="list-style-type: none">Teacher Internship

Business Management

SECTOR: Business and Finance			
Year	Pathway:	Mandatory Concentration Course	Additional Lab Courses
1	Business Management	Introduction to Business	<ul style="list-style-type: none">Office InternshipIT Internship
2	Business Management	Intermediate Business	<ul style="list-style-type: none">Office InternshipIT Internship
3	Business Management	Advanced Business	<ul style="list-style-type: none">Office InternshipIT Internship

Fashion/Costume Design

SECTOR: Fashion and Interior Design			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Fashion Design and Merchandising	Introduction to Fashion Design	<ul style="list-style-type: none">CostumingFashion/Costume Design I
2	Fashion Design and Merchandising	Intermediate Fashion Design	<ul style="list-style-type: none">CostumingFashion/Costume Design I or II
3	Fashion Design and Merchandising	Advanced Fashion Design	<ul style="list-style-type: none">CostumingFashion/Costume Design I, II or III

Food Service and Hospitality

SECTOR: Hospitality, Tourism, Recreation			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Food Service and Hospitality	Food Service and Hospitality	<ul style="list-style-type: none">• Cooking
2	Food Service and Hospitality	Advanced Food Service	<ul style="list-style-type: none">• Restaurant Occupations

Event Management

SECTOR: Hospitality, Tourism, Recreation			
Year	Pathway	Mandatory Concentration Course	Additional Lab Courses
1	Hospitality, Tourism, Recreation	Introduction to Event Management	<ul style="list-style-type: none">• Outdoor Recreation• Indoor Recreation• Event Planning
2	Hospitality, Tourism, Recreation	Advanced Event Management	<ul style="list-style-type: none">• Outdoor Recreation• Indoor Recreation• Event Planning

Independent Study

Encore has a small percentage (less than 10%) of students that attend via independent study when COVID-19 does not have the school on complete Distance Learning.

- Students that are enrolled in Encore's Independent Study program enroll in one to three courses at a time.
- Working with their school counselor; the student and their parent go through the requirements of the independent study program and create a comprehensive academic course completion plan that keeps a student on track for on time graduation.
- Students and parents are required to sign an independent study contract. This contract spans for a period of time not to exceed one semester.
- Each independent study student is assigned an independent study coordinator that helps them stay on track during their academic journey because their credentialed teachers will change about every four to five weeks (based on completion of semester credits.)
- Typically, an average student will take one to two semester classes at a time, completing a full semester of work every four (4) to five (5) weeks.
- For each semester course that a student is enrolled in, they are assigned to a single subject credentialed teacher (high school) or a multi-subject teacher (junior high) that will work with them during their course study in that class. The credentialed teacher assigns the work, validates the attendance, grades the work, and tutors the student throughout the course. (In the 19/20 school year, the independent study student teacher to student ratio was 11.6 to 1 according to the third-party auditor Nigro & Nigro. Encore maintains under 25 to 1 for student / teacher ratio for the purposes of independent study.)
- Coursework is completed at home, online. Students are required to log in to complete assignments during each school day. Attendance is qualified by on time completion of coursework and actual log in data. (Not all platforms currently used offer summaries of login data. Encore notates course completion for attendance validation in Aeries and provides completed reports and evidence annually to third party auditors.)
- Students are required to come on campus a minimum of one day per week for three hours. During this time, they take exams, meet with their teachers, update their independent study coordinator, and request extra helps from their coordinator. (Coordinators help reserve "drop in" time for classes, student tutoring through NHS, give upcoming activities information, and other requested supports.)
- Struggling students and students that fall behind on the academic completion timelines will be required to come on campus more than one day per week, up to three days per week. If after 30 days the increased visits do not help the student get back on track for completion timelines, they will be advised to return to in person instruction. (Additional supports may also be offered following Encore's other support programs.)
- Students from time to time, may have to miss an on-campus meeting. In order to do this, they must contact their coordinator ahead of time and no more than 14 school days can occur between visits. In time of quarantine, these visits may take place virtually.
- Students wishing to get into the Independent Study program are assessed into the program based on prior transcripts, grades in coursework, and counselor interview.

- SPED students can only enter an independent study program if it is expressly written into their IEP. Students wishing to explore moving to independent study should request help from their SPED teacher.

Typical Day

Students in Subgroups

For Foster Youth, Standard English Learners, and any other subgroup relevant to targeted student population, Encore will strive to ensure that the needs of the students in these subgroups will be met.

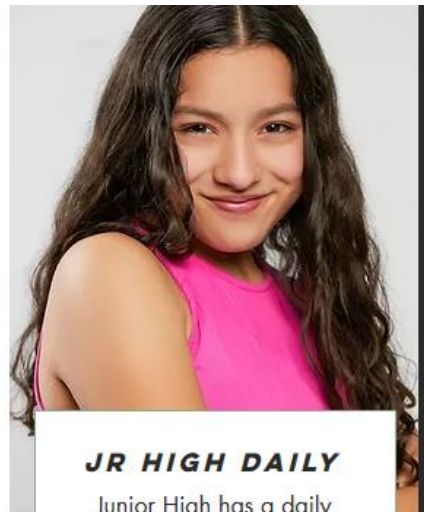
Page | 95

- Encore will use CALPADS reporting and enrollment applications to identify students within subgroups.
- Student counselors will be responsible for monitoring and working with the rest of the Encore team to implement the appropriate ILP to meet the needs of the individual student.



BLOCK SCHEDULE

High School has a 94 minute block schedule and 8 classes.



JR HIGH DAILY

Junior High has a daily schedule for classes.



TECHNOLOGY

Every student is issued a Chromebook laptop for class.



CTE PROJECTS

Master classes and CTE events are student centered.

Encore is committed to delivering relevant, rigorous, and rounded education to all students. This happens through a variety of measures.

It is the goal of Encore to have students achievement measured by:

- College acceptances and post high school plans
- A-G and/or CTE completion by graduation
- Continuous improvement on benchmark testing (NWEA, SAT Prep, and state testing)

It is the goal of Encore to have students also achieve the following unmeasurable traits that are critical to a successful life after high school:

- Multitasking
- Understanding and Tolerance
- Communication in a variety of spoken and unspoken modalities
- Grace under pressure
- Work ethic
- Teamwork
- The ability to self-start.

Encore uses a variety of methods to deliver instruction and learning.

1. Credentialed Teachers and Instructors
2. One to One Technology
3. Online Curriculum
4. Traditional Seat Based Classes
5. Zoom Lectures and Classes
6. Lecture Halls
7. Junior High Traditional Schedule
8. High School Block Schedule
9. Career Technical Arts Based Classes
10. Master Classes and Project Events
11. Small Class Remediation and Credit Recovery
12. Online Summer School
13. CTE Based Teams With Professional Integration and Development
14. Internship Programs for IT, Office, and Teachers
15. Arts courses broken into four career based "Houses"
16. Positive Reinforcement for completion of work (Letters, Grad Swag, Awesome Tags)

[“A Typical Day”](#)

When students arrive on campus at Encore, they are greeted by an eight (8) acre property that houses 100,000 square feet of classrooms, studios, and multi-purpose spaces. As a new temporary planned admission onto campus, students are required to travel through specific gates that can accommodate temperature and health checks before entering campus.

Once on campus, students can enjoy nutrition or stop in to see their academic teacher for tutoring before their first class starts at 8:30 am.

Within the academic classrooms, students are using Chromebooks to work with their teachers using online curriculum. The teachers employ a variety of instruction to make sure that the students are engaged. In junior high, students are set up in small groups and in high school, classroom configurations

vary depending on the space and the subject being taught.

Students have a five minute passing period and a lunch break where they can “catch up” with friends. Campus Aides dressed in red shirts to identify themselves oversee the transitions and the extended break periods to make sure that the students are safe.

Within the arts classrooms, students are actively engaged in a variety of activities that combine rigorous arts training, based on conservatory, with career strategies. Students might be juggling or practicing static trapeze, dancing on pointe, or practicing for an upcoming choir concert. There is always something creative happening on the Encore campus.

Page | 97

At the end of the school day, students depart in many ways. As a commuter campus, students come by car, bus, bike, and a few even walk as the campus serves many different districts in the High Desert and the Inland Empire. Most Fridays and Saturdays host various shows, field trips, and productions to help students hone in on their talents (COVID permitting.)

Choosing Classroom Curriculum

As a charter schoolteacher, teachers have a strong collaboration with administration when it comes to choosing and updating curriculum. Curriculum choices are made according to state approvals and come from many different resources. In an age of technology (and as Encore updates all curriculum to be online) choosing curriculum is imperative to making sure that student achievement grows year over year. Curriculum is generally adopted for seven years. Exceptions to curriculum adoptions would be when the state changes course curriculum or if there are drastic improvements needed in the area of state testing. Each school year, teachers meet by department and reflect on the course curriculum to create reports on:

1. What went well
2. What needed to be improved
3. What resources are available that may help reach goals
4. What new curriculum they may want to adopt in the future

Department reflection meetings are notated by the Department Chair. The Department Chair then shares the notes from the department meeting with the Dean of Academics. Depending on the notes given further meetings may be set up between the department before a “wants and needs” list is created.

Once the “wants and needs” report is created, the Dean of Academics meets with the CEO to go over critical areas of need in regard to curriculum. This meeting takes place in January or February of each year so the critical needs can be added to the annual budget for the following school year.

Initial approval to move forward on price quotes for materials happens through the CEO. For any curriculum textbook or main curriculum updates, approvals will go to the Encore Board of Directors for formal adoption. Expenditures that are over \$10,000 will go before the Encore School Board for formal approval.

Internal Controls of Curriculum

Once curriculum is adopted and implemented, internal controls are put into place to make sure that curriculum is taught with fidelity. The Academic Director is responsible for completing and presenting internal controls report of use of curriculum in May of each school year.

Course Catalog

With the metamorphosis that is happening to education worldwide amidst COVID-19, Encore has been modifying and updating processes and procedures for things like “course catalogs” to be available in a digital format. This is Encore’s first year with a fully digital course catalog. While this catalog is user

friendly when you are trying to match courses to requirements and conservatories, it is cumbersome when taken out of the technology world. The catalog is still under working improvements and will have new version released in the summer of 2021. Beginning in the 20201/2022 school year, both a print and digital version of the course catalog will be available.

SEL and Academic Programs

Indicators of Schoolwide SEL

Encore is incorporating a schoolwide systemic approach to SEL learning by integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement by incorporating school-wide and classroom specific strategies that align with The Collaborative for Academic, Social, and Emotional Learning (“CASEL”) organization’s effective principles.

Explicit SEL instruction

Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

SEL integrated with academic instruction

SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.

Supportive school and classroom climates

Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.

Focus on adult SEL development

Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

Supportive discipline

Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.

A continuum of integrated supports

SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

Authentic family partnerships

Families and school staff have regular meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.

Systems for continuous improvement

Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Goals

Encore Charter School’s priorities are to nurture a strong relationship-focused community for teaching

and learning and to develop core social and emotional learning (SEL) skills for students and staff. Encore has incorporated and developed SEL leadership structures and a clear vision and purpose and are using a curriculum to teach SEL skills. The organization is integrating SEL into their school culture and climate. Encore aims to expand SEL teaching and practice to provide SEL support to all stakeholders.

Explicit skills development:

A primary focus is to use an evidenced-based curriculum to develop the 5 core SEL competencies outlined by The Collaborative for Social Emotional Learning. (CASEL) is the leading organization advancing the promotion of integrated academic, social, and emotional learning for all children from preschool through high school. Our selected SEL programs will develop the following 5 core competencies:

- Self-awareness
 - Understanding emotions and thoughts and how they influence behavior.
 - Skills include identifying emotions, self-perception, recognizing strengths, self-confidence, and self-efficacy.
 - *Self-efficacy is the belief in your ability to succeed in specific situations or accomplishment of a task.*
- Self-management
 - The ability to regulate your emotions and behaviors in different situations and to set and work toward goals.
 - Skills include executive function and self-regulation, stress-management, and self-discipline.
 - *Executive function and self-regulation are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Our brains need this skill set to filter distractions, prioritize tasks, set, and achieve goals, and control impulses.*
- Social relationships
 - *The ability to establish and maintain healthy and meaningful relationships with others.*
 - *Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.*
- Social awareness
 - *The ability to take the perspective of and empathize with others.*
 - *Skills include empathy, appreciating differences, and respect.*
- Responsible decision-making
 - *The ability to make positive choices and take responsibility for positive and negative outcomes.*
 - *Skills include identifying problems, analyzing situations, solving problems, and reflection.*

Integration:

As the Common Core State Standards (CCSS) call for students to have skills such as being able to persevere in solving difficult problems, collaborate, construct viable arguments, and critique the reasoning of others, SEL skills help students master this deeper engagement and learning.

- Encore has adopted the following SEL programs: the CASEL approved *Second Step Social-Emotional Learning for Middle School* program for grades 7-8 and *Social-Connect* for grades 9-12, which is a Common Core State Standard (CCSS) aligned high school SEL program.

Instructional practices:

SEL is integral to the teaching and learning process. At the core of all professional learning for Encore teachers and staff is a strong emphasis on the power of relationships in the classroom; whether in-person or in a virtual education environment.

Teachers are provided common planning time to meet with grade and content level colleagues to plan how to administer SEL lessons during the weekly homeroom session. SEL lessons/activities take place during weekly 45-minute homeroom time on Fridays.

Incorporation:

SEL can also be incorporated into every classroom. Helping students master the five SEL core competencies during a busy school day is not always easy or straightforward but teachers are encouraged to:

- Consciously create a nurturing, caring, and safe environment for students.
- Whenever possible, incorporate SEL skill-building into academic instruction.
- Communicate early and often about SEL with all stakeholders.
- Provide explicit guidance and instruction in SEL skills based upon *Second Step* or *School Content* lessons.
- Empower students to take charge of their own social and emotional learning

Environment:

The creation of a safe, positive environment is at the foundation of all SEL efforts, both within and outside a classroom's walls. Though every classroom will implement this principle differently, many choose to implement one or more of the same strategies, such as:

- Greet each student by name, every day.
- Collaboratively develop classroom rules and expectations with students.
- Encourage students to hold each other accountable for meeting behavioral and social interactions.
- Provide multiple ways for students to report, discuss, and work through conflicts.
- Reward positive behaviors such as demonstrating respect.
- Monitor all school settings, including common areas such as bathrooms, school quad, and lunch areas for students demonstrating positive SEL skills.
- accountable for meeting behavioral and social interactions.
- Provide multiple ways for students to report, discuss, and work through conflicts.
- Reward positive behaviors such as demonstrating respect.
- Monitor all school settings, including common areas such as bathrooms, school quad, and lunch areas for students demonstrating positive SEL skills.

Integration:

Approaches to SEL integration vary depending on instructional needs but should include content and problem-solving opportunities that are relevant to students' lives. Teachers are encouraged to integrate SEL and academic content into existing instruction using the following strategies:

- Choose a text with an SEL-related topic for use in a literacy lesson.
- Offer a problem-based project based on students' topics of interest.
- Design a full classroom unit based on a real-life theme (e.g., helping a local organization increase environmental sustainability)
- Point out how academic skills, such as persuasive writing, can also promote positive and constructive social interactions.
- Build creative writing and/or activities into the day that allow students to express emotions in a safe space.
- Metacognition (thinking about one's own thinking) is an important part of SEL. All content area instruction can be enhanced by offering opportunities for self-reflection on students' own problem-solving, tool selection, organizational strategies, and other thought processes.

Multi-Tiered Systems of Support (MTSS)

Encore follows a progressive umbrella of Multi Tiered System of Supports ("MTSS") through a combination of support models including sections of Response to Intervention ("RTI") and Positive Behavior Intervention and Supports (PBIS) in meeting the needs of low achieving students. Students that are identified as struggling by teachers and instructors will be given a variety of methods to help them progress dependent on how much help is designated as a need for each student. Supports may include:

- Small class sizes
- Innovative scheduling to allow for additional individualized tutoring and mentoring;
- Individual and small group attention that focuses on mastering the current learning;
- Mastery learning process that builds in review and reassessment;
- Extended day to provide extra learning time;
- Optional extended courses; or after school tutoring;
- Technology assisted learning through web-based programs;
- Focus on key students during staff meetings;
- Additional focused in class interventions, modifications, and accommodations;
- Mentoring by the RTI coach; and
- Student Success Team ("SST") meetings.

Support for English Learners

Plan For English Learners

Encore will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Encore will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

All academic teachers will be required to be CLAD certified or hold an ESL Certificate representing the completion of the English as a Second Language class.

Encore will administer the home language survey upon a student's initial enrollment into Encore (on enrollment forms).

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are re-non-certified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be re-non-certified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Encore will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Page | 103

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC (or equivalent).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Response to the needs of English learners shall include:

1. Literacy classes (when necessary);
2. ESL class (when necessary);
3. Web-assisted programs in English learning;
4. ELPAC (or equivalent) annual assessment until reclassification criteria met;
5. Progress toward reclassification monitored on an individual plan;
6. All teachers trained to support English learners;
7. Ongoing staff development to support English learners;
8. Literacy emphasized across the curriculum;
9. Address the language issues in science and math by stressing vocabulary development;
10. Textbooks that are available in alternate languages may be purchased for reference materials by ENCORE
11. EL students may be placed into Study Hall groups together in order to have additional time with a qualified ESL teacher to help them on a mainstream path.

Parents of EL students or parents requiring correspondence in their native language will be notified by phone or by mail in a language that they understand as to the progress of their Encore student.

Encore will also designate appropriate areas on campus for the special needs of EL, Section 504, Rtl and Special Education Students. These areas may include offices for support services, study halls, and other “pull-out” opportunities for contract services.

Monitoring and Evaluation of Program Effectiveness

Encore evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Encore will administer the home language survey upon a student’s initial enrollment into Encore (on enrollment forms).

PLAN FOR STUDENTS WITH DISABILITIES

Special Education

Encore shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). Encore shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act of 1992 with respect to eligible students. Encore shall adopt and at all times maintain a current Section 504 policy, procedure, and forms. By September 1 of each year, Encore shall designate a Charter School employee responsible for Section 504/Americans with Disabilities Act compliance and notify the District in writing of the name of the responsible individual. The facilities to be utilized by Encore shall be accessible for all students with disabilities in accordance with state and federal law.

Page | 105

Encore is its own local educational agency ("LEA") for the purposes of the provisions of services pursuant to the IDEA and participates as an LEA in the Desert Mountain Charter School Special Education Local Plan Area ("SELPA") and shall at all times comply with the IDEA, state and federal law, its SELPA plan, and all SELPA requirements and terms of its membership, as well as any agreement between Encore and the SELPA. For any matters not covered by the SELPA plan and agreements, Encore shall implement the terms proposed in its Charter in complying with the IDEA. Should Encore seek to change Special Education Local Plan Areas (SELPA), Encore will notify the District at least three weeks prior to as well as concurrently with applying for membership in the alternate SELPA and thereafter shall keep the District apprised of the status of its application and provide the District with written proof of acceptance to another State Board of Education approved SELPA that is consistent with subdivision (a), (b), or (c) of Education Code Section 56195.1 at least one month prior to the proposed effective date of the change.

Encore is solely responsible for ensuring that all children with disabilities enrolled in Encore receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law, regardless of students' home district, and shall comply with all requirements of the IDEA. The District shall have no responsibility for the coordination or provision of special education services to Encore students, regardless of the school district of residence of such students.

Encore, as an LEA, is responsible to offer a full continuum of services to address the needs of students with individualized education programs (IEPs) and provide a "free appropriate public education" (FAPE) as defined in the IDEA at no cost to the parent/student. It is explicitly understood and agreed that the full continuum of services and placements includes any and all options available and required pursuant to the IDEA and the needs of the particular student (including but not limited to pull-out services, special day classes, etc.) and in accordance with Education Code Section 56361 and 24 C.F.R. Section 300.115. Any services required by the student's IEP shall be provided by Encore or its contractors, at the sole expense of Encore. The descriptions in the Charter of means by which Encore will serve students with special needs, including references to the full inclusion model, specify minimum requirements and are by way of example and shall not serve as a limitation on Encore's obligations pursuant to state and federal law, including its obligation to provide the full continuum of services and placements.

Encore may request from the SELPA related services (e.g. Speech, Occupational Therapy, Adaptive P.E., Nursing, and Transportation), subject to SELPA approval and availability. Encore may also provide services by hiring credentialed or licensed providers through private agencies or independent contractors in accordance with law, including but not limited to the requirements for receipt of apportionment funding.

Encore will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and that families of students with exceptional needs are provided a notice of their rights and procedural safeguards.

Encore shall provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary. Encore shall also provide an assistive

technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student leaves Encore or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)

If Encore has a master contract with a nonpublic, nonsectarian school, Encore shall:

- Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract. (Education Code 56365)
- Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year. (Education Code 56366.1)

Page | 106

Because Encore shall operate as its own LEA for the purposes of special education, the District shall have no responsibility for the coordination or provision of special education services to Encore students, regardless of the school district of residence of students, and Encore shall be exclusively responsible for the coordination and provision of special education services to Encore students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. Encore's insurance obligations pursuant to this Charter, specifically including all requirements to provide insurance coverage for the District and District Personnel, below, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEA, Section 504, and/or the Americans with Disabilities Act, and the provision of services to students with special needs and access to Encore and its facilities pursuant to those laws. Encore's indemnification obligations pursuant to this Charter, set forth below, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEA, Section 504, the Americans with Disabilities Act, and the provision of services to students with special needs and access to Encore and its facilities.

Education Program for Students with Disabilities

Encore will use the following procedures to serve students with disabilities. These efforts include:

1. The RtI process and if required the establishment of a Student Success Team to exhaust all general education alternatives before a referral to Special Education is made;
2. The inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities;
3. Annual in-service for faculty regarding the identification of children with disabilities.

Encore will hire qualified credentialed teachers in the area of special education based on the special education population. Encore High School will also designate appropriate space on campus for the special needs of EL, Section 504, RtI and Special Education Students.

Additionally, Encore will serve its special education students by:

1. Following a full inclusion model
2. Highly qualified credentialed teachers will be designated as inclusion specialists that works directly with a specific case load

3. Special Education Aides will be hired at a rate of 1 per 20 full inclusion special education students to be able to assist regular education teachers within the classroom models
4. Inclusion Specialists will work directly with regular education teachers to implement policies and documentation regarding modifications and accommodations for caseload.
5. Extended day
6. Optional extended time in courses;
7. Technology assisted learning;
8. Accommodations provided in regular education classes
9. Study hall / tutoring if needed with student's SPED teacher

Section 504 of the Rehabilitation Act

Encore recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Encore. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Officer of Student Affairs and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Encore's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

Encore will provide services for special education students enrolled in Encore. Encore will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. Encore agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Encore students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Encore will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education. Encore will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Encore shall ensure that all special education staff hired or contracted by Encore is qualified pursuant to SELPA policies, as well as meet all legal requirements. Encore shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Encore shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Encore will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Encore shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Encore will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Encore will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Encore will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Encore shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

Encore shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Encore shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Encore designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at Encore and/or about the student. Encore shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

Encore understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Encore shall be responsible for all school site implementation of the IEP. As part of this responsibility, Encore shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for Encore’s non-special education students. Encore shall also provide all home-school coordination and information exchange. Encore shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Encore shall comply with Education Code Section 56325 with regard to students transferring into Encore within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Encore from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Encore shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Encore from a district operated program under the same special education local plan area of Encore within the same academic year, Encore shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Encore agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Encore with an IEP from outside of California during the same academic year, Encore shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Encore conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Encore, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Encore shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Encore and no student shall be denied admission nor counseled out of Encore due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Encore shall adopt policies for responding to parental concerns or complaints related to special education services. Encore shall receive any concerns raised by parents/guardians regarding related services and rights.

Encore's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Encore may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Encore shall defend the case.

SELPA Representation

It is Encore's understanding that it shall represent itself at all SELPA meetings.

Funding

Encore understands that it will be subject to the allocation plan of the SELPA.

Students Achieving Below Grade level

Students achieving below grade level will be identified by academic progress made with passing grades and test scores. The school will work directly with students achieving below grade level by working on an individual student plan that will help the student pace work as needed. They will be placed with remediation coaches and offered extra accommodations based on an SST meeting and plan created. The counseling department will be responsible for monitoring the progress of students achieving below grade level.

Socio-Economically Disadvantages/Low Income Students

Socio-economic disadvantaged students will be identified by the completion of direct certification for the free / reduced lunch program. Students that are free/reduced lunch will have access to all programs equally including limited free transportation as available. The school will also offer scholarships for certain extra-curricular activities where an additional fee is involved when applicable and available. Counseling will work directly with students to help them secure low-income funding for college. Other opportunities for specific groups (like homeless youth) will be offered and monitored by counseling.

School Counseling

The main goals of Encore's credentialed counseling department is to make sure that all Encore students are supported in their academic and social journey through middle school and high school. They work to help the students gain the tools needed to get accepted to the postsecondary college of their choice and learn how to be effective in life after high school.

Page | 112

The Makeup of the Counseling Department

Encore has a small team of people that attend to the needs of Encore students and families.

Head Administrative Counselor – Encore's head administrative counselor is credentialed in the state of California and has been on staff at Encore for over a decade. She is the direct report for the entire counseling department and is in charge of the collaboration between the counseling department and SPED, 504, and EL teams. Her role also includes the state reporting through CALPADS, CBEDS, and the adoption and update of other reporting systems (like state course codes for courses and A-G alignment.)

Currently, Encore's head administrative counselor is working with Victor Valley Community College to create a concurrent enrollment contract for hopeful execution starting in the fall of 2021 (pending COVID delays.)

She has been responsible for building a variety of social and emotional groups for students that have similar needs (like transgender and gay populations) as well as bereavement groups for students that have lost family members.

The head administrative counselor is also responsible for overseeing the college preparation strategies employed on the Encore campus each school year.

High School Counselor – Encore's High School Counselor is responsible for the support of students that are in grades ten through twelve. Her primary goal is to make sure that the students graduate on time, apply for college / scholarships / grants prior to leaving high school. She works directly with the head administrative counselor to help juniors and seniors get into the appropriate credit recovery classes to help them improve the College and Career Readiness status on the California Dashboard. This is a credentialed position.

- 10th grade – The primary focus of tenth grade is to reiterate graduation requirements and to get students to go on the field trips to the colleges so they can start to make plans and identify their opportunities to go to college after high school.
- 11th grade – The high school counselor meets with each student to go over their graduation status and to find out what ideas the students have for their plans after high school. She is responsible for setting the SAT and PSAT dates with the head counselor and to make sure students are aware of upcoming deadlines for college applications. She also encourages students to go on the college field trips and to attend the college and career fairs offered on campus.
- 12th grade – The primary goal for senior year is to get the students to graduate on time, keep them from "giving up" when senioritis sets in, apply to college, apply for FAFSA, apply for scholarship, and get to be A-G eligible.

Junior High Counselor – Encore's Junior High Counselor is responsible for helping the students grow emotionally and socially as they make the transition first from elementary school to junior high and then helping them pivot to preparation as an A-G ready high school student. The Junior High Counselor is responsible for the overall emotional, mental, and academic health of students grade 7 – 9. This is a credentialed position.

- 7th grade – This is a big transition time. Not only does the counselor for seventh grade play a role in helping the students succeed in middle school, they are also responsible for helping parents transition to a more autonomous education program. The students are now becoming more self-reliant and this transition can be hard.
- 8th grade – There is a lot of emotional growth that happens with students in the 8th grade. This transition school year is the most important growth year to learn how to be a good citizen, not be a bully, and emotionally handle the pitfalls of being a teenager. In eighth grade, junior high counseling spends a lot of time with discipline to build strategies to help the students grow into respectful young adults.
- 9th grade – This is another transition year as this is the first year of “high school” for Encore students. The emotional and academic support that is offered by the junior high counselor is paramount to the success of life as a high school student and the preparation for A-G graduation. Encore has the junior high counselor cover ninth grade since they have already worked through some big transitions with the students entering ninth grade. Building the relationship with the students during these transition years is incredibly important.

Academic, College, and Career Ready Coordinator

Encore has built the foundation of the school on special events and activities. While there is a tremendous focus on the arts programs, Encore added this position in the counseling department to make sure that the academic programs on campus get the same focus as the arts programs with special events and activities. The Academic, College, and Career Ready Coordinator is a person that has completed their Bachelor’s Degree and are entering into a counseling level internship program. They are responsible for making the academic side of Encore just as exciting as the arts side of Encore. They do this by coordinating special events.

- College Field Trip for every grade level
- Academic Field Trip for every grade level
- College and Career Fair Coordination
- Junior High Spelling Bee
- Inventor’s Competition
- Poetry Slam
- Science Fair
- History Day
- Encore Chats – Professionals speaking to Encore students about career opportunities

On top of special events, they are responsible for coordinating the college and career resource center. They send emails and notifications to students about scholarship opportunities and special tour dates for colleges.

For juniors and seniors, they also walk through the Masters Certification Program and CTE Completer program so the graduation ceremony can hold as many certifications for students as possible. This position has been with Encore for three and a half years.

California Standards for the School Counseling Profession

Encore follows the standards released by the California Association of School Counselors Incorporated for the counseling department. By following these standards there are three common goals for the counseling department:

1. Reflection about counseling practices

2. Create ways to meet professional goals and constantly improve practices
3. Helps to assess, monitor, and evaluate counseling programs

The counseling department focuses to help administration achieve student success in the following areas:

- Chronic Absenteeism – Counseling acts as a communicator to help rectify issues of chronic absenteeism among students.
- Equity & Access – The counseling department advocates for all of the students in the school and provides support services to students that need to have tools to learn how to safeguard equitable treatment in and out of school.
- Student Behavior & Safety – The counseling department works directly with administrative discipline to help students with behavior issues and to help build SEL programs to benefit all students.
- College & Career Readiness – Counseling works to make sure that the students of Encore have the most opportunities possible by the time they graduate high school.
- Special Needs – Counseling works with EL, 504, and SPED departments to make sure that all students are supported appropriately. They also work with general education teachers to make sure that all students, regardless of need, have fair and equitable access to Encore's full inclusion programs.
- Parent Involvement – Encore's counselors act as the conduit between the school and the parent when it comes to direct parent support. They help provide resources to parents and students to help students achieve academic, social, and emotional health.
- Mental Health – Encore's counselor are part of the early warning systems to help at risk students get the referrals and help that they need. They also provide crisis counseling and short term individual and group counseling.
- Staff Consultation – The counseling department gives professional development to the school staff annually on a variety of topics to make sure that teachers and staff can identify root causes and identification for behaviors that may need intervention.
- School Climate – The counseling department offers a unique opportunity for students to approach a member of administration that is oftentimes not looked at as an administrator like the Dean of Students. This helps mediate conflict resolution strategies and help with parent education.

Attendance Guidelines

It is important that students attend school every day. It has been proven that consistent daily attendance is critical for academic success for students. In the state of California, a student is considered chronically absent if they miss ten or more days of school in a single school year, regardless of reason. It is also important to note that the largest apportionment of funding that is given to a school for their programs is based on ADA (Average Daily Attendance). When students habitually miss school, they are inadvertently reducing funding to help them succeed while also missing important lessons that can only be gained by in person engagement. Absent students not only jeopardize their own success, but can cause financial loss for programs within Encore's learning community.

It is important to attend school every day.

Absences

(From Encore's Parent/Student Handbook)

Encore is a seat-based traditional program UNLESS you have signed an independent study agreement. The state projects that all seat-based schools will have an attendance rate of 95% or higher. This means that all students are required to attend school 95% or more during the school year.

DID YOU KNOW? Any child that misses more than 9 school days over the course of the school year is considered a high risk student for graduation? When a student misses more than 9 school days, they are listed as a chronically absent student and is placed in this high risk category. One of Encore's LCAP goals for this school year is to lower the percentage of chronically absent students.

YOU CANNOT MISS A DAY OF SCHOOL, THEN PARTICIPATE IN AN AFTER SCHOOL ACTIVITY. – This includes rehearsals, shows, dances, field trips, mock trial, concerts, spelling bees, and any other school activity that takes place outside of school hours. We know the schedule is hectic, but your first commitment is to your regular school day. **If you miss school on Friday, you are ineligible to participate in weekend activities (like prom or shows).**

Students will be given an opportunity to complete work, which is reasonably close to, but not necessarily identical to, missed work for full credit within a reasonable time to make up work. Encore encourages all students to sign an independent study/ short term agreement that can help students recover attendance for absences that happen throughout the school year using encorestudent.com, Cyber High, and Google classroom to complete schoolwork even when not on campus. With the technology resources available, it is important to log on to school every day.

Periodically, Encore students will be offered an opportunity to makeup absent days on minimum days and Saturday Absence School to help students retain good attendance. If a student misses a day of school, they should prepare to complete work off site using an approved agreement OR come to makeup absent days to complete scheduled assignments.

Excused Absences

(From Encore's Parent / Student Handbook)

There will be times when missing a day of school or arriving late will be unavoidable. At Encore, there are very specific reasons that are outlined as excused absences. Any absence for a reason that is not listed here is an unexcused absence, whether or not a parent or guardian clears it.

Page | 116

- Personal Illness (Encore will require a doctor's note verifying absence after 8 days of missed school due to illness in a single school year.)
- Personal medical, dental, optometric or chiropractic appointment
- Funeral services for a member of the immediate family (limited to one day in state and three days out of state)
- Jury duty
- Personal court appearance
- Religious retreat (limited to four hours per semester)
- Pupil is the custodial parent of a child who is ill or has a medical appointment during school hours
- For the purpose of serving as a member of a precinct board for an election
- Exclusion for failure to present evidence of immunization
- College tours (three days (3) advance notice to school plus verification required)
- Prior Dean approval for employment conference
- Employment in the entertainment industry for a maximum of five absences per school year (verification required)
- Exclusion from school because student is either the carrier of a contagious disease or not immunized for a contagious disease.
- Prior Dean approval for reasons, which may not be included elsewhere, but are pursuant to uniform standards established by the Board.

Unexcused Absences

The following list of UNEXCUSED reasons for absences will be marked as unexcused, not cleared absences. Although sometimes unavoidable, these are not accepted reasons for absences.

- Bus not available lack of transportation
- Going to work with parent or other family member
- Babysitting, taking care of other family members
- Personal problems
- Waiting for service or repair people to arrive
- Vacation, family reunions, camping, going to the beach, lake, river, amusement park, mountains
- Attending a sporting event
- Under the influence of alcohol or drugs, joy riding or partying
- Repairing car or household items
- Participating in a student demonstration
- Any other reason not included in the list of "excused Absences"

Absence Procedure

When a student is absent, the parent is to call the office the day of the absence at 760-956-2632. A written note stating the reason and date(s) of the absence is also required the day the student returns to school. Parents can also fill out the absence verification form on the school's website. Please include the following information in the note:

- Student's full legal name (please print name clearly)
- The day(s) and date(s) of absence(s)
- Reason for the absence
- Writer's name and the relationship to the student
- Home and work phone numbers

All absences not cleared within three days will be considered trancies and will be counted in assigning Attendance Codes. "Class Cut" days are NOT sanctioned by Encore and any such absences will be considered trancies. Students who do not maintain 90% attendance (unexcused or unverified absences) will not be able to take part in traditional school activities such as extracurricular activities, performances, dances, field trips, etc.

If a student needs to be picked up from school, the guardian must report to the attendance office. Students will not be pulled from class the last 30 minutes of any school day. We apologize for the inconvenience, but we cannot pull students from class until their ride has arrived on campus.

As a true pre-college block schedule, attendance is very important to every student every day. If a student misses five class meetings within a single class that is the equivalent of two weeks of missed coursework in that class. Parents, if you attended college after high school, think of how much course content you would miss if you did not attend five classes during a single term. Many college professors drop you after two to three consecutive absences. The Encore classes are pre-college paced. Help us help your students by making sure that they attend school every day.

Homework for extended leave

If a student is going on vacation or family business for two (2) or more days, a parent may request the student be put on independent study. This must be done at least four (4) days before the student leaves. A parent will need to sign a contract agreeing that their student will complete the assigned work. Assigned work will be available for pick-up in the front office prior to leaving. Upon return to school, the student is to turn in the work to the office for processing. If a student is ill and will be missing two or more days, they can also go on independent study if the parent notifies our independent study coordinator and the student can complete the work while at home.

Office Tardies

If a student is late for class in the morning, they will receive an office tardy. The student will be required to scan their identification (ID) card at the attendance office before proceeding to class. Office tardies are cumulative for the semester.

Class Tardies

If a student is late for class during the school day, they will receive a class tardy. Class tardies are recorded by the office. Parents are called using an automated system after the first class tardy. Class tardies are recorded by semester. Disciplinary actions are cumulative for the span of the semester.

Attendance Eligibility

It is crucial for the success of a student at Encore both academically and in the arts departments to attend school every day. With Encore's full calendar and block scheduling, miss a day miss a lot.

- Students cannot participate in any event on a day that they are absent.

- If the event happens over the weekend, the student must be present on Friday.
- Students with less than a 90% attendance rate are not eligible to participate in productions, teams, or competitions.

Students can alleviate absenteeism by signing up for short term independent study and long term independent study when they know they are going to be absent. Encore will help with attendance success. See your counselor for tailored ideas.

Enrollment Projections

Enrollment Projections 2021/2022			
Grade	Traditional	IS	COVID DL
7 th Grade	110	0	14
8 th Grade	110	11	20
9 th Grade	110	11	20
10 th Grade	100	10	30
11 th Grade	110	10	30
12 th Grade	120	10	30
Total	660	52	144
Total Enrollment			856

Enrollment Projections 2022/2023			
Grade	Traditional	IS	COVID DL
7 th Grade	140	0	5
8 th Grade	120	11	5
9 th Grade	140	11	5
10 th Grade	125	10	5
11 th Grade	125	10	5
12 th Grade	124	10	5
Total	774	52	30
Total Enrollment			856

Enrollment Projections 2023/2024			
Grade	Traditional	IS	COVID DL
7 th Grade	140	0	5
8 th Grade	130	11	5
9 th Grade	130	11	5
10 th Grade	113	11	5
11 th Grade	125	11	5
12 th Grade	124	20	5
Total	762	64	30
Total Enrollment			856

Enrollment Projections 2024/2025			
Grade	Traditional	IS	COVID DL
7 th Grade	160	10	0
8 th Grade	135	10	0
9 th Grade	140	10	0
10 th Grade	120	10	0
11 th Grade	110	10	0
12 th Grade	121	20	0
Total	786	70	0
Total Enrollment			856

Enrollment Projections 2025/2026			
Grade	Traditional	IS	COVID DL
7 th Grade	150	10	0
8 th Grade	150	10	0
9 th Grade	130	10	0
10 th Grade	130	10	0
11 th Grade	110	10	0
12 th Grade	116	20	0
Total	786	70	0
Total Enrollment			856

Who attends Encore?

The ideal applicant for Encore is highly motivated with an interest in management careers, performing, and/or technical arts. They have aspirations of a higher education and possibly a career in one of the many business or arts fields upon completion of college. Encore is open to any student grades 7 through 12 that is a California resident. Whether the student is highly talented or just an arts enthusiast, the appreciation and study of the arts will help motivate the students of Encore.

How are Encore students educated?

The goal of Encore is to have students achieving at or above grade level in benchmark testing. To help the students of Encore excel in their education, Encore has implemented:

- ONE TO ONE TECHNOLOGY** – It is the philosophy of the founders of Encore that in a rapid-paced technological world, students are faced with the challenge of being able to understand and keep up with how fast technology changes. All students at Encore are assigned a Chromebook computer where they are tasked with completing assignments in most of their academic classes using this technology.
- TRADITIONAL CLASSES** – Encore believes that students that are involved in a traditional classroom experience have the ability for teacher/student engagement. Encore offers a 90 minute block schedule traditional class for all high school students. Encore also offers a daily schedule for junior high students where they experience all academic classes every school day.
- LECTURE HALLS** - In order to appropriately prepare high school students for college, Encore incorporates a lecture style course within areas of social sciences, English, and Spanish. This class teaches the Encore student discipline necessary in college, especially during the freshman year of college when lecture classes can soar up to 500 people in a class. Encore's lecture hall classes generally have about 60 students in them.
- TRADITIONAL SCHEDULE FOR JUNIOR HIGH** – Encore's junior high has a traditional schedule where the students have 8 classes every day. This is new in the fall 2020 due to sluggish gains in state test scores. All classes meet daily. Students that have earned a letter grade of "C" or lower in any English or Math class is automatically placed in a remediation class for that subject. The philosophy behind this change is students will have more time to fill in knowledge gaps from the 39 different schools they matriculate

from. By the time they reach high school, Encore's goal is to fill achievement gaps for an increased rate of success in high school math and English classes.

- **BLOCK SCHEDULE FOR HIGH SCHOOL** – In high school, a block schedule gives teachers a 90-minute class period to teach material. Classes meet every other day so students have two days to complete homework assignments. The longer class period offers a teacher more lecture and project time. The transition and “settle down” time for a class period will not cut into the learning process because of the reduced number of transitions. Encore uses the block schedule and has successfully prepared students for college schedules after high school. Starting in the fall of 2020, block schedules will not rotate as they have for the first 12 years of operation. Only Fridays will rotate in the block. The philosophy behind this change is to offer students the ability to enroll in community college courses, attend hybrid study programs as an alternative to traditional scheduling. This change also gives Encore the flexibility to hire part time instructors with stability in their scheduling.
- **CAREER TECHNICAL BASED ARTS CLASSES** – In a fast paced society, linking arts education with specific career minded skills is critical for student success. Encore has experienced the highest level of commitment and engagement by students within their arts classes. While these arts classes are deep rooted in rigorous and advanced arts training, each of the arts courses work toward CTE completers by helping students gain valuable professional skills to be able to get and maintain employment after high school. These courses are rooted in arts, but are practical for any student whether or not they plan on pursuing an arts career after high school.
- **MASTER CLASSES AND PROJECT BASED LEARNING EVENTS** – Throughout the school year, students are tasked to create and complete specific projects within their academic and arts classes for Project Based Learning (“PBL”). One of the most advanced PBL programs with the Encore organization are the Professional Artist Honors programs that task students with creating, marketing, producing, and executing a special project. For students within a specific conservatory, opportunities for master classes throughout the year are offered to give students a chance to learn outside of their normal learning environment and by professional within their conservatory field. Professional Artist Honors Career Technical Programs include:
 - ***Professional Artist Development Honors Program*** - Students create a professional digital portfolio for potential agents and employers. Students create, market, produce and execute an elementary school tour that promotes an anti-bully message. Students create and execute an "industry showcase" where they network with college scouts, agents, and managers.
 - ***Professional Musician Honors Program*** - Students create a professional digital portfolio for potential agents, employers, college recruiters. Students create, market, produce, and execute a musical tour for schools and senior centers that

promotes music education. Students create and execute an "industry showcase" where they network with college scouts, agents, and managers.

- ***Professional Film Makers and Film Actors Honors Program*** - Students create a professional digital portfolio for potential agents, employers, college recruiters. Students create film works in a variety of genres and submit works to festival competitions. Students create and execute a "film festival" where they show their work and invite college scouts, agents, and managers.

Element 2 & 3: Measurable Pupil Outcomes and Method By Which Pupil Progress Toward Outcomes Will be Measured

OBJECTIVE: ALL ENCORE STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL.

Page | 122

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. (Education Code Section 47605(c)(5)(B).)

MEASURING STUDENT PROGRESS –

Encore, within the LCAP presented in Element 1, provides a reasonably comprehensive description of its goals, actions, and outcomes for students and student subgroups in the state priorities, in accordance with Education Code Section 47605(c)(5)(B). These benchmarks will be the key to Encore measuring student outcomes and progress. Students are graded on assignments, quizzes, mid-terms, and finals and are given a quarterly report posting their results of each class. Students have to pass a class with at least a 60% or higher in order receive credit for completing that class. Students receiving a 90% or higher will receive the grade letter “A” on their report cards. Students receiving an 80 – 89% will receive the grade letter “B” on their report cards. Students receiving a 70 – 79% will receive the grade letter “C” on their report cards. Students receiving a 60 – 69% will receive the grade letter “D” on their report cards. Students receiving less than a 50% will receive a failing grade and will be required to retake the course to earn credit. At the end of each semester, grades will start new.

ACADEMIC PERFORMANCE ASSESSMENTS –

The primary school-wide accountability measures at Encore will be the state mandated assessments included in the CAASPP testing program (i.e., the Smarter Balanced Assessments, the California Science Test (CAST), the California Alternate Assessment (CAA), and Benchmarks in the core Academics). Therefore, Encore High School will use the CAASPP as a primary measure of School success. Encore’s overall assessment process using a variety of measures will be reviewed and adjusted to State Standards as needed.

All students of Encore will take periodic practice tests to help them prepare for the State Standardized testing and help faculty assess areas that need extra attention.

Once Encore disaggregates data, departments and committees convene to create target goals and improvements.

- Perform an analysis of the previous year’s scores. Analyze growth needed to improve Dashboard.
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas.
- Analyze standards cluster results in each subject and set targets to raise all areas.
- Align financial and staff development resources with established target areas.
- Monitor results on benchmark tests, especially those within the target areas.
- Reaffirm standards-based instruction ensuring that assessments and instruction are

aligned with the standards.

- Monitor pacing to ensure that all priority standards are taught prior to CAASPP testing.

METHOD(S) OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Education Code Section 47605(c)(5)(C).)

Page | 123

The State Standards and multiple sources of data form the basis of Encore's teachings. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive Encore's educational program. The rubrics are used to inform students and parents about the standards for student work. Encore shall meet all statewide standards and conduct the required student assessments pursuant to Education Code Section 60605 and any other statewide standards or assessments authorized in statute.

Encore shall use the following assessment and reporting tools or the equivalent replacement:

- The CAASPP testing program;
- The CAST results Benchmark Testing
- Student transcripts demonstrating successful completion of required academic courses.
- An annual School-wide writing assessment.
- School maintained records of graduates for the first five years after graduation.
- NWEA's Measures of Academic Progress ("MAP") to be used to show needs and progress in reading and math foundation skills.
- ELPAC to show progress for EL students.
- PSAT and SAT results for college bound students.
- Completion of all transferable requirements for college-bound students.
- Annual portfolios of student-selected work, reflections, resumes, and goals.
- School-created student questionnaires regarding attitudes, goals, and interests.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.
- School-maintained records of attendance, suspension, and dropout rates.
- Physical Fitness Test ("PFT")

Students will be assessed academically by using the annual results of benchmark testing, the CAASPP assessment program, the CAST, and the ELPAC. They will also be given semester finals to monitor academic progress.

Encore affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in the LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

USE AND REPORTING OF DATA

Encore will collect and analyze data on student achievement on a regular basis and provide

student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of School performance—the CAASPP results—in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Staff receive data on student achievement during staff meetings and use this data to help monitor and improve Encore’s education program. A data plan will be developed with an annual timeline for gathering and analyzing various student achievement data including CAASPP results, classroom grades, quarterly School-wide benchmark testing, the annual writing assessment, and student questionnaires. The timeline will identify staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, an SST may be convened to provide support to these students by creating an assistance plan.
- Parents and guardians receive data on student achievement by mail annually. Parents will receive reports on CAASPP assessments by mail. They will also receive six-week progress reports on classroom grades and the results of quarterly benchmark testing by mail. Current classroom grades including results for all assignments will be available to parents and students on Encore’s website by January of the first year. The School Accountability Report Card (“SARC”) will be published annually prior to the published deadline.
- The District receives data on student achievement through School reports and/or presentations to the District’s Board of Education. These reports and/or presentations occur annually during Encore’s charter period and include formative and summative data to demonstrate that Encore is meeting state performance standards.

Encore will use the CAASPP assessment program to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additional benchmarks including NWEA and SAT testing will also be used.

If any student is not making sufficient progress to meet the benchmarks, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student.

[School Accountability Report Card](#)

Encore High School will publish a SARC. The SARC will be created using the models supplied by the California Department of Education as the state standards for reporting.

[Local Control and Accountability Plan](#)

Pursuant to Education Code Section 47606.5, Encore will produce a Local Control and Accountability Plan

LCAP, which shall update the goals and annual actions to achieve the goals identified in Element 3 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. Encore shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

School Plan for Student Achievement

As a charter school, there have been differing opinions during the first thirteen years of operation as to whether or not a formal SPSA (Single Plan for Student Achievement) as defined by specific SPSA templates was needed or required. Going into the next charter term, Encore will be employing the specific SPSA template in addition to all of the other tools that drive the school plan.

In the past, Encore has used the following documents in place of the template SPSA to create goals, benchmarks, and plans for each school year:

- Charter Petition and Renewal Petitions
- WASC report
- LCAP
- CEO Annual Report

Encore has always had an extensive process for creating the schoolwide plan, but this planning guide will help codify the procedures for the committee involved with SPSA and LCAP (that will work to merge both reports seamlessly) to cover all of the pieces needed for the report.

Data

With an appropriate analysis and interpretation of data, Encore's administration and teaching staff can make appropriate and informed decisions that affect student outcomes that improve student academic progress. At Encore, our data driven decisions have shown to transform classrooms, improve teacher awareness of current student levels, and ensure instruction is relevant. Our student data plays a role in what areas of success and areas of improvement are needed for the school's success.

Cursory Data

Encore administration and teaching staff use curriculum assessment data to see what areas of support students need with mastering content standards and becoming academically successful in their academics. Staff review their curriculum data to see which content standards needed to be reviewed and or have been mastered. If teachers notice that their students have not mastered the content by a certain percentage range, then staff can research additional support resources using the Tools for Teachers found on the CAASPP website and alternative curriculum supplemental materials. They collaborate with teachers, department chairs, and administration to see what additional strategies can be implemented. The resources provided on Tools for Teachers assist teachers with providing additional support for our students with disabilities subgroup, socioeconomically disadvantaged subgroup, and subgroups based on race.

Cursory data that is pulled from Encore board approved curriculum is one of the pieces of data that is pulled and analyzed for students who need additional supports such as Tier 2 interventions based on Encore's Response to Interventions (RTI) program. Universal screenings and continuous progress monitoring allow teachers to see the student's academic achievement rate in comparison to other students and the cursory data is a great guide to monitor and evaluate student progress.

Encore's EL/504 coordinator uses curriculum assessment data to evaluate what level of intervention and support is needed for students. For 504 students, if assessment scores are below standard, staff works with Encore's 504 coordinator to see what additional goals/accommodations are needed to support

students with additional instructional support, tutoring sessions, and one on one support. The same supports are provided but in addition, the EL coordinator and teacher who support Encore's ESL courses collaborate to see what additional curriculum supports are needed to provide and drive appropriate instruction for this subgroup.

With COVID-19 school closure, Encore staff and administration took the review of cursory data to another level and analyzed which students in these subgroups are not performing well since distance learning started and which students are not completely participating with distance learning. By analyzing this data, we can assist those students who fall under the socioeconomically disadvantage subgroup as Encore needs to continuously provide equal access for all students. If additional log in and technical support is needed, Encore's IT department and student services assist students with technical situations so students can properly attend live lectures synchronously.

Benchmark Assessment Data

Students at Encore participate in benchmark assessments three times a year so staff can continuously track student progress based on content standards. In the past, Encore uses NWEA assessments with TestWiz as the portal where students submit their answers. Benchmark data is analyzed three times a year by administration and teaching staff. When analyzing this data, staff looks to where students are performing based on content standards, standards previously covered in classes, and next steps to master grade level content. In addition, benchmark data is analyzed based on subgroup data and what additional supports are needed for student subgroups. This data is shared with student services staff, EL/504 coordinator, and SPED department.

Furthermore, Encore administration and staff analyze benchmark data to create plans to close the gaps when it comes to inaccurate data that is being revealed on benchmark reports provided by TestWiz. For example, on the TestWiz portal, if for any reason a student loses internet connection, needs to take a break based on IEP accommodations and pause their assessment, or needs to continue later for additional reasons, students are not allowed to go back to previously answers questions. These technology user errors reflect negatively on data. Encore is looking into a new assessment portal for benchmarks so more accurate data can be analyzed. The plan is to stay with NWEA assessment so students can take their assessments on their portal and more accurate and detailed data reports can be pulled so staff can easily dive deeper in disaggregating data instead of manually disaggregating it based on TestWiz reports.

State Summative Assessment Data

Encore staff takes data from curriculum, benchmarks, and curriculum resources to prepare students for state summative assessments. Teachers use test preparation strategies, techniques, and materials provided from Smarter Balanced throughout the year to prepare students with mastery of the content standards so students can perform at standard.

Once summative assessment data is available, Encore administration and staff review the data and create action plans based on what areas were successful and what areas need additional support. Staff dive into state summative data based on reports pulled from the California Dashboard by creating action plans and implementing the strategies noted in the actions plans.

State summative assessment data is shared with the CCSA so they can provide their analysis of our data. Encore uses this as outside feedback and support when supporting students to improve academics. During the summer of 2020, Encore worked with the CCSA to analyze data during their Multiple Measure Review. The CCSA provided feedback to administration that was then shared to Encore teaching staff. Teaching staff created action plans based on their recommendations and are currently implementing these plans based on classroom observations.

Data Collection and Usage

Encore Jr. Sr. High School collects, analyzes, and uses data to drive academic instruction for all subjects, grade levels, and student subgroups. Encore administration and staff use data to measure student

progress, evaluate school support programs, evaluate the instructional effectiveness of teachers lessons, analyze the rigor of board approved curriculum, guide curriculum development, provide for resource sharing to support curriculum, promote accountability, and to ensure that all students are provided with a solid academic experience.

Encore Jr. Sr. High School uses multiple means of data sources to collect, disaggregate, and use data to improve student academic achievement. The third party data sources that Encore currently uses are:

- Curriculum Data (formative and summative)
- NWEA/TestWiz Benchmark Data
- California Dashboard (State Summative Assessment Data)

Encore collaborates with administration, teaching staff, all academic support staff, and outside support services to interpret data and provide next steps on how to support students in their academics.

Data Sources

Curriculum Data

When it comes to curriculum data, Encore pulls both formative and summative data which aids with teacher support when implementing curriculum, student support with mastering course content, and instructional support for student subgroups.

Teachers engage students in their academics with formative assessments which checks for quick understanding and mastery of content. Formative assessments are culturally diverse as well to meet diverse topics for all students. Teachers use multiple sources of technology to implement formative assessments so they can track and monitor student academics. If a student completes a formative assessment and the assessment shows the students' needs to review the content, then the can provide that instant support and feedback to students. In addition to this, our course curriculum provides multiple formative assessments that are tracked on curriculum platform. Below is a list of formative assessments that are currently being used at Encore:

- Exit tickets via Google Forms.
- Teacher Observations
- Digital Journals/Notebooks
- Classroom Assignments
- Peer/self-assessments
- Multiple choice questions and answers
- Short answer response
- Think, pair, share class discussions.
- Additional Google applications for education

An example of Encore curriculum multiple choice and short answer response questions and answers can be found in Appendix A. Encore support staff, such as our SPED department and EL/504 coordinator have access to these formative assessments as well so they can track and document how students in their programs are performing academically and provide appropriate assistance when needed.

Summative assessments are also embedded in board approved curriculum however, staff also creates their own exams based on standards and curriculum topics on Google Forms. These assessments on Google Forms can be shared with students. Teachers can then review incorrect answer choices with students. In addition, these assessments can be shared with student support services so they can revisit questions that were incorrect and need that additional support in small group settings. These summative assessments also drive additional feedback for administration to see what areas of support staff need when teaching curriculum to students if assessment data is below standard. Examples of summative assessments that are analyzed are:

- Instructor created exams
- Standardized assessments

- Final projects
- Final exams

PSAT, SAT, and AP Exams are offered to students at Encore as well. In the 2021/2022 school year, the testing series for SAT will become an additional benchmark test to collect data for student achievement. Counseling staff works with College Board to schedule these summative standardized assessments for students. The assessment results are shared with students and teaching staff to see where students place nationally as well as how students are mastering content standards.

During the summer, students who enroll in AP and honors courses are required to complete a summer project. The projects is an assessment and completes all requirements that are need to be met to retain the prior knowledge required for the AP and or Honors course. Academic teachers who teach an AP or honors course are required to score these assessments and provide feedback to students using our SIS reporting system and scoring rubrics.

NWEA

NWEA is a California state recognized summative assessment that allows schools to assess students so teaching staff and administration can drive classroom instruction for academic growth. TestWiz is the portal in which students would take the NEWA assessment. Administration pulls data from TestWiz to guide professional development and create action plans with teaching staff. In 2019-2020 school year, administration pulled data from the Fall and Spring benchmarks that were completed by students and created action plans to improve student academics based on standards that students scored below a 70% on. During a September 2019 professional development, action plans were created based on Fall benchmark and curriculum assessment data.

Staff met with administration to go over the Spring benchmark data and how we can assist with improving our student assessment scores. Action plans were created with the goal that staff would use the Fall and Spring benchmark data to improve CAASPP scores for the 2020 summative assessments by fifteen points indicated on the 5x5 scale. However, due to COVID-19 and the cancelation of state summative assessments in 2020, we were unable to implement these plans so teaching staff and administration collaborated on Zoom to create additional action plans where teaching staff implement assessment preparation during distance learning so students can continue practice on the standards that need additional support. These plans are shared with student support services to provide one on one support as well as small group instruction to master the content standards. All students receive this additional support in middle school as students are enrolled in Project Skills courses where students work on mastering content standards that need remediation.

State Summative Assessments

Encore staff takes data from curriculum and benchmarks, as well as outside and curriculum resources, to prepare students for state summative assessments. In addition, Encore teachers use test preparation strategies, techniques, and materials provided from Smarter Balanced throughout the year to prepare students with mastery of the content standards so students can perform at standard. When state summative assessment data is available, Encore administration and staff review the data and create action plans based on what areas were successful and what areas need additional support. Meetings with departments and department chairs, staff analyze data based on reports pulled from the California Dashboard and create action plans and implement strategies noted in the actions plans.

State summative data and scores are used to analyze what areas in curriculum Encore needs improve for students to master content standards. In addition, staff collaborate during in-service to see what supports are needed to start the school year off based on assessment scores. This way, Encore teachers can start off right way with working to improve student academics based on the previous year's assessment scores.

Improvements made with Data Collection during the last charter term

In the past three years, Encore has made improvements in the way we collect and analyze data across all

grade levels, courses, and subgroups. With changes in administration, Encore added a data committee that works with new administration to analyze and disaggregate data based on school wide population, grade level, and subgroup data (students with disabilities, socioeconomically disadvantaged students, and subgroups based on race). This data committee shares data with school staff and where they create action plans and implement these goals during class instruction.

During professional development, Encore administration and teaching staff analyzed changes in how curriculum assessments were disbursed to students. Instead of just multiple choice and short answer responses, and with using state and benchmark summative data, Encore teaching staff determined that students needed additional practice and support in critical thinking, problem solving, reading comprehension, and basic math functions. Teaching staff made these changes to their formative and summative assessments to improve in these areas and to mirror the state summative assessment format.

Based on reports provided by TestWiz, Encore staff must manually disaggregate benchmark assessment data from NWEA assessments based on subgroups, to ensure that all student academics needs are met. With this said, the implementation of a new benchmark assessment platform named Naiku was adopted and implemented for the 2020-2021 school year. This platform provides additional reports that allow staff to easily analyze assessment data.

Improvements planned for the next charter term

Additional members of the data committee will be acquired to the data committee. These members will focus only on subgroup data, what areas are we currently successful with when it comes to working with our subgroup population, and what areas are needed for improvement. This committee will also create a more fortified agenda during their quarterly meetings to strengthen the goals needed to be mastered during their meetings. Encore will continue to use NWEA and SAT as state approved testing platforms for collecting student data related to student achievement.

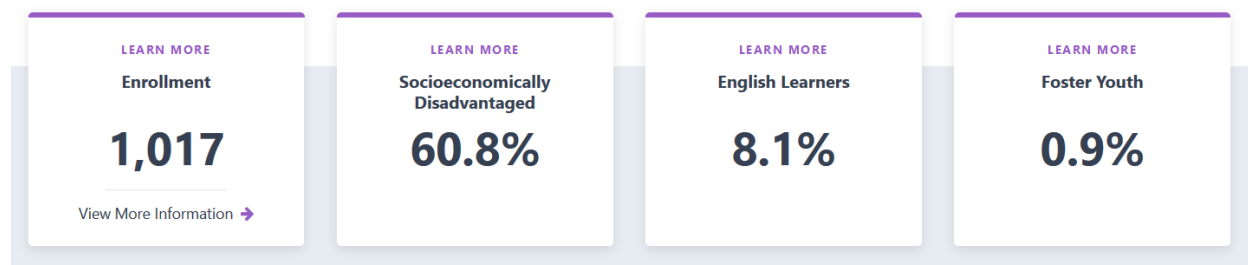
2018-19 Dashboard Data

Encore has made great improvements over the past two years as referenced by the California State Dashboard. With a change in the management team and updates to programs, Encore has been able to improve testing results and Encore's Dashboard year over year. Unfortunately, COVID-19 has suspended the Dashboard charts for the 2019-20 school year. The data below presents a picture of the student population of Encore and shows the considerable community interest in Encore.

ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Student Population

Explore information about this school's student population.



Encore's enrollment data from the 2018-19 school year shows Encore with an enrollment of 1,017. Due to COVID-19, Encore is projecting a 905 enrollment for the fall of 2020-21. Encore's socioeconomic

disadvantaged population varies between about 60 - 65% every school year. Encore has worked to keep this population equitable by offering busing from regions all over the High Desert and the Inland Empire. During the 2019-20 school year, almost 800 students used the bus to get to school. English Learners have always hovered between 8 and 13% at Encore. During the 2020-21 school year, Encore is employing new strategies such as an on demand phone translator to help support and service English Learners at Encore.



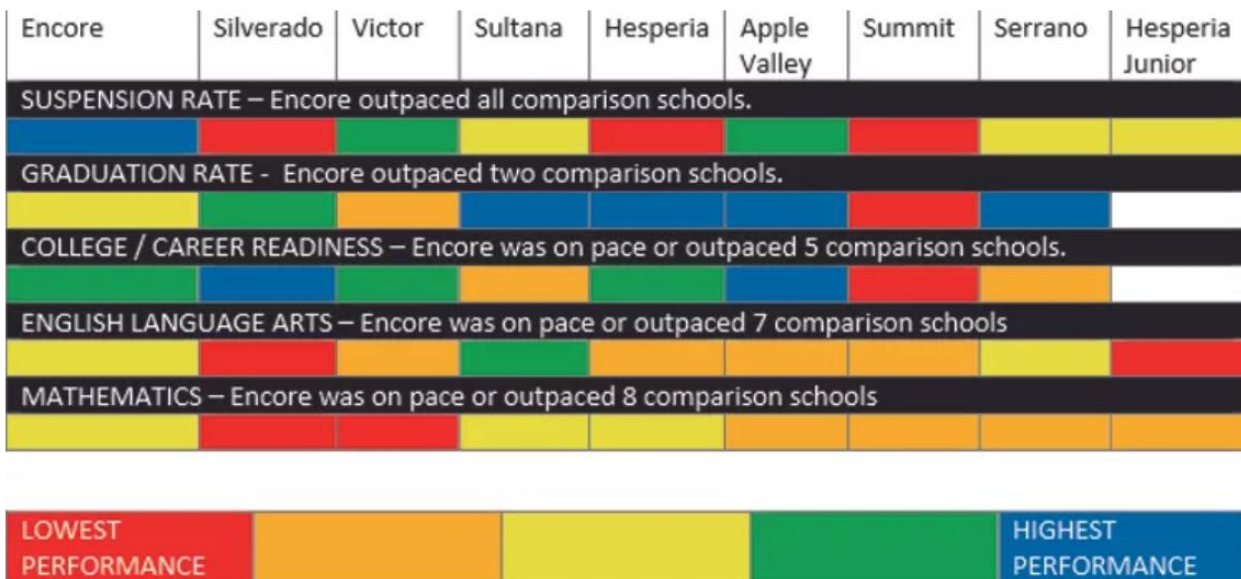
The overall Dashboard for Encore gives parents a snapshot of the constant improvement and progress that is being made at Encore.

- Chronic Absenteeism** - Year over year, this dashboard went from orange to red. This is a loss. Encore recognized the issue at the end of the 2018-19 school year and implemented different strategies to help improve absenteeism at Encore. Since Encore is a regional school and students need to travel a distance to get to school, employing different short term independent study options, hybrid options, and independent study options improved chronic absenteeism during the 2019-20 school year. Encore also hired a new attendance manager that was more on top of supporting students that are habitually absent.
- Suspension Rate** - DECLINED 4.1%! Year over year, this dashboard went from orange to blue. This is a gain. This is a three tier improvement year over year. This improvement in the dashboard comes from the support given to students from the discipline department. The Dean of Students and teachers employed use of "awesome tags" and awards to incentivize good behavior on campus and then the discipline department strategized to give students alternatives to suspensions when students made minor mistakes.

- **English Learner Progress** - Encore had 73 EL Students in the 2018-19 school year. Of the EL students: 27.3% progressed at least 1 level / 10.9% maintained ELPI Level 4 / 28.7% maintained ELPI Levels 1, 2L, 2H, 3L, 3H. In the 2019-20 school year, Encore hired and trained a new EL Coordinator. Encore also implemented a specific A-G High School EL English Class to help improve progress of English Learners.
- **Graduation Rate** - Year over year, this dashboard went from blue to yellow. This is a loss. Encore has about 110 graduating seniors every school year. When Encore accepts foreign exchange students, it affects the graduation rate. Foreign exchange students that are enrolled as seniors do not graduate with the minimum requirements from the state of California. Dependent on how many foreign exchange students come to Encore annually, the graduation rate on Dashboard is affected. SPED students that graduate under certificate of completion also affect this score. Encore is working on supports to fix this fluctuation in years to come.
- **College/Career** - INCREASED 5.8 %! Year over year, this dashboard went from orange to green. This is a gain. This is a two tier improvement. All of Encore's arts programs are intended to be a stepping stone to careers after high school. The instructors are credentialed through the CTE program (career technical education) and have always been teaching career readiness. Encore needed to formalize and identify these programs in order for the state of California to recognize the completion of these programs. During the 2018-19 school year, Encore formalized programs that attributed to the increase in this area. During the 2019-20 school year, Encore continues to formalize programs and are now working on the issue of students completing a career pathway too early in their high school career. This may show a fluctuation in the 2019-20 school year. Encore is also working on getting more concurrent enrollment with students going to Victor Valley College ("VVC") to improve the college and career population further.
- **English Language Arts** - INCREASED 18.4 POINTS! Year over year, this dashboard went from orange to yellow. This is a gain. This is a one tier improvement year over year. Encore updated the curriculum for the junior high classes. During the 2019-20 school year, Encore also moved academic classes to meet every day with junior high students and updated the remediation programs for junior high. Encore is continuing with the change to junior high during the 2020-21 school year (COVID-19 allowing) and are poised for additional improvements in the coming years.
- **Mathematics** - INCREASED 19.9 POINTS! Year over year, this dashboard went from red to yellow. This is a gain. This is a two tier improvement year over year. Encore changed the math curriculum in 2016 in hopes of improving math for junior high students. This change in curriculum did not improve math, so Encore returned to the traditional progression of math during the 2018-19 school year. Seventh grade students are enrolled in traditional high school pre-algebra and eighth grade students are enrolled in traditional high school algebra classes. Junior high students receiving a "C" or lower in their math class are placed into a math remediation class for the 2020-21 school year.
- **Basics: Teachers, Instructional Materials, Facilities** - Year over year, this dashboard went from "standard not met" to "standard met". This is a gain. Encore's administration went to specific Dashboard training to learn how to report Local Indicators appropriately. This

resulted in multiple sections of Dashboard moving from "standard not met" to "standard met."

- **Implementation of Academic Standards** - Year over year, this dashboard went from "standard not met" to "standard met." This is a gain.
- **Parent and Family Engagement** - Year over year, this dashboard went from "standard not met" to "standard met." This is a gain.
- **Local Climate Survey** - Year over year, this dashboard went from "standard not met" to "standard met." This is a gain.
- **Access to a Broad Course of Study** - Year over year, this dashboard went from "standard not met" to "standard met." This is a gain.



Approved Assessment Programs for Data Analysis

In November 2020, California released a list of acceptable third party benchmark platforms for charters to use as additional qualifying data beyond CAASPP. Encore has used a variety of assessment data during the first 13 years of operation.

Encore's main academic goal is to have an ongoing process to improve student achievement. Part of being able to set goals for the faculty, staff, students, and parents is to be able to look at measurable outcomes from prior school years. In order to do this efficiently, Encore has employed a series of data benchmarks that have been recognized by the State of California. Encore will be using Data resources that have been outlined as acceptable platforms announced by the California Department of Education in November 2020.

Encore Jr. Sr. High School uses nationally recognized data programs to assess students throughout the school year. This "canned" data is pulled from our benchmark platform and curriculum platform. Then, data analyzed by teachers, support staff, and administration to see what areas of improvement are needed in order to improve student academics based on Common Core State Standards (CCSS) and to prepare students for state summative assessments.

Teaching staff collaborate to create engaging lessons for our students that adhere to CCSS and prepare students for the CAASPP summative state assessment. For our teaching staff to see what standards our

students need additional support in, teachers and administration work together to analyze data and complete actions plans based on next steps and strategies needed to improve student mastery of the standards.

Currently, Encore pulls assessment data from three main sources:

- NWEA
- Cyber High Online Learning Solutions
- CAASPP

In this report, you will read about the different nationally recognized canned and internal canned data programs Encore uses for assessment and data purposes, what plans Encore has to adopt a new nationally recognized data program, and describe the success and weakness found with our current assessment platforms.

Post-Secondary Data Contract Services

Encore's Board of Directors adopted National Student Clearinghouse for the purposes of tracking Encore alumni in the December 2020 regular board meeting. Onboarding of the data platform has started. The Postsecondary Data Partnership is part of this contract.

From the website, National Student Clearinghouse promises to:

*As the nation's trusted source for education verifications, the Clearinghouse **performs more than 20 million verifications each year** for colleges and universities across the U.S. Now, through DiplomaVerify, the Clearinghouse is providing the same time- and money-saving convenience to districts and high schools.*

Element 4: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. (Education Code Section 47605(c)(5)(D).)

Nonprofit Benefit Corporation

Page | 134

Encore Jr./Sr. High School for the Performing & Visual Arts is a directly funded independent charter school and is operated by Encore Education Corporation, a California nonprofit public benefit corporation, pursuant to California law. Encore Education Corporation is governed in accordance with applicable California Corporations Code requirements and its Articles of Incorporation and adopted Bylaws. Encore Education Corporation may not delegate any or all of its governance or management duties for Encore Junior and Senior High School for the Performing and Visual Arts to another person or entity, including but not limited to a parent, subsidiary, or related corporation, except as specifically provided for in this Charter. The Articles and Bylaws are and shall be consistent with the terms of this Charter. The District shall not be responsible or liable for the operations of Encore.

Encore shall provide written notice to the Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three weeks prior to consideration of adoption of the revision(s) by Encore's Board. Should the Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to Encore's governance structure or Charter, Encore may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should Encore adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s). On or before June 30, 2021, Encore's Bylaws shall be amended as necessary to specify these requirements for amendments thereto. Encore is not required to provide this prior notice to the Superintendent for the revisions to its Articles and/or Bylaws specifically mandated by this Charter, but is required to provide a copy of the revised documents within three (3) days of their adoption.

In the case of a conflict between the requirements of the Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter, and Encore shall amend its Articles and/or Bylaws to maintain them as consistent with the Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any agreement of Encore, the provisions of the Charter shall prevail.

Conflict of Interest

Encore Junior and Senior High School for the Performing and Visual Arts and Encore Education Corporation shall be subject to Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, the Political Reform Act of 1974 (Gov. Code Section 87100 *et seq.*, the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. All officers, employees, consultants, and members of the governing board of Encore Junior and Senior High School for the Performing and Visual Arts and Encore Education Corporation shall comply with the requirements of each and all of those conflict of interest laws and regulations. Encore Education Corporation shall adopt for Encore Junior and Senior High School for the Performing and Visual Arts and Encore Education Corporation the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and review, revise and maintain that Code as current throughout the term of the Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected Encore Junior

and Senior High School for the Performing and Visual Arts/Encore Education Corporation officers, employees, representatives and governing board members to comply therewith.

Brown Act Compliance

The Encore Board, and all other “legislative bodies” of Encore, as that term is defined in the Brown Act, shall hold all meetings in accordance with the requirements of the Ralph M. Brown Act as set forth in California Government Codes Section 54950 et seq Education Code Section 47604.1, the Encore Board’s Bylaws, and any new legislation that goes into effect during the term of this Charter. Each legislative body shall post its agendas and copies of meeting minutes on Encore’s website. The homepage of Encore’s website shall include a prominent, direct link to the current agenda for each legislative body in accordance with Government Code Section 54954.2. All approved meeting minutes and any recordings that are made of meetings shall be promptly posted on Encore’s website.

Page | 135

All backup Board materials for the meetings will be made available to the public at the later of (1) the posting of the agenda, or (2) the time that the staff provides a final copy of agenda materials to a majority of the members of the legislative body.

Regular meetings of the Encore Education Corporation Encore School Board take place at a time and place designated by the School Board. Meeting agendas are posted in the Encore front office marquee that allow for continuous public access. Meeting agendas are also posted on the Encore website with a prominent, direct link on the homepage.

The Encore Education Corporation Encore School Board, administration (including but not limited to the Cabinet), and curriculum development team members undergo Brown Act training by a qualified individual on an annual basis. The most recent training was conducted in July of 2020 by the Young, Minney & Corr law firm.

Annual Training

The Board of Directors, Encore’s administration, and curriculum development team members shall undergo detailed training regarding conflicts of interest, specifically including the Political Reform Act of 1974 (“PRA”) and Government Code Section 1090 et seq., the Brown Act, and the Public Records Act on at least an annual basis throughout the term of the Charter. The training shall be conducted by an individual or entity with demonstrated professional knowledge and expertise in the law, regulations, and rules governing conflicts of interests, specifically including the PRA and Government Code Section 1090 et seq., the Brown Act, and the Public Records Act, and shall not be conducted by an Encore Board member or employee. Any new Board member and/or administrator shall undergo such training within 90 days of taking the position with Encore. All such training must be conducted by a professional expert, and cannot be provided by another person, including an Encore officer or employee using materials provided by a professional expert.

Encore Board of Directors

As a nonprofit organization, Encore Education Corporation has a board to oversee operations of the organization. Board members are volunteers and appointed to two year terms. Board operations procedures were updated and adopted in January 2021 Board Meeting.

The Encore Board of Directors is committed to upholding the Mission/Vision of Encore Education Corporation: Encore is a school where students are trained to realize their diverse potential both academically and artistically. World class education in a variety of arts conservatories are mixed with top rate academics in this tuition free, public school. From pre-med to performance, Encore supports students’ success.

School Board Makeup

Encore's Board of Directors (School Board) is made up of appointed volunteers. The school board members are recommended by parents, staff, students, and board members in an effort to provide a variety of backgrounds and expertise on the board. School Board members are on two year terms and can serve consecutive terms. Encore Education Corporation does not compensate Board members to be a part of the Board.

The School Board consists of 5 – 7 volunteer members. In order for a quorum to occur for any meeting, a majority of voting members must be present at the meeting.

The volunteer members must be at least 25 years old and must be recommended to the board. Members cannot work for Encore or have been a terminated employee for Encore Education Corporation. Volunteer members cannot have any active contracts with the organization. Volunteer member candidates interview with members of the Board prior to the addition of the board member and the Board will vote to officially add a member to the Board.

The goal of Encore's Board of Directors is to have five members, however, there have been instances where additional board members have been added in anticipation of a board member resigning midterm. Encore's Goal is to always have an odd number of Board members to avoid split decisions that result in a "tie" vote.

Encore Education Corporation reserves a seat on the Encore Board of Directors for their charter authorizer(s) to provide a Board member in the event that the District (HUSD currently) wishes to supply a Board member.

Governing Board Composition and Member Selection

Mrs. Suzanne Cherry, Board President – Suzanne Cherry is a retail manager with over 20 years of experience. She is a parent of two alumni of Encore and an active volunteer member of the Optimist Club and the Boy Scouts of America. She has been involved with the Encore organization for 12 years and has sat on the board for eight years. Her expertise is in management, operations, and customer service.

scherry@encorehighschool.com

Mr. Rob Gabler, Board Vice President – Rob Gabler is a retired Riverside Fireman. He is a parent of an Encore alumni. He has been involved with the Encore organization for eight years and has sat on the board for three years. His expertise is in public safety.

rgabler@encorehighschool.com

Dr. Kelly Ahmed, Board Secretary – Kelly Ahmed is a medical doctor. She is a parent of an Encore alumni. She has been involved with the Encore organization for 12 years and has sat on the board for four years. Her expertise is in general knowledge and Encore culture.

kahmed@encorehighschool.com

Mr. Glenn Thackeray, Member – Glenn Thackeray is a sales manager for Walters Mercedes in Riverside. He has been involved with the Encore organization as a guardian/grandparent of three students and alumni for thirteen years. His expertise is in logistics and business management.

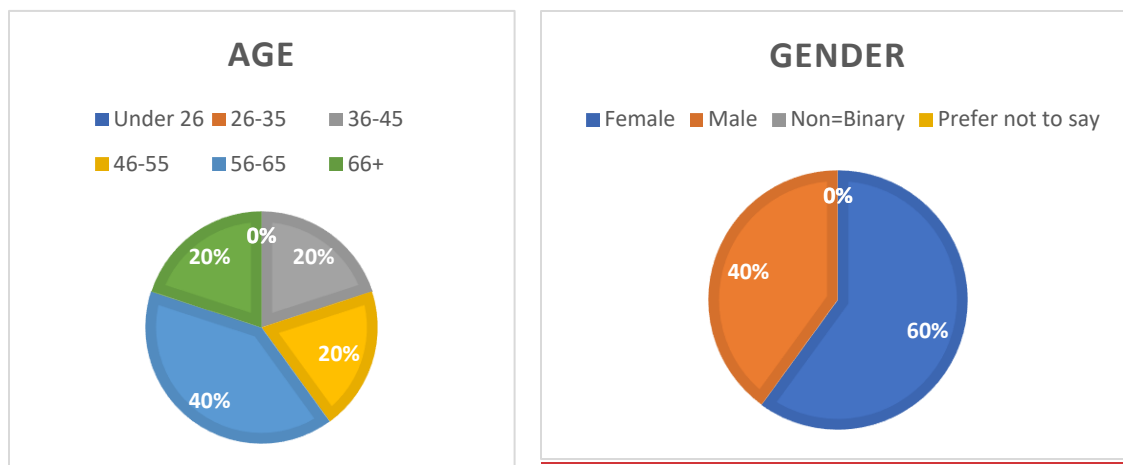
gthackeray@encorehighschool.com

Ms. Kathy Staley, Member – Kathy Staley is in medical billing in the high desert. She has been involved with the Encore organization as a parent of two students for six years. Her expertise is in parent involvement.

kstaley@encorehighschool.com

Encore currently has five members on the Encore Board of Directors.

- Mrs. Suzanne Cherry, Board Chair/President – Serving her fourth term (7/13/2020 – 6/13/2022)
- Mr. Rob Gabler – Serving his first term (7/15/2019 – 6/14/2021)
- Dr. Kelly Ahmed, Board Secretary – Serving her third term (7/13/2020 – 6/13/2022)
- Mr. Glenn Thackeray – Serving his first term (7/13/2020 -6/13/2022)
- Ms. Kathy Staley – Serving her first term (7/13/2020 – 6/13/2022)



Using the new onboarding of “Board on Track” Encore is currently compiling additional information from Encore School Board members including ethnicity and skills. Once the Board has completed their own profile, Encore will have a summary of the following areas based on board member makeup:

Skills Summary – This Board survey will help Encore with recruitment based on the skills summary created from Board member surveys:

- Academic Excellence
- Development
- Facilities
- Finance
- Governance
- Human Resources
- Key Qualities

In relation to demographics – Board on Track keeps a summary of age, gender, and ethnicity of Board members.

When Encore's Board is ready to recruit new Board Members in the future, they will be able to use the Board Recruiting & Organization tools offered by Board on Track. The following topics available to the Board of Directors and the Executive team to help build a strong board include:

- Creating a 3-year Board Recruitment Road Map
- Board Savvy CEO: What is the CEO's Role in Board Recruitment?
- Board Composition: Who Should Serve on your Board?
- Board Composition: Diversity
- Recruiting: What Skills Are Needed on a Charter School Board?
- Recruiting: In Addition to Skills, What Qualities Should We Look for in Board Candidates?
- Recruiting: Setting a Strategy
- Recruiting: Who is on the Hook to find and Recruit New Trustees?
- Interviewing: Board Candidate Interview Process
- Evaluating & Screening: how to Screen Trustee Candidates Effectively
- Orientation: Sample Board Member Orientation Plan

These processes are looking forward using the platform that was approved in November 2020. The onboarding process started in December 2020 and will continue onboarding for the next year.

The current school board that was appointed has the following makeup based on the general interview and appointment processes prior to the implementation of Board on Track:

- 100% of all members have had at least one student go through the education system at Encore High School, although none of them have a current student. (The last one graduated in 2020.)
- 40% of all members own their own business and have expertise in business operations and business finance through the ownership of their own business.
- 60% of all members work or worked in a field where health and safety are a primary mission.
- 60% of all members work in a field where customer service is a key factor of their job descriptions.
- 100% of all members serve or have served in a management capacity at their workplace.
- 100% of all members have helped their own children get into a college or university after completing Encore's high school program.
- 100% of all members have post-secondary education ranging from certifications to PhD.
- 60% of all members have been a part of educating and training within their area of expertise.
- 40% of all members are a part of other civic organizations within Southern California.
- 60% of all members have expertise in facilities management.
- 60% of all members have expertise in office management.
- 60% of all members have expertise in marketing.
- 40% of all members have expertise in business finance.
- 100% of all members have lived in the high desert for at least seven years.

Operation of the School Board

Encore's Board of Directors, once appointed, undergo training annually for Brown Act, Conflict of Interest, and Form 700s.

After the appointment is complete, the Board members nominate and vote who will serve in each role: the Board Chair/President, Vice President, and Secretary.

Between meetings and throughout the month, the CEO will send information via email (blind copy) to the

Board to keep them in the loop of all that is happening within the school. The Board members are also added to Encore's "all" emails so they can keep in touch with what is happening throughout the organization.

Encore establishes a board calendar each school year. The dates of the upcoming board meetings can be found by the general public by going to the www.encorehighschool.com website and clicking on Board. The annual dates can be found by clicking on the "Board information" button.

Encore's Executive Assistant (currently Joelle Schwarck) is responsible for setting up and compiling all of the pieces of the monthly agenda. There is a general item calendar that is followed to set the framework for the meeting. Certain departments are on calendar to speak each month. In general, the Board will hear from all departments a minimum of twice per school year. There are also habitual reports, action items, and consent items that are on the calendar every school year according to month (first interim budget, LCAP, attendance, DOJ clearances, etc.)

Encore's Executive Assistant compiles all the information and collects all of the reports and attachments needed for each board meeting. This information is then uploaded to Encore's Board on Track site where the information can be reviewed, reordered, and organized easily.

Once all of the information is compiled and placed into the board meeting, the Executive Assistant shares the Board meeting with the CEO and Encore's Legal Counsel for review.

- The agenda is reviewed first. Once the agenda is reviewed and approved, the board meeting agenda is posted. Board on Track timestamps the date and time that the agenda was posted for Brown Act reporting purposes.
- Once the agenda is reviewed and approved, the attachments are approved. Once the attachments are approved, they are posted.

The Executive Assistant uses Board on Track to notify all the parties that should be present at the Board meeting at the same time.

- Board on Track sends an invitation to all executive, administrative staff, and the Board of Directors.
- Board on Track sends the complete packet to all executive, administrative staff, and the Board of Directors.
- Board on Track has reminders set to alert deadlines for posting and whether quorum has been met of voting members based on invitations sent.
- Board on Track can email all speakers a copy of the public board packet and an invitation.

If quorum has not been met based on email invitation, the Executive Assistant or the COO will reach out to the Board members via telephone call to make sure that all parties are aware and plan to attend. If quorum cannot be met, Encore will postpone and reschedule the meeting.

Each month, Encore's Executive Assistant reaches out to the School Board to see if there is anything additional that they would like covered at the next Board meeting. The Executive Assistant will then inquire with the administrative team to help assign the reporting. If the reporting can be set for the next month's meeting, the reporting will be placed on the agenda. If the reporting is something that will take more time or requires a one-on-one response, the executive team will take the appropriate action to make sure that the board is supported.

Who Does What?

School Board President –

- Runs the meetings.
- Communicates with staff regarding Board needs.

Vice President –

- Runs the meetings if the Board President is unavailable.

Secretary –

- Signs Board Documents.

All Members –

- Attend and participate in Board meetings.
- Review and ask questions regarding board documents and items on the agenda.
- Visit the campus at least once per quarter.
- Complete Board Skills Survey Annually
- Attend Brown Act Training and Conflict of Interest Training Annually
- Respond to Meeting invitations appropriately to help maintain quorum.
- Review Board Documents and Public Documents on the Board on Track portal
- Engage in committees and decision-making processes as an oversight body.

Committees –

Board members, staff, students, and parents work together on appropriate committees. Each year, Encore's Board of Directors will set from one to five goals in each committee category for annual growth and improvement. While committees have existed in the past for employee development, finance, facilities, and safety: starting in the 21/22 school year, Encore is formalizing the committees based on Board on Track guidelines:

- Academic Excellence Committee – Will comprise of the CEO, the Dean of Academics, Department Chairs, ASB General Officers, PAC Chair, the Dean of Students, and at least one board member. Meets monthly.
- CEO Support and Evaluation Committee – Will comprise of Human Resources Manager, the CEO, and at least two board members. Meets Quarterly.
- Development (fundraising) committee – Will comprise of ASB Manager, the Controller, the CEO, the General Executive Manager, the COO, Student Services Manager, Assistant Dean of Academics, the ASB General Officers, at least one member of PAC, at least one staff member, and at least one board member.
- Facility Committee – Will comprise of the COO, the Facilities Manager, Risk Manager/Human Resources Manager, General Executive Manager, Student Services Manager, Staff Liaison, and at least one board member. Meets each semester.
- Finance Committee – Will comprise of the CEO, the COO, the General Executive Manager, the Controller, Backoffice Provider, and at least one board member. Meets Quarterly.
- Governance Committee – Will comprise of the CEO, the COO, the Board President, the Executive Assistance, and the Staff Liaison.

How Does the Paid Encore Staff Assist the Board?

Executive Assistant –

- Compiles and Masters all of the agendas. Contacts Board for Board meeting related activities.
- Updates Board Documents and Public Documents on Board on Track
- Updates Annual Board Calendar on Board on Track
- Contacts Board members for non-meeting related activities like personal CEO meetings, signatories, events, and activities.
- Responsible for providing the Board with any Board complaints that are received through email or USPS directed specifically for the Encore School Board.
- Takes minutes of all meetings and posts them.

Page | 141

CEO –

- Sends frequent updates to the Board about things that are happening on campus and within the organization.
- Personal “heads up” conversations that happen between official meetings with one-on-one board members (not serial meetings).

COO –

- Helps organize logistics of meetings, events, and activities when necessary.
- Respond to any health, safety, welfare, discipline, and campus daily operations questions that the board may have.

IT –

- Helps administer laptop computers to each board member that needs one
- Trains each board member how to use the technology needed to administer the Board meetings
- Records and posts meetings for public viewing

All Staff –

- Available for conference with individual members of Encore’s School Board on request. (The CEO or the General Executive Manager would generally schedule meetings with staff, parents, students, and the one-on-one school board members.)

Governance Procedures and Operations

- Encore School Board Meetings take place at least once per month. The Board calendar is available to the public on Encore’s web site.
- Regular and Special meetings of the Board are held in accordance with Brown Act compliance.
- Meetings are open to the public and generally take place on the second Monday of the month at 6:00 pm.
- Meetings are held with a permanent location set on campus.
- Agendas are posted online with a link from the homepage of the website. Agendas are also posted in the marquee on the A Building in Hesperia.

- The Board of Directors are committed to improving the Encore website in the Governance area by March 1, 2021. This includes making it easier to locate/access the Board calendar, agendas, and minutes for past meetings. Encore is exploring participation in BoardDocs, BoardOnTrack, or other third-party board reporting software to meet this goal.

Stakeholder Involvement

- Parents take part in frequent surveys and discussions that help drive agenda items and topics for Board meetings and LCAP decisions.
- Encore works to seat at least one active parent on the school board to help with current activities on campus.
- Encore creates committees from within Encore's PAC, teaching departments, administrators and other stakeholders to develop the annual LCAP and annual update. Committees report to their administration. The administration reports to the executive team. The executive creates the narrative for the report.
- The school uses several ways to consult parents and teachers regarding the school's educational programs.
 - Parent / Teacher Conferences – last Thursday of every month
 - Emails – Constant Contact emails
 - Website and Social Media alerts
 - Call-Em-All – Weekly group calls to all parents
 - Text Messages – Frequent messages sent via text message to parents.
 - Remind – Frequent messages sent through Remind to keep all stakeholders on the same page
 - Web Site – Frequently updated with targeted main ideas.
 - The PAC – This is an elective committee that consists of any parent wishing to join.

Board Appointment

Encore Education Corporation Encore School Board elections will take place every two years or as needed. The election will take place during a regular session meeting and will be outlined on the appropriate agenda.

Parties in consideration for appointment will be recommended by the Encore Education Corporation Encore School Board cabinet.

After all candidates are reviewed by the current board, election will take place via open voting of the Encore Education Corporation Encore School Board during open session.

The District Board shall be entitled to a single representative on the board of directors of Encore Education Corporation, and the District Board or its designee, at its discretion, shall appoint the District representative, but it will be within the District Board or designee's sole discretion whether to appoint such a representative at any time. Any District representative shall serve solely at the District's discretion and shall have no limit on the number of consecutive or total terms s/he may serve. By no later than June 30, 2021, Encore's Bylaws shall be revised to except any District representative from the provisions and procedures for appointment, removal, term limits, and/or any additional requirements or restrictions on the appointment and services on the Board applicable to other Directors, and any District representative shall be appointed and/or removed in the sole discretion of the District Board or designee. Further, any District representative

shall be a full, voting member of the corporate board of directors and the corporate Bylaws shall not include any restrictions or limitations on the authority of any District representative except the Bylaws may specify that the District representative may not serve as an officer of the corporation. Should the District exercise its option to appoint a representative, Encore may choose to expand the number of Directors by one to maintain an odd number of Directors. Notwithstanding any conflict in the corporate Articles of Incorporation or Bylaws or the law controlling non-profit corporations, all business of Encore and its Board of Directors shall comply with all laws controlling charter schools and Encore, its Board of Directors, administrators, managers and employees, and any other committees of the school, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, and all provisions of law generally applicable to public agencies, including, but not limited to Education Code Section 47604.1.

Board Members' Duties

- i. Will attend a minimum of 80% of all regular and special Encore Education Corporation Encore School Board meetings.
- ii. Will undergo board training annually for the Encore Education Corporation Encore School Board.
- iii. Will read, hear, and research topics that are placed for vote to the Encore Education Corporation Encore School Board.
- iv. Will meet with administration monthly for campus updates.
- v. Will review CEO and COO duties, conduct reviews, and will hire/fire/negotiate contracts for the CEO and COO.
- vi. Will request open session agenda topics based on administration meetings when necessary.
- vii. Will tour the campus/site related to the board member's appointment once per semester with site administration for updates.
- viii. Will disclose all possible conflicts of interest immediately.
- ix. Will diligently work to uphold the mission statement of Encore.
- x. Will not accept any type of gratuities as a result of being a part of the Encore Education Corporation Encore School Board.
- xi. Will recuse themselves on all votes that are not completely objective.
- xii. Will hold a single vote on Encore Education Corporation Encore School Board.
- xiii. Cannot be an employee or contractor of Encore or a terminated employee or contractor.
- xiv. Will attend an event once per quarter as designated Encore Education Corporation Encore School Board member.

Cabinet

The entire executive team will act as Cabinet for the Encore Education Corporation Encore School Board. This Cabinet, along with Board members, is responsible for setting the agendas for regular and special board meetings. Cabinet is also responsible for giving reports to the Encore Education Corporation Encore School Board and researching topics as requested by the Encore Education Corporation Encore School Board. The responsibilities of the Cabinet can be updated from time to time as required by the Encore Education Corporation Encore School Board. The mission of the Cabinet is to advise the Encore School Board on relevant actions of Encore Education Corporation. The members of the Cabinet are: The CEO, COO, Director of Academics, and Human Resources.

The duties of the Board and/or the Cabinet regarding instructional leadership and interactions with the District shall not be delegated to an outside third party, though the District may agree to communicate directly with a third party services provider (e.g. Encore's back office services provider) in lieu of the Chief

Executive Officer or other administrator on a case-by-case basis.

Notification to District Regarding Governing Body Composition

Changes in the Encore Board of Directors or officers will be updated within seven days on the Encore website. Upon request, Encore shall send to the District a list of its directors and officers within 10 business days.

Page | 144

Parents on the Board of Directors

Parents are invited to attend Board of Director meetings, engage with the Board members, and become members of the Board of Directors when there are openings. The current Encore Board is made up of a majority of alumni parents who joined while their child(ren) were attending the Charter School. Parental participation in the governance of Encore is one of the keys to the Charter School's success.

Parent Advisory Committee

The PAC is the Parent Advisory Committee. The PAC is an integral part of reporting to the school board every month at their board meetings. The PAC also has a representative at every board meeting taking notes so they can report out to the PAC at the monthly meeting that PAC has. The PAC meets on the last Thursday of every month, following parent / teacher conferences.

GOALS FOR PAC:

1. LCAP – The biggest mission of the PAC is for parents to help the administrative team identify needs based on data to help create goals and action plans based on the LCAP. There should be a small committee of parents (less than 6) that work with the administration and department chair teachers to help identify needs and goals based on academic data. This smaller group should be working with the entire PAC to get ideas between meetings with the LCAP Committee (Dean of Academics, teachers, and parents). From this committee, ideas for the LCAP should be derived and reported to the school board, the PAC, and the executive team need to complete the LCAP with buy in from all of the stakeholders.

2. College and Career Readiness – Encore has a counseling department with a college and career readiness director to help our students prepare for life after high school. The second PAC goal is to have parents work with the counseling department and our College and Career Readiness Director to make sure that information on things like FAFSA are getting to the parents of the students and that parent participation in things like college and career fairs and workshops put on by our counselors are attended by parents. Encore needs the help of our parents to help get our students to the finish line.

3. Parent Volunteers – PAC helps team advisers, ASB, teacher directors, and administration organize the parents to help at upcoming events and activities. They also help with parent donations of items and things needed for events and activities that happen throughout the school year. The PAC helps with Box Office and then running a 50/50 contest during the shows to raise money for students in need.

4. Fundraising – PAC is responsible for organizing the staff talent show and other various fundraisers throughout the school year to raise money. The purpose for the money raised is for needy students that need help throughout the school year and for activities that are not covered with regular school funding.

5. ELAC/DELAC Committee: Encore shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC). If Encore meets the criteria set forth in Education Code Section 52176(a) for the establishment of a District English Language Advisory Committee (DELAC), it shall also establish a DELAC.

[Encore School Site Council](#) – Meets once per semester. This group will include parents from PAC, ASB General Officers, One Board member, a member of the executive team, and staff members. The number of people in each area represented will be made as equal as possible.

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." (Education Code Section 47605(c)(5)(E).)

EMPLOYEES

Page | 146

Encore Education Corporation is always looking for great people to become part of the team. The philosophy on campus is to find people that the team could "go camping with." It is this group that helps Encore create lasting relationships with employees. Whether Encore's team members are looking for a career or a "right now" job, their work is appreciated because everyone matters at Encore. Our jobs and salary schedules are posted on edjoin.org for up to the minute offerings.



Student Centered

At Encore, our employees care about our students. This team of professionals create plans and strategies based around the safety, well being, social, emotion, and academic growth of each student on campus. This nurturing environment gives students the opportunity to "Come as you are" and celebrate who you are. Quirky is acceptable and quirky is the norm.



Creative Passion

At Encore, our employees celebrate their expertise and use it creatively. Working at Encore is not a job, but a mission to help young people open their eyes and the doors to opportunities by using their creativity. This creativity is sparked by the passion and ingenuity placed into our teachers and staff. Creativity is celebrated. Creativity is welcomed. Creativity is shared.



Personalization

At Encore, our employees are individuals. Everyone matters and everyone is respected. It doesn't matter who you are, where you come from, or what your job is - you are an important member on the ship. This means that everyone has an understanding that everyone at Encore plays a vital role in making sure that the magic happens. Differences and personalization is celebrated.

Employment Qualifications

Encore's Unique Team

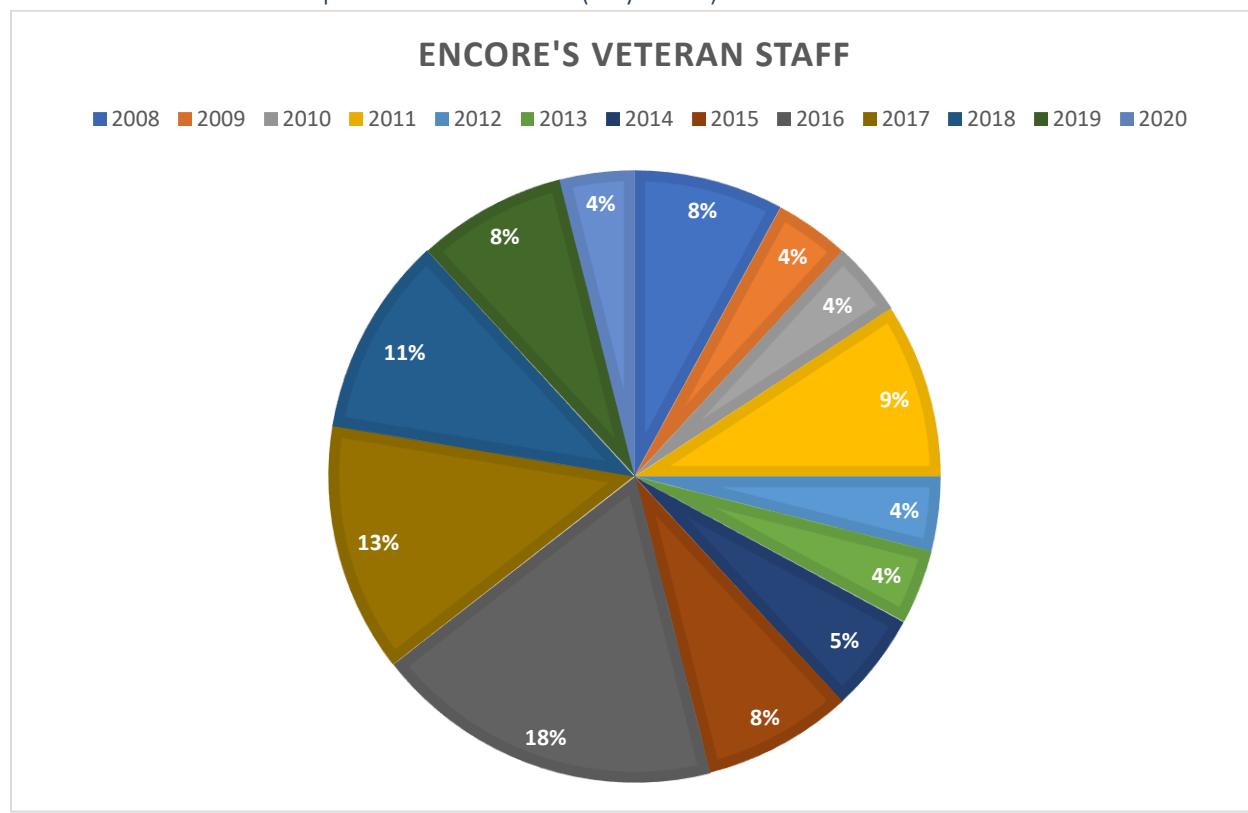
With thirteen years of operation, Encore Education Corporation has implemented some qualifications and philosophies rooted in Encore's hiring processes to help hire and retain the best possible employees for the organization. As any manager can attest, a person that is qualified on paper is not always the best fit for the job. There are many factors that must be considered when bringing someone under employ at an organization. Yes, basic qualifications will get a person's foot in the door to the organization, but someone that is also interested in the philosophies and the work done is just as, if not more, important than qualifications. Many people will meet the basic requirements to work at Encore, but only a chosen few will have the unique personality traits that will make them part of the Encore family. Those philosophies and quirky personalities have contributed to Encore's success for thirteen years.

Actual job descriptions and specific qualifications based on area of assignment are designated within job descriptions. Encore's job openings are posted on www.edjoin.org.

Encore Education Corporation does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender identity or expression, age, national origin (ancestry), ethnic group identification, mental and physical disability, marital or parental status, sex, sexual orientation, or military status, or genetic information in any of its activities or operations. The perception of one or more of such characteristics: or association with a person or group with one or more of these actual or perceived characteristics. Encore

Education Corporation is an equal opportunity employer.

Encore's Current Makeup of Staff Retention (July 2020)



Non-Certified Employees

Administrative Assistant

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong computer skills.
- Must have strong communication skills.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Assistant Manager

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Postsecondary Degree recommended but not required.
- Must submit to a Department of Justice Livescan
- Must have strong computer skills.
- Must have strong communication skills.
- Must have a clean DMV.

Page | 148

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Cafeteria

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have a food handler's card.
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Campus Aide / Theater Tech Assistant

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Chief Executive Officer (CEO)

General Qualifications (Can be non-certified or certificated)

- Must possess a high school diploma.
- Preferred minimum Bachelor's Degree (Master's or Doctorate preferred)
- If not certificated, must have at least 7 years of business management experience.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Chief Operating Officer

General Qualifications (Can be non-certified or certificated)

- Must possess a high school diploma.
- Preferred minimum Bachelor's Degree (Master's or Doctorate preferred)
- If not certificated, must have at least 7 years of business management experience.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Executive Assistant

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong computer skills.
- Must have strong communication skills.

Page | 150

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Executive Manager

General Qualifications (Can be non-certified or certificated)

- Must possess a high school diploma.
- Certification or Degree within department preferred.
- If not certificated, must have at least 3 years of professional management experience within specified department.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have essential expertise within specified department (human resources, facilities, IT, etc.)
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Executive Support

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have essential expertise within specified department (human resources, facilities, IT, etc.)
- Must have a clean DMV.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Instructional Aide / SPED Aide

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must show School Proficiency through one of the following
 - Instructional Assistance Test (Internal qualifier)
 - CBEST
 - Associate's Degree or higher
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Information Technology

General Qualifications

- Must possess a high school diploma.
- Must have completed high school at least two years prior to employment.
- Must show School Proficiency in information technology and have experience in information technology.
- Must have strong computer skills.

- Must submit to a Department of Justice Livescan
- Must have strong communication skills.

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Specific qualifications depending on department will be added to the general requirements listed within the job classification.

Certificated Employees

Administrative Counselor

General Qualifications

- Must possess a high school diploma.
- Must possess the appropriate Counseling Credential (Pupil Personnel Services)
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a Certificate of Clearance from the CTC

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Academic Director

General Qualifications

- Must possess a high school diploma.
- Must possess a California Teaching Credential (Admin credential preferred)
- Must possess at least a Bachelor's Degree (Masters or PhD preferred)
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a Certificate of Clearance from the CTC

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.

- Must be able to answer phones.
- Must be able to bend and stoop.

Substitute Teacher

General Qualifications

- Must possess a high school diploma.
- Must possess the appropriate California Credential (Pupil Personnel Services)
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a Certificate of Clearance from the CTC

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Teacher

General Qualifications

- Must possess a high school diploma.
- Must possess the appropriate California Credential (Pupil Personnel Services)
- Must have completed high school at least two years prior to employment.
- Must submit to a Department of Justice Livescan
- Must have strong communication skills.
- Must have strong computer skills.
- Must have a Certificate of Clearance from the CTC

Physical Qualifications

- Must be able to lift 50 pounds.
- Must be able to sit and stand for long periods of time.
- Must be able to answer phones.
- Must be able to bend and stoop.

Job Classification:	Non-certified
Position Title:	Full Time Paraprofessional
Position Assignment:	Administrative Assistant
Work Calendar:	Administrative
Exempt/Non-Exempt Designation:	Non-Exempt
Pay Schedule:	Office and Aides Non-certifiedNon-certified Hourly Salary
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Human Resources Manager

Job Purpose:

Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, and providing information to callers. And administrative assistant will generally work with all site administrators in one office (about five people).

Duties:

- Running errands
- Clerical work
- Research
- Answering phones
- Scheduling and reporting duties
- Heavy communication with stakeholders including parents and students
- Continued use of Aeries

Skills/Qualifications:

Strong computer skills are a must, ability to type quickly and accurately, working knowledge of basic office software, knowledge of Aeries a plus, Pleasant manner and good people skills, must possess a high school diploma or equivalent, Must be at least 21 years old, must be able to bend/reach/stoop, must be able to sit for extended periods of time, work with frequent interruptions, maintain emotional control under stress, repetitive hand motions; prolonged use of computer. Must have good accounting skills and be able to operate a calculator.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified/Certified
Position Title:	Administration
Position Assignment:	Assistant Dean of Students, Activities/Enrollment
Work Calendar:	Administrative
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Administrative Salary Schedule
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	CEO

Job Purpose:

The Assistant Dean of Students, Arts/Enrollment is responsible for overseeing all aspects of site based arts productions and curriculum as well as all aspects of site based enrollment.

Duties:

- Oversees all aspects of site based enrollment activities and procedures
- Conducts on site tours for student recruitment
- Schedules and implements site based auditions and orientations
- Works closely with the Executive Officer of Enrollment/Marketing for the purposes of lotteries and enrollment
- Works with the Executive Director of Arts to implement new arts programs and trainings at the staff level
- Works with the site based arts staff to create progressive, interesting productions to help with enrollment marketing
- Evaluates and offers help where needed to Directors of site based shows throughout the year
- Heavy interaction with prospective parents

Skills/Qualifications:

Excellent communication skills, Strong ability in multitasking, Strong leadership skills, ability to talk in front of large groups, able to teach concepts to students and adults, delegation abilities, ability to work long hours without a break, sitting or standing for extended periods of time, clean DMV required, public relations knowledge, excellent writing skills, must be able to articulate well, must be able to identify with and understand children, must be able to identify with and understand all levels of arts production, marketing background a plus, must have a deep knowledge of Encore's missions and goals and be able to teach these to stakeholders.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified/Certified
Position Title:	Administration
Position Assignment:	Assistant Dean of Students, Discipline
Work Calendar:	Administrative
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Administrative Salary Schedule
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	Chief Operations Officer

Job Purpose:

The Assistant Dean of Students, Discipline is responsible for overseeing all aspects of site based discipline of students and overall site safety.

Duties:

- Oversees all aspects of student discipline
- Organizes and executes Administrative Panel
- Works with COO for implementation and training of staff regarding student safety and discipline
- Works with Dean of Students for training and implementation of site safety plan
- Upholds the requirements outlined in the student handbook
- Research disciplinary issues on campus
- Interview students, staff, and parents regarding discipline issues
- Performs quarterly risk assessments of site campus

Skills/Qualifications:

Excellent communication skills, Strong ability in multitasking, Strong leadership skills, ability to talk in front of large groups, able to teach concepts to students and adults, delegation abilities, ability to work long hours without a break, sitting or standing for extended periods of time, clean DMV required, public relations knowledge, excellent writing skills, must be able to articulate well, must be able to identify with and understand children, must be able to identify with and understand all levels of discipline, must have strong decision making skills and the ability to hear both sides of a story. Bachelor Degree or at least five years of related work experience required. Background in management or law enforcement a plus.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Chief Executive Officer/Executive Director

Job Classification:	Non-certifiedNon-certified
Position Title:	Corporate Officer
Position Assignment:	Chief Executive Officer, CEO/Executive Director
Work Calendar:	Administrative
Exempt/Non-Exempt Designation	Exempt
Pay Schedule	Corporate Salary Schedule
Pay Type	3 Year Contract
Pay Method	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	Corporate Board of Directors

Job Purpose:

The Chief Executive officer is responsible for managing all overall operations of the organization.

Duties:

- Handles Accounts Payable / Accounts Receivable / Payroll / Human Resources
- Writes and enforces corporate policies
- Works with Executives to develop marketing strategies
- Works with Executives for research and development
- Works within the community to build repoire
- Escalates political interest of the organization
- Hands on management of all facets of the organization
- Corporate training of entire team
- Development of training materials for organization
- Works with Executive Officers and Executive Directors for policy creation and implementation
- Balances Budget
- Buying
- Oversees all operations of organization

Skills/Qualifications:

Business Savvy, Excellent communication skills, Multitasking, Leadership Qualities, Abilities to talk in front of large groups, able to teach concepts to adults and students, Hiring skills, Knowledge of human resources, basic knowledge of business law, basic knowledge of business finance, delegation abilities, ability work long hours without a break, sitting or standing for extended periods of time,

clean DMV required, Plan and execute meetings, plan and execute events, plan and execute a variety of strategies, public relations, marketing, must have excellent writing skills, must have excellent math skills, must be able to articulate well, must be able to identify with and understand children, must be able to identify with and understand arts, must be able to identify with and understand education, must be able to identify with and understand business. Master's Degree in business and/or education, concentration on arts development, or work experience equivalent preferred. At least five years of experience in related management field required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Chief Operating Officer, COO

Job Classification:	Certificated
Position Title:	Corporate Officer
Position Assignment:	Chief Operating Officer, COO
Work Calendar:	Administrative
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Corporate Salary Schedule
Pay Type:	3 Year Contract
Pay Method:	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	CEO
<p>Job Purpose:</p> <p>The Chief Operations Officer is responsible for public relations, facilities management, and management of Site Level Administration</p> <p>Duties:</p> <ul style="list-style-type: none">• Manages all facilities and scheduled maintenance, permitting, etc. with the CEO• Oversees all public relations with students, staff, parents, community, political parties, etc.• Trains and oversees all site level administration including Dean of Students and Assistant Dean of Students• Oversees and works with Managers to build site level support such as bussing, food service, testing, and on site facility maintenance and safety plans• Creates and Implements policy regarding organization wide discipline and safety• Works with the CEO to oversee operations, develop and implement policies <p>Skills/Qualifications:</p> <p>Business Savvy, Excellent communication skills, Multitasking, Leadership Qualities, Abilities to talk in front of large groups, able to teach concepts to adults and students, Hiring skills, Knowledge of human resources, basic knowledge of business law, basic knowledge of business finance, delegation abilities, ability work long hours without a break, sitting or standing for extended periods of time, clean DMV required, Plan and execute meetings, plan and execute events, plan and execute a variety of strategies, public relations, marketing, must be able to articulate well, must be able to identify with and understand children, must be able to identify with and understand arts, must be able to identify with and understand education, must be able to identify with and understand business. Bachelor’s Degree in business and/or education, concentration on arts development, or work experience equivalent preferred. At least five years of experience in related management field required.</p> <p><i>All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.</i></p>	

Page | 159

Job Classification:	Certificated	
Position Title:	Administration	
Position Assignment:	Counselor	Page 160
Work Calendar:	Administrative	
Exempt/Non-Exempt Designation:	Exempt	
Pay Schedule:	Administrative Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$10,000 total employer contribution	
Reports To:	Executive Officer of Student Affairs	
<p>Job Purpose:</p> <p>Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Works with the corporate and administrative officials to continuously improve the site based counseling program • Maintains current and appropriate resources for education stakeholders • Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability (National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support, and accountability (American School Counselor Association, 2005) • Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans. • Works with master scheduling • Collaborates with parent and staff to assist students with educational, career, and life planning • Adheres to laws, policies, procedures, and ethical standards of the school counseling profession. 		

Skills/Qualifications:

Excellent communication skills, Strong ability in multitasking, excellent writing skills, excellent interpersonal skills, must be able to articulate well, must be able to identify with and understand children, Bachelor's Degree and appropriate credential required.

Page | 161

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified
Position Title:	Full Time Paraprofessional
Position Assignment:	Records Clerk
Work Calendar:	Non-certified
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Level 3 Full Time Non-certified Salary Schedule
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Human Resources Manager
<div>Job Purpose:</div> <p>When a teacher needs a temporary replacement, the daily substitute promotes and nurtures the education of students by following and administering a course of study created by the regular teacher within a classroom in a conducive environment for learning</p> <div>Duties:</div> <ul style="list-style-type: none">• Presents lessons by using a variety of techniques including lectures, projects, exhibits, field trips, audiovisual and library resources, computers, and the internet• Takes attendance and turns in appropriate documentation• Attending school required meetings and trainings• Maintains order in the classroom• Signs in and out daily• Follows discipline rules• Follows all site based needs in regards to campus security / keys <div>Skills/Qualifications:</div> <p>Appropriate credential and degree required.</p> <p><i>All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.</i></p>	

Page | 162

Job Classification:	Non-certified
Position Title:	Full Time Paraprofessional
Position Assignment:	Driver / Campus Aide
Work Calendar:	Non-certified
Exempt/Non-Exempt Designation:	Non-Exempt
Pay Schedule:	Combined Non-certified Salary Schedule
Pay Type:	Hourly Payment Plan
Pay Method:	Timesheet
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Assistant Dean of Students
Job Purpose: Safely drive students on school buses to and from school and on field trips. Half duties will be spent on driving and the other half will be as a proctor.	
Duties: <ul style="list-style-type: none">• Operate the school bus in a safe and efficient way according to all relevant legislation, policies and procedures• Perform daily safety and maintenance checks• Clean the bus as scheduled and/or required• Ensure the bus is safely and securely stored• Advise the Non-certifiedNon-certified Manager of any requirements for maintenance or repairs• Maintain campus security• Maintain campus cleanliness• Proctor break periods and lunches for the students	
Skills/Qualifications: Must have the correct Passenger vehicle license to operate a school bus. High School diploma required. Clean DMV. Must be able to bend, stoop, and lift up to 25 pounds regularly. Must stand for extended periods of time. Must be able to sweep and mop. Must walk for extended periods of time and must be outdoors in extreme weather conditions.	
All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.	

Executive Assistant

Job Classification:	Non-certified	
Position Title:	Executive Support	
Position Assignment:	Executive Assistant	Page 164
Work Calendar:	Administrative Calendar	
Exempt/Non-Exempt Designation	Exempt	
Pay Schedule:	Corporate Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$15,000 total employer contribution	
Reports To:	Human Resources Manager	
<p>Job Purpose: Executive Support, Executive Assistant is responsible for supporting corporate officials. An Executive Assistant can work with 1 to 5 officials depending on scope of work needed.</p> <p>Duties:</p> <ul style="list-style-type: none">• May be asked to manage other personnel• Runs errands• Heavy clerical work• Research• Answering phones• Scheduling appointments• Dictation• Reporting <p>Skills/Qualifications: Strong computer skills, ability to type quickly and accurately, working knowledge of basic office software, knowledge of Aeries a plus, pleasant manner and good people skills, must possess a high school diploma or equivalent, must be at least 21 years old, must possess a valid driver's license with a clean DMV record, must be able to bend / stoop / reach, must be able to carry up to 30 pounds, must be able to sit and stand for extended periods of time, must have knowledge of how to use general office equipment.</p> <p><i>All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.</i></p>		

Job Classification:	Certificated
Position Title:	Director
Position Assignment:	Academic Director
Work Calendar:	Administrative Calendar
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Corporate Salary Schedule
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	Executive Officer of Student Affairs
<p>Job Purpose:</p> <p>The Executive Director of Academics is responsible for oversight curriculum and instruction at all site levels.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Develops and oversees implementation of academic curriculum programs • Interviews candidate teachers • Maintains records of evaluations, permits and credentials, and development hours • Creates and implements academic staff development organization wide • Compiles and reports all relevant curriculum data to all stakeholders • Offers support to academic staff • Monitors grading policies and practices, classroom structures, and teaching methodologies to ensure organization wide consistency • Work with site teams on WASC report development • Work with site teams on development of SARC • Work with Corporate Testing Manager to implement new testing procedures, benchmarks, and required tests • Monitor organization state standards, benchmarks, assessments, and curriculum to align with state and national standards, including common core • Create and maintain goals for student achievement based on the LCAP and data team results <p>Skills/Qualifications:</p> <p>Excellent communication skills, Multitasking, Leadership Qualities, Abilities to talk in front of large groups, able to teach concepts to adults and students, , delegation abilities, ability work long hours without a break, sitting or standing for extended periods of time, Plan and execute meetings, plan</p>	

and execute events, plan and execute a variety of strategies, must be able to articulate well, must be able to identify with and understand children, must be able to identify with and understand arts, must be able to identify with and understand education, must be able to identify with and understand business. Bachelor's Degree in education related field required along with at least five years of full time, site based teaching required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-Certified	
Position Title:	Executive Manager	
Position Assignment:	Fiscal Controller	Page 167
Work Calendar:	Executive Calendar	
Exempt/Non-Exempt Designation	Exempt	
Pay Schedule:	Corporate Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$15,000 total employer contribution	
Reports To:	Encore School Board	
<p>Job Purpose:</p> <p>The Fiscal Controller is an onsite manager that works in collaboration with the third-party backoffice provider to oversees/control the day to day accounting, cash controls, purchasing/approval controls, and accounts payable/receivable to make sure that appropriate “best practices” and Encore’s Fiscal Policies & Procedures are followed and in place.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Planning, directing and coordinating all on-site accounting and operational functions • Managing the accumulation and consolidation of all financial data in the School’s accounting system necessary for an accurate accounting of consolidated results • • Coordinating activities of external auditors in relation to on-site fiscal activity • Providing management with information vital to the decision-making process • Managing the budget process in collaboration with the backoffice provider • Assessing current accounting operations, offering recommendations for improvement and implementing new processes • Evaluating accounting and internal control systems • Evaluating the effectiveness of accounting software and supporting database, as needed • Developing and monitoring business performance metrics <p>Skills/Qualifications:</p> <ul style="list-style-type: none"> • Controller must have solid communication, technology, analytical and management skills. • Candidates should possess knowledge of all aspects of generally accepted accounting principles (GAAP) and a working knowledge of the California School Accounting Manual (CSAM) and the Standardized Account Code Structure (SACS). 		

- Requires at least five years of relevant experience and a bachelor's degree in accounting or finance.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified	
Position Title:	Manager	
Position Assignment:	Transportation/Facilities Manager	Page 169
Work Calendar:	Administrative Calendar	
Exempt/Non-Exempt Designation:	Exempt	
Pay Schedule:	Corporate Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$15,000 total employer contribution	
Reports To:	Chief Operations Officer or Designee	
<p>Job Purpose:</p> <p>The Manager, Facilities / Maintenance is responsible for oversight of all aspects of the upkeep, repair, cleaning, and building of all organization facilities.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Maintains all site certificate of occupancies • Meets with City planners / officials regarding facility permitting • Schedules maintenance calls for all sites including plumbing, air conditioning, pest control, janitorial, landscaping, roof repair, refrigeration repair, etc. • Manages all site based maintenance staff including overtime and scheduling • Maintains all quarterly upkeep audits as created by the Chief Operating Officer • 24 hour on call service for emergency facility issues • Oversees all building / improvement plans on all sites • Schedules and oversees all organization summer facility improvement plans • Oversees and schedules all logistics and operations of the school bus program. <p>Skills/Qualifications:</p> <p>Excellent communication skills, Multitasking, Leadership Qualities, Abilities to direct a work crew to complete small and large projects, delegation abilities, ability work long hours without a break, sitting or standing for extended periods of time, clean DMV required, plan and execute a variety of strategies, must be able to articulate well, must be able to create projects from concept to completion, must be able to bend and stoop, must be able to lift heavy objects up to 50 pounds, must be able to operate heavy machinery, must be able to operate small tools. Knowledge of facility repair a must. California state contractor's license preferred.</p>		

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Certificated	
Position Title:	Full Time Teacher	
Position Assignment:	(i.e.: Spanish, Math, Humanities, etc.)	Page 171
Work Calendar:	Teacher / Instructor Calendar	
Exempt/Non-Exempt Designation:	Exempt	
Pay Schedule:	Full Time Certificated Teacher Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$12,000 total employer contribution	
Reports To:	COO	
<p>Job Purpose:</p> <p>Promotes and nurtures the education of students by planning and tailoring a course of study; monitoring, assisting with, and correcting academic efforts; providing a safe environment conducive for learning; keeping parents informed</p> <p>Duties:</p> <ul style="list-style-type: none"> • Educates students by planning and developing course of study according to curricula guidelines; school, state, and federal standard requirements including but not limited to common core • Tailors course of study by developing modifications for several levels of academic ability and prior achievement • Creates and implements lesson plans, benchmarks, midterms, and final exams within all courses of study • Presents lessons by using a variety of techniques including lectures, projects, exhibits, field trips, audiovisual and library resources, computers, and the internet • Monitors, assists, corrects, and grades student results • Takes attendance and turns in appropriate documentation • Works a minimum of 8 hours per semester as a chaperone at school events (as determined by administration) • Keep an open line of communication with all stakeholders including required updates to parent portals and homework website • Attending school required meetings and trainings • Communicating with parents and students at parent-teacher conferences and at after school tutoring 		

- Maintaining weekly office hours for after school tutoring for a minimum of one hour
- Completing a minimum of 10 continuing education hours every two years to update knowledge
- Maintains order in the classroom
- Work directly with SPED department in continuous progress of the full inclusion method employed at Encore

Skills/Qualifications:

Appropriate credential and degree required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Instructional Aide

Job Classification:	Non-certified
Position Title:	Full Time Paraprofessional
Position Assignment:	Instructional Aide
Work Calendar:	Cafeteria/ Bus/Aide Calendar
Exempt/Non-Exempt Designation:	Non-Exempt
Pay Schedule:	Combined Non-certified Hourly Salary
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Academic Director
<p>Job Purpose:</p> <p>To work with specific teacher(s) in helping them on many levels within a classroom. A teacher's aide offers support to the teacher within the class.</p> <p>Duties:</p> <ul style="list-style-type: none"> Assists the teacher in planning and maintaining a safe, clean, learning environment and in assuring the wellbeing and safety of the children in his/her care. Exhibits a genuine nurturing, caring attitude to all children. Maintains a cooperative attitude of working together with the teacher, volunteers, parents, and program specialists in planning and implementing activities. Assists teacher to implement the developmental assessment for each child to determine the child's strengths and areas in which each child may need help. Plans with and assists the teacher in preparing materials and supplies in advance for activities. Assists the teacher in maintaining confidential child classroom folders, by collecting monthly samples of children's work. Assists the teacher in maintaining a confidential assessment binder, consisting of developmental assessments, individual goals, and observations of progress toward meeting goals. Shares in the development and implementation of written lesson plans with the teacher. <p>Skills/Qualifications:</p> <p>Minimum requirements are graduation from high school or GED, and some experience working</p>	

With students. Bachelor's Degrees preferred. Communicate effectively, both orally and in writing. Establish and maintain effective, working relationships with children, parents, staff, and program Specialists.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified	Page 175
Position Title:	Full Time Cafeteria	
Position Assignment:	Cafeteria Worker	
Work Calendar:	Cafeteria/ Bus/ Aide	
Exempt/Non-Exempt Designation:	Non-Exempt	
Pay Schedule:	Combined Non-certified Hourly Salary Schedule	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$10,000 Total Employer Contribution	
Reports To:	Risk/Cafeteria/COVID Manager	
<p>Job Purpose: Full Time Cafeteria staff prepares and serves all students and staff in a safe and timely manner.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Cafeteria attendants may serve some of the items offered including salads, sandwiches, wraps, vegetables or main dishes. • Food servers must be careful to serve just the right amount of food to control the amount of waste and appropriate portions for students. • After meals remove any dirty dishes and wipe down cafeteria area. • Food runners carry food from the cafeteria to the serving line. • Make all entrees, slice meats, and package all lunch items. • Between serving hours cafeteria attendants must clean the cafeteria, serving area, tables and equipment. • Sweep, mop, and get ready for the next meal shift or end of day. <p>Skills/Qualifications: Pleasant manor, good people skills, must possess a high school diploma or equivalent, must be able to bend, reach, walk, and stoop, must possess a food handlers card, must be able to carry up to 50 pounds, must be able to stand for extended periods of time, work with frequent interruptions, maintain emotional control under stress, repetitive hand motions, specific training occurs on the job.</p>		

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified	Page 177
Position Title:	Full Time Campus Aide	
Position Assignment:	Maintain School Grounds	
Site Location:	Encore	
Work Calendar:	Non-certified	
Exempt/Non-Exempt Designation:	Non-Exempt	
Pay Schedule:	Hourly Salary Schedule	
Pay Type:	Hourly	
Pay Method:	Hourly	
Benefit Structure:	\$10,000 Total Employer Contribution	
Reports To:	Assistant Dean of Students	
<p>Job Purpose: Proctors are responsible for functioning as a school security and as an office/campus janitor.</p> <p>Duties:</p> <ul style="list-style-type: none"> ● Performs the duties of a school security officer. ● Ensures the implementation of overall building security strategies on a daily basis. ● Prevents unauthorized visitors from entering school buildings and/or loitering on school grounds. ● Participates in providing security for all occupants of school buildings and grounds. ● Performs daily custodial needs including but not limited to; emptying trash cans, hosing blacktop, washing floors, spot cleaning as necessary, and other cleaning needs as they arise. ● Performs any other related duties as assigned by non-certified director, dean or other appropriate administrator. ● Attends meetings as required. <p>Skills/Qualifications: Pleasant manor and good people skills, must possess a high school diploma or equivalent, must be able to bend, reach, walk, climb, and stoop, must be able to carry up to 50 pounds, and must be able to stand for extended periods of time, work with frequent interruptions, and maintain emotional control under stress. Specific training occurs on the job.</p>		

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Certificated	
Position Title:	Part Time Teacher	
Position Assignment:	Long Term Substitute	Page 179
Work Calendar:	NO DAYS GUARANTEED	
Exempt/Non-Exempt Designation:	Non Exempt	
Pay Schedule:	Day Rate Salary Schedule	
Pay Type:	Day Rate	
Pay Method:	Time Sheet	
Benefit Structure:	No Benefits Offered	
Reports To:	Human Resources Manager	
<p>Job Purpose:</p> <p>Promotes and nurtures the education of students by planning and tailoring a course of study; monitoring, assisting with, and correcting academic efforts; providing a safe environment conducive for learning; keeping parents informed</p> <p>Duties:</p> <ul style="list-style-type: none"> • Educates students by planning and developing course of study according to curricula guidelines; school, state, and federal standard requirements including but not limited to common core • Tailors course of study by developing modifications for several levels of academic ability and prior achievement • Creates and implements lesson plans, benchmarks, midterms, and final exams within all courses of study • Presents lessons by using a variety of techniques including lectures, projects, exhibits, field trips, audiovisual and library resources, computers, and the internet • Monitors, assists, corrects, and grades student results • Takes attendance and turns in appropriate documentation • Works a minimum of 2 hours per semester as a chaperone at school events (as determined by administration) • Keep an open line of communication with all stakeholders including required updates to parent portals and homework website • Attending school required meetings and trainings 		

- Communicating with parents and students at parent-teacher conferences and at after school tutoring
- Maintaining weekly office hours for after school tutoring for a minimum of one hour
- Maintains order in the classroom
- Work directly with SPED department in continuous progress of the full inclusion method employed at Encore

Skills/Qualifications:

Appropriate credential and degree required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Part Time Teacher

Job Classification:	Certificated
Position Title:	Part Time Teacher
Position Assignment:	(i.e.: Spanish, Math, Humanities, etc.)
Work Calendar:	Teacher Calendar
Exempt/Non-Exempt Designation:	Non Exempt
Pay Schedule:	Day Rate Salary Schedule
Pay Type:	Day Rate
Pay Method:	Time Sheet
Benefit Structure:	No Benefits Offered
Reports To:	COO
<p>Job Purpose:</p> <p>Promotes and nurtures the education of students by planning and tailoring a course of study; monitoring, assisting with, and correcting academic efforts; providing a safe environment conducive for learning; keeping parents informed</p> <p>Duties:</p> <ul style="list-style-type: none"> • Educates students by planning and developing course of study according to curricula guidelines; school, state, and federal standard requirements including but not limited to common core • Tailors course of study by developing modifications for several levels of academic ability and prior achievement • Creates and implements lesson plans, benchmarks, midterms, and final exams within all courses of study • Presents lessons by using a variety of techniques including lectures, projects, exhibits, field trips, audiovisual and library resources, computers, and the internet • Monitors, assists, corrects, and grades student results • Takes attendance and turns in appropriate documentation • Works a minimum of 2 hours per semester as a chaperone at school events (as determined by administration) • Keep an open line of communication with all stakeholders including required updates to parent portals and homework website • Attending school required meetings and trainings 	

- Communicating with parents and students at parent-teacher conferences and at after school tutoring
- Maintaining weekly office hours for after school tutoring for a minimum of one hour
- Maintains order in the classroom
- Work directly with SPED department in continuous progress of the full inclusion method employed at Encore

Skills/Qualifications:

Appropriate credential and degree required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Attendance Clerk

Job Classification:	Non-certified	
Position Title:	Full Time Paraprofessional	
Position Assignment:	Records Clerk	Page 183
Site Location:	Attendance	
Work Calendar:	Non-certified	
Exempt/Non-Exempt Designation:	Non - Exempt	
Pay Schedule:	Office and Aides Non-certified Hourly Salary	
Pay Type:	Salary	
Pay Method:	Salary	
Benefit Structure:	\$10,000 Total Employer Contribution	
Reports To:	Fiscal Controller	

Job Purpose:

To accurately maintain efficient attendance accounting that will be auditable on an annual basis.

Duties:

- Compile student information necessary to file criminal and/or civil complaints for truancy
- Provide monthly updates on status of truant students
- Set up and maintain an organized filing system
- Use school information system (Aeries) to input all information regarding student attendance
- Cross train to be able to also work in student records and/or reception
- Collect and compile hard copy teacher attendance on a weekly basis
- Verify student absences
- Forward report for students with habitual attendance issues to the Assistant Dean of Students for disciplinary actions
- Create daily phone calls for absent and tardy students
- Receive phone calls and notes from guardians regarding attendance issues.

Skills/Qualifications:

Strong computer skills are a must, ability to type quickly and accurately, working knowledge of basic office software, knowledge of Aeries a plus, Pleasant manner and good people skills, must possess a high school diploma or equivalent, Must be at least 21 years old, must be able to bend/reach/stoop,

must be able to sit for extended periods of time, work with frequent interruptions, maintain emotional control under stress, repetitive hand motions; prolonged use of computer

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Page | 184

Please attach appropriate salary schedule and work calendar to this job description. All three documents should be given to employee at time of notice of employment with a copy of training schedule and the current adopted Employee Handbook.

Job Classification:	Non-certified
Position Title:	Full Time Paraprofessional
Position Assignment:	Records Clerk
Site Location:	Student Records
Work Calendar:	Non-certified
Exempt/Non-Exempt Designation:	Non - Exempt
Pay Schedule:	Office and Aides Non-certified Hourly Salary
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Human Resources Manager

Job Purpose:

To accurately maintain efficient student records for use by various stakeholders.

Duties:

- Collect, input, and file student cumulative files
- Access and update CALPADS as necessary
- Access and update Aeries as necessary
- Create a secure environment for storage of all student records
- Aid Assistant Dean of Students Arts/Enrollment with the input of new student records
- Create official transcripts
- Cross train with attendance and reception
- Work with on campus counselors to insure accurate high school transcripts
- Request cumulative files from other schools
- Send cumulative files to other schools when requested

Skills/Qualifications:

Strong computer skills are a must, ability to type quickly and accurately, working knowledge of basic office software, knowledge of Aeries a plus, Pleasant manner and good people skills, must possess a high school diploma or equivalent, Must be at least 21 years old, must be able to bend/reach/stoop,

must be able to sit for extended periods of time, work with frequent interruptions, maintain emotional control under stress, repetitive hand motions; prolonged use of computer

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Job Classification:	Non-certified
Position Title:	Manager
Position Assignment:	Student Services/Risk/COVID/Cafeteria
Work Calendar:	Administrative Calendar
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Corporate Salary Schedule
Pay Type:	Salary
Pay Method:	Salary
Benefit Structure:	\$15,000 total employer contribution
Reports To:	Chief Operating Officer

Job Purpose:

The Manager, Student Services is responsible for oversight of all aspects of organization wide student transportation, cafeteria, NSLP, and proctor staffing.

Duties:

- Maintains and oversees all aspects of the National School Lunch Program (NSLP)
- Maintains and oversees all aspects of student transportation (bussing)
- Oversees all organization employees with relation to bussing, food service, janitorial, and student safety (proctors)
- Trains and manages all site based kitchen managers
- Reviews and evaluates operations regarding bussing, food service, janitorial, and student safety
- Working with the COO, helps to develop and implement policies regarding bussing, food service, janitorial, and student safety
- Interviews and hires non-certifiednon-certified employees
- Manages and maintains food cost
- Manages and maintains transportation costs

Skills/Qualifications:

Excellent communication skills, Multitasking, Leadership Qualities, Abilities to direct a work crew to complete small and large projects, delegation abilities, ability work long hours without a break, sitting or standing for extended periods of time, clean DMV required, plan and execute a variety of strategies, must be able to articulate well, must be able to create projects from concept to completion, must be able to bend and stoop, must be able to lift heavy objects up to 50 pounds.

Bachelor's Degree or work experience equivalent preferred. Training in NSLP preferred. Knowledge of DMV requirements for bus drivers preferred. Five plus years of restaurant or other service industry management required.

All job descriptions are meant as a guideline. Actual job duties can be revised with or without written notification and are subject to change.

Page | 188

Encore shall comply with all applicable provisions of the Elementary and Secondary Education Act as reauthorized and amended by Every Student Succeeds Act, including only employing qualified teachers, which includes a requirement that a teacher hold a Bachelor's degree, subject matter competency, and the teaching credential required for his or her assignment. Encore shall only assign teachers to subjects to which they are properly credentialed, including English Learner authorization.

Chief Officers – For officer positions, successful candidates must represent either college education (Master's preferred) or life experience (Management work experience) equivalent to ten or more years in business management and/or education. At least five years of charter school management or charter school business experience is desired. Prior to employment approval, a candidate's credentials are verified and a Department of Justice Livescans is completed. Encore has a Chief Executive Officer and a Chief Operations Officer.

General Executive Manager - Successful candidate must represent a strong communication and business background equivalent to five or more years in business management. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

Dean of Academics - Successful candidate must have a teaching credential. An administrative program is recommended, but a candidate currently enrolled in the program is acceptable. Must have more than five years of in class teaching experience. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

Assistant Dean of Student Resources/Psychologist (SPED) - Successful candidate must have the appropriate credential with at least five years of experience. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

Managers - Successful candidates will have a background of five or more years in their specific areas of expertise. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed. Encore has managers that cover Human Resources/Risk Management, Student Services including Discipline, Information Technology, and Facilities.

Administration / Counseling - Successful candidates must have the appropriate credential for school counseling. Five plus years of experience recommended but not required. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

Certificated Teachers – Must be properly credentialed for their assignment, plus have the necessary EL certificate. Certificated teachers should have experience teaching or training for multiple levels of students from the low achievers to the high achievers. Every certificated teaching candidate will be required to submit a resume with a description of their teaching philosophy and letters of recommendation to make sure

that their teaching philosophy is in line with Encore's overall mission. Prior to employment approval, a candidate teacher's credentials are verified, and a Department of Justice Livescans is completed.

Pursuant to –Education Code Sections 47605(l) and 47605.4(a), all teachers must hold the certificate, permit, or other document required for the teacher's certificated assignment. Encore may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Additionally, by July 1, 2020, all Encore teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341. These documents shall be maintained on file at Encore and are subject to periodic inspection by the District.

Page | 189

Portfolios and/or audition pieces must be submitted at time of interview. Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

School Staff – Prior to employment approval, a candidate's credentials are verified, and a Department of Justice Livescans is completed.

All Encore employees must submit for a Department of Justice Livescans background check and a tuberculosis risk assessment and examination (if necessary).

All positions will be posted at edjoin.org and at encoreedcorp.com. When necessary, Encore will use the newspaper or online sources to advertise positions. Applications will be open for a minimum of two weeks. All candidate employees will undergo a three-tiered interview process. Final employment decisions will be made by the Executive Office. Each candidate will be chosen by their qualifications, experience, talent, and sharing the teaching philosophy / mission of Encore Education Corporation.

To find and retain qualified teachers, Encore will take part in online and in person teaching job fairs and post openings on college campuses, in newspapers, and on the web site. Encore will attract teachers that share the mission of Encore. It is our goal to create a positive work environment that our faculty will want to start and keep for a career.

School plan for supervising, evaluating, and supporting all staff at all levels to provide staff stability and engaging classrooms.

- Administration has a formal supervision and evaluation process. The evaluation process is overseen by the CEO. The Dean of Academics and the Department Chairs do formal classroom observations annually by April of each school year. If the teacher / instructor is new, they have an informal observation within the first 60 days of teaching. The CEO receives a copy of the evaluations and discusses them with the Dean of Academics before signing the evaluation and sharing them with the Encore School Board President.
- The Dean of Academics conducts informal "Walk-Through" observations throughout the year to help provide feedback to staff.

Monitor Progress Tools

- Formal Teacher observation forms and feedback
- Informal Teacher observation forms and feedback
- Professional Development Calendar
- Before School Meetings
- Benchmark Testing
- Unit Final Exams

Report Progress Tools

- Board Meeting Reports
- Teacher and Administration meetings
- Benchmarks
- Unit Final Exams

Assure credentialed in classrooms within the core subjects

- Dean of Academics and Human Resources will execute.
- A Fall Credential Audit and the Master Schedule is used for determination.
- Dean of Academics and Human Resources report outcomes by October to the School Board.

Implement formal and informal teacher observations

- CEO, Dean of Academics, and Department Chairs will execute.

- Formal Evaluation Forms, Informal Evaluation Forms, and administrative / teacher meetings to discuss progress.
- New teacher evaluations done in the first 60 days.
- All teacher / instructor evaluations complete by April.
- Dean of Academics report outcomes to the Board President by May

Create and monitor personal staff goals.

- CEO, Dean of Academics, teachers, and instructors
- Goals are created in August, revised at semester, revisited in April, and then summarized in June.
- Dean of Academics will make reports on goals and progress to goals in September and July.

Create professional development calendar and add changes as needed.

- CEO, Dean of Academics, Department Chairs
- "Master Teacher" program, policies and procedures, student programs, third party programs, data analysis, teacher surveys, observations.
- Professional development calendar should be board adopted by September of each school year.
- Dean of Academics, Department Chairs will report the outcomes of professional development in June of each school year to the Board.

Continuously monitor teacher surveys, teacher observations, and legislation for professional development calendar revisions.

- Dean of Academics
- A variety of resources will be used for this ongoing development and revisions will be made as needed.
- Revisions will be reported to the school board as they come (if needed) and then used as part of the report at the end of the school year.

New Hire Training

To ensure that Encore has the best teachers and instructors for the unique program, Encore publicly posts all job openings on the industry standard [edjoin.org](https://www.edjoin.org). Encore hosts a variety of ways to interview candidate employees to make sure that the person will be a good benefit for the students and Encore's programs.

- Encore holds job fairs for employees once a year when the need arises.
- For all candidates, they undergo a series of interviews with a variety of people within the organization.

- First interview – Department Chair or Site based Administrator.
- Second interview – Director of Academics
- Third interview – Executive Manager or Chief Officer
- Candidates hired for a position are given an orientation and a fellow job coach to be able to go to in case of questions.
- Candidates have an informal review within the first 90 days of employment by the Dean.

For student achievement, the Director of Academics is providing a Professional Development plan for the school year. This includes assistance and training of Cyber High implementation. Since Cyber High is a fully online program, it is new way of teaching for some teachers and instructors, so support is needed. Teachers and Instructors have been able to receive support starting the end of last school year. Other trainings that have been completed this year include Encore policies, Department Chair supports for all teachers, Director supports for teachers, Mandated Reporting, Special Education supports for teachers, Aeries training, and Discipline. This school year Encore has also signed all teachers and instructors up for an online Professional Development program, Master Teacher. Teachers and instructors work on the courses individually or together in a staff meeting depending on the topic. This strengthening of the professional development for the school year has been in result of the addition of the Director of Academics, who can help identify areas of need.

School plan for supervising, evaluating, and supporting all staff at all levels to provide staff stability and engaging classrooms.

The WASC Visiting Committee in October 2019 recognized implementation of a process and framework for formalized supervising, evaluating, and supporting staff. Administration has a formal supervision and evaluation process. The evaluation process is overseen by the Director of Academics. The Dean of Academics and Department Chairs do formal classroom observations. The Director of Academics completes a formal observation in April. The Visiting Committee observed classrooms with multiple learning modalities that enforced student learning, rigor, and engagement. The Staff Liaison is designated for the staff Encore High School for the Arts – Riverside ACS WASC Action Plan Updated December 12, 2019, to express any concerns an employee may have throughout the school year when they do not feel comfortable going directly to administration. Encore High School recognizes growth in this area and framework has been implemented. The Dean of Academics conducts informal “Walk-Through” observations throughout the year to help provide feedback to staff. Administration has worked on adding team building and collaboration times into the daily schedule and professional development days.

Monitor Progress Tools

- Formal Teacher observation forms and feedback
- Informal Teacher observation forms and feedback
- Professional Development Calendar
- Tuesday After School Meetings
- NWEA Benchmarks
- Cyber High Unit Final Exams

Report Progress

- Board Meeting Reports
- Teacher and Administration meetings (Dean of Academics and/or Director of Academics)
- NWEA Benchmarks
- Cyber High Unit Final Exams

TASKS	RESPONSIBLE PERSONS	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Assure credentialed teachers in classrooms within the core subjects	<ul style="list-style-type: none"> - Director of Academics- Dean of Academics - Human Resources 	<ul style="list-style-type: none"> - Fall Credential Audit - Master Schedule 	<ul style="list-style-type: none"> - Fall Credential Audit 	Due by October Board Meeting 2019	October Board Meeting 2019
Implement formal and informal teacher observations	<ul style="list-style-type: none"> Director of Academics - Dean of Academics - Department Chair 	<ul style="list-style-type: none"> - Formal Teacher Evaluation Form - Informal Teacher Observation Form - Administrative and Teacher meetings to discuss progress 	<ul style="list-style-type: none"> - Observation Forms - Student Achievement measures (NWEA Benchmarks, Cyber High Finals, and observations) - Teacher retention 	<ul style="list-style-type: none"> - Ongoing Informal observations - Formal Dean Observations Semester 1 - Formal Director Observations Semester 2 	<ul style="list-style-type: none"> - Formal and Informal Administrative meetings - Board Meeting Reports
Create and monitor personal staff goals	<ul style="list-style-type: none"> - Director of Academics - Dean of Academics - Teachers and Instructors 	<ul style="list-style-type: none"> - Create goals in August - Revisit goals at Semester - Revisit goals in April – June 2020. - Administrative and Teacher meetings to discuss progress 	<ul style="list-style-type: none"> - Observation Forms - Student Achievement measures (NWEA Benchmarks, Cyber High Finals, and observations) - Teacher retention 	<ul style="list-style-type: none"> - Ongoing Observations - Administrative and Teacher meetings 	<ul style="list-style-type: none"> - Formal and Informal - Administrative meetings Board Meeting Reports
Create and monitor a professional development calendar.	<ul style="list-style-type: none"> - Director of Academics - Dean of Academics 	<ul style="list-style-type: none"> - Data collected throughout the school year - Collaboration between 	<ul style="list-style-type: none"> - Teacher Observations - NWEA Benchmarks - Cyber High Unit Finals 	<ul style="list-style-type: none"> - Ongoing - Review and revise June 2020 	<ul style="list-style-type: none"> - September Board Meeting - June Board Meeting

		Director of Academics and Dean of Academics to define areas	- Teacher, student, and parent Surveys		- Reporting to Board
Create Professional development Calendar and add changes when needed.	- Director of Academics - Dean of Academics	- Master Teacher Program - Policies and Procedures - Student Programs (RTI, Grading Procedures, Sped Support, etc) - Data Analysis Procedures - Teacher Surveys - Teacher Observation	- Teacher Observation Forms - Student Achievement Data - Teacher Surveys	- Professional Development Calendar adopted September 2019 - Ongoing revisions when needed	- Board Meeting September 2019 - Board Meetings when needed - Board Meeting June 2019 for end of year report
Continuously monitor teacher surveys, teacher observations, and legislation for professional development calendar revisions.	Director of Academics - Dean of Academics	- Teacher Surveys - Teacher Feedback - Teacher Observations - California Legislation	- Teacher Observations - Student Achievement Data - Teacher Surveys	Ongoing revisions when needed	- Board Meetings when needed - Board Meeting June 2019 for end of year report

Professional Development in Leadership Roles

Encore Education Corporation has been a small school district for thirteen years. One of the biggest differences between Encore and a traditional public school is that Encore is run independently from all surrounding schools. When neighboring charter schools can often be competitors, being resourceful when it comes to professional development for the leadership team can be complicated.

Educating young adults with the career minded strategies through arts programs is a passion of the leadership team of Encore. Each year, Encore works on improving programs and reinventing strategies to

become more effective and successful while staying ahead of the curve of trend within the charter school industry.

Education is evolving. With the global pandemic forever marking a decisive change to how instruction will be delivered to children, professional development for all roles (especially leadership roles) is imperative to the success of any school, especially a small charter school organization.

Every year since inception, Encore's leaders have taken the art of quality leadership and the success of child education very seriously. While Encore is always seeking innovation from everywhere, being educated in the processes and development of Encore's program is always key. For this reason, Encore has a policy that every administrator, manager, and other member of leadership must complete a minimum of 40 hours of professional development every school year. There are a variety of ways that this professional development can be completed. Starting in the 21/22 school year, Encore will start to document these trainings annually for Hesperia Unified School District oversight.

The Role of Professional Development

Encore's leadership team is not perfect, nor does it comprise of people that believe that they know everything. People that may feel that they are perfect or that they know everything are not the type of people that would make good leaders at Encore. What does make a good leader at Encore is their passion to learn new things, build a better mousetrap, and plan a better camping trip. These clichés mean a lot to the people that become part of the Encore family as an employee or leader.

Passion to Learn New Things

The only way to constantly improve yourself or your department is to actively explore new things that are trending within your department. The people that have been chosen to lead Encore's crew have been chosen because they are always looking for new things and trying to figure out what's next. Encore's philosophy is not about what is happening now, it is trying to predict trends and plan for what's next. As a result of this passion for new things, Encore was able to establish 1 to 1 technology prior to most school districts. Encore was able to move almost seamlessly to Distance learning because Encore's team was already well into the transition before the global pandemic hit. Trends are important to stay on top of what is coming.

In professional development, managers are tasked with what is just around the corner and being aware of that before it happens. **The purpose of this type of professional development is to keep the corporation relevant.**

Build a Better Mousetrap

The United States was built on ingenuity. Encore was also built on ingenuity. Every year, the leadership team is tasked with trying to "build the better mousetrap." Technology is moving faster than most industries and Encore believes that it is critical to the success of Encore's future to make sure that trends, procedures, and products are consistently reflected upon to build something newer, something more innovative, and something that will be more successful. There is a big responsibility at Encore for the leadership to listen to trends, their teams, and to investigate so Encore can "build the better mousetrap." **The purpose of this type of professional development is to increase student achievement.**

Plan a Better Camping Trip

If you have ever worked at Encore, you will concede that we talk about camping a lot. It is not because we go camping together all the time. (In most cases, the team have not gone camping together at all.) There are rumors and even complaints that may have pointed to Encore likes to take their team camping. There are some truths to the concept, but the actual role of camping is not part of the plan.

Before a person is hired at Encore, they go through a rigorous series of job interviews. In general, the first interviews are held by staff members that are considered veterans, trainers, and then department chairs prior to an interview with an administrator or Chief Officer. The reason for this is because Encore has a philosophy that the staff should hire people that they want to go camping with. This is the primary question

that is asked prior to someone being hired is whether or not the interviewer would want to go camping with them.

The reason why we ask about the camping trip is that while you can like someone a lot, going camping with someone requires a lot more than just liking them. To camp with someone, you need to be able to trust them to pull their weight, be resourceful, not whine, and not drive you crazy when times get tough. Therefore, Encore talks a lot about camping. It is the root of all hiring decisions to figure out if a person will work in the environment of Encore or not.

As a leader, it is important to build personal professional development to improve the camping experience for each staff member. The Encore leadership team is tasked with choosing professional development that will help them create a better “camping trip” with the staff every year. **The purpose of this professional development is to help improve employee job satisfaction.**

The Process for Professional Development

The success and innovation of Encore Education Corporation comes from the constant collaboration of all parties within the crew. Nothing is ever decided unilaterally, not even professional development. As part of the leadership team at Encore, a person is required to be very good at self-reflection, being intuitive to personal and professional needs, paying attention to and listening to staff and team members, and listening to outside sources for ideas. Each leader can “choose their own adventure” when it comes to professional development, as long as the goals that drive the training match the annual goals within the LCAP, the overall mission of the school, legal requirements / mandates, and they fit within one of the three categories listed in the prior section.

Step One: Choosing Professional Development

After the LCAP has been completed each school year and the annual goals are clearly defined, Encore’s leadership team goes through the LCAP goals to decide which goals they believe they need the most professional development on. Their goal is to choose professional development that they:

- Will be able to learn something new.
- Learn something that can be trained to other school leaders.
- Create a professional development training that can be given to the team or parts of the team.

Once a school leader has chosen which professional development goals they have for the year, they will research which outlets will offer these training opportunities over the course of the school year. When they have chosen desired professional development outlets, they will submit an approval form to the CEO. The CEO will submit an approval form to a member of the School Board for their training.

For the most part, Professional Development is paid for by Encore Education Corporation. Exceptions to this would be when a school leader is seeking a higher degree or a specific credential for administration. These classes count toward their annual professional development but are not paid for by Encore Education Corporation. The other exception to this would be if a type of professional development does not fit within the outlined LCAP goals or is deemed too expensive that the school leader decides to attend because they “really want to” attend the training. In that case, the school leader pays for the training themselves, but can still count the training toward their annual professional development hours.

Step Two: Where to go for Professional Development.

There are a variety of resources that the leadership chooses to seek out their professional development each school year. While some of Encore’s administrators have their professional development mostly chosen for them (like the Assistant Dean of Student Support that covers SPED), others have to search in a variety of avenues to find the development that will cover their LCAP goals. Encore encourages both free and paid seminars, workshops, webinars, conventions, and other miscellaneous trainings. Since Encore is an arts school and an independent nonprofit corporation, it is also essential for leaders to think outside of the box of where their development is coming from.

Past Professional Development has included:

- California Charter Schools Association
- Charter Schools Development Center
- Riverside Unified School District
- Hesperia Unified School District
- California Department of Education
- Charter School Finance Authority
- Aeries
- San Bernardino County Office of Education
- Desert Mountain Charter SELPA
- Young, Minney & Corr
- Procopio
- VidCon
- Fred Pryor Seminars
- NAMM
- MTCA
- International Thespian Society
- UCLA
- WASC
- Department of Civil Rights
- Los Angeles County Office of Education
- Orange County Office of Education
- San Diego County Office of Education
- California State University San Bernardino
- Employment Development Department
- ServSafe
- California Highway Patrol
- Riverside Police Department
- San Bernardino Fire Department
- CADA
- One Yellow Fish
- Dance Excellence
- National Federation of High Schools
- Riverside Chamber of Commerce
- Victor Valley Chamber of Commerce
- California Archery Association
- More

Step Three: Attending the Training

There are a variety of ways that a school leader attends a training.

Webinars – When a school leader has registered for a webinar, they can opt to take the course from home to avoid interruptions during the training.

Local training – When a school leader is attending a local training, they likely use a school vehicle for transport to and from the training unless they prefer to use their own vehicle, or a school vehicle is not available. When a school vehicle is not available and the school leader is required to use their own vehicle to drive to the training, mileage from the school site to the training and back will be paid at the current California rate.

Out of area training – When a school leader is attending a training that is out of the area, but for only the regular workday, they will use a school vehicle to drive to the training and will be given a \$25.00 per diem to cover the meal during the regular workday. If the training is going to require the school leader to be out of the area beyond the regular workday, they will be given a \$40.00 per diem.

To acquire the per diem, they must request the per diem from human resources at least three days prior to the training date. Human resources will issue a check for the per diem amount and the staff member must sign for the per diem. If the school leader forgets to ask for a per diem prior to the training, they must request the per diem after the event not more than 10 days after the conclusion of the event.

Overnight out of area training – When a school leader is attending a training that is out of the area and overnight, they will work directly with human resources to arrange the travel arrangements for the trip. The school will cover all expenses for the trip.

- Airline, bus, or train tickets – Will be purchased through a school credit/debit card prior to the trip.
- Taxis and local transportation – Will be reimbursed through the school after the expense has occurred and not more than 30 days after return from the training.
- Hotel and accommodations – Will be paid for by the school through a school credit/debit card prior to the trip.
- Parking & Fuel – Will be reimbursed through the school after the expense has occurred and not more than 30 days after return from the training.
- Per Diem – The attendee of the training will receive \$50.00 per day per diem for each full day of the trip/training.

Step Four: Reporting on Training

After any member has completed a training, it is vital that the knowledge that they have gained while at their training is shared with appropriate departments on campus. ANY PERSON that goes to a training is required to “report out” what they have learned at their professional development, creating their own professional development session at Encore. Through these types of training, a world of knowledge is shared with the entire organization of Encore each school year.

Routine Annual Trainings

Every school leader has a variety of trainings that are completed on an annual basis. These trainings are routine in nature and most of them are completed during the summer or during in-service.

Brown Act Training / Conflict of Interest Training

(Approximately 1 hour per year)

The Brown Act training is done annually by Encore’s legal counsel, usually in July to coincide with annual Board training. For leaders that are promoted or hired between annual trainings, they take part in the latest recorded session from legal counsel during one of Encore’s public session Board meetings. (Encore does the same for Board meetings that may be appointed midyear, disseminated by the Board president.)

“The **Ralph M. Brown Act**, located at California Government Code 54950 et seq., is an act of the California

State Legislature, authored by Assemblymember Ralph M. Brown passed in 1953, that guarantees the public's right to attend and participate in meetings of local legislative bodies.” – lawserver.com

Conflict of Interest training is done annually by Encore’s legal counsel at the same time as the Brown Act training. Leaders hired or promoted in the middle of the year obtain this training in the same way that they obtain the Brown Act training.

“California Government Code Section 1090 (“Section 1090”) – prohibits public officials and public employees from “making” public contracts in which they have a financial interest.” – Ken White Brown White Law

Sexual Harassment Training

(2 hours annually)

“California law requires all employers of 5 or more employees to provide 1 hour of sexual harassment and abusive conduct prevention training to nonsupervisory employees and 2 hours of sexual harassment and abusive conduct prevention training to supervisors and managers once every two years.” – dfelh.gov

The state of California requires that every manager undergoes sexual harassment training at least every other school year. As part of annual in-service, all Encore employees go through sexual harassment training and all managers go through sexual harassment for managers.

Annual Safety Training

There are a variety of trainings that happen annually to make sure that everyone is on the same page for safety, health, and well-being of the staff and students on campus. These take place each year during in-service prior to the school year starting. These trainings are not considered as part of the annual professional development “hours” of training for managers, but are noteworthy to understand the scope of training undergone annually by management and all staff members.

- Mandated Reporter Training
- Concussion Training
- Fire Extinguisher Training
- CPR/First Aid (done on sight, certified by Red Cross, through risk management bi-annually)
- Active Shooter Training
- Disaster Training

Annual Procedure Training

There are a variety of trainings that happen annually to make sure that everyone is on the same page for overall operations of the school site and organization. These take place each year during the in-service prior to school starting each year. These trainings are also not considered as part of the annual professional development “hours” of training for managers but are noteworthy to understand the scope of training undergone annually by management and all staff members.

- Forms
- Attendance and clocking in
- Driving procedures
- Cash handling and Pre-Approval/Reimbursement Policies
- Field Trip Approvals / Facilities Approvals
- Time off / Human Resources
- Annual Goals

SELPA Training

(3 hours)

Each year, administrators take part in various SELPA trainings through Desert Mountain Charter SELPA. Each administrator is required to attend at least one SELPA training that is relevant to their job framework each school year. These SELPA trainings account for about 3 hours of professional development each year per administrator.

Professional Development for Teachers

Administration at Encore Jr. Sr. High School collaborate across departments to ensure all staff is fully prepared and trained in the perspective areas that create a positive school and work environment for staff and students. Professional development is ongoing throughout the year and focuses on areas of need to continuously improve student academic achievement and continuously improve staff training that focuses on student achievement.

Page | 200

Administration at Encore Jr. Sr. High School collaborate using data, survey responses, and observations to conclude on which areas of professional development are needed for staff and students. Professional development is provided organization wide ever year.

In this report, we will define what the key goals are of professional development, how we choose what professional development that is covered from year to year at Encore, and how that professional development improves student achievement.

How is professional development established?

To improve and drive professional development when it comes to improving student success, a survey was sent to staff at the end of the 2019/2020 school year to all teachers. This survey provided anonymous feedback that highlighted areas of strength and areas to improve from professional development provided at Encore.

Most importantly, as noted in other reports, analyzing data based on Encores SIS reports for grades, participation, formative and summative assessments from curriculum, benchmark data, and state summative assessment data drive Encore's professional development so that student academic achievement when it comes to mastering Common Core State Standards (CCSS) is continuously improving.

Master Teacher

Based on administration classroom observations and teacher feedback, Encore concluded that teachers needed fine tuning their current classroom strategies. Master Teacher is an outside program that Encore adopted for professional development. When Encore onboarded the program, it was given to every teacher on campus. After all teachers on staff were trained with Master Teacher, Encore now uses Master Teacher programming for new teachers coming into the organization to establish best practices.

The program contains engaging educational topics where staff can learn independently as well as collaboratively with other teachers. Master Teacher program focuses on:

- Instructional effectiveness
- Professional responsibilities
- Positive Learning Environments
- Classroom Management
- Teaching Techniques and Skills
- Professional Growth
- Leadership
- Positive Communication Skills
- Instructional Strategies
- Social-Emotional Learning
- Self-reflection and assessment

- Cross- Cultural skills to provide culturally and linguistically diverse classrooms.

National Federation of State High School Associations

Encore is committed to staff staying on top of the latest training for safety and wellness. NFHS offers 30+ courses that Encore's HR department can track and distribute throughout the organization. Encore first used NFHS to train staff for compliance regarding concussion training. Once this training was complete, we added more courses for our staff. Encore now requires completion of some courses annually. NFHS has also allowed us to offer trainings for students and parents.

Page | 201

When a staff member, student, or parent completes a course; they will receive a certificate. Encore wants to ensure that our staff is updated on the latest trainings for health and wellness. An example of this up-to-date training is the addition of courses for COVID-19 has been added by NFHS. Staff are encouraged to add any trainings that find valuable that may apply to their position. All courses added using their Encore email address Encore can track.

"The NFHS, based in Indianapolis, Indiana, is the national leader and advocate for high school athletics as well as fine and performing arts programs. Within our 51-member state associations (including Washington, D.C.), we serve 19,500 high schools and more than 12 million young people."

Data Analysis

Analyzing data is the key to success. At Encore, our staff works together to analyze data. In June of 2020, administration reached out to our schools' data committee to dive into state summative assessment data and how we can use this data to create supports for our student subgroups. The data committee looked at SPED data so the SPED department can collaborate on which ways students need support based on IEP goals especially during distance learning. Encore's EL coordinator was able to take the EL subgroup data and which areas staff can assist with improving student achievement based on these subgroups so students can be reclassified. 504 student data was also analyzed. With this data, the SPED team and EL/504 coordinator can then research tools, strategies, and resources that can be presented to teaching staff during professional development setting. Student services pulls reports from Encores SIS and CalPads to drive professional development as well. This data analysis is used in professional development sessions where teachers break into departments and small groups to create goals and action plans based on data.

Curriculum Support

After sharing and analyzing data during our March 11, 2020, benchmark data professional development meeting and based on CAASPP and benchmark assessment scores, Encore administration and teaching staff made improvements in the way students complete assignments based on Encores board approved curriculum. Data showed that students need additional support in critical thinking, writing, problem solving, and comprehension skills when it comes to both English and Math. Staff took existing activities from curriculum as well as supplemental resources provided on the CAASPP website to create lessons, activities, and assessments that improve these areas of focus. The Department Chairs met with their teams to share ideas that had come from meetings to help improve in these areas. Staff uses "think tank" style meetings as a critical tool for professional development. A lot of times, teachers will share links, videos, and webinars that they have seen on the internet to help with the motto of "learning how to build a better mousetrap" in the classroom for curriculum.

Some of the documents and reference materials that are used for the content of these developments include Tutorials from Cyber High and Student Guide Handouts from Cyber High.

Start of Year Inservice

During the beginning of the school year in-service, staff attends professional development and collaboration meetings to build supports for students. You can see the meeting dates on times located on the in-service schedule found in Appendix B. The goal is to improve student achievement in the areas of critical thinking, writing, problem solving, and comprehension skills based on student assessment scores from benchmarks and state summative assessments.

New staff meet with administration for a one-day professional development training session on all curriculum that they will use in their class. Then, they meet with their department chairs to collaborate on what areas have been successful in their class. Resource handouts and online trainings directly from the curriculum programs are provided as well.

Staff participate in professional development online from curriculum organizations as well. TCI provides continuous supports to teachers registered to their curriculum. At the end of the online professional developments, staff receive a certificate of completion. An example of the professional developments offered to staff from TCI can be found in Appendix D.

Reference and resource materials used for the start of year inservices include various outlets including OSHA, the Red Cross, TCI, CK12, Learnworlds, Teacher Pay Teachers, Desmos, Google Classroom, Desert Mountain Charter SELPA, HUSD, RUSD, San Bernardino County Office of Education, California Department of Education.

Resources

The week the state went to remote learning, Encore was fortunate enough to have a two-week spring break which allowed administration to attend online trainings to learn about additional resources could support students and staff during distance learning. Encore has been ahead of the game with its one-to-one technology prior to distance learning and already implements resources however, administration was able to share and have staff attend these virtual trainings during distance learning.

Resources were shared again during professional development at the start of the 2020-2021 school year and during the school year as well. One example of a professional development that was beneficial for our staff and students was the November 6, 2020, online training on the new CAASPP Tools for Teachers. Since the Digital Library is no longer accessible, and our teachers actively use tools and resources from the library, administration, with the assistance from the training materials found on CAASPP, held a professional development training the staff on the new Tools for Teachers platform and resources.

Some of the resources provide lessons that provide strategies for cross-culture learning environments to meet our student subgroup needs. Teacher reflections were completed during the professional development so teachers can see what the next steps and benefits of implementing are the new Tools for Teachers for their student's success.

Resource materials for this type of professional development are taken from a variety of reference sources including CAASPP, CDE, Aeries, CALPADS, ELPAC, CCSA, and CSDC training and online webinars.

Student Subgroup Support

As stated, Encore uses subgroup data in order to drive professional developments based on formative and summative assessment scores, student grades, and observations provided by teaching staff. According to

the in-service schedule, as well as our weekly meeting schedule from 2019/2020, Encore support staff meets with staff for professional development in areas of SPED assistance, 504, EL, and RTI.

An example of a professional development that support student subgroups is a meeting held with our EL Coordinator held annually as the first semester ends. After analyzing first semester summative assessment scores, current student progress with grades, and attendance, Encore's 504/EL coordinator provides ways to support the EL subgroup population going into second semester. Data is pulled from the schools SIS and Google Forms Unit 1 data provided by teachers to see how students in these subgroups are performing during distance learning and what additional supports can be provided to students.

Resources for this type of professional development are largely taken from materials offered through the CDE, the CSDC and the CCSA.

Response to Intervention

To ensure students are provided with additional supports during school and that students are receiving that high quality education in the classroom, administration provides a professional development based on a three-tiered framework interventions system that improve and incorporate daily practices that affect student results in a class.

Response to Intervention (RTI) is offered to students who need additional support. Staff is trained on the different supports that can be provided to students, the three tiers of RTI, and are provided resources and data tracking forms for students who need additional tier supports. Staff is informed and trained during the professional development using documents from PBISworld.com.

Resources for this type of professional development are taken from a variety of materials from resources like CASAL and PBISworld.com.

Benchmarks

To prepare for benchmark assessments, administration provides outside professional development provided by the assessment organization. Follow up meetings are provided by administration. Staff who implement benchmarks are required to attend professional development that trains or provides a review of the benchmark platform, expectations, and protocols to have student take their benchmark assessments three times a year. This training is provided by NWEA / TestWiz.

The teaching staff and data committee discuss ways to improve the way data is pulled from the testing portal so we can improve the way disaggregated data is compiled. In the past, Encore staff would manually calculate data for subgroups which would take away from additional time needed to create action plans, find resources, and create strategies that can improve academic achievement for our student subgroups.

During the summer of 2020, Encore's administration and data team researched benchmark platforms that can meet these data needs for staff. Naiku Assessments was implemented for the 2020-2021 school year. However, in November of 2020, the state updated their list of approved data programs for charter schools and Naiku is not on the list. Administration has meetings scheduled for the beginning of 2021, so a nationally accredited program is adopted.

CAASPP and ELPAC Assessments

Encore's EL coordinator and school administration attends professional development provided by CAASPP that provides additional information and support that needs to be shared to teaching staff who administer

state summative assessments. The professional development meetings are held online monthly and focus on an area of the assessments that will drive internal professional development for teaching staff. Some of the professional development that the EL Coordinator and administration attended for the 2020-2021 school year so are as followed:

- CAASP/ELPAC Pretest Workshop. 2019-20/January 14, 2020
- CAASP/ELPAC Coordinator WebEx. April 21, 2020
- CALPADS Webinar. June 4, 2020
- Initial ELPAC LEA Certification Course. August 1, 2020
- Remote Testing. August 14, 2020
- CAASP and ELPAC: Preparing Technology for online testing/remote testing webcast. September 9, 2020
- CAASP and ELPAC; Matching Accessibility Resources to student's needs. September 30, 2020
- Initial ELPAC calibration training, 6-12 September-October 2020
- Training for New ELPAC Coordinators. November 9, 2020
- Summative ELPAC LEA Certification: 6-12. November 13, 2020
- Summative ELPAC Calibration 9-12. November 13, 2020
- Summative ELPAC Calibration 6-8. November 19, 2020
- 2020-21 CAASP and ELPAC pretest workshop. December 1, 2020
- Components of CAASP and ELPAC Systems. December 3, 2020
- Managing Testing and Reporting (Original date/Dec. 3rd) Watch date, December 15, 2020

The information that is acquired during these professional developments are shared to staff during internal professional development. The goals for these professional developments are to inform the new EL coordinator and administration on the necessary background information needed to properly implement these assessments and to drive additional professional development for staff so proper techniques to analyze the components and data behind summative assessments are met.

Staff Chosen Outside Professional Development

Encore wants the staff to continually work on the improvement of programs and student achievement. The best way to make this happen is to have staff seek professional development that fits their immediate and long-term needs for their classroom and/or scope on campus. Staff members wishing to attend outside professional development:

1. Fill out a request form to attend training that includes when, where, how much, and why
2. Provide information about the conference or workshop and how this would benefit the Encore team.
3. Provide a strategy plan to share and “teach out” the information that is acquired during the off-site professional development, so the appropriate teaching team has the ability to learn from the professional development of one.

Weekly Professional Development

Encore meets with staff across all departments at least once a week for a professional development in areas that need additional support. In the past, Encore administration would meet with staff on Tuesday after school to engage in collaborate learning and professional development based on school needs.

Element 6: Health and Safety Procedures

HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all the following:

Page | 205

That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school. (Education Code Section 47605(c)(5)(F).)

COVID-19 Health and Safety Procedures (August 7, 2020)

Copies of Encore's COVID-19 School Plan and Encore's COVID-19 Summer Camp Plan are in the Appendix. To see Encore's Latest School Site Safety Plan, see Appendix.

Health and Safety Procedures

To provide safety for all students and staff, Encore shall maintain and provide to parents annually full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The Encore health and safety procedures will be annually updated and reviewed, in consultation with staff and the specified sub-committee. These procedures will be distributed to all staff and parents and will be available on the encoreedcorp.com website.

The Human Resources Manager and the Chief Operations Officer will serve as the school's custodians of records per California Department of Justice requirements.

Procedures for Background Checks

- Employees and contractors of Encore will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.
- New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.
- Encore shall not hire any person, in either a certificated or non-certified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.
- The Chief Operations Officer shall monitor compliance with this policy and report to the Encore Education Corporation Encore School Board on a regular basis.
- The Board President shall monitor the fingerprinting and background clearance of the Chief Operations Officer.
- Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
- The General Executive Manager provides a monthly DOJ report in the consent items of the Board Agenda describing how many background checks were completed and if any flags came up regarding an employee or candidate employee.
- Starting second semester of the 2019-20 school year, Encore implemented the use of RAPTOR for volunteers, contractors, and visitors. RAPTOR conducts on site background checks and links to Aeries for any potential custody issues.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Encore shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Encore will adhere to Education Code Section 49423 regarding administration of medication in school. Encore will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. Encore will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by Encore.

Diabetes

Encore will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
3. A description of treatments and prevention methods of type 2 diabetes.
4. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

Encore shall maintain a policy on student suicide prevention in accordance with Education Code Section

215. Encore shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Encore will provide suicide prevention hotline numbers on all student ID cards.

Prevention of Human Trafficking

Encore shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

Encore will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

Encore shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

Encore shall teach sexual health education and human immunodeficiency virus ("HIV") prevention to students in grades 7-12, at least once in junior high school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

Encore shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable.

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning.
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
- procedures for conducting tactical responses to criminal incidents.

Emergency Preparedness

Encore shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Bullying Prevention

Encore shall adopt and maintain procedures for preventing acts of bullying, including cyberbullying. Encore shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Blood borne Pathogens.

Encore shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

Encore shall function as a drug-, alcohol-, and smoke-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Encore is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Encore shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Encore (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Encore's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Facility Safety

Encore shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Encore agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Encore shall conduct fire drills as required under Education Code Section 32001.

Emergency Response

In the event of any campus emergency, the administration and faculty will execute emergency plans. The Risk Manager will be responsible for overseeing the execution of the emergency plans and communication between the school and emergency services. If the Risk Manager is unavailable, the next member of Key Administration will assume the role of execution. In the event of emergency where all parents need to be notified immediately, Encore will have an all-call service on demand so all parents can be called right away. They will also use all e-mail service. Parents with up-to-date information can be contacted within one hour of the emergency through both phone and e-mail support.

Lockdown Drills

Lockdown drills will be held at least once a semester. All staff will be alerted via intercom and mass text communication when a lockdown is in progress. Staff will be required to cover windows, turn off lights, and lock doors to their personal work area. Staff will be required to text the all clear notice to command central. While command central clears areas, Administration will check areas for compliance. Once all areas are secure, the release phrase will be given end the drill. Students will not be allowed in or out of buildings, areas, or classrooms once a location is secure.

In the event of an emergency, Administration will call 911 and follow specific directions from the authorities.

Fire Drills

Fire drills will be held at least once a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students

in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least once per year. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “Duck and Cover” routine will be initiated by an announcement. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “Duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignment such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all School employees are immediately designated “Civil Defense Workers” and are not allowed to leave School until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will document the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will decide whether an immediate evacuation is warranted. If so, the evacuation code word “Safe school drill” will be given and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room

for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

Page | 211

A disaster of significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill." Teachers will proceed with their students to the nearest School exit. Before leaving the room, teachers will make sure that they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (Including outdoor facilities) will be searched by unassigned staff members designated by the COO.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card.

First Aid, CPR, and Health Screening

Encore recognizes the importance of taking appropriate preventative remedial measure to minimize accidents or illness at school or during school-sponsored activities. To this end, Encore expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist. All staff are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all staff.

Element 7: Means to Achieve Student Population Balance

“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. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Education Code Section 47605(c)(5)(G).)

Page | 212

Encore is nonsectarian in its programs, admission policies, employment practices, and all other operations.

- Encore does not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.
- Encore is committed to making diligent efforts to recruit students from various racial and ethnic groups, special education students, and English learner students so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District.

The recruitment program will include, but not necessarily limited to:

1. Development of promotional material, such as brochures, flyers, advertisements, a school website, and media press kits in English as well as in Spanish.
2. Visits to current public and private middle and elementary schools, community centers, and park and recreation facilities to publicize Encore.
3. Dissemination of promotional material to local businesses, supermarkets, churches, libraries, and community service organizations that serve the various racial and ethnic communities represented within HUSD.
4. Maintain a media presence by inviting local television, radio, and print media to visit Encore and explain the instructional program.
5. Organize open house and school tour visits on a regular basis to offer opportunities for prospective students and families to learn more about the curriculum.
6. Open public meetings and announcements of auditions will be made available to all residents of the Inland Empire.
7. Encore will employ efforts including messaging and translators available in multiple languages to help recruit EL students.
8. Encore works with elementary school counselors to recruit and support the enrollment of special education students.
9. In order to implement our recruitment program, Encore will reserve 10% of its total recruitment marketing budget for the efforts described above.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). (Education Code Section 47605(c)(5)(H).)

- Encore will admit all students who wish to attend and are residents of the State of California, subject to Encore's capacity.
- Encore will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.
- In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.
- Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.
- Encore shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil based upon any of the characteristics listed in Education Code Section 220.
- Encore administration reserves the right to reasonably increase/decrease student population numbers.
- Only students who are California residents and who are properly enrolled in Encore as their full-time educational program may participate in Encore's educational program.

Page | 213

Recruitment and Enrollment

Encore's recruitment and enrollment processes are described below and shall be consistent with the law. Encore may not change or deviate from the admissions or public random drawing processes set forth below without the approval of a material revision to the Charter. While prospective families are encouraged to tour the school, or attend an in person or virtual interest meeting, in no event shall attendance at a school recruiting or information event, school tour, or equivalent have any impact on admission to Encore nor shall Encore indicate that such attendance affects admission.

Encore shall maintain on its website instructions for applying and information on the public random drawing

and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Copies of all such materials, including both information and application materials, shall be publicly available on Encore's website without the need to establish a password, account, or similar, though the use of an account or password in order to submit the application shall be permitted if necessary to protect the privacy of individual student and family application, admissions, and enrollment information. Applications may also be obtained and submitted in hardcopy format.

Admission and Application Procedures

In accordance with Education Code Section 47605(c)(5)(H) and (e), in order for students apply for admission and to be included in the public random drawing for admission to Encore (if a public random drawing is necessary), families must submit an application that includes **only** the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, as well as voluntary disclosure of information directly and specifically limited to information necessary in order to determine if the pupil is entitled to a District Board-approved admission preference. The admission application and information submitted prior to any public random drawing and before a student is offered a space at Encore shall specifically be limited only to the above-listed general information, and in no event shall any application/registration/admission materials that are requested or required prior to the student being offered a place at Encore include any additional information, including any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEIA, Section 504, or the Americans with Disabilities Act or any information indicating whether the parent/guardian attended or participated in any Encore recruitment or informational event, and shall not include any type of parent involvement or volunteer agreement. **As mandated by Education Code Section 47605(e)(4)(B), Encore shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Encore before enrollment.** A parent or guardian can fill out the application online or in person.

Encore shall advertise its open enrollment period prominently on its website for at least 30 days prior to the commencement of the open enrollment period. Encore's admissions process, including applicable dates and links to the admission application, shall be prominently posted on its website.

As required by the Charter Schools Act, Education Code Section 47605(c)(5)(H) and (e), Encore shall admit all students who are residents of California, subject only to capacity limitations. In the case that there are more applicants than spaces, admission shall be determined based on a public random drawing ("lottery"). Only current students of Encore are exempt from the lottery requirement. Admission preference shall be granted in accordance with the admission preferences approved by the District Board, though the approved preferences are not exemptions from the public drawing. In no event may admission be provided to students who apply after the close of the open enrollment period ahead of students who applied during open enrollment and were either granted admission or placed on the waitlist in the drawing, without regard to whether the later applicant would have qualified for an admission preference had s/he applied during the open enrollment period.

The lottery procedures shall be as follows:

- The Encore Board will make all necessary efforts to ensure lottery procedures are fairly executed.
- The lottery will take place within 90 calendar days of closing the open enrollment period.
- The lottery will take in a location open to the public.
- The number of open spaces in each grade level shall be publicly stated prior to the commencement of the lottery.

- The lottery will be conducted in accordance with all laws.
- Lottery spaces are pulled by the designated lottery official (appointed by the Chief Executive Officer).
- The lottery shall continue until all names are drawn.
- Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending.
- All lotteries shall take place on the same day in a single location.
- Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.
- There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided below.
- After all spaces are filled, students' names will continue to be drawn in the preference category order until all applicants' names have been drawn, and names will be placed on a waitlist in the order drawn.
- Students' who apply for admission after the close of the open enrollment period can be added to the end of the waitlist (after all students who applied during the open enrollment period and participated in the lottery) in the order in which they apply. This waitlist will allow students the option of enrollment in the case of an opening.

Any admissions waitlist shall remain in place only for the school year for which it was created, and in no event shall it carry over from year to year. Instead, all students, except existing Encore students, shall be subject to the application process for each new school year.

A minimum of 30 days before the open enrollment period for 2021-22, Encore shall update its Admissions and Enrollment Policy and corresponding admissions and enrollment information on Encore's website to be consistent with the Charter.

Admission Preferences

The following admission preferences will be used if there are more applicants than places for students at Encore in any year. These admission preferences may not be amended or deviated from without prior approval by the District Board in accordance with the procedures and requirements specified in the Charter Schools Act. These admissions preferences are preferences, not exemptions from the admissions process, including the public random drawing process, and the drawing shall be implemented in the manner

described in the Charter.

Admission preferences in the case that there are more applicants than space shall be given to the following students in the following order:

1. Siblings of students admitted to or attending Encore High School
2. Children of Encore educators, administration, and staff
3. Students attending or residing in the attendance area for Juniper Elementary (if Encore is receiving an SB 740 Charter School Facilities Grant)
4. Residents of the Hesperia Unified School District
5. Other California residents

Page | 216

Should Encore qualify for a grant that includes requirements relative to admissions preferences and/or procedures that differ from those described and approved by the District Board in the Charter, Encore must seek approval of the additional preference(s) in accordance with the requirements of Education Code Section 47605(e)(2) in order to adopt and/or implement any such changes.

Notice to Families on Waitlist

At the completion of the lottery, all families will be notified of their admission or their place on the waitlist.

When a vacancy in any grade level occurs, Encore will call the first family on the waitlist for that grade level to notify them of the vacancy. Families promoted from the waitlist shall be notified by phone. The school will call all numbers listed on the application to make every attempt to contact the family. Families called shall have two business days from the date of first notification to respond. Those families not responding within the two-day period will forfeit their right to enroll their student in Encore, and the next student on the waitlist shall be contacted to fill the open position. Families who forfeit their right to accept enrollment when offered, but who are still interested in enrolling at Encore at another time, must reapply.

School Transcripts

Once accepted and enrolled, a student must supply the final transcripts from the last school attended before enrolling in Encore. These records are critical to creating an appropriate academic plan. Fax and/or certified copies of transcripts are acceptable for out of state transcripts for initial enrollment but must be replaced with actual transcripts within 90 days of enrollment.

Mid Term Acceptance

If a student is accepted for admission midterm, they will have a maximum of two days to respond and enroll into Encore. If they do not enroll within two business days, their spot will go to the next available candidate.

Conservatory Arts Audition

Students wishing to enroll in CONSERVATORY LEVEL arts courses are required to take part in an arts audition. This audition DOES NOT exclude any person from admission into Encore. It is a placement test for the level at which they should be placed in our Arts Conservatories.

Specific audition requirements will be posted on the Encore web site. This is a school of the Arts and will have intensive Arts training for all students. Students will be expected to fully participate in the arts programs that they are enrolled in. Under no circumstances will poor academic or arts performance result in a student being encouraged to disenroll or transfer or in a student being disenrolled, including involuntary dismissal, from Encore.

Free Schools

Encore shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Education Code

Section 47605(n), and California Code of Regulations, Title 5, Section 350, in all aspects of Encore's program. Pursuant to these legal requirements, under no circumstances shall any student be adversely impacted, in any manner, in admission, registration, offers of course credit, or educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to Encore, nor shall any course credit or privileges related to Charter School education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer or make donations, including any information (whether written or oral) regarding volunteering included during recruitment or admissions events or documents that the parents/guardians of admitted students are requested to sign as part of the registration process, shall clearly specify that donations and volunteer hours, while encouraged, are purely optional, and are not required as a condition of or factor in admission, continued enrollment, or any other privilege offered by Encore. In no event shall any parent/guardian be requested to sign any type of agreement or other indication of interest in volunteering during the application process prior to being offered admission. In no event shall any parent/guardian be *required* to sign any type of agreement or other indication of interest in volunteering, as a requirement for enrollment at Encore. Encore shall notify parents/guardians of applicant students and currently enrolled students on all admissions and enrollment applications/forms, in font at least as large as the font on the remainder of the document(s), and at least annually, that parental involvement is not a requirement of acceptance to, or continued enrollment at, Encore.

While Encore may encourage parents/guardians to volunteer, including by explaining the educational benefits of parent involvement, volunteer hours are not mandatory at Charter School, and parents may volunteer at Encore only to the extent that they choose to do so. Charter School shall train all officers and employees, including teachers and coaches, as well as members of volunteer groups, team parents, and similar, who may seek additional parent volunteers, on free schools requirements and the prohibitions against mandating volunteer hours and/or donations or in any way implying to parents that such volunteer hours and/or donations are required. Available volunteer opportunities will include on-campus and off-campus opportunities for parents who are unable to help during school hours. Parents will be offered multiple ways to be involved at Encore. Some involvement activities may include working the box office, chaperoning a school dance, field trips, general school maintenance, attending classes or events, attending events and conferences, or compiling forms at home.

Any complaints alleging unlawful pupil fees shall be processed by Encore in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Education Code Section 47605(c)(5)(I).)

Annual Audit Procedures

Page | 218

The annual independent audit of Encore required by Education Code Section 47605, subdivisions (c)(5)(I) and (m) shall be performed by an independent auditor who at a minimum is a CPA with educational institution audit experience and is included on the State Controller’s approved list of independent auditors. Annually, on or before April 1, Encore shall hire and provide notice to the San Bernardino County Superintendent of Schools and the District of the retained auditor. The CEO will work directly with Encore School Board and the back-office provider to contract a qualified independent auditor to conduct the required annual financial audit. The CEO with the support of the back-office provider is responsible for working with the auditor to complete the audit. Additionally, the CEO is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The auditor will verify the accuracy of Encore’s financial statements, attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review Encore’s internal controls. The audit will include a review of ADA as reported by Encore. Moreover, the audits will address whether Encore’s money is being handled responsibly (in accordance with generally accepted accounting principles such as Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS), and that its financial statements conform to generally accepted accounting principles.

Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. Encore agrees to resolve outstanding issues from the audit to the District’s satisfaction prior to the completion of the auditor’s final report. Audit exceptions or deficiencies identified in the audit report shall be resolved by Encore to the District’s satisfaction through the development of a remediation plan outlining how and when they will be resolved. The remediation plan will be provided to the District by January 15 of each year or within four weeks following the finalization of the Audited Financial Report, whichever is earlier.

Further, the District shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District as part of the annual oversight fee paid by Encore.

For the 2019-20 Audit - Encore has contracted with Nigro & Nigro PC, a professional Accountancy Corporation based in Murrieta, CA.

Element 10: Suspension and Expulsion Policies and Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Education Code Section 47605(c)(5)(J).)*

School Climate and Student Discipline System

A copy of Encore’s OMC/SEL Discipline procedures can be found on the website, Discipline OMC.

School Climate Bill of Rights

- Encore understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready.
- Encore continues improving discipline policies with the adoption of the Discipline Policies and the annual student / parent handbook that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time.
- Encore’s Discipline Policy is an appropriate prevention and intervention approach within the tiered intervention process and because it seeks accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties.
- Encore’s Discipline and Expulsion policy has been successful due to the low expulsion rate and provides educational and support services as well as facilitates the reinstatement process for all expelled students.
- Encore’s Discipline policy procedures imply that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as provides alternatives to suspension that are age appropriate and designed to address and correct the student’s specific misconduct.
- Students have the right to safe school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal justice system, to the greatest extent

- possible.
- Encore shall review and evaluate all current school discipline policies, practices and training relating to the equitable treatment of students.
- Most of the student conduct shall be handled administratively utilizing school-based interventions that are intended to maximize student engagement in the classroom and school setting.
- To ensure that students and parents understand and have notice of their existing right pursuant to suspension policy and state and federal law, to appeal their suspensions, when suspension notifications are issued to parents/guardians, this notification will include clear information on the steps and timeline to initiate a suspension appeal.
- All students have the right to healthy school environments that support students in all aspects of their health and well-being.
- The Deans of Students within the Encore organization will provide monthly discipline reports to the Encore School Board and will offer action plans to work on improving discipline on their campus.

Schoolwide positive behavior support

Encore employs a variety of positive behavior supports:

- Awesome Tags – When students are caught doing something right, they are rewarded with an awesome tag. Awesome tags can be saved up to purchase items from the main office and the student store.
- Student of the Month – Each month teachers nominate students that have shown improvement in their classes.
- Scotty Awards – At the end of each school year, students take part in an awards ceremony where a variety of awards are given.
- Students are given awards for attendance.
- Students are given awards for academic achievement.
- Students that are able to avoid behavior issues are given awards for behavior improvement.

Tiered behavior intervention

Encore employs a demerit system for intervention.

- Students acquire demerits throughout a semester.
- Demerits are cumulative and help students avoid instant detention, suspension, or Saturday school.

SUSPENSION/EXPULSION POLICY AND PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and well-being of all students at Encore. In creating this policy, Encore has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900

et seq. Encore is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. Notwithstanding any language to the contrary in the Charter, revisions to the causes or procedures for suspension or expulsion beyond those necessary to comport with current laws as applicable to charter schools or to reflect changes in Education Code Section 48900 *et seq.* shall constitute a material revision to the Charter. Encore staff shall enforce disciplinary policies and procedures fairly and consistently among all students. These Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Page | 221

Notwithstanding the legally required information regarding procedures and requirements for involuntary removal from the Charter School set forth in the preceding paragraph, compliance with the procedures for expulsion set forth below shall be the only processes for Encore to involuntarily dismiss, remove, or otherwise exclude a student who attends Encore from further attendance at Encore for any reason, including but not limited to, disciplinary, attendance, and academic causes, except for disenrollment of students who are non-certified as "no shows" or other terminology indicating nonattendance for the entire first week of school in the year and without providing notice of an excused absence in accordance with Encore's Attendance Policy. "No shows" may be disenrolled in accordance with the procedural requirements of Education Code Section 47605(c)(5)(J). Should a pupil who has been recommended for expulsion by Encore administrator responsible for such recommendation pursuant to the expulsion procedures withdraw from enrollment at Encore prior to the completion of the expulsion process, Encore shall continue with and complete the expulsion process and make a final determination regarding expulsion regardless of the parent/guardian's effort to withdraw the student from Encore.

Encore administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Assistant Dean of Student's office. Encore shall provide notice to the District concurrently with the required notice to the school district of the student's last known address should a student subject to compulsory full-time education be expelled or leave Encore without graduating or completing the school year for any reason.

Encore shall always post a notice in compliance with Education Code Section 47605(e)(4)(D) on Encore's website and shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all the following times:

- When a parent, guardian, or pupil inquires about enrollment.
- Before conducting an enrollment lottery.
- Before disenrollment of a pupil.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws

including but not limited to applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

EXPULSION

Authority to Expel.

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Encore School Board following a hearing before it or by the Charter School Encore School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Encore School Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Encore School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Encore School Board shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) days after

Administration determines that an act warranting expulsion has occurred. If all parties agree to the expulsion, the hearing can be waived.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing will be sent to the student's parent or guardian at least ten (10) calendar days prior to the date of the hearing unless the grace period is waived by the parent. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- Date and place of hearing
- Statement specifying the facts, charges and offenses upon which the proposed expulsion is based.
- Copy of the School's disciplinary rules as it relates to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- Statement that the student and/or student's parent or guardian may appear in person at the hearing or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness

shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness

shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Encore School Board, which will make a final determination regarding the expulsion. The Encore School Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Encore School Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Encore School Board, which will make a final determination regarding the expulsion. The final decision by the Encore School Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Encore School Board is final.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Disciplinary Records

Encore shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

EHS is a safe school. All dangerous behavior will be investigated and may result in immediate suspension and/or expulsion. All criminal behavior will be immediately reported to local law authorities.

SUSPENSION

Due Process

Behavioral Intervention

If a student violates School policies enumerated in the school handbook that are not specified in the Education Code as grounds for suspension or expulsion, a conference will be held between administrative staff, the student and the parents/guardians. The student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. A behavior contract will then be designed and signed by all parties present in which the student pledges to complete specified tasks or uphold specified codes of behavior within a given time frame. If this behavior contract is broken by the student, another conference will be scheduled from which dismissal or suspension is a possible outcome.

Conference

Suspension shall be preceded by a conference conducted by the administrative staff, with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor, or Encore employee who referred the student for possible discipline. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Page | 227

The conference may be omitted if the administrative staff determines that an emergency exists. An "Emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians

At the time of suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents/guardians are required to respond to this request within three business days following suspension and that violation of School rules can result in expulsion from School.

Length of Suspension

The length of a suspension, when not including a recommendation for expulsion, for students may not exceed a period of five (5) consecutive days without first scheduling a second conference between administrators and parents/guardians to discuss the progress of the suspension upon the completion of the fifth day of suspension. In such instances when Encore has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. The determination to extend the suspension will be made by the administration up either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. All arrangements will be made to provide the student with supplied curriculum packets to be completed at home during the length of suspension. **ANY STUDENT SUSPENDED FOR ANY REASON WILL BE SUSPENDED FROM ALL PERFORMANCE AND/OR ART SHOWS FOR THE PERIOD OF 30 DAYS FOLLOWING THEIR SUSPENSION.**

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d)

during, going to, or coming from a school-sponsored activity.

In accordance with Education Code Section 48901.1, throughout the term of the Charter, no student in grades seven and eight shall be suspended, and no student shall be recommended for expulsion, on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, Charter School officials, or other school personnel engaged in the performance of their duties.

Students expelled from any school for the offenses listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in Encore during the period of their expulsion.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- p) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 7 to 12, inclusive.
- t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational

environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and

under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 7 to 12, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of

this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

Page | 235

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Encore School Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

Encore will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

In the event that any of these infractions lead a student to suspension or expulsion, the administration of Encore High School will notify the parents immediately of the infraction and will arrange a parent student conference with administration to discuss the infraction and consequences of the act.

If a student receives more than a total of fifteen suspension days within a single school year, they will be dismissed from EHS for behavioral issues.

EHS will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. EHS will adhere to all provisions of the IDEA and its

amendments.

The decision to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the EHS administration to determine whether the student has successfully completed the rehabilitation plan designated by the school / district that expelled the student and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of EHS at the time the student seeks readmission or admission. All previously expelled students will be required to complete all admissions requirements.

RIGHT OF APPEAL FOR SUSPENSIONS AND EXPULSIONS

Parents and students will have the right to appeal a decision for suspension or expulsion by administration. If a student or parent wishes to appeal the decision to suspend or expel, they must submit a formal letter of appeal to the Encore Education Corporation Encore School Board within seven business days of the Administration's formal decision.

Upon receipt of the appeal, the Encore Education Corporation Encore School Board will have ten business days to review the case and give their recommendations regarding the specific suspension or expulsion. The Encore Education Corporation will arrange for an appeal hearing during closed session at the next regularly scheduled board meeting. Encore Administration will be required to uphold the final recommendations by the Encore Education Corporation Encore School Board.

The Suspension and Expulsion policy will be reviewed annually and when necessary, modified.

No Right to Additional Appeal

The student shall have no right of appeal from expulsion from Encore as Encore Education Corporation Encore School Board' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Encore shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Encore shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Encore for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion

of the Board following a meeting with the Dean of Students or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Dean of Students or designee shall make a recommendation to the Board following the meeting regarding the Dean of Students or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Encore's capacity at the time the student seeks readmission or admission to Encore.

Notice to Teachers

Encore shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Encore shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Encore or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Encore, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Encore, the parent, and relevant members of the IEP/504 Team determine that either of the above is

applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Encore, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Encore had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and Encore agree to a change of placement as part of the modification of the behavioral intervention plan.

Page | 238

If Encore, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Encore may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Encore believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Encore, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty- five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and Encore agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Dean of Students or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Encore's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Encore had knowledge that the student was disabled before the behavior occurred.

Encore shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School

supervisory personnel.

If Encore knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put.

If Encore had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Encore shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Encore pending the results of the evaluation.

Encore shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Education Code Section 47605(c)(5)(K).)

To provide the best employment experience possible and to attract qualified candidates, eligible employees at Encore participate in the State Teachers’ Retirement System (“STRS”), and eligible employees will participate in the Public Employees’ Retirement System (“PERS”). All other employees will participate in the federal social security program.

Page | 241

The Chief Executive Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees, with the assistance of Encore’s business services provider.

All employees will be paid twice per month. Wages will be commensurate with experience and budget limitations.

Encore shall provide reports evidencing that Encore is making required payments of payroll taxes and payments into STRS, PERS, and federal social security and Medicare/Medicaid programs on behalf of all Encore employees.

Element 12: Public School Attendance Alternatives

Governing Law: The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. (Education Code Section 47605(c)(5)(L).)

No student may be required to attend Encore.

- Students who reside within the District who choose not to attend Encore may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies.
- Students attending Encore have no right to admission to a particular school of any local education agency as a consequence of enrollment in Encore, except to the extent that such a right is extended by the local education agency.
- Upon enrollment, parents will be given written notice of these public-school alternatives within the parent / student handbook.

Element 13: Right of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Education Code Section 47605(c)(5)(M).)

No public school district employee shall be required to work at Encore. Employees of the District who choose to leave the employment of the District to work at Encore will have no automatic rights of return to the District after employment by Encore unless specifically granted by the District through a leave of absence or other agreement. Encore employees shall have any right upon leaving the District to work in Encore that the District may specify, any rights of return to employment in a school district after employment in Encore that the District may specify, and any other rights upon leaving employment to work in Encore that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Encore. Employment by Encore Education Corporation provides no rights of employment at any other entity, including any rights in the case of closure of Encore.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Education Code Section 47605(c)(5)(N).)

Written notifications to the school should be sent to:

Encore High School
C/O Encore Education Corporation
Attn. John Griffin, COO
16955 Lemon Street
Hesperia CA 92345
jgriffn@officerteam.com

Page | 244

Disputes between Encore and District

Encore and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the District and Encore.

If either Encore or District determines that a violation of the Charter or any other applicable law or agreement may have occurred or a problem has arisen related to the operation of Encore and/or the District's oversight obligations, or a dispute otherwise arises between the District and Encore, the procedures set forth below shall be followed to resolve the dispute:

In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below. Should the District choose to participate in some portion of this dispute resolution procedure, it is not obligated to complete the procedures prior to commencing the revocation process.

Step 1: If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils and/or the District has not decided to commence revocation procedures without following this dispute resolution procedure, the District and Encore agree to first frame the issue in written format and either party may provide written notification of the issue (“the Dispute Statement”) and to refer the issue to the District Superintendent and Charter School Chief Executive Officer, or their respective designees.

Step 2: The Chief Executive Officer and Superintendent or their respective designees shall meet and confer in a timely fashion to discuss and attempt to resolve the dispute, not later than 10 business days from receipt of the Dispute Statement, or as mutually agreed upon by the parties.

Step 3: If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, either party may pursue any other remedy available under the law.

Disputes Arising from Within Encore

The Encore Board shall always maintain policies and procedures for airing and resolving disputes, other than those between the District and Encore which are covered above. At least annually, parents, students, Board members, volunteers and staff at Encore will be provided with a copy of Encore's policies and internal disputes process. Disputes arising from within Encore, including disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and Charter School Board members, shall be resolved pursuant to established policies and procedures of Encore. Encore shall adopt and maintain a Uniform Complaint Procedure that complies with all requirements of California Code of Regulations, Title 5, Section 4600 *et seq.* and a Title IX policy that comports with federal law.

Page | 245

The District will refer all disputes or complaints it receives not related to a possible violation of the Charter, law, any subsequent agreement entered into between the District and Encore, or to the operation of Encore or the District's oversight obligations, to Encore's Chief Executive Officer for resolution according to Encore's internal dispute resolution process. The District may choose to submit disputes it receives that are related to possible violations of the Charter or the law or to the operation of Encore or the District's oversight obligations, to Encore's Chief Executive Officer for resolution according to the Encore's internal dispute resolution and/or complaint processes. Should the District receive a complaint regarding Encore that is referred to Encore for investigation and/or resolution, Encore shall provide the District with updates regarding the Charter School's investigation and resolution of the matter upon request from District and upon resolution of the complaint or issue.

In the event that Encore's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of Encore's Board unless the matter relates to a possible violation of the Charter or law or to the operation of Encore or the District's oversight obligations.

Element 15: Charter School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of Encore, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(c)(5)(O).)*

Page | 246

In addition to the procedures specified in the Charter, Encore shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth in the Charter and in the California Code of Regulations shall be collectively referred to as the "Closure Protocol." The official action by Encore's Board documenting the closure of the school for any reason will be referred to as the "Closure Action."

- A. Each notice required to be provided pursuant to the Closure Protocol shall include information on the person(s) and entity responsible for closure related activities and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
- B. The Encore Board shall provide written notification to the District of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- C. Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days of the Closure Action.
- D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, Encore's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- E. Notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- F. As permitted by each student's district of residence, Encore shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian.
- G. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records. Encore's independent audit shall be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and Charter School

shall provide the audit report to the District promptly upon completion. The auditor and audit shall comply with all of the requirements for Encore's annual audit as set forth in the Charter. Any costs for the audit shall remain a liability of Charter School until paid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

- H. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by Encore's Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of Encore and student transfers.
- I. Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of Encore, all assets of Encore – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending Encore – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned to the District upon Encore's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated as necessary to pay all creditors.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be distributed to the District or another California public school, school district, or county office of education, subject to applicable legal requirements. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol, including the closure procedures set forth in the Charter, shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end Encore's right to operate as a charter school pursuant to the Charter or cause Encore to cease operation. Encore and the District agree that, due to the nature of the property and activities that are the subject of the Charter, the District and public shall suffer irreparable harm should Encore breach any obligation under its Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Encore will utilize the net assets of the Corporation to undertake any expenses associated with the Closure Protocol.

Financial Planning, Reporting, and Accountability

BUDGET DOCUMENTS

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. (Education Code Section 47605(h).)*

Page | 249

Data Reporting

Average Daily Attendance (ADA)/Enrollment

Encore shall develop an attendance-reporting calendar and maintain an attendance system to record and account for student attendance and average daily attendance (ADA), which meets the requirements of the law.

Encore shall complete and submit enrollment and other necessary demographic information to the District, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements. Encore shall submit to the District at the P1, P2, and Annual reporting periods those reports with supplemental schedules and concurrently submit, in a form requested by the District, information concerning Encore's in-District and out-of-District pupils, enrollment, and average daily attendance, as required for the computations pursuant to Education Code Section 42238-42251.

Funding Sources

Encore will receive funding from the State directly pursuant to Education Code Section 47651. External resources of Encore will be considered in Encore's financial records upon receipt.

Funding shortfalls will be the responsibility of Encore; however, any debt issuance by or on behalf of Encore must be reported to the District, including financial details and conditions of such debt. This information must be reported to District as part of District's oversight and monitoring of Encore's fiscal condition, and District shall conduct all oversight and monitoring duties in accordance with the obligations set forth in Education Code Section 47604.32, but District will not advise Encore on the issuance of debt and in no way shall the reporting of this information to District be interpreted as District opining on or approving the issuance of debt by or on behalf of Encore. The Parties acknowledge and agree that District shall have no responsibility or liability for any debt issuance by or on behalf of Encore.

All loans received by Encore will be the sole responsibility of Encore and the District shall have no obligation for repayment.

Budget and Finance

The Charter School is required to comply fully with California Education Code Section 47604.33. This includes preparing and submitting annually all required reports on or before the respective due date, along with any appropriate supporting documentation. The Charter School shall provide all required budget reporting.

A copy of Encore's Updated 2021-2026 Petition Renewal Budget can be located in Appendix.

The adopted budget, interim reports, estimated actuals and unaudited actuals reports shall be certified and submitted and shall be approved by the Charter School's governing board.

In addition to the statutorily required reports, the Charter School shall submit to the District the following additional information at Budget and Interim reporting periods:

- A list of assumptions.
- Cash flow projections for the current school year and the subsequent school year. Reports are to include all appropriate supporting documentation.
- Updates on any issues impacting the Charter School's fiscal solvency or ongoing fiscal concerns. The Charter School must quantify the fiscal impact and provide a detailed budget stabilization plan along with an implementation timeline.
- If applicable, a copy of the Third Interim Report.

Cash Flow and Reserve.

Encore shall endeavor to reach and maintain a cash reserve of five percent or greater of expenditures in each respective fiscal year.

Banking Arrangements.

Encore will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted with the July Budget and each interim budget. Encore will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars (\$500), may be established with an appropriate ledger to be reconciled quarterly.

Payroll.

Encore or its business services provider will prepare payroll checks, tax and retirement withholdings, tax statements and perform other payroll support functions. The President of the Charter School's Board or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. Encore's Chief Executive Officer or designee and Encore's Controller will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation, including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

Debts and Obligations

Encore shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff, and operations.

Encore shall have no authority to enter contracts for or on behalf of the District or to extend the credit of the District to any third party or person. Any contracts, purchase orders, or other documents to which District is not a party and/or which are not approved or ratified by the District Board as required by law, shall be unenforceable against the District and shall be Encore's sole responsibility.

Encore shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom Encore enters into an agreement or contract for goods or services that the obligations of Encore under such agreement or contract are solely the responsibility of Encore and are not the responsibility of, do not bind, and are not enforceable against the District.

Business Services

Encore shall engage the services of one or more Business/Financial Professionals to carry out the business and fiscal functions of Encore. Such services may be provided either by an employee of Encore or by a consultant (or consultant group) hired by Encore. Any such employee/consultant/consultant group shall have a minimum of five years of experience in public school accounting and finance or the equivalent. The employee/consultant/consultant group's range of experience shall include use of State Budget Software; extensive knowledge of the Standardized Account Code Structure (SACS); the recording of revenues and expenditures to comply with governmental accounting practices; and experience with year-end closing best practices and procedures as specified in the California School Accounting Manual (CSAM).

Business and Operations Management

Encore shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to the Charter School and/or Encore Education Corporation or any other related entity including, but not limited to, any existing charter schools or additional or new charter schools that may be approved after the approval of this Charter. Encore shall maintain its own separate and distinct financial records and account code(s) (i.e. Site Code).

At all times, Encore shall submit financial reports for Encore as a distinct LEA and have audits performed on the financial statements of Encore. Upon completion of Encore's Unaudited Actuals, unless it has already done so, Encore shall develop and submit to the District, Financial Policies and Procedures governing its operations. These Financial Policies and Procedures shall govern Encore's operations unless and until Encore submits proposed revisions which are approved by the District Superintendent or designee. In areas where overlap in purchasing or resource allocation might occur between Encore and any other school(s) or entities that might be operated by or associated with the Charter School and/or Encore Education Corporation, or any other related entity, Encore's Financial Policies and Procedures shall be revised as necessary to describe how allocations will occur between distinct LEAs and entities and Encore shall provide the Financial Policies and Procedures covering such issues involving related entities to the District and obtain the District Superintendent or designee's approval of these Financial Policies and Procedures, prior to any such overlap or sharing. In no event shall Encore develop or revise its Financial Policies and Procedures or its practices in any manner that would be inconsistent or in conflict with the terms of its Charter or any agreement between Encore and the District. The Financial Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. The Financial Policies and Procedures shall include a means of ensuring that all funds generated by and attributable to Encore authorized pursuant to the Charter will be maintained and expended for the educational benefit of the students at this Charter School.

Should Encore Education Corporation or any other related entity obtain approval of or otherwise open another charter school or any other entity in addition to the Encore Junior and Senior High School for the Performing and Visual Arts authorized pursuant to the Charter, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, Encore shall provide to the District a calculation of all costs projected to be shared between Encore and any other Encore Education Corporation or related entity-operated school(s)/entity(ies) that deviate from the Financial Policies and Procedures described above, including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, Encore shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in Encore's financial records and reviewed as part of Charter School's annual fiscal audit.

Encore shall include the following language in all contracts for the provision of any back office, administrative or consulting services by an educational management organization ("EMO") or charter management organization ("CMO") for Encore in excess of \$10,000:

[Name of CMO/EMO/back office services provider] shall, upon request of the Hesperia Unified School District ("District") and/or Fiscal Crisis & Management

Assistance Team (“FCMAT”), respond to and provide copies of any and all documents related to the operations of the charter school in the possession and control of [Name of CMO/EMO/back office services provider]. Additionally, [Name of CMO/EMO/back office services provider] shall promptly respond to any and all reasonable inquiries in the same manner as the charter school, as provided in Education Code Section 47604.32.

Use of Funds

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

SEGREGATION OF DUTIES

All proposed expenditures must be approved by at least two levels of management. The first level of approval is a manager or administrator. The second level of approval is completed by an executive manager or the CEO. The third level of approval can be completed by the CEO or the Encore School Board President but is only necessary if the purchase exceeds \$25,000. The CEO will review the proposed expenditure to determine whether it is consistent with the adopted budget and sign the check request form. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by Encore site bookkeeper at the school site. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

ON SITE BANKING

Encore Education Corporation will maintain an account with an established bank or credit union. The Executive bookkeeper (maintained currently through Delta Managed Solutions LLC) will reconcile Encore's ledger(s) with its accounts in the bank or credit union on a monthly basis and prepare (1) a balance sheet, (2) comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. This information will be reviewed by the on-site Controller as an additional accounting control and will be made public in Encore Education Corporation Encore School Board meetings.

The Executive Office will regularly review these statements. Encore will deposit all funds received as soon as practical upon receipt.

A debit account will be established for onsite purchases. Purchases will use dual signed checks or debit card for purchases and will be reconciled by an onsite bookkeeper. Monthly reconciliation of this account will be approved in consent items of the Encore School Board.

Additional fiscal responsibilities will be handled by an outsourced Administrative Services Company, currently Delta Managed Solutions, LLC. All references herein to “Delta Managed Solutions, LLC” or “DMS” refer to Delta Managed Solutions, LLC, or a replacement qualified provider. The District shall at all times be provided with a current copy of any contract between Encore and any outside business services provider. Fees of the outside service provider shall not be on a contingency basis, or other basis whereby the service provider could make service decisions affecting their service fees at the expense of Encore and its students.

FINANCIAL REPORTING

To maintain proper bookkeeping, the Encore records clerk will be responsible for keeping day to day monetary income and expenditures for the office. All bookkeeping will be checked and approved by the Executive Office and Controller, then sent to an outside contracted payroll and bookkeeping service that will make records appropriate for tax and audits (currently Delta Managed Solutions, LLC.) A copy of these records will be kept on hand in the administrative office, and in an offsite secure location. Deposits will be made as needed to the correct financial institution.

Encore will adhere to the District's reporting requirements.

1. Encore will provide the following reports as required by Education Code Section 47604.33:
 - a. By July 1, a preliminary budget for the current fiscal year.
 - b. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5 or as modified to reflect COVID-related revised requirements.
 - c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Encore's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
 - d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
 - e. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Encore's receipts and expenditures for the preceding fiscal year.

The District shall use any financial information it obtains from Encore, including, but not limited to the reports required by this section, to assess the fiscal condition of Encore pursuant to subdivision (d) of Section 47604.32.
2. Encore will provide the following data and reports as required by the District:
 - a. If requested, monthly statements of accounts;
 - b. Test results for all state mandated assessments, which are:
 - i. CAASPP (California Assessment of Student Performance and Progress)
 - ii. ELPAC (English Language Proficiency Assessments for California)
 - iii. SABE/2 (Spanish Assessment of Basic Education)
 - c. CBEDS (California Basic Educational Data System)
 - d. ADA (Average Daily Attendance) reports J18/19
 - e. SARC (School Accountability Report Card – charter schools may use their own formats).
 - f. By July 1 annually, an annual update (LCAP) required pursuant to Education Code Section 47606.5

PURCHASING PROCEDURES

All purchases over \$25,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Office shall not approve purchase orders or warrant requests lacking such documentation. Documentation shall be attached to all warrant and purchase order requests showing that at least (3) vendors were contacted, and such documentation shall be maintained for (3) years.

PROPERTY INVENTORY

The Executive Office will work with contracted administrative services provided (currently Delta Managed Solutions, LLC) to establish and maintain an inventory of all non-consumable goods and equipment over \$500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information on an annual basis and lists of any missing property shall be presented to the Encore Education Corporation Encore School Board.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. (Education Code Section 47605(h).)

Many core operations in the Encore Executive Office are outsourced to an appropriate firm with a solid background in charter school business services. Currently, these services are provided by Delta Managed Solutions, LLC. Delta Managed Solutions, LLC was founded in 2003 and serves over 40 charter schools within the state of California and keeps current with the ever changing charter laws. By outsourcing the following operations, Encore Education Corporation is able to focus on student success. The contract service provider covers the following administrative services:

FISCAL SERVICES -

1. **ACCOUNTING** – all accounting and bookkeeping functions using MIP (SACS-compliant with additional customized teacher element), with monthly reporting to Board of year to date budget vs. actual, trends, and projections.
2. **BUDGETING** – oversight and advisory role during the initial and ongoing budgeting process, assisting staff and Board with recommendations where requested.
3. **ACCOUNTS PAYABLE/RECEIVABLE** – timely processing of all invoices, maintenance of solid vendor relationships, establishment of credit as an independent school, coordinate with District, County and CDE staff to ensure timely and accurate apportionment transfers.

HUMAN RESOURCES –

1. **PAYROLL** – all payroll functions handled in house, including distributing checks and/or direct deposit, tracking and paying all payroll tax deductions, and STRS/PERS reporting/integration.
2. **BENEFITS** – researching and recommending benefit plan alternatives (matching or exceeding existing plan benefits), assisting all employees in subscribing for benefits.
3. **GENERAL HR** – coordinating initial hiring paperwork, DOJ clearances, contracts, general oversight of all HR matters.

PURCHASING/PROCUREMENT -

1. PURCHASING – coordinating purchasing of all materials using MIP – teachers will be able to see teacher-specific budgets in real-time and can order materials online – SACS coding handled by the contracted administrative services provider (currently Delta Managed Solutions, LLC) (including teacher-specific coding).
2. FIXED ASSET INVENTORY MANAGEMENT – compile and maintain complete fixed asset list.

Page | 255

STUDENT INFORMATION OVERSIGHT –

1. ADA REPORTING – including all required 20-day, P-1, P-2, and Annual Reports.
2. DATA TRACKING ASSISTANCE – ARRA, Cash Management, EL, etc.

POLICES, CONTROLS, GUIDELINES

Encore has developed, implemented, and ensured compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

Encore maintains other fiscal control policies as recommended by independent certified public accountant retained by Encore to advise it on fiscal control policy matters.

Encore will act as its own fiscal agent to the fullest extent of the law.

DISTRICT OVERSIGHT

Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring School and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. Encore shall at all times work cooperatively and support the District in its oversight role over Encore, providing all information and documentation necessary for the District efficiently to carry out its oversight function. The District may charge for the actual cost of supervisory oversight of Encore, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). Encore and the District agree that the District's actual oversight costs will meet or exceed the maximum fee permitted by law and that the District does not have to submit invoices or other proof of its oversight costs.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. (Education Code Section 47605(h).)

Encore Education Corporation purchased the campus located on the corner of Lemon Street and C Avenue in Hesperia using public bonds.

The campus is located at 16955 Lemon Street, Hesperia California, 92345. The original buildings were built in 2004. The campus houses a 300-car parking lot, a covered outdoor quad picnic area, and 21 buildings.

TRANSPORTATION

Encore may provide limited transportation to and from school as funding allows but will not commit to always offering transportation, except as required by law for students with disabilities in accordance with a student's IEP. Encore reserves the right to operate a bus service for a fee to the students if the need arises.

SITE SAFETY and COMPLIANCE

Encore shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Certificate of Occupancy and other pertinent records will be kept on file by Encore. In the event Encore is cited by any agency, e.g. Cal OSHA or the Fire marshal, for failure to comply with regulations, the district will be notified immediately.

ASBESTOS MANAGEMENT

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR part 763 requires that any building leased or acquired that is to be used as a School or administrative building be initially inspected for asbestos-containing materials by an accredited inspector. Additionally, Encore will comply with all other AHERA requirements, such as performing re-inspections and maintaining an asbestos management plan.

Impact on Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. (Education Code Section 47605(h).)

- Encore will not seek any additional financial support or facilities provisions from the District. Encore will NOT exercise its facilities right under Proposition 39 and will provide facilities that can accommodate its students (Grades 7 – 12) in its own campus facility.
- Encore shall indemnify, defend, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns to the fullest extent permitted by law and in accordance with the terms of this Charter and the MOU between the District and Encore.
- Further, Encore and the District shall enter into a memorandum of understanding, wherein Encore shall indemnify the District for the actions of Encore under this charter.
- Encore shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operations of Encore. Encore and Encore Education Corporation will institute appropriate risk management practices and health and safety policies and practices.
- Encore shall be operated by Encore Education Corporation, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).
- As such, in accordance with Education Code Section 47604(d), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of Encore or for claims arising from the performance of acts, errors, or omissions by Encore.
- The bylaws of Encore Education Corporation shall provide for indemnification of the Encore Board, officers, agents, and employees. As stated above, Encore will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the District and Encore's insurance company for schools of similar size, location, and student population, and shall comply, at a minimum, with the requirements set forth below.
- The District shall be named an additional insured on the general liability insurance of Encore.

- The Encore Education Corporation Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
- With approval of this charter for Encore, the District will be able to offer a specialized arts and education program as a solution to the demand for more schools of choice apparent throughout the High Desert region. Encore will follow all applicable state, and federal laws.
- Encore believes it enhances the District it is a part of, supplying an artistic outlet for students within the District and within the Inland Empire region in a secure and challenging environment. We also hope to help the authorizing District with increased test scores and a larger percentage of students going on to college and higher education after completing our program.
- Encore plans to challenge students with classes that prepare them to enter a University.
- Encore will work to reach its goals.

Indemnification

To the fullest extent permitted by law, the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to District and hold harmless the District, the District Board and Board members, the Superintendent, District officers, District appointed groups, committees, boards, and any other District appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation or of any other facility, program, or activity, including but not limited to Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's compliance with all requirements of state and federal law relative to the provision of services to students with special needs and free appropriate public education.

The obligations of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's

sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitee(s).

The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's right to operate as a charter school pursuant to its Charter or cause the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law.

The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status within 30 days from the Effective Date, and shall maintain its tax exempt status throughout the term of this Charter. Nothing in this section shall serve to reduce or excuse the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Insurance

No coverage shall be provided to the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation by the District, including self-insured programs or commercial insurance policies. In the event the Charter School adds locations (which may only be done through an approved material revision to its Charter) or the corporation opens additional schools, each location/school shall meet the below insurance requirements individually. It shall continue to be the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the District's risk manager and as specified below. The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation's right to operate as a charter school pursuant to its Charter or cause the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to cease operations until the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation has fully complied with the Closure Protocol set forth in its Charter and any additional closure procedures required by law, regulation, agreement with the District, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of the Encore

Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation, throughout the life of the Charter, the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall obtain, pay for, bind and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

Commercial General Liability insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$5,000,000.00 per occurrence and \$10,000,000.00 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$10,000,000.00 per occurrence.

General Liability Insurance Endorsement Negligence Related to

Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$3,000,000.00 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

Employee Benefits Liability insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000.00 per occurrence and \$2,000,000 in the aggregate.

Property insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation. If any District property is leased, rented or borrowed, it shall also be insured by the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation in the same manner as (a), (b), and (c) above.

Commercial Auto Liability insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000.00 per person and per occurrence.

Worker's Compensation insurance and/or coverage, as required by applicable law, with not less than statutory limits.

Errors and Omissions/Educators Legal Liability insurance and/or coverage providing coverage for educators' legal liability and errors and omissions in an amount not less than \$5,000,000.00 per "claim" with an aggregate policy limit of \$10,000,000.00.

Fidelity Bond / Crime Coverage shall be maintained by the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to cover all Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation employees who handle, process or otherwise have responsibility for Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000.00 per occurrence.

The general liability, sexual abuse/molestation, and automobile liability insurance and/or coverage shall: (a) be endorsed to name the District, the District Board and Board members, the Superintendent, District officers, District appointed groups, committees, boards, and any other District appointed body, and

administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “District and the District Personnel”) as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation; (c) shall be on an “occurrence” basis rather than a “claims made” basis; and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall also provide the District with thirty (30) days’ prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the District’s option.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

Verification of Coverage

The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District risk manager within fifteen (15) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to defend, indemnify, and hold harmless the District and the District Personnel.

Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation to defend, indemnify, and hold

harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District. Page | 262

It is anticipated that the required levels and types of insurance coverage may change over time, which may necessitate the District and Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation negotiating revisions to the terms of the required coverage, and the Charter School is also encouraged to consult with the District on this issue prior to submitting any request for renewal of its Charter. The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall notify the District of any litigation or legal action taken by any party against the Charter School or any employee, including but not limited to any special education complaint or due process hearing or any complaint filed with the Public Employees Relations Board, within 20 days of the Charter School's receiving said notice. The Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation shall promptly respond to all inquiries from the District regarding any claims against the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation and/or any obligation of the Encore Jr./Sr. High School for the Performing & Visual Arts/Encore Education Corporation under the foregoing provisions of this Charter.

Miscellaneous Provisions

Term and Renewal

Encore may submit a request for renewal of its Charter no earlier than October 15, 2025, which timing the parties agree will provide adequate information regarding the Charter School's performance during the current term, specifically including academic data related to charter renewal criteria, while also providing adequate time for the consideration of and action on the renewal request. Encore will coordinate with the District the timing of submission of its charter renewal request. The parties acknowledge and agree that the availability of current statewide student performance measures and information from the California Department of Education about students served by Encore will provide substantial information necessary to assess Encore's performance and success in meeting the requirements of the Charter Schools Act, including Education Code Sections 47607 – 47607.2, for approval of a charter renewal. In no event shall Encore submit its request for renewal of its Charter at any time prior to the above-specified time unless the Superintendent or designee explicitly agrees in writing to such early submission due to unusual circumstances.

Encore understands and agrees that not until all material revision/renewal documentation, including the documents specified below, has been submitted to the District, shall Charter School submit a signed certification that Charter School deems the petition to be complete for purposes of receipt of the Charter material revision/renewal petition pursuant to Education Code Section 47605. Charter School further agrees to work with District Staff to coordinate the timing of receipt of any material revision or renewal petition to coordinate with established District Board meeting dates in order to provide the District the full time provided for in the Charter Schools Act for consideration of and action on the revision/renewal request without the need for special meetings. Any renewal or material revision request shall include all of the following materials:

- 1) At least 1 hard copy (in notebooks or otherwise bound) of the entire renewal/revision Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;
- 2) A redline comparing the renewal/revision Charter to the current Charter included in each notebook;
- 3) An electronic (Word) version of both the clean and redline versions of the renewal/revision Charter.
- 4) An electronic (Excel) version of the Budget with all supporting calculations (i.e., LCFF calculator, etc.) and budget assumptions and budget narrative.

The renewal process shall be governed by the provisions of Education Code Sections 47605 and 47607 and any applicable regulations, or the provisions of law/regulations that may supersede, modify, amend, or succeed these provisions.

Encore is encouraged to consult with the District, and District is encouraged to timely and cooperatively reply, regarding submittal of a draft of the material revision or renewal request prior to the formal submittal of any renewal request in order to provide additional time for District review and comment, and for the parties to work cooperatively on any outstanding issues relative to Encore's operations or the Charter document. Any review of or comment on the proposed material revision or renewal Charter prior to the formal submittal will be at the District's sole discretion.

The District Board delegates to the Superintendent or designee and the Encore Board delegates to the Executive Director or designee authority to waive or extend the timelines in the Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of the Charter.

Litigation

Encore shall notify the District of any litigation or legal action taken by any party against Encore or any employee, including any Special Education complaint, or due process hearing, within 30 calendar days of Encore's receiving said notice.

School Name

Encore shall be known as **Encore Junior and Senior High School for the Performing and Visual Arts.** Encore may not change its name, nor operate under any other name, without the prior express written approval of the District.

Transportation

Transportation to and from school is the sole responsibility of the families who choose to attend Encore, except as voluntarily offered by Encore or as required by law, including, but not necessarily limited to, the IDEIA and the McKinney-Vento Homeless Education Assistance Act.

Independent Entity

Encore and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to the Charter as a wholly independent entity. Encore and the District shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of Charter School.

School Calendar and Schedules.

Encore shall provide to District by July 1 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If Encore offers summer school, extended day, intersession, or any other activity that receives ADA or state funding, Encore shall provide calendars and bell schedules for such programs.

Performance Assessments.

Encore shall forward results, excepting individual student results, from all statewide assessments, including the English Learner Proficiency Assessments for California ("ELPAC"), to the District within thirty (30) days from receipt.

Annual Report to the District

Encore shall post the School Accountability Report Card (SARC) to its website by February 1st and concurrently submit an electronic copy to the District. Charter School shall annually report its academic and student data, including suspension and dismissal data, to District disaggregated by population.