



Encore JR/SR High School

Regular Encore Board of Directors Meeting - January 2021

Complied by Joelle Schwarck and Reviewed by Wayne Strumpfer
YM&C

Amended on January 9, 2021 at 9:21 AM PST

Date and Time

Monday January 11, 2021 at 6:00 PM PST

Location

This meeting is being held virtually in compliance with the Governor's Executive order N-29-20.

Website: www.encorehighschool.com If you would like to speak during public comment, please email your name, the item you would like to comment about, and your comment, to board@encoreedcorp.com. These comments will be read aloud during open session at the board meeting. The chance to add public comment through emails will close after the public comment agenda item is completed.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Suzanne Cherry, Board President	
B. Record Attendance		Suzanne Cherry, Board President	1 m

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes	Ashlin Barkdull, General Executive Manager	1 m

The Board minutes for approval are from Encore's December 14, 2020 regular Encore Board of Directors meeting.

D. Invitation for public to address the Board, open session items	Discuss	Ashlin Barkdull	5 m
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This is the time and place for the general public to address the Board of Directors on any matter within jurisdiction of the Board. Comments should be limited to 3 minutes. Public comments can be related to agenda items or non-agenda items. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

II. Academic Excellence 6:07 PM

A. Academic Excellence - Associated Student Body (ASB) President Report	FYI	Dean Griffin, ASB President	5 m
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Each month, Encore's ASB Director or the ASB President routinely reports on the academic operations on campus to the Encore Board of Directors. This is for information purposes only.

B. Assistant Dean of Academics Report	FYI	Julia Dolf	5 m
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Each month, Encore's Assistant Dean of Academics routinely reports on the academic operations on campus to the Encore Board of Directors. This is for information purposes only.

C. Theatre and Vocal Music Department Excellence Report	FYI	Nikola Chekardzhikov	5 m
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Over the course of the school year, each department chair will report to the Encore Board of Directors to talk about achievements, special events, and happenings within their department on campus. This report is for information only.

	Purpose	Presenter	Time
D. Information Items - Academic Excellence	FYI	Julia Dolf	3 m

Each month, Encore's administrative team updates the Encore Board of Directors on professional development, data, and other events that help drive student success. These items are submitted as a group of data materials and will be summarized monthly. No action is needed. Included in these reported notes are agendas and notes from Monday Morning Meetings, Department Chair meetings, and Independent Study meetings that took place in the month of December.

E. ACTION - Approval of Independent Study Program	Vote	Denise Griffin	5 m
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Each year, Encore approves the Independent Study Program for the school year. Staff recommends approval of this action

F. WASC Mid-Cycle Report	FYI	Julia Dolf	3 m
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As part of Encore's six year accreditation, WASC holds a mid-cycle visit. This visit will take place virtually in February due to COVID-19. This report was created with the help of many stakeholders in the organization and was compiled by Encore's Assistant Dean of Academics, Julia Dolf.

III. Governance

6:33 PM

A. Staff Liaison Report	Discuss	Jamie Waggoner	3 m
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Encore High School has a staff elected liaison that makes themselves available to the staff for questions, comments, and concerns throughout the school year. The liaison also meets each semester with the staff and reports monthly to the Encore Board of Directors.

B. Cafeteria/Transportation Report	Discuss	Joseph Thibodeaux	5 m
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Over the course of the school year, each department lead will report to the Encore Board of Directors to talk about updates and happenings within their department on campus. This report is for information only.

C. Facilities Manager Report/COVID Update	Discuss	Curtis Peterson	5 m
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Over the course of the school year, the facilities manager will report to the Encore Board of Directors to talk about updates and happenings within their department on campus. This report is for information only.

	Purpose	Presenter	Time
D. Charter Renewal Petition Progress	FYI	Denise Griffin	5 m

Encore Jr./Sr. High School for the Performing & Visual Arts is currently in the process of Charter Renewal with Hesperia Unified School District. Encore's Board will review and move to adopt the changes to the charter petition in next month's meeting. This item is to discuss progress only.

E. Training Policy	Vote	Denise Griffin	5 m
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As part of the charter renewal process, Encore is updating the training and procedures manuals that help with the operation of Encore Education Corporation. This document provides clarity on the policy of Training and how Encore will stay in compliance with state requirements. Staff recommends approval of this action.

IV. Operations

6:56 PM

This section will cover specific items that refer directly to how the campus operates. This includes human resources, student services, discipline, and facilities.

A. Department of Justice Livescan Report	FYI	Curtis Peterson	1 m
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The Department of Justice Livescan Report will list clearance dates for employees. With the new format, Human Resources will supply this report.

B. Universal Complaint Process & Procedures	Vote	Denise Griffin	5 m
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This policy has been reviewed and updated by Encore's Legal Counsel YM&C. With the new adoption of the revised policy, all current policies on websites and documents will be updated and Encore will name the Student Services Manager as the Compliance Officer for complaints (formerly General Executive Manager.) All Universal Complaint Forms will be uploaded to the new platform, "Board on Track" starting January 2021 to digitize the process. Encore staff recommends approval of the revised policy.

V. Development

7:02 PM

A. Board On Track - Board Training	Discuss	Denise Griffin	10 m
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Encore has contracted with Board on Track to help formalize and normalize Board meetings and engagement with staff. Each month, a

Purpose	Presenter	Time
<p>small training piece will be presented to the Board to help train the platform. In January's Board meeting, the entire Board will be shown how to complete the skills reporting for yourself. The purpose of this report is to help Encore build the makeup of Encore's Board of Directors.</p>		

In this month's meeting we will discuss the Board procedures that were developed as part of the renewal process and the onboarding process for Board on Track.

VI. Finance 7:12 PM

A. Finance Consent Items	Vote	Denise Griffin	5 m
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It is recommended that the board considers approving a number of agenda items as a finance consent list. These items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change. Included in this list:

- STRS payment report
- PERS payment report
- 403B payment report
- December 2020 Warrant Report Detail
- Attendance Report

B. Teacher Computer Purchases	Vote	Jim Barkdull	10 m
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This action item is to replace all teacher computers with Learning Loss Mitigation Funds due to COVID-19. The last update to teacher computers was three years ago. With the extra burden of technology needed to operate Distance Learning effectively, Encore needs to update all teacher computers. These computers will be purchased with LLMF. Encore staff recommends approval of this action.

VII. Adjourn to closed session 7:27 PM

Pursuant to Government code section 54957, the Board may adjourn to closed session at any time during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities. The board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.

Conference with Legal Counsel- Anticipated Litigation.

	Purpose	Presenter	Time
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9 (one case).			

<p>A. Reconvene from Closed Session</p> <p>After the closed session is complete, the Board will reconvene and report any action taken in closed session.</p>	<p>Discuss</p>	<p>Suzanne Cherry</p>	<p>3 m</p>
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VIII. Closing Items 7:30 PM

<p>A. Adjourn Meeting</p>	<p>Vote</p>
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A copy of the agenda will be posted at least 72 hours before such meeting. A copy of the written materials which will be submitted to the School Board Directors is available along with this agenda following the posting of the agenda by emailing abarkdull@encorehighschool.com.

Requests for disability-related modifications or accommodations to participate in this public meeting shall be made 24 hours prior to the meeting by calling (760) 956-2632 or emailing abarkdull@encorehighschool.com. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by: Ashlin Barkdull
Related Material: 2020_12_14_board_meeting_minutes.pdf

BACKGROUND:

Board minutes from regular Board Meeting, Encore Board of Directors, 12/14/2020

RECOMMENDATION:

Encore staff recommends approval of these minutes.

DRAFT



Encore JR/SR High School

Minutes

Regular Encore Board of Directors Meeting - December 2020

Compiled by Joelle Schwarck and Reviewed by Wayne Strumpfer YM&C

Date and Time

Monday December 14, 2020 at 6:00 PM

Location

This meeting is being held virtually in compliance with the Governor's Executive order N-29-20. Website: www.encorehighschool.com If you would like to speak during public comment, please email your full name, the item you would like to comment about, and your comment, to board@encoreedcorp.com. These comments will be read aloud during open session at the board meeting. The chance to add public comment through emails will close after the public comment agenda item is completed.

Directors Present

G. Thackeray (remote), K. Ahmed (remote), K. Staley (remote), M. Miller (remote), R. Gabler (remote), S. Cherry (remote)

Directors Absent

None

Directors Arrived Late

G. Thackeray

Guests Present

A. Barkdull (remote), D. Griffin (remote), J. Dolf (remote), J. Griffin (remote), W. Strumpfer (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Cherry called a meeting of the board of directors of Encore JR/SR High School to order on Monday Dec 14, 2020 @ 6:04 PM.

C. Approve Minutes

R. Gabler made a motion to approve the minutes from.

K. Ahmed seconded the motion.

November 9, 2020 Board Meeting. The board **VOTED** to approve the motion.

Roll Call

K. Ahmed Aye

G. Thackeray Absent

R. Gabler Aye

S. Cherry Aye

K. Staley Aye

M. Miller Aye

D. Invitation for public to address the Board, open session items

II. Governance

A. Staff Liaison Report

B. H&R Block Bookkeeping Proposal

G. Thackeray arrived late.

M. Miller made a motion to Approve adding an outside bookkeeper from H&R Block for the Encore Debit Account.

K. Staley seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Miller Aye

K. Staley Aye

R. Gabler Aye

S. Cherry Aye

G. Thackeray Aye

K. Ahmed Aye

C. Conflict of Interest Code

R. Gabler made a motion to Approve the revised Conflict of Interest Code.

K. Ahmed seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Thackeray Aye

S. Cherry Aye

K. Ahmed Aye

R. Gabler Aye

M. Miller Aye

K. Staley Aye

D. Bylaws

M. Miller made a motion to Approve the revised Bylaws.

G. Thackeray seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

R. Gabler Aye

K. Ahmed Aye

G. Thackeray Aye

S. Cherry Aye
M. Miller Aye
K. Staley Aye

III. Development

A. Board On Track - Board Training

B. National Clearinghouse Contract

K. Staley made a motion to Approve to add tracking contract for our graduates.

R. Gabler seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Cherry Aye
G. Thackeray Aye
K. Staley Aye
M. Miller Aye
R. Gabler Aye
K. Ahmed Aye

IV. Finance

A. Finance Consent Items

M. Miller made a motion to Approve the Finance Consent Items.

R. Gabler seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Cherry Aye
K. Staley Aye
G. Thackeray Aye
M. Miller Aye
R. Gabler Aye
K. Ahmed Aye

B. Student Services Account Summary

R. Gabler made a motion to Approve the Student Services Account Summary.

K. Ahmed seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Thackeray Aye
S. Cherry Aye
K. Staley Aye
R. Gabler Aye
K. Ahmed Aye
M. Miller Aye

C. First Interim Budget 20-21

G. Thackeray made a motion to Approve the First Interim Budget '20-'21.

M. Miller seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Ahmed Aye
R. Gabler Aye
K. Staley Aye
G. Thackeray Aye

S. Cherry Aye
M. Miller Aye

V. Adjourn to closed session

A. Reconvene from Closed Session

No actions taken during closed session.

VI. Closing Items

A. Adjourn Meeting

M. Miller made a motion to Approve Adjournment.

K. Staley seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Staley Aye
R. Gabler Aye
G. Thackeray Aye
M. Miller Aye
S. Cherry Aye
K. Ahmed Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:11 PM.

Respectfully Submitted,
A. Barkdull

Documents used during the meeting

- November 9 Board Meeting Minutes.pdf
- Director report 12_4_20.pdf
- Dean of Academics Report (1).pdf
- Jareno Dept.Chair Report 12.4.2020 (1).pdf
- Board Meeting SPED report 12-4-2020 Hesperia.pdf
- BM Monday Meeting Notes December 2020 - Google Docs.pdf
- Data-Tools for Teachers Reflection Form.pdf
- Department Chair Notes.pdf
- IS Meeting Notes.pdf
- Custom Dec 03, 2020 (2).JPG
- Custom Dec 03, 2020.JPG
- Staff Liaison report december 2020.pdf
- Bookkeeper Proposal Engagement Letter (Maldonado, Faith).pdf
- Encore Model COI Code for HUSD (WKS) 112420.pdf
- New Encore Education Corporation Bylaws for Adoption 121420 (WKS).pdf
- Encore High School For Performing And Visual Arts - NSC - STHS SOW - 12_9_2020.docx
- Attendance Report Summary (1).pdf
- ENC 20-21 -STRS, PERS, 403b Monthly Payroll Retirement Contributions.pdf
- ENCORE November 2020 Warrant Report (Summary for Hesperia).pdf

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- ENCORE November 2020 Warrant Report (Summary for Riverside).pdf
 - ENCORE November 2020 Warrant Report Detail.pdf
 - 7.2020 Student Services Account.pdf
 - 8.2020 Student Services Account_Redacted.pdf
 - 9.2020 Student Services Account_Redacted.pdf
 - Encore 2020-21 First Interim (SBCSS FINAL 12-11-2020)(1).pdf
 - Encore 2020-21 First Interim - SBCSS Template FINAL 12-11-2020.xlsx
 - Encore FIB LCFF-Calculator_1st Interim 2020-21 FINAL.xlsx
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Cover Sheet

Academic Excellence - Associated Student Body (ASB) President Report

Section: II. Academic Excellence
Item: A. Academic Excellence - Associated Student Body (ASB)
President Report
Purpose: FYI
Submitted by: Dean Griffin, ASB President
Related Material: ASB President Report Jan 2021.pdf

BACKGROUND:

Each month, Encore's ASB Director or the ASB President routinely reports on the academic operations on campus to the Encore Board of Directors. This is for information purposes only.

RECOMMENDATION:

There is no action required for this report.

ENCORE



Junior & Senior High School for the Arts

ASB President Report January 5, 2021

ASB has been working on ideas to boost overall moral of the student body, as all students are struggling with motivation and just overall determination, such as having a zoom meeting where students can talk to staff about things they are struggling with when it comes to remote and distanced learning. We are also currently working on planning rally's and virtual rally's to give students something to do at home as well as once we are back on campus.

Cover Sheet

Assistant Dean of Academics Report

Section: II. Academic Excellence
Item: B. Assistant Dean of Academics Report
Purpose: FYI
Submitted by: Julia Dolf, Assistant Dean of Academics
Related Material: Assistant Dean of Academics Report.pdf

BACKGROUND:

Each month, Encore's Assistant Dean of Academics routinely reports on the academic operations on campus to the Encore Board of Directors. This is for information purposes only.

RECOMMENDATION:

There is no action required for this report.



Assistant Dean of Academics Report

January 2021

Happy New Year! With 2020 behind us, Encore remains optimistic that we will see our students on campus during the second semester of 2021. We continue to plan for both scenarios' in order to make sure our students continue to have that fair and equitable educational experience during distance learning.

- Plans for a novel pick up/drop off for 2021 is in the works
- Benchmark update with the new platform
- Assistant Dean of Academics continues to meet with staff weekly and department chairs monthly
- Individual department meeting rotation resumes in January
- Meeting to discuss finals and the process of how finals will take place is scheduled
- Analyzing Curriculum Data
- Professional Development continues every Friday with teaching staff

Cover Sheet

Theatre and Vocal Music Department Excellence Report

Section: II. Academic Excellence
Item: C. Theatre and Vocal Music Department Excellence Report
Purpose: FYI
Submitted by: Nikola Chekardzhikov, Music Department Chair
Related Material: Music & Theatre Department Report January 2021.pdf

BACKGROUND:

Over the course of the school year, each department chair will report to the Encore Board of Directors to talk about achievements, special events, and happenings within their department on campus. This report is for information only.

RECOMMENDATION:

There is no action required for this report.



January 4th, 2021

Theatre & Music Department Chair report for Fall semester of the 2020/2021 school year

Music Department Members:

Brandon Hill - Theatre

Brian Forbes – Band & Orchestra

Grace Choi D.M.A. - Piano

Robert Hekel – Director of Choirs

Vasil Chekardzhikov – Jr. High & Guitar

Nikola Chekardzhikov /Dept. Chair/ - Guitar & Drumline

Summary

The start of the 2020/2021 school year has been a unique one for the Theatre & Music Department, just as it was for Encore and the US schools as a whole. The Covid crises led to a late start on September 14th, which also meant that we could not have our busy schedule of fun events that would take place in the Fall semester – the Carnival, the Festival, the Barnes & Noble performances in early December and so on. The first few months of a normal school year for our department would be devoted to hectic preparation for these events, while this time we faced different challenges that our team needed to adapt to:

- Distance learning for multi-level music classes
- Students not completing the parallel classes at encorestudent.com
- Grading incorporating the online classes
- Engaging students and motivating them to practice.



Day-to-day business in the Theatre & Music Department

Conducting the day-to-day business for our department has been a bit different as well. The positives are the daily morning meetings, where teachers can reach out to the administration and ask questions or share any concerns (hoping we can retain these even after Covid). In addition, we have our monthly department meetings on the last Friday of each month, where we discussed topics specific to the department – such as creating and improving the content of the music department’s courses at encoestudent.com, grading specifics as well as sharing ideas for improving our teaching in the new online format.

As a department chair my main task once again was to support the teachers in my department in their needs. They were able to reach me by phone, text and email any time of the day, and the music department teachers have used that to a varying degree.

Interesting Developments in the Department:

- “Parade of Pianos” Foundation donations – At the start of the school year, some students did not have instruments at home to practice. Dr. Choi worked with the “Parade of Pianos” foundation, which provided two of our students with upright pianos for free including tuning of the instruments.
- Talent Show – a number of piano, guitar and voice students created and submitted video recordings for the annual talent show aired on Twitch.
- Teams- reestablishing some of the traditional Encore teams, such as Theatre X and Rhythm & Combo in the new online realm, as well as setting the groundwork for establishing a new Music Honors Society Chapter here at Encore.
- Poetry Slam – over a month worth of planning and preparation work, creating content, and filming. This year’s event understandably had a new format as well and was aired on Twitch on November 20th.
- Creating a Theme Song – The 2020/2021 Street Team members worked on creating an original Theme Song as part of their Street team classes. That included writing, recording, mastering, and making a video clip for it. Its airing on Twitch will be coming in the near future.

Areas for Improvement:

Within our department communication and on time grade submission has improved, but we are still working on turning in pacing & emergency sub plans, as well as updating the Learnworld online courses in a timelier manner.

Cover Sheet

Information Items - Academic Excellence

Section: II. Academic Excellence
Item: D. Information Items - Academic Excellence
Purpose: FYI
Submitted by: Julia Dolf
Related Material: BM Monday Morning Meeting Notes January 2021.pdf
Curriculum Assessment Data.pdf
Nov-Jan Meetings.pdf

BACKGROUND:

Each month, Encore's administrative team updates the Encore Board of Directors on professional development, data, and other events that help drive student success. These items are submitted as a group of data materials and will be summarized monthly.

No action is needed. Included in these reported notes are agendas and notes from Monday Morning Meetings, Department Chair meetings, and Independent Study meetings that took place in the month of December.

RECOMMENDATION:

There is no action required for these reports.

Monday Morning Meeting

December 7, 2020

- Please read the email from Mrs. Griffin titles "Teachers" for updated information
- Academics, meet with departments on Friday, 12/12
- Academics will have benchmarks when we return from break on that Friday
- Arts will meet on Friday with Mrs. Griffin
- Please work on finals. I would like them by Friday, January 8th
- Grading window opens 12/16-12/20
- Holiday Toy/Canned Food Drive continues through 12/18/2020
- Holiday Spirit Week starts 12/14/2020
- Please fill out the student certificate Excel sheet by this Friday.

**Monday Morning Meeting
December 14, 2020**



- Holiday Toy and Canned Food Drive continues this week
- Holiday Spirit Week is this week
- Grading window opens Wednesday the 16th and closes Friday the 18th at noon
 - At least two assignments per week
 - No extensions due to Winter Break
- Monday Meeting with Dolf is mandatory
- Friday Meeting with Mr. Griffin is mandatory
- Tuesday-Thursday with Mrs. Griffin is mandatory at least one day a week
- Arts meeting at 10:30 on Friday, 12/18
- Academics for Friday, work on Finals and Data Google Forms
- Please add the 2020/2021 Calendar to your Google Calendar from Joelle
- Math and English teachers, we will have benchmarks when we return starting on that Wednesday.

Monday Morning Meeting
January 4, 2021



-Don't forget about the Morning Meetings with Mrs. Griffin, Tuesday through Thursday and the Friday Morning Meetings with Mr. Griffin

-Update grades weekly. At least two assignments per week

-IS Grading-please continue to assist

-Benchmark update :(

-Unit Assessment Data (needs to be completed today...very important!!!)

-COVID-19 Testing to Curtis

-Check the calendar for important events for teams

-PPE Supply Drive and Warm Clothing & Blanket Drive hosted by CSF and NHS. All the information is on the calendar. Ends 1/29/2021

-Department Chairs- Meeting this week

-Meeting with Department Chairs next week

-Friday Professional Development TBD

Curriculum Assessment Data

Complete the form below that will assist us with creating and implementing plans that will assist with improving our students academic achievement. Use the percentage that is found at the bottom of your Aeries gradebook and or your own calculation. If you have a student with an accommodated score, please use the original score only. If you have no data due to the fact that the period is your prep, please type in "Prep Period" in the answer section.

* Required

Teacher Name and Courses *

Your answer

PERIOD 1: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 2: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 3: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer



PERIOD 4: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 5: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 6: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 7: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer

PERIOD 8: Unit 1 Final Exam Average (All Students-even students who did not participate in the exam) *

Your answer



PERIOD 1: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 2: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 3: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 4: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 5: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 6: Unit 1 Final Exam Average (Students who took the exam) *

Your answer



PERIOD 7: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 8: Unit 1 Final Exam Average (Students who took the exam) *

Your answer

PERIOD 1: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 3: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer



PERIOD 4: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 5: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 7: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer

PERIOD 8: Unit 1 Final Exam Average for SPED population (Students who took the exam) *

Your answer



PERIOD 1: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 3: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 4: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 5: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer



PERIOD 7: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 8: Unit 1 Final Exam Average for SPED population (All Students) *

Your answer

PERIOD 1: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 3: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer



PERIOD 4: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 5: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 7: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer

PERIOD 8: Unit 1 Final Exam Average for 504 population (Student who took the exam) *

Your answer



PERIOD 1: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 3: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 4: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 5: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer



PERIOD 7: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 8: Unit 1 Final Exam Average for 504 population (For all students) *

Your answer

PERIOD 1: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 3: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 4: Unit 1 Final Exam Average for EL population (For all students) *

Your answer



PERIOD 5: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 7: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 8: Unit 1 Final Exam Average for EL population (For all students) *

Your answer

PERIOD 1: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

PERIOD 2: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer



PERIOD 3: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

PERIOD 4: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

PERIOD 5: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

PERIOD 6: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

PERIOD 7: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer



PERIOD 8: Unit 1 Final Exam Average for EL population (For those who took the exam) *

Your answer

Submit

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Google Forms



2020-2021 Friday Staff Development Meeting

Date	Attendees	Subject	Details
November 6, 2020	Arts Teachers/Instructors	Arts CTE Curriculum Meeting	Discuss and gain feedback about the CTE courses and aid with grading CTE assignments
November 6, 2020	Academic Teachers	Tools for Teachers	Train staff on the new Tools for Teachers platform on CAASPP/TOMS for teacher to implement resources in with distance learning
November 13, 2020			No Meeting due to holiday and Wednesday
November 20, 2020	All Teachers and Instructors	Individual Department Meetings	Staff meet with Department Chairs to discuss information for Assistant Dean of Academics meeting and to discuss areas of needs or concerns in individual departments
November 27, 2020			No meeting due to Fall Break
December 4, 2020	Arts Teachers/Instructors	Arts CTE Curriculum Meeting	Discuss and gain feedback about the CTE courses and aid with grading CTE assignments
December 4, 2020	Academic Teachers	NAIKU Training	Outside Professional Development provided by Naiku on now benchmark platform
December 11, 2020	All Teachers and Instructors	Data Collection Meeting	All staff to work in Departments to gather and enter in curriculum assessment data into Google Forms
December 18, 2020			No meeting due to quarter grade submission
January 8, 2021	All Teachers and Instructors	504/EL Meeting	Meet with 504/EL Coordinator to discuss current data and progress with subgroups

Cover Sheet

ACTION - Approval of Independent Study Program

Section: II. Academic Excellence
Item: E. ACTION - Approval of Independent Study Program
Purpose: Vote
Submitted by: Denise Griffin
Related Material: IS 20 21 full document.pdf

BACKGROUND:

Each year, Encore approves the Independent Study Program for the school year.

RECOMMENDATION:

Staff recommends approval of this action.



INDEPENDENT STUDY PROGRAM

20/21 School Year

[Contents](#)

Encore's independent study accounts for 15% or less of the overall population on campus. This document covers the processes, procedures, and materials that are used to implement the program. BOARD ADOPTION JANUARY 2021

Denise Griffin
Chief Executive Officer



INDEPENDENT STUDY PROGRAM

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INDEPENDENT STUDY PROGRAM

INDEPENDENT STUDY WELCOME PACKET CHECKLIST

When compiling the IS Welcome Packets, please make sure that all of the information is included.

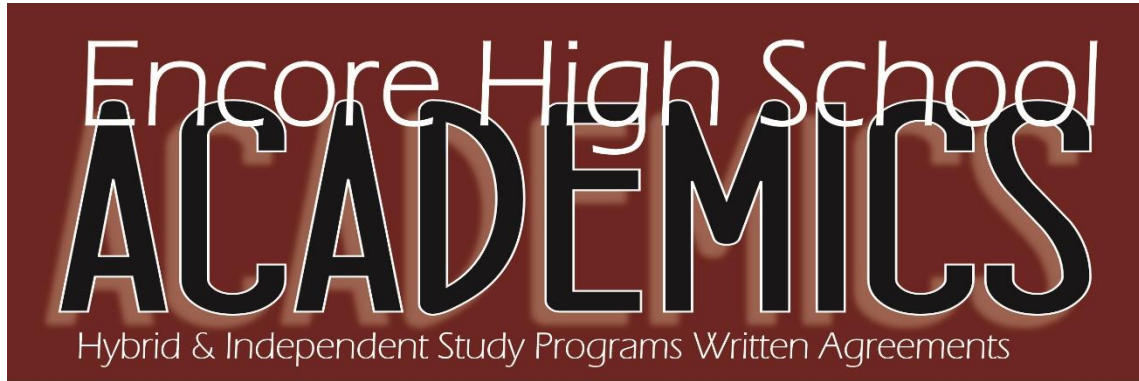
Encore Education Corporation does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender identity or expression, age, national origin (ancestry), ethnic group identification, mental and physical disability, marital or parental status, sex, sexual orientation, or 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.

Check Here:	Item Included:	Verified By:
	Encore Folder	
	Encore Independent Study Handbook	
	Encore Rules & Policy Handbook	
	Encore Arts Magazine	
	School Calendar	
	ASB Welcome Letter	
	Independent Study Contract x 2	
	Computer Use Contract	
	SPED Notification	
	Emergency Card	
	Student Enrollment Form	
	Free / Reduced Lunch Form	
	Curriculum for Grade Level	
	Cyber High Getting Started Guide	
	Unit 1 Pacing Plans for all enrolled classes	
	Blank Manila Folder	
	CONTACT INFORMATION CARD	



INDEPENDENT STUDY PROGRAM

INDEPENDENT STUDY CONTRACT



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SECTION 1 - STUDENT INFORMATION

Student Name:	Student #:	Grade Level:
Address:	Age:	Birth Date:
City:	Zip Code:	Phone:
Parent / Guardian Email:	Parent Cell #:	Student Cell #:
Duration of agreement not to exceed current school year semester.	Beginning Date:	Ending Date:

For Encore’s independent study program, Encore shall only enroll students that reside within the county of San Bernardino, Riverside, or any contiguous county thereof. Proof of residence will be required upon enrollment in this program. Enrollment in Encore is based on availability and is limited.

Objectives, Methods of Study, Methods of Evaluation, and Resources: We understand that the student is to complete the subjects/courses listed below, and that subject/course objectives reflect the curriculum adopted Encore Education Corporation’s Board of Directors and are consistent with Encore Education Corporations curriculum standards, as outlined in the school’s subject/course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in Section 2, which are part of this agreement, and any subsidiary agreements are also part of this agreement. Students are allowed to enroll in up to TWO SEMESTER CLASSES AT A TIME, one is recommended

SUBJECT / COURSE	COURSE VALUE / CREDIT	COMPLETION DUE DATE

PARENT INITIAL: _____



INDEPENDENT STUDY PROGRAM

Reporting: All classes will be graded by a credentialed teacher. Students are required to check in with their IS Coordinator weekly. Students will generally come to school 1 to 2 days per week for 3 hours.

Teacher Contact Name:	Manner of reporting:	Frequency:
Day:	Time:	Meeting Place:

Is the student taking any on campus courses? If yes, list the on campus, traditional seat-based courses on the following graph.

SEAT BASED SUBJECT / COURSE	SEAT BASED COURSE VALUE / CREDIT	SEAT BASED COMPLETION DUE DATE

In the event that a student is unable to report to their teacher on these meeting dates, they should contact their Independent Study Coordinator using this email address:

Contact: _____

Assignments: We understand that according to the Encore Education Corporation Board policy for grades 7 through 12, Full Time Independent Study students will be enrolled in one semester class at a time and will complete a unit each week. Each semester class should take 5 weeks to complete.

Voluntary Statement: We understand that independent study is an optional educational alternative that students voluntarily select, including students covered under California *Education Code* sections 48915 and 48917. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom.

Quality and Quantity; Rights and Privileges; Resources and Services: The independent study option is to be substantially equivalent in quality and quantity to classroom instruction. Students who choose to engage in independent study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

PARENT / GUARDIAN REQUIREMENT: In order to insure student success, parents / guardians are responsible for two critical parts of the independent study / hybrid agreement. These two critical parts are necessary to help students have the support that they need to succeed in this program.

1. Parents / Guardians will make sure that the student attends at least the minimum meeting dates required to maintain academic progress.
2. Parents / Guardians will check with student regarding academic progress and will review the completion checklists up to date. They will help hold the student accountable for completing their homework in a timely manner.

Signed: _____ Date: _____
 Parent / Guardian / Caregiver



INDEPENDENT STUDY PROGRAM

- This agreement is in effect for the term of one semester.
- Academic progress and the terms of this agreement must be upheld by all parties for the term of one semester.
- A student is expected to complete a minimum of one unit per week per semester course. Students should work to complete a semester class every five weeks.
- Students will complete assignments via online curriculum, reading logs, and other instructional means.
- Students are required to meet weekly with their assigned teacher to complete quizzes, tests, and labs.
- Students wishing additional help, can request to attend a seat based class, tutoring time, or email help for academic support. Students can also log on to classes via Zoom and log in to tutoring time via Zoom.
- Students will be assigned a laptop computer to complete coursework. A computer contract will need to be signed before a computer can be assigned to a student.
- A student must make progress weekly. Failure to make adequate progress can place a student on academic probation or change the placement of academic instruction.
- Students will be graded and attendance (ADA) assessed by a professional teacher based on academic progress and assignment completion records.
- Students must complete courses with a grade letter "C" or better to meet the A-G college / career readiness standards outlined by the College Board.

Signatures and Dates: We have read and understand the terms of this agreement, and agree to all the provisions.

Student Signature:	Date:
Parent/Guardian/Caregiver Signature:	Date:
Supervising Teacher Signature:	Date:
Independent Study Coordinator Signature:	Date:
Administrator Signature:	Date:

**Should you have any questions:
ENCORE EDUCATION CORPORATION, 16955 LEMON STREET, HESPERIA, CA 92345.
760-949-2039.**



INDEPENDENT STUDY PROGRAM

SPED NOTIFICATION

Encore Education Corporation is dedicated to providing the best education program to their enrolled students. This means that Encore is committed to making sure that the program appropriately suits the need of the student.

For any student that has a current IEP and is currently enrolled in a Special Education program, Encore requires that the student meets with a member of Encore’s Special Education department before enrollment into any independent study program. Students that are on a current IEP from Encore or any other school will require a new IEP that expressly states that an independent study program would be suitable for the student.

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.

Students on a current IEP will have to have an IEP meeting set prior to starting any independent study program. If the IEP team deems that an independent study program would not be an appropriate placement for the student, the IEP team will recommend an appropriate academic program placement for the student which may include traditional placement in a seat based program through Encore Education Corporation.

It is imperative that parents / guardians / caregivers notify Encore immediately upon enrollment if their child has an IEP or has special needs in order to provide the appropriate academic programs without any interruption of services.

My student is not on a current IEP: Signed: _____ Date: _____

My student is on a current IEP: Signed: _____ Date: _____

If your student is on a current IEP, please provide a copy of the IEP or bring the IEP to your enrollment meeting so the enrollment coordinator can make a copy. An IEP shall not keep a student from enrollment into Encore High School, but may limit the availability of Independent Study. Encore is collecting this information for the sole purpose of making sure that Encore can continue to provide needed services to your student. By signing this form, Encore will be able to schedule a meeting with your assigned SPED teacher in a timely manner. Encore’s SPED program is a full inclusion model.

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INDEPENDENT STUDY PROGRAM

ASB WELCOME LETTER FOR IS STUDENTS

WELCOME.

We are so excited that you are becoming a pirate. From all of us in your Associated Student Body, we would like to welcome you to Encore High School! There is always something exciting happening and as a special member of our Independent Study program, we want to make sure that you get the chance to be a part of our incredible school culture. Even though you may not be on campus every day, you still have the opportunity to become a part of our events. This letter is to help you learn what is going on every week.

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There are a few ways to get involved and find out what is going on. You can reserve your tickets and let us know you are coming to an event whenever you wish. If you want to come for any daytime event, all you have to do is show your ID card and sign in at the main office. There are rallies every Friday during lunch that are always fun to be a part of.

Here is how to know what is going on:

- STUDENT EMAIL – Every student is given an encorestudent.com email account. ASB sends out daily announcements to let everyone know what is going on every day. These announcements also tell you how to get involved.
- REMIND – Each class (Class of 2027 for example) has a REMIND where ASB, class advisors, and counselors send important information. Watch for the notices on how to sign up for Remind.
- ENCOREHIGHSCHOOL.COM – On the official website, there is a link to the Encore Event Calendar. This calendar shows in real time what events are happening and which advisors are in charge.
- ENCORE'S OFFICIAL INSTAGRAM AND FACEBOOK - Keep up to date with Encore's social media. There are daily postings to let you know what is going on and to see photos from the latest event.
- SPECIAL INDEPENDENT STUDY EVENTS – Every month, ASB will invite all IS students to a special event or link them in with a special section within an event so fellow IS students can get to know each other.

Now that you know how to find out what is going on throughout the campus, how do you get involved? Getting involved is easy. You will want to email your ISC whenever there is a special event that you want to be involved in that does not have a simple ticket purchase available. Your ISC will help you get in touch with the appropriate group to make sure that you get to be a part of that event.

WELCOME TO ENCORE HIGH SCHOOL!

WE ARE GLAD YOU ARE A PIRATE!

-THE ASB Government Team, Associated Student Body

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INDEPENDENT STUDY PROGRAM

Are you unsure of how to get involved or what to get involved in? Here are some great events that happen during the school year that you won't want to miss.

1. **TEAM RUSH** – Team rush happens twice a year. This happens during lunch and is a time when every team on campus sets up a booth to raise money and promote membership / tryouts / auditions for the team. During this time, you can meet with the team advisors and ask how to get involved.
2. **BIG AUDITION DAY** – Big Audition Days happen twice a year in the fall. These audition days give all eligible students the opportunity to audition for the shows and productions that are happening throughout the school year. You can come out and audition for the next big show.
3. **BACK TO SCHOOL SKATE NIGHT** – This is a fun retro night of entertainment at your local skating rink.
4. **CARNIVAL** – The fall carnival happens toward the end of October, beginning of November each school year and is the biggest on campus event of the school year. If you want to volunteer to help work in a booth, you can start by reaching out to your class advisor and offer to help
5. **COLLEGE TOURS / COLLEGE FAIR** – The counseling department puts together both field trips to colleges around Southern California AND an annual College & Career Fair. These events help you start to think about life after high school.
6. **JUNIOR HIGH DANCES** – When you are in 7th or 8th grade, the junior high dances are so fun to be a part of. There is one for back to school, Halloween, a winter semi-formal, and an end of the year dance.
7. **ENCORE SOCIAL** – For high school, Encore hosts an annual semi-formal “MET Gala Inspired” Dance event that combines both campuses in a night of FREE entertainment and fun. This dance / hangout is held off campus and is the social event of the year. It is also FREE.
8. **FIELD TRIPS** – There is always someone going somewhere. Find out what field trips are open to you by asking your ISC.
9. **HOLI FEST** – Once a year, the World Scholars host an event with both campuses combined to celebrate the coming of spring. This is an Indian inspired “COLOR” festival where people taste the food of India and experience showers of color with chalk.
10. **SUICIDE PREVENTION WALK** – Once a year, ASB hosts an event where the community can participate in a walk to remember, advocate, and share with people that wish to put an end to suicide.
11. **ENCORECON** – Once a year, Encore hosts a multi-school event where the arts are celebrated. This is a recital that is open to the public where all students get a chance to show off their hard work from the school year. There is a day of master classes and career workshops along with sharing and a chance to collect convention ribbons and just HAVE FUN!
12. **HOMECOMING** – High school students can take part in an off campus semi-formal dance each year in the late fall, usually right before Fall break. You can bring a non-Encore student to the event with permission.
13. **PROM** – Juniors and Seniors have the opportunity to go to the Junior/Senior prom, a formal off site dance late in the school year, usually in May. You can bring a non-Encore student to the event with permission.
14. **8th GRADE PROMOTION** – At the end of the school year, students completing all of the requirements to complete junior high with passing grades get to participate in a morning ceremony to commemorate the completion of junior high. This ceremony is followed by a trip to a local amusement park.
15. **HIGH SCHOOL GRADUATION** – At the end of your high school career, Encore creates a special ceremony for all graduating seniors. Every senior is given a specific amount of tickets and this is a special ceremony that will finalize your high school career. There are a lot of senior events that lead up to graduation including a beach day, Halloween at an amusement park, Grad Night, and mystery night.



INDEPENDENT STUDY PROGRAM

CONTACT INFORMATION CARD

WELCOME TO ENCORE INDEPENDENT STUDY PROGRAM!

Your assigned Independent Study Coordinator (ISC) is:

You can reach your ISC by emailing:

If you have any questions, you can call and leave a message:

- You will meet with your ISC at least once per week according to your Independent Study Contract. You must complete at least one unit per month per course assigned unless otherwise paced. Your ISC will schedule your time with your credentialed teachers and keep you on track and on time. Check in with them for additional tutoring with teachers and/or student tutors.
- Your parent / guardian / caregiver will be checking your academic progress each week to make sure you are on track.
- You must log in to complete schoolwork every school day to stay on pace.
- You can succeed. Commit to success.



INDEPENDENT STUDY PROGRAM

TECHNOLOGY USE & POLICY AGREEMENT

Encore Jr. / Sr. High School Student Technology Acceptable Use Policy Agreement

Student ID# _____ (If unknown, please check with the office.)

Student Name _____ (Please Print)

Technology Usage Agreement – Student

I understand that my use of the school’s technology is not private and that the school may monitor my use of school technology including, but not limited to, accessing browser logs, Email logs, and any other history of use. I consent to school interception of, or access to, all communication I send and received or store using the school’s Technology Resources, pursuant to state and Federal law, even if the school’s Technology Resources are accessed remotely.

I understand the conditions of the Student Technology Acceptable Use Policy apply to both Encore provide devices and personally provided devices.

The proper use of the Encore High School network, the Internet and educational value to be gained from proper use of these is the joint responsibility of students, parents and employees of the school. Each student must have a signed AUP on file with the school in order to use any type of school technology device (laptops, tablets, desktop computers, etc.)

Use of the school system is at the user’s own risk. The system is provided on an “as is, as available” basis. The school will not be responsible for any damage users may suffer, including but not limited to, loss, damage or unavailability, of data stored on the school media, delays or changes in, or interruptions of, service, information or materials. The school is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school system. The school will not be responsible for financial obligations rising through unauthorized use of the school system or the Internet.

I have read, or had read to me, and a copy provided to me of the Encore Junior / Senior High School student technology acceptable use policy, and I agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action taken against me, including but not limited to, suspension or revocation of my access to school technology and suspension or expulsion from school.

My signature below indicates my acceptance of these policies.

Student Signature _____ Date _____



INDEPENDENT STUDY PROGRAM

Technology Usage Agreement – Parent / Guardian

As the parent or legal guardian of the student named above, I have read the Encore Jr/Sr High School Student Technology Acceptable Use Policy. I understand that violation of these provisions may result in disciplinary action taken against my child, ward or child within my care, including but not limited to suspension or revocation of my child's or ward's access to school technology, and suspension or expulsion from school.

I understand that my child's or ward's technology usage is not private and that the school may monitor my child's or ward's use of school technology, including, but not limited to, accessing browser logs, email logs, and any other history of use. I consent to school interception of, or access to, all communications sent, received, or stored by my child or ward using the school's technology resources, pursuant to state and federal law, even if the school's technology resources are accessed remotely.

I recognize it is impossible to restrict access to all controversial materials, and I will not hold the school, its employees, or its agents responsible for materials acquired on the Internet. I accept responsibility for guidance of Internet use - setting and conveying standards for my child to follow when selecting, sharing, or exploring information and media.

I agree to be responsible for any unauthorized costs arising from my child's, ward's, or child within my care's use of the school's technology resources. I agree to be responsible for any damages incurred by my child, ward, or child within my care.

I understand that any device owned by the Encore Jr/Sr High School is to be used for the sole purpose of education and only to be used by the above signed student. This student is the only authorized user of his or her assigned device.

I understand the conditions of the Student Technology Acceptable Use Policy apply to both Encore provided devices and personally provided devices.

My signature below indicates my acceptance of these policies.

Parent / Guardian Name _____ (Please Print)

Parent / Guardian Signature _____ Date _____



INDEPENDENT STUDY PROGRAM

Encore Jr. / Sr. High School Student Technology Acceptable Use Policy Agreement

Regarding Personal Devices

(optional)

Parent / Guardian Provided Personal Computing Devices.

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Parents may opt to provide personal computing devices to their child, ward, or child within their care in lieu of using an Encore issued device under the following conditions and restrictions:

- I agree to all parts of the Student Technology Acceptable Use Policy.
- I agree to provide my child or ward their own source of Internet access. Phone, hotspot or access point. Personal devices will NOT be allowed access to Encore WIFI.
- I recognize it is impossible to restrict access to all controversial materials, even more so without control of the Internet access provided and I will not hold the Encore High School, its employees, or its agents responsible for materials acquired on the Internet. I accept responsibility for guidance of Internet use - setting and conveying standards for my child to follow when selecting, sharing, or exploring information and media.
- I agree to be responsible for any unauthorized costs arising from my child's, ward's, or child within my care's use of these resources. I agree to be responsible for any damages incurred by my child, ward, or child within my care.
- I understand I may be held responsible, financially and criminally for any access or damages my child, ward or child within my care my cause by sharing Internet or media access.
- I agree to release to any Encore administrator said device(s) for monitoring or inspection.
- Personal devices are still subject to use at Teacher/Staff direction.
- Personal devices will NOT be allowed on any Encore network.
- Personal devices will be brought to school every day, fully charged and with the power cord.
- Personal devices and Internet access will NOT be shared with other students.
- Storage media accessible by personal access points will NOT be shared.
- Only Encore issued email, CyberHigh and other accounts will be used while on school premises. NO personal accounts will be allowed.
- Expectation of privacy on personal devices are the same as Encore issued devices. That is, expect none. Personal devices are subject to the same monitoring and inspection as Encore issued devices. It is recommended that devices to be used for school, be used by only one person as to avoid confusion as to who did what. A student using a personal device may be held accountable for actions by siblings and/or parents.

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INDEPENDENT STUDY PROGRAM

My signature below indicates my acceptance of these policies in addition to the standard, Student Technology Acceptable Use Policy.

Student Signature _____ Date _____

Parent / Guardian Signature _____ Date _____



INDEPENDENT STUDY PROGRAM

Encore Jr. / Sr. High School Student Technology Acceptable Use Policy

Recognizing the value of computer and tablet technology to enhance student development, the Encore Jr/Sr High School is excited about integrating technology further into the classroom setting. The high school has implemented a 1:1 computing environment using a device in each student's possession. Encore provided devices are not intended to be loaned to others, nor will be used in any way that would violate this "Students Acceptable Use Policy." This agreement relates to students' use of computer equipment supplied by Encore Jr/Sr High School, and personally provided devices, at school and at home.

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Any devices, technology or property provided by Encore High School is and remains the device, technology or property of Encore High School. Said property shall be surrendered upon demand in the same condition as issued less any normal wear.

In conjunction with new technology, the school will be creating accounts in systems such as Google Apps for Education, CyberHigh, or other online classroom aides for the purposes of furthering educational opportunities. Students will be assigned a unique username and password for these systems. These systems will be managed by the school's filters to ensure the privacy and safety of students. At any time, school staff may choose to inspect any student device for compliance with school policies.

It is the policy of the school to maintain a technological environment that promotes ethical and responsible behavior in all online network activities. Use of technology resources in a disruptive, inappropriate, or illegal manner undermines the school objectives and will not be tolerated. Students who accidentally access unacceptable material shall immediately notify appropriate school personnel (teacher, counselor, or any administrator). This disclosure may serve as a defense against allegations that the user has intentionally violated this policy.

This policy applies to all devices used on school premises. Whether laptop, Chromebook, tablet or phone, both Encore issued devices and personal devices carry the same responsibilities, conditions and restrictions. While personally provided devices carry additional responsibilities, conditions and restrictions.

To use personally provided devices the Student Technology Acceptable Use Policy Agreement (Personal Devices) must be completed in addition to Student and Parent/Guardian agreements.

Unacceptable use of technology includes, but is not limited to:

- Allowing another person to use your user ID/password to gain access to any school system, including your own.
- Sending, displaying, or storing inappropriate content on any school device, in any location (or other device on school premises), such as: offensive messages or pictures, sexting, possession of sexually explicit, vulgar, or violent material.
- Threatening, harassing, insulting, or attacking others. (cyberbullying)

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- Violating copyright laws. (includes, but is not limited to movies, music, photos, books)
- Releasing personal information or false information about another person or yourself including, but not limited to: name, address, phone number, email address, social security number, account number, passwords, and other items used for identification
- Damaging computers, computer systems, or computer networks.
- Trespassing in another user's folders, work, files, or decrypting or attempting to decrypt system or user passwords.
- Employing the network for commercial purposes, privately purchasing, selling, advertising, or exchanging any goods or services in commerce. Or political purposes for advocating personal, political, philosophical, or religious points of view.
- Crashing, attempting to crash network systems (school or other), or willful introduction of computer "viruses/malware" or other disruptive/destructive programs into the school network or into external networks
- Using the network for any purpose or activity that is prohibited by federal, state, local laws, rules or regulations
- Attempting to join or joining unauthorized non-school owned / managed equipment to the school network
- Intentionally peeling off the serial number barcode or any other school placed barcode.
- Intentionally obscuring or making unreadable any manufacturer placed identifiers.

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Any faculty or staff member may moderate restrictions on student use, such as the amount of time online, sites visited or time frames of permitted use.

Students will be expected to treat school issued devices with respect and care. Students will keep issued devices inside their cases, in the instances in which cases are provided by the school. Students will be expected to ensure the serial number and barcode labels are securely attached to any school issued device. If a student willfully damages or loses a school owned device, restitution will be paid. If restitution is not paid, the student will have technology privileges removed. This will also be tied to receiving a diploma, grade card, and/or class schedules. Encore High School does not offer insurance on Encore issued devices. However, insurance is available through Worth Ave. Group. On the web at:

<https://my.worthavegroup.com/encorehighschoolca>

This link pre-populates the form with our Chromebook information so parents don't have to find the correct Chromebook and valuation. Select the deductible desired and term of coverage. Annual policy runs about \$30 per year.

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INDEPENDENT STUDY PROGRAM

In addition to understood concepts of expected conduct described in this document, I agree to the following behavioral norms in technology use:

- I agree to take part in mandatory Internet Safety Training.
- I agree to care for and protect all school technology devices in my possession.
- I agree to share any school related logins and passwords with my parent(s) or legal guardian and understand that these accounts are not private from administrators or parent supervision and monitoring.
- I agree to share my school related passwords only with my parent(s) / legal guardian and requesting school administrators and not with others, understanding that activity done on such accounts will be tied to my identity.
- I agree to secure any school technology device assigned to me when not in use or when not in my possession.
- I agree to immediately report any damages or vandalism to the device, protective case, or bag to the Technology Help Desk, whether caused by myself or another party
- I agree to report any loss of the device, bag, or other parts to both the Technology Help Desk and Law Enforcement.
- The device must be handled and stored in a way appropriate for electronic equipment, and the maintenance and care guidelines provided with the laptop must be followed.
- I will not access or store any information, files or software that do not meet high ethical standards as stated in the Student Acceptable Use Policy.
- I will respect the copyright of software, music, images, text, movies, etc., by not making unauthorized copies of copyrighted material or loading unauthorized copies of copyrighted material onto my device.
- I will bring my device to school every day charged along with its power cord.
- I am responsible for the software and content on my device and understand that it is my responsibility to make backups.
- I understand storage capacity on Chromebooks is limited and I will use the Google Drive associated with my Encore issued account or an external USB drive whenever possible.
- I will use the device on a flat, stable surface.
- I will not mark the laptop in any way with markers, stickers, etc.
- I will not eat or drink near the laptop.
- I will not rest pencils/pens, headphones, or other items on the keyboard. Accidentally closing the device with items on the keyboard could potentially damage the screen.



INDEPENDENT STUDY PROGRAM

Students who are found to have violated this policy will be subject to the following consequences, depending on factors such as: Age of student(s), degree of harm, severity of behavior, number of incidences, etc.

These consequences are: Restricted or loss of privileges, after school detention, conference with teacher/counselor/principal, parents contacted, out-of-school suspension, and possible contact with law enforcement. Page | 18

The school will enact measures to filter and/or block offensive material harmful to children. No filtering system is 100% effective. Therefore, supervision and user responsibility will continue to be vital concerning student online safety.

No Right or Expectation of Privacy in Using Equipment in School.

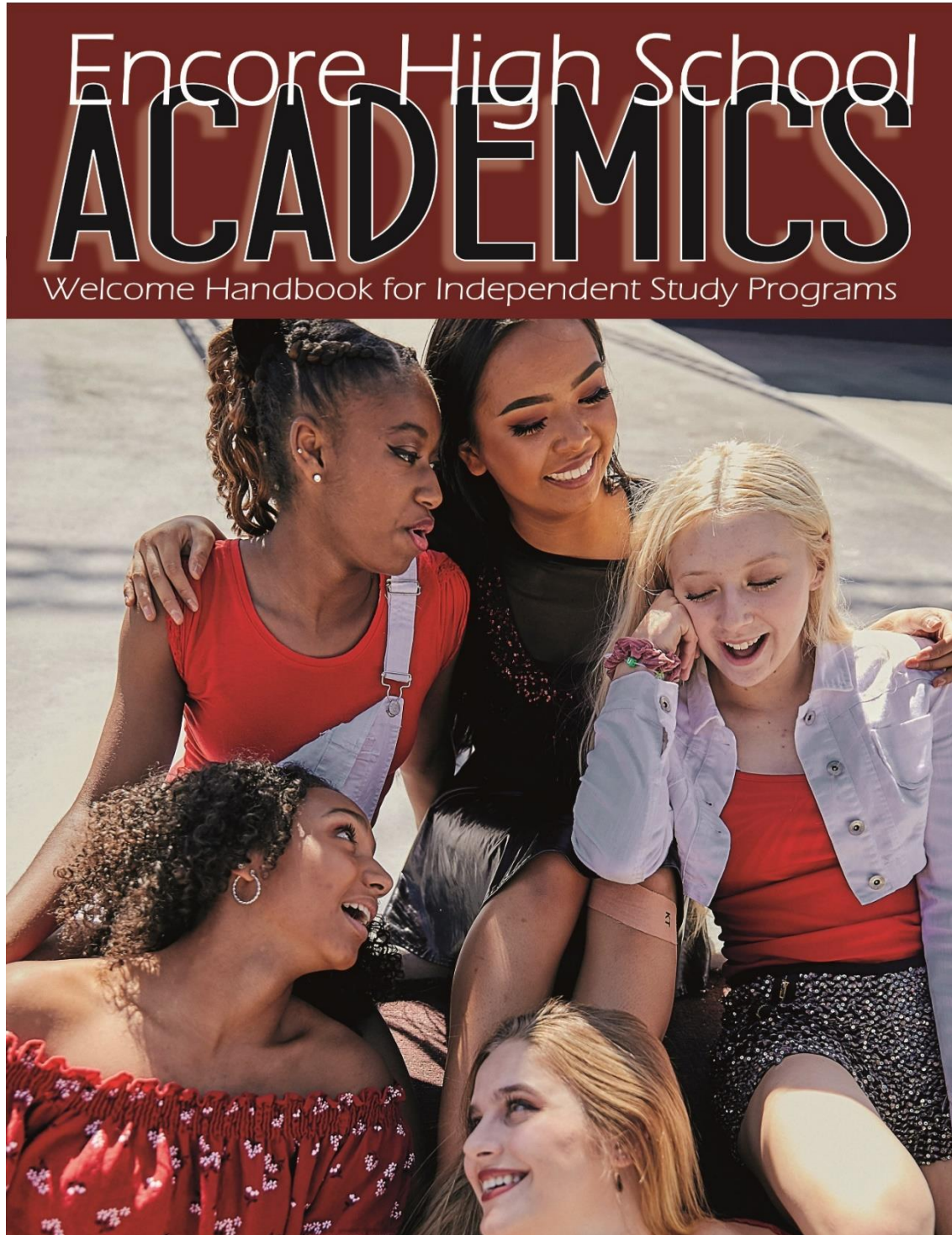
Use of school provided technology is a privilege, and as such, there should be no expectation of privacy on the part of the student pertaining to the contents of personal files. The school will maintain control over materials on the system or contained in files on the system.

School equipment includes, but is not limited to, Chromebooks, laptops, iPads, workstations, mobile labs, and related peripheral equipment. Users have no right to, nor should they have any expectation of privacy while using any school owned device. To the extent that users wish that their private activities remain private, they should avoid using school equipment for personal reasons.

By using school equipment, users imply their consent to disclosing the contents of any files, documents, or information maintained or passed through school equipment. By using school equipment, consent to monitoring and recording is implied, with or without cause, including, but not limited to, access to the Internet and using e-mail.

INDEPENDENT STUDY PROGRAM

ADVERTISING PROMOTION





INDEPENDENT STUDY PROGRAM



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.



INDEPENDENT STUDY PROGRAM



WELCOME TO ENCORE HIGH SCHOOL **Where academics and arts grow together.**

Encore was established with the first school opening 08/08/08. Encore serves just under 900 students with just under 80 staff members. If you have questions, please call our office 760-949-2036.

During the first twelve years of operation, Encore has been able to create frameworks for growth and commitment from students, parents, staff, and the community. The support from the community has been overwhelming as the Encore students have created their home as an important Regional Schools.

The Encore campus is a commuter campus for students ranging from multiple school districts (over 72 in the 2018/2019 school year) where students can pursue a rigorous academic program combined with intense arts training in their field of choice. The campus life has grown an unmatched independence amongst Encore students on the unique campus.

Looking to the future of Encore, 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 communities and the commuter family that has been created within the Encore organization.

For Encore's Independent study programs, Encore offers a unique combination between the social events of traditional high school, the advanced and rigorous arts programs unique to Encore, and the flexibility in scheduling that some students need to be able to merge real life with a great academic experience.

Voted Best in 2019!

- Voted BEST MUSIC SCHOOL in the Inland Empire by Inland Empire Magazine!
- Voted BEST LIVE ENTERTAINMENT in the High Desert by Daily Press Readers!

Also voted as a finalist for:

- Best Charter School
- Best High School
- Best Middle School





INDEPENDENT STUDY PROGRAM

ENCORE'S VISION

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.

Where academics and arts grow together.

MISSION OF ENCORE

The mission of Encore High School for the Arts is to provide a creative, challenging, and nurturing environment that offers students an innovative preparation for a university education and pursuit of the arts.

As we step into our second decade of school operation, the executive team wanted to figure out how to describe the magic that makes Encore High School so unique and special to people that don't know anything about it. The challenge was to describe Encore in three sentences or less. After polling staff and students, this is just an example of how special and unique Encore High School is to everyone involved.

- "A place where a student is given many opportunities to explore their dreams. They are also given great tools in both the arts and academics to help them succeed after high school."
- "A community where students are encouraged to be themselves and spend time figuring out who they are."
- "A diverse experience that helps young adults realize opportunities available to them academically and artistically."
- "A place where a passionate artist can perfect their original art form while mastering another."
- "An educational institution that prepared me to succeed in university by combining my love of dance with my intellect. I earned a full ride scholarship and am now a college graduate because of the foundation I earned at Encore High School."
- "A place where the fact that I want to be an opera singing doctor can be celebrated!"



Encore's arts programs are broken down into four houses, each signified with their own pirate flag. Featured from left to right, each flag represents a groups of conservatories.

1. House of Performing Arts
2. House of Career Arts
3. House of Music Arts
4. House of Visual & Technical Arts

Independent Study students at Encore can choose to participate in a variety of arts activities.

INDEPENDENT STUDY PROGRAM

Encore High School

INSTRUCTION

Welcome Handbook for Independent Study Programs



Encore High School is accredited by the Western Association of Schools and Colleges (WASC). Students enrolled at Encore are placed on a college preparatory graduation path with several A-G approved courses to set students on the path for college acceptance after graduation.

The exact definition of A-G is:

“Courses from California high schools and online schools used to satisfy the “a-g” subject requirements must be approved by UC and appear on the institution’s “a-g” course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students’ oral and listening skills.”

Check the college and university admission requirements for the colleges that are under consideration for your specific admission.

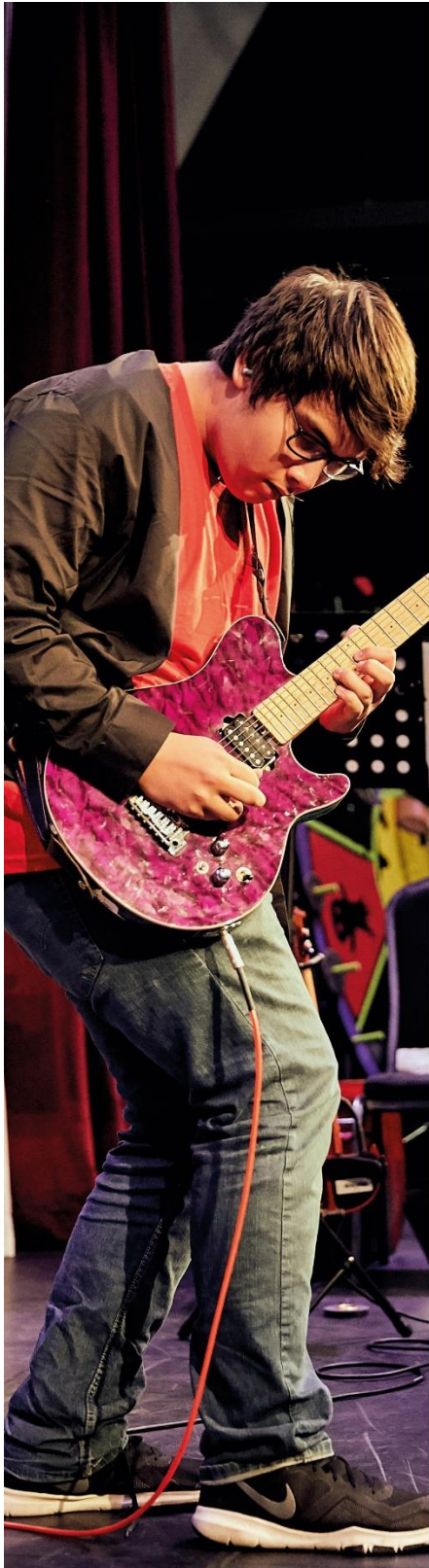
Encore offers multiple methods of instruction so students can tailor their academic career to fit their needs.

- Traditional seat based program - Students attend classes full time, five days per week.
- Independent study program - Students are enrolled in one to three A-G courses at a time that are done at home using one to one technology. Students attend school once per week for three hours.

Upon enrollment into one of Encore’s Independent study programs, students will meet with their counselor that will help create and Individual Academic Plan to map out timelines for appropriate academic progress. Each student will be assigned an Independent Study Coordinator that will work with the student’s credentialed academic teachers to arrange meetings, testing, and grading of all independent study work.

Students earn course credits and attendance by completing assigned coursework according to the plan created for them. Students log on to their assigned laptop to complete coursework during all calendar school days. They are assigned days to come on campus to complete Quizzes and tests within their academic classes.

INDEPENDENT STUDY PROGRAM



COMMUNICATION

Students have a variety of different people available to them for support within their individual program. Their primary contact for success in their program is their Independent Study Coordinator (ISC). They will meet with them on a weekly basis to help them stay on top of their academic progress.

Within each academic course, students work with their credentialed teacher to make sure that they can succeed. ISCs can arrange tutoring sessions with students in person or via email for support needed. ISCs can also arrange for students to come to traditional seat based classes for specific instruction and tutoring to make sure that students can take part in engaging classroom instruction. Finally, ISCs schedule labs and tests with the credentialed teacher that is teaching the course.

To make sure that academic progress is made at an appropriate pace, Encore encourages parents and guardians to play an influential role in the engagement of the student. Parents / guardians are required to help their students stay on track:

- Check the assignment logs for each week
- Discuss progress on assignment logs each week
- Make sure that students attend assigned school days / meetings

Having the ISC, teachers, counselor, and parent / guardians work together will help create an engaging environment that stimulates learning and success for the student.

Communication is key. Students, parents, teachers, and ISCs work together using email as a primary means of communication. Monthly parent / teacher conferences are available on the last Thursday of the month and progress emails will be sent to parents and students monthly to give attendance and academic progress reports. Parent / Guardians also meet with counselors and ISCs for agreement signings twice per year.

Academic Progress and Attendance

A student's academic progress and attendance (ADA) is determined by each teacher that teaches, reviews, and grades coursework. In order for appropriate academic progress to be made toward graduation, Encore students must complete at least 10 semester courses during each school year. To meet this timeline, students will need to complete 5 assigned units per month. This is the equivalent of one semester course per month of completion. Students can work ahead and at a faster pace if they desire. Students can also set up to work during summer months to continue to complete coursework during the summer. Summer work can be used as either a "work ahead" or "make up" depending on student achievement.

BENCHMARKS AND TESTING

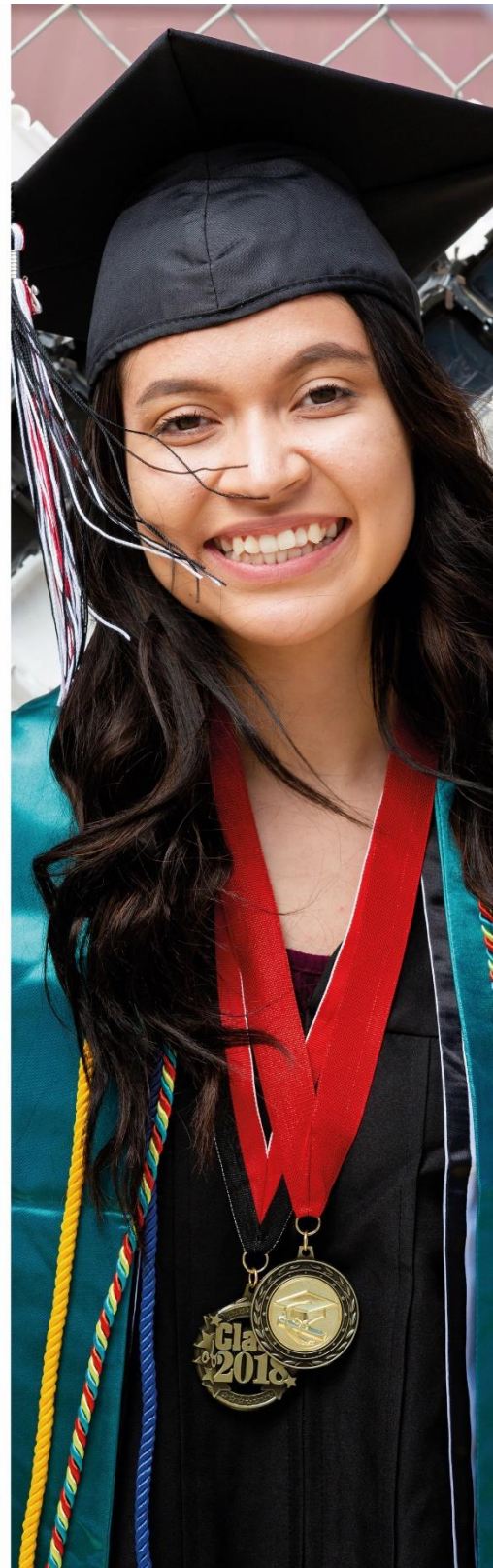
All Independent Study students are required to take the state tests (CAASPP, ELPAC) and Encore's Benchmark exams (NWEA) given three times per year. These tests are critical to show student growth.

INDEPENDENT STUDY PROGRAM

GRADUATION REQUIREMENTS

Category	Subject	Semester Credits Needed
A	History / Social Sciences	20 Semester Credits
B	English	40 Semester Credits
C	Mathematics	30 Semester Credits
D	Science	20 Semester Credits
E	Language Other Than English	20 Semester Credits
F	Visual & Performing Arts	10 Semester Credits
G	College Preparatory Electives	10 Semester Credits
CA Requirement	Government / Economics	10 Semester Credits
CA Requirement	Physical Education	20 Semester Credits
Total Credits Needed		180 Semester Credits

Completion of these requirements with a grade of "C" or better will make a student A-G qualified upon graduation. Students completing a CTE pathway or completing college courses before graduation will also be college & career certified upon graduation. Students graduating college & career certified get the honor of wearing an additional stole during the graduation ceremonies.



INDEPENDENT STUDY PROGRAM

Encore High School COURSES

Welcome Handbook for Independent Study Programs



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INDEPENDENT STUDY PROGRAM

7TH GRADE

7th Grade ELA Curriculum –

- ***English Language Arts 7A & B*** - This course is designed to help 7th grade students develop their reading, writing, speaking, and listening skills. In this course, students will read and analyze various forms of written text, while they continue to develop their grammar and writing skills.

7th Grade Mathematics Curriculum –

- ***Pre Algebra A & B*** - This course serves as a precursor to Algebra A. Calculator activities are provided to stimulate student interest and to facilitate the introduction of math concepts including whole numbers, properties and rules of operations, number theory, rational numbers, ratio, proportion, percentage, measurement, statistics and probability, real numbers, and graphing. Students will also study basic algebra principles such as algebraic expressions, polynomials, equations, and factoring.

7th Grade Science Curriculum -

- ***Integrated Science 7 A & B*** - Bring Science Alive! from TCI learning resources is the online platform that is used for this course. Students will have an account set up through TCI and will be guided through this course with Encore Education Corporation's Credentialed Teachers.
- This course is 100% NGSS (Next Generation Science Standards) and has been adopted new for the 2020-2021 school year for junior high

7th Grade World History Curriculum -

- ***World History 7 A & B*** - History Alive! The United States Through Industrialism immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.

JUNIOR HIGH CURRICULUM

In seventh grade students will start taking courses in preparation for high school and college in the areas of history, science, math, and English. These courses align with Common Core. Students can also take a variety of online arts classes to gain their elective credits for junior high.



INDEPENDENT STUDY PROGRAM

8TH GRADE

8th Grade Courses

8th Grade RLA Curriculum –

- **Reading Language Arts 8 A & B** - This course is designed to help 8th grade students develop their reading, writing, speaking, and listening skills. In this course, students will read and analyze various forms of written text, while they continue to develop their grammar and writing skills. In this course emphasis will be placed on informative, argumentative, and narrative writing, but we will also address other forms of writing such as descriptive and persuasive writing.

8th Grade Math Curriculum -

- **Algebra A & B** - In conjunction with Algebra B, this course shows how algebraic skills are applied in a wide variety of problem-solving situations and, in seeing the larger picture and in understanding the underlying concepts, students will be in a better position to apply their knowledge to new situations and problems. Students review Pre-Algebra skills (including variables, expressions, order of operations, and equations) and the fundamentals of the language of mathematics. As students progress through the course, they will study concepts like sequences and their graphs, independent and dependent relationships, how to simplify and solve equations and functions, monomials and polynomials, factorization, exponential graphs and functions, transformations, slope, how to solve systems, square roots, quadratic equations, inequalities, absolute value, statistics, etc.



INDEPENDENT STUDY PROGRAM

8th Grade Science Curriculum

- **High School Course – Health Education (A-G Approved 5 credits elective)** - This course covers wellness; nutrition and healthy eating; individual physical and emotional growth and development; gender identity; family and relationship dynamics; domestic abuse; infectious and non-infectious diseases; drug, alcohol, and tobacco use and abuse; consumer and community health; safety and first aid; and environmental health. Note: Parental consent to take this course might be required by the school site.
- **Integrated Science A & B** - Bring Science Alive! from TCI learning resources is the online platform that is used for this course. Students will have an account set up through TCI and will be guided through this course with Encore Education Corporation's Credentialed Teachers.
- This course is 100% NGSS (Next Generation Science Standards) and has been adopted new for the 2020-2021 school year for junior high.

8th Grade History Curriculum

- **US History 8 A & B** - History Alive! The United States Through Industrialism - History Alive! The United States Through Industrialism immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.

HIGH SCHOOL CURRICULUM



Traditional 9th Grade Course Load:

- A - Social Science - No Course
- B - English - English 1A & English 1B (10 credits total)
- C - Mathematics - Math 1A & Math 1B (10 credits total)
- D - Science - Environmental Science A & B (10 credits total)
- E - Language Other Than English - Either Spanish 1 or American Sign Language 1A & 1B (10 credits total)
- F - Visual & Performing Arts - Either an ON CAMPUS class or Art History A & B (10 credits total)



INDEPENDENT STUDY PROGRAM

HIGH SCHOOL CURRICULUM

Traditional 10th Grade Course Load:

- A - Social Science - World History A&B (10 credits total)
- B - English - English 2A & English 2B (10 credits total)
- C - Mathematics - Math 2A & Math 2B (10 credits total)
- D - Science - Laboratory Biology A & B (10 credits total)
- E - Language Other Than English - Either Spanish 2 ON CAMPUS or American Sign Language 2A & 2B (10 credits total)
- G - Any A-G course offered on or off campus that counts toward PE (10 credits total)

Traditional 11th Grade Course Load:

- A - Social Science - US History A&B (10 credits total)
- B - English - English 3A & English 3B (10 credits total)
- C - Mathematics - Math 3A & Math 3B (10 credits total)
- D - Science - Suggested ON CAMPUS Chemistry (10 credits total) or Earth Science (5 credits) Not required
- E - No course, completed requisites
- F - Suggested any ON CAMPUS arts class that counts for PE
- G - No course, completed requisites

Traditional 12th Grade Course Load:

- A - Social Science - Government & Economics (10 credits total)
- B - English - English 4A & English 4B (10 credits total)
- C - Mathematics - Requisite completed
- D - Science - Requisite completed
- E - Requisite completed
- F - Requisite completed
- G - Requisite completed

Additional courses are available to meet the course graduation requirements. Students are also invited to concurrently enroll in neighboring community college to gain college credit at the same time as completing high school credits. For a complete course catalog, reference Encore's website www.encorehighschool.com



INDEPENDENT STUDY PROGRAM

Encore High School ARTS

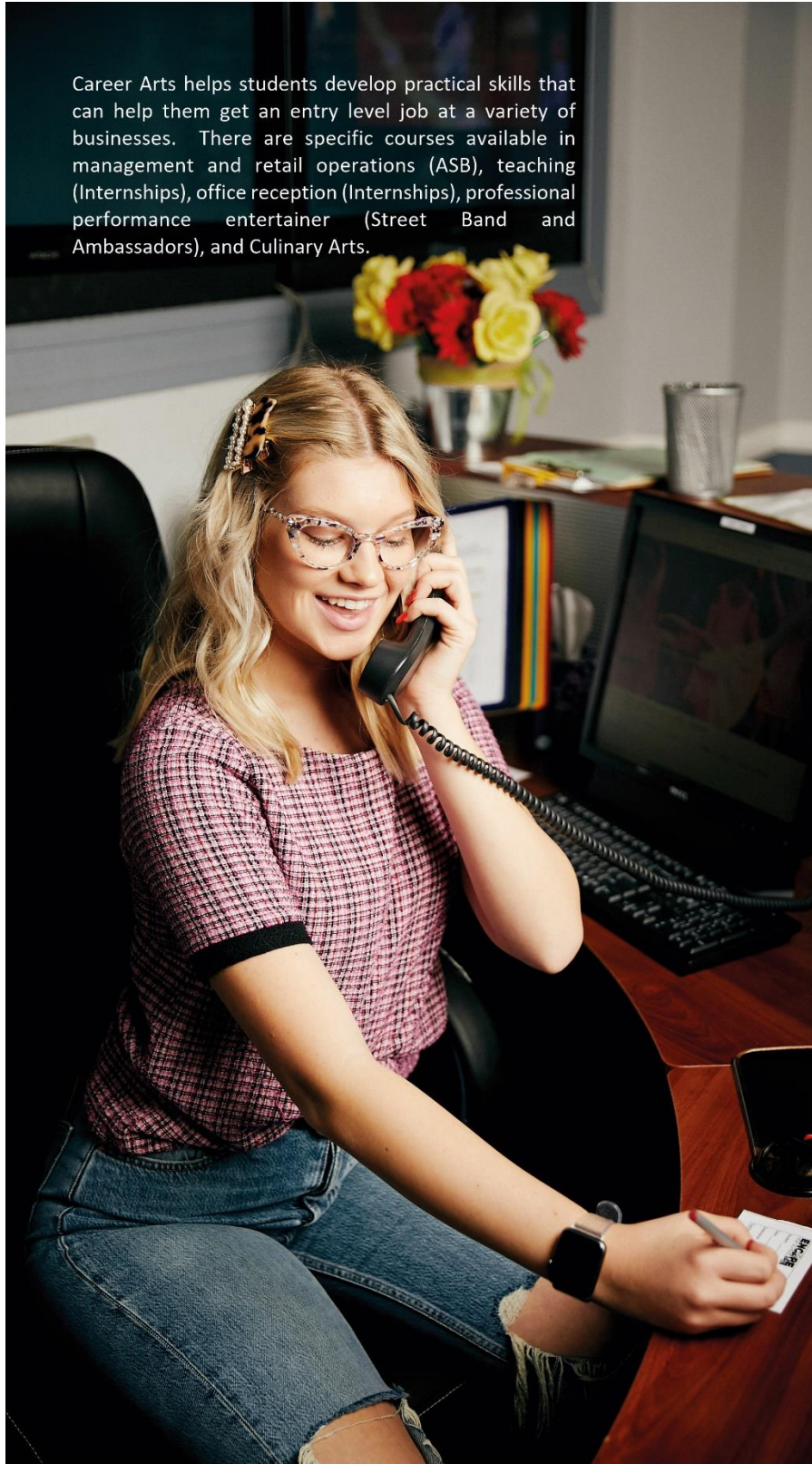
Welcome Handbook for Independent Study Programs



Encore's Independent Study program students have the unique opportunity to take a variety of arts and careers programs on the traditional campus. These courses take place two to three days per week and can be scheduled in conjunction with the weekly meetings scheduled with the student's Independent Study Coordinator.

Arts and Careers courses are available in: Teaching, Culinary Arts, Management, Cirque Acrobatics, Dance, Instrumental Music, Technical Arts, Theatre, Visual Arts, and Vocal Music.

INDEPENDENT STUDY PROGRAM



Career Arts helps students develop practical skills that can help them get an entry level job at a variety of businesses. There are specific courses available in management and retail operations (ASB), teaching (Internships), office reception (Internships), professional performance entertainer (Street Band and Ambassadors), and Culinary Arts.

CAREER ARTS

Conservatory

INDEPENDENT STUDY PROGRAM

DANCE ARTS Conservatory



Encore offers a rigorous dance program for all levels of expertise. Encore's dance program features some of the best professional dance instructors with a variety of background and expertise. Encore focuses on ballet, jazz, hip hop, lyrical, musical theatre, and tap dance genres.

INDEPENDENT STUDY PROGRAM

Encore's Cirque Acrobatics program is a unique opportunity for students to engage in a variety of circus arts. Students can take courses in aerialist, ground arts / tumbling, and circus prop arts. Encore's instructors offer a unique training experience with opportunity for students to be a part of Encore's signature Rock 'n' Roll circuses created every year.



CIRQUE ARTS
Conservatory

INDEPENDENT STUDY PROGRAM

MUSIC ARTS Conservatory



Within Encore's instrumental music conservatory students can learn a variety of instrumentation including music theory and mastery of instruments. Many students graduate with mastery of multiple instruments.

INDEPENDENT STUDY PROGRAM



Encore students get a chance to be a part of a variety of stage techniques and even acting for film during the variety of courses and productions available to students throughout the school year. There are opportunities for advancement in technical theater (like costume design and stage tech) as well as stage and film opportunities.

THEATRE ARTS
Conservatory



INDEPENDENT STUDY PROGRAM

TECHNICAL ARTS
& VISUAL
CONSERVATORY



Encore students have the opportunity to engage in a variety of technical and visual arts courses to help them expand career opportunities in the technical arts fields. Some of the courses included are: costume design, film, photography, art, and stage tech.

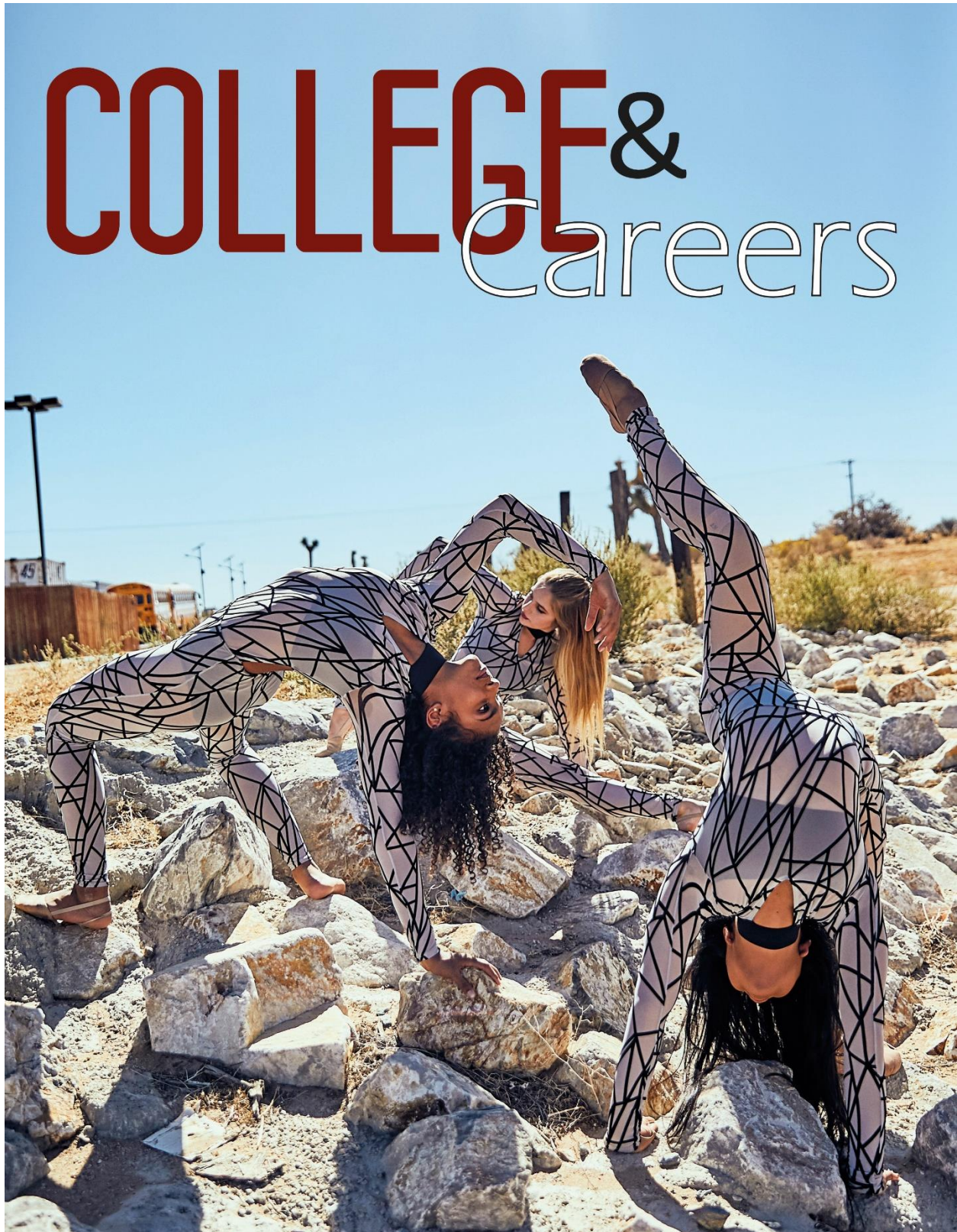
INDEPENDENT STUDY PROGRAM

Encore students have unique opportunities within the vocal music conservatory. Students learn the importance of music theory, solo singing, and singing within a choir. There is extensive training in preparing for a professional career as a vocalist.



VOCAL ARTS
Conservatory

INDEPENDENT STUDY PROGRAM



COLLEGE & Careers

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INDEPENDENT STUDY PROGRAM

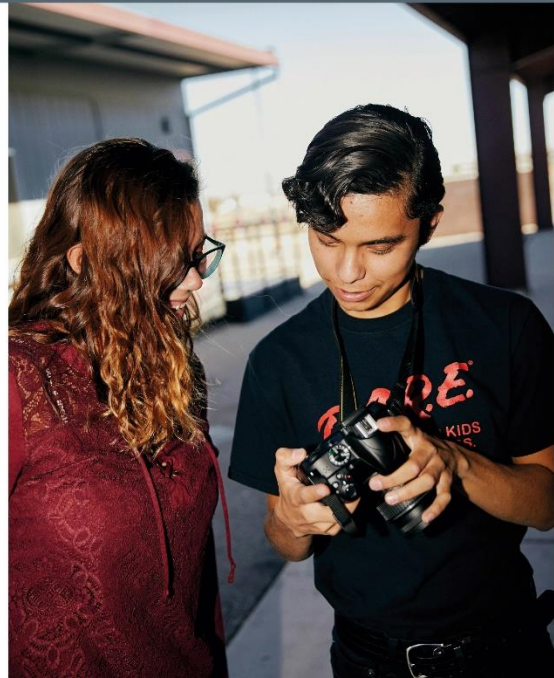
Encore High School CAREERS

Welcome Handbook for Independent Study Programs

It is the goal of Encore to teach our students how to build a successful future using the resources and skills they learn in high school. As an arts school, the technical education components offered are combined with hands-on experience in the arts industry. Encore students that take an active role in the projects offered on campus will learn the following key pieces to working in the arts industry:

- Work ethic & Time management
- Project planning, follow through, and execution
- Proper etiquette for artists within their field
- Hands-on training and master classes from people within the industry
- How to start to look for jobs within their chosen career arts field

Encore offers a variety of Career Technical Education programs that satisfy the CTE Completer tracks outlined by the state of California. Students completing a CTE capstone while attending Encore get to wear a CTE Completer stole during their graduation ceremonies.



SPIRIT

One of the special opportunities by enrolling in the Encore Independent Study programs is the Spirit difference. Students of Encore get to participate in all of the traditional school activities:

Homecoming / Basketball / School Productions / Prom / Carnival / Encore Social / Cheer / Dance Team / Snowboarding / CSF / NHS / ITS / Weekly Rallies / Pirate Radio / EncoreCon / Mural Week / Yearbook / ASB / Student Council / World Scholars / Field Trips / Holi Fest / Mock Trial / Cosplay



INDEPENDENT STUDY PROGRAM



ALUMNI OF ENCORE HAVE BEEN ACCEPTED TO AND ARE ATTENDING MANY UNIVERSITIES & COLLEGES.

- Some of these colleges include:
- UCLA (University of California, Los Angeles)
- UCI (University of California, Irvine)
- University of Florida
- University of Oregon
- California State University, Northridge
- Cal Poly Pomona
- Biola University
- The Young Americans Performing Arts College
- University of San Diego
- Humboldt State University
- Northern Arizona University
- Azusa Pacific University
- University of California, San Diego
- California State University, San Bernardino
- Orange Coast College
- Trinity College
- Case Western Reserve University
- South Oregon University
- AMDA
- California State University, Los Angeles
- La Sierra University
- Seton Hall University
- FIDM
- Yale University
- Nebraska University
- California State University, Fullerton
- Pepperdine University
- Berklee College of Music
- Drexel University
- Notre Dame de Namur University
- University of California, Davis
- California State University, San Marcos
- University of California, Santa Cruz
- University of LaVerne
- University of California, San Diego
- Dublin University
- Boston Conservatory
- California Baptist University
- Redlands University
- LA Film School
- New York University

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INDEPENDENT STUDY PROGRAM

INDEPENDENT STUDY COORDINATOR JOB DESCRIPTION



INDEPENDENT STUDY PROGRAM

Job Classification:	Classified
Position Title:	Independent Study Coordinator
Position Assignment:	Instructor
Work Calendar:	Teacher
Exempt/Non-Exempt Designation:	Exempt
Pay Schedule:	Instructor Salary Schedule
Pay Type:	Salary
Pay Method:	Bi-monthly
Benefit Structure:	\$10,000 Total Employer Contribution
Reports To:	Administrative Head Counselor
<p>Job Purpose: The purpose of this position is to work with the short term and long term independent study students in coordinating their activities and their academic progress on campus.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Meet with counseling department regularly to go over student caseloads for short term and long term independent study students. • Meet with independent study students weekly to go over academic progress and help them track their completion of courses. • Coordinate meetings with credentialed teachers and students to make sure that students are: <ul style="list-style-type: none"> ○ Meeting with their assigned credentialed teacher for the course they are enrolled in person or via Zoom each month and via email or phone conference at least every 14 days. ○ Work with teachers to make sure all grading on independent study students is up to date. ○ Work with CSF and NHS advisors to schedule peer tutoring sessions to students. ○ Send weekly updates to parents and students regarding academic progress. ○ Facilitate weekly meetings with the students on campus for three hours to include all needed supports during that time. ○ Meet with parents and students regularly (at least quarterly) in parent conference. • Other related duties as assigned. <p>Skills/Qualifications:</p> <ul style="list-style-type: none"> • Bachelor’s Degree • Enrollment in a teacher credentialing program is preferred. • Highly resourceful team-player, with the ability to also be extremely effective independently • Proven ability to handle confidential information with discretion, be adaptable to various competing demands, and demonstrate the highest level of customer/client service and response • Demonstrate ability to achieve high performance goals and meet deadlines in a fast paced environment • Excellent written and verbal communication skills • Knowledge of computers, Aeries, Word, Google 	



INDEPENDENT STUDY PROGRAM

- **Forward looking thinker, who actively seeks opportunities and proposes solutions**

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

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.



INDEPENDENT STUDY PROGRAM

CREDENTIALLED TEACHERS

Encore employs several credentialed teachers that are experts in their field. While the Independent Study Coordinator helps to facilitate the students' courses, Encore's credentialed teachers are responsible for teaching the course, tracking the completed coursework, and assigning grades. Since the student will move through several teacher courses during a school year, they report to their IS Coordinator to help with the logistics of their school year.

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Credentialed teachers teach a caseload of traditional, seat-based students over the course of the school year. At any given time during the school year, a credentialed teacher could have up to 8 independent study students on their caseload. For most students in independent study, they will complete one to two courses at a time in about five weeks. This means that the students will change teachers about every five weeks.

Credentialed teachers that have assigned students in their independent study caseload follow a specific procedure to help with student success.

1. Receive notification from the ISC (Independent Study Coordinator) that they have a new student in their caseload.
2. The ISC will give the student the pacing plan for the teacher course based on a five week semester completion.
3. The teacher will send an email with contact information to the student so the student can ask any specific questions about the course.
4. The teacher will give the student access to Google classroom and all asynchronous / recorded lectures that are needed to complete the course.
5. The student will meet in person at least twice with their credentialed teacher during their five week course.
6. The student will complete tests and quizzes that the credentialed teacher will grade every week.
7. The credentialed teacher is available for tutoring Tuesday through Friday from 7:45 – 8:15 am
8. The credentialed teacher is responsible for grading all completed work, teaching all in person labs, and completing the gradebook for the course.
9. When the student has completed the course. The ISC will notify the counselor to update the student transcripts.



INDEPENDENT STUDY PROGRAM

Course	Credential Held by the Teacher teaching the course in IS
7 th Grade ELA	K-8 Multi Subject Credential OR Single Subject English Credential
7 th Grade Math	K-8 Multi Subject Credential OR Single Subject Foundation Math Credential
7 th Grade Science	K-8 Multi Subject Credential OR Single Subject Science Credential
7 th Grade World History	K-8 Multi Subject Credential OR Single Subject History Credential
8 th Grade RLA	K-8 Multi Subject Credential OR Single Subject English Credential
8 th Grade Math	K-8 Multi Subject Credential OR Single Subject Foundation Math Credential
8 th Grade Science	K-8 Multi Subject Credential OR Single Subject Science Credential
8 th Grade US History	K-8 Multi Subject Credential OR Single Subject History Credential
High School English 1, 2, 3, 4	Single Subject English Credential
High School Math 1, 2	Single Subject Foundational Math Credential
High School Math 3+	Single Subject Mathematics Credential
World History, US History, Economics, Government	Single Subject Social Sciences Credential
Spanish	Single Subject Spanish Credential
High School Biology	Single Subject Life Sciences Credential
High School Chemistry	Single Subject Chemistry Credential
High School Environmental Science	Single Subject Science Credential



INDEPENDENT STUDY PROGRAM

ACADEMIC PLANS

Encore’s counseling department is responsible for creating the academic plans that will help students and parents navigate the completion of the independent study program. In general, Encore’s counselors (that are all credentialed in their field) will create an academic plan that includes specific completion dates for two years (current year and year following).

The complete academic plan will include all courses needed for either:

- a. Junior High Program – all courses needed for 8th grade promotion
- b. High School Program – all courses needed for A-G completion*
 - a. *If the student has been placed on high school minimum or is not on a diploma track, their plan will indicate this distinction.

INDEPENDENT STUDY MEETING TIMES

Students enrolled in independent study are required to come on campus for a minimum of three hours each week. When they arrive on campus;

- a. Sign in with Independent Study Coordinator
- b. Meet with Independent Study Coordinator to go over progress, work completion, readiness for the next course, and any supports needed to be scheduled for the next meeting.
- c. Meet with credentialed teacher to take tests, complete labs, ask questions, get assignments.
- d. Meet with any additional supports (peer tutors, counselors, ASB, in class visits, etc.)
- e. Remain on campus for a minimum of three hours. If there is extra time, students are to work on their course in the Independent Study Workroom until three hours have been completed.

Students can opt to be on campus more than one day per week if their needs warrant. A tailored program for the individual student will be created based on need.

ENROLLMENT INFORMATION

During the charter term, Encore plans on having no more than 15% of the overall student enrollment in the independent study program. The following table projects a flat enrollment for the next five years at Encore. Actual enrollment will be affected by enrollment trends post COVID-19 limitations.

School Year	Projected Enrollment	Projected IS Enrollment
2021/2022	860	100 not to exceed 129
2022/2023	860	100 not to exceed 129
2023/2024	860	100 not to exceed 129
2024/2025	860	100 not to exceed 129
2025/2026	860	100 not to exceed 129



INDEPENDENT STUDY PROGRAM

GETTING INTO THE IS PROGRAM

In order for a student to enroll into Encore's independent study program, it is essential that Encore can affirm that the student will succeed. This will happen during the initial conference with the student's school counselor.

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- The counselor will first check to see if the student has a history of completing and passing coursework in a timely manner with success of a "C" or better in their courses. If the student can complete coursework and pass it in a traditional program, they will be allowed to enter the program.
- If a student has an IEP, it is a requirement that the student will have to have an IEP that can establish that independent study is the best programming for student success. Only when independent study programs are written into the IEP will a student be allowed to join the IS program as a special education student.
- If a student struggles at school and the counselor deems that their path of success could be working independently on an IS program, the counselor can recommend the student for IS. A student that has a low achievement rate that is recommended by their counselor for IS will work on one class at a time and will be required to come on campus more than once a week until success in the program can be established.



INDEPENDENT STUDY PROGRAM

GRADUATION REQUIREMENTS FOR INDEPENDENT STUDY

The graduation requirements from Encore as an independent study student are the same as a traditional seat based student. Encore works to have all students complete the college admissions requirements with a “C” or better by graduation to help them prepare for postsecondary life.

Junior High Promotion Requirements	
English	20 credits
Math	20 credits
History	20 credits
Science	20 credits
Electives	20 credits

High School Graduation Requirements	
English	40 credits
Math	30 credits
World History	10 credits
US History	10 credits
Government	5 credits
Economics	5 credits
Science	30 credits
Foreign Language	20 credits
Fine Art	10 credits
Physical Education	20 credits

Cover Sheet

WASC Mid-Cycle Report

Section: II. Academic Excellence
Item: F. WASC Mid-Cycle Report
Purpose: FYI
Submitted by: Julia Dolf
Related Material: WASC Mid Cycle Report 2020.doc.pdf

BACKGROUND:

As part of Encore's six year accreditation, WASC holds a mid-cycle visit. This visit will take place virtually in February due to COVID-19. This report was created with the help of many stakeholders in the organization and was compiled by Encore's Assistant Dean of Academics, Julia Dolf.

RECOMMENDATION:

There is no action required for this report.



ENCORE JUNIOR & SENIOR HIGH SCHOOL FOR THE ARTS

ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

**16955 Lemon Street
Hesperia, California 92345**

February 8-9, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Encore Junior & Senior High School for the Arts ACS WASC/CDE Progress Report

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Encore Junior & Senior High School for the Arts ACS WASC/CDE Progress Report

I: Student/Community Profile Data

School Profile

Encore Junior & Senior High School for the Arts is located in Hesperia, California. Our student population sits just under 860 students for the 2020/2021 school year. Our student population is diverse with 56% Hispanic, 20% White, 19% African American, 4% Indian American, and 1% Asian.

Encore offers a creative learning environment for grades 7-12 which focuses on rigorous studies of arts education with intensive precollege academic courses. The administration and teaching staff at Encore work together to assist students with the necessary skills to manage their academics, career experiences and / or expertise in arts. The idea is that students will learn to manage both academics and their career skills so they can become successful after high school.

With the world shifting to full technology, Encore has been in front of the trend by offering one to one technology to all students for the past four years. All students are assigned their own Chromebooks so students can complete assignments in their academic and arts courses using technology. During this time, Encore has provided online curriculum for students and continue to analyze and assess the curriculum in order to improve the way teachers implement curriculum, so it prepares students for state summative assessments.

Since the last visit from WASC, there have been significant changes to the fabric of Encore Education Corporation as a whole. Due to the COVID-19 global pandemic, Encore faced school closure of the Riverside campus. During COVID-19, all classes have been moved to distance learning and students have been off campus for the entire school year.

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With the closure of Riverside, Encore Hesperia has moved the administrative team that was on the Hesperia campus, placing the original management team at the helm for when the campus reopens. This has been able to give staff and administration the opportunity to become more focused on the success of the Hesperia campus by itself.

As Encore works on the constant improvement of programs on campus, Encore continues to be a strong school for students that are passionate about the arts and that may also be a little quirky.

The biggest push in the coming three years is the continued formalization of Encore's arts programs as career technical education. As the training and education of these programs continues to train and educate the students, students will gain valuable skills on how to get and retain professional jobs whether they choose an arts field or not. Encore believes that the future of arts lies in entrepreneurship and is working on how to formalize this education with their students. The pandemic has taught Encore professionals where the artists will be able to secure their career footing during a global shutdown and Encore is working on implementing that knowledge in the CTE programs moving forward.

California Accountability System-Dashboard Results

Information on Encore's California Dashboard indicates that the school's overall performance has improved since the previous WASC visit.

English Language Arts and Mathematics Assessments- Both ELA and Mathematics indicators sit at yellow on the 2019 dashboard. This is a great improvement from the 2018 indicators that indicate orange for ELA and red for Mathematics. Between the 2017-2018 and 2018-2019 assessment periods, the students at Encore improved by 18 points in ELA and 20 points in mathematics. Encore's Executive Team attended a training in the 2019/2020 school year where

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they were informed that the junior high students (grades 7 & 8) are held to the same high school standards when it comes to state summative assessments as Encore is labeled a high school. If the junior high students were held to junior high standards for the state, junior high scores would reflect a higher rate on the dashboard indicators.

The improvement in assessment scores is based on program improvement and additional support for staff and students. Administration attends meetings held by CAASPP and provides professional development trainings based on the information provided in the training to academic teaching and support staff. By retaining teachers, administration and teaching staff implemented and analyzed our board approved curriculum to prepare students to master Common Core State Standards (CCSS) and for success on the California Assessment of Student Performance and Progress (CAASPP). Academic tutoring and mathematics skills courses were added to provide additional standards practice. Teaching staff are offered supplemental materials in order to collaborate with departments to analyze areas of improvement in ELA and mathematics.

Graduation Rate- From 2016-2018, Encore's students are attending college at higher rates than the district, state, and county. Based on a recent Aeries report, Encores graduation rates for both 2017-2018 and 2018-2019 average graduation rate of 96%. In 2017-2018, Encore had 151 seniors and 112 seniors for the 2018-2019 school year. On the California Dashboard, it shows that 156 seniors for the 2017-2018 and 120 seniors for the 2018-2019 started the school year however, they unenrolled from our school or were considered no-shows. This factors into the data indicators on the California Dashboard. In addition, 4 seniors who graduated in the 2017-2018 school year graduated with the state minimum requirements and 12 students graduated in the 2018-2019 with state minimum requirements. The state minimum provides students with a

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regular high school diploma.

College/Career- The dashboard indicators for college and career shows an improvement from the 2017-2018 to 2018-2019 school year from orange to green. There are numerous measures used to determine College and Career Readiness. Encore focuses on, A-G Completion, Career Technical Education Pathway Completion, Increased AP course offerings, and Encouraged College Credit Courses (Concurrent Enrollment). The number of students satisfying these measures in combination divided by the number of graduates provides the data needed to calculate the California Dashboard result. The percentage difference between the current year and the previous year is the final determinant of the indicator, whether the data shows increase, decrease, or maintained. From 2017-2018 school year to 2018-2019 school year, California Dashboard shows a 5.8% increase for our College and Career Indicator.

Suspension Rate- Encores suspension rate from the 2017-2018 to 2018-2019 school year has improved from orange to blue according to the California Dashboard. For the 2018/2019 school year, Encore had 1022 students enrolled. The suspension rate for that year was 11% as 114 students were suspended with one suspension and we had no students with multiple suspensions. For the 2019/2020 school year, the total enrolled students were 1017 and only 4% were suspended. 40 students were suspended with one suspension and we did not see any students with multiple suspensions.

Chronic Absenteeism- Chronic Absenteeism from the 2017-2018 to 2018-2019 school year decreased by one indicator from orange to red. Based on this data, Encore added multiple areas to improve the indicator since the 2018-2019 year however, due to COVID-19 school closure during the 2019-2020 school year, Encore was unable to compare the data with the dashboard

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and was unable to show that increase. Encore moved from a negative attendance tracker to a positive attendance tracker. Encore added a central attendance clerk to oversee all attendance matters during the 2018-2019 school year. Since then, a more detailed attendance policy was created and implemented. As of 2020/2021 school year, the attendance clerk sends out detailed attendance notification reports to parents so parents can track their student's attendance.

English Learner- No performance indicator exists for our English Learner population as the total amount of students is fewer than 30. Further information about EL students will be discussed in the Student Group section of this report.

Student Group Report- Based on the California Dashboard Equity Report, student subgroups improved from the 2017-2018 to 2018-2019 school year.

The equity report for suspension demonstrates that English Language student performance color is green; socioeconomically disadvantage student performance color is blue; students with disabilities performance color is blue; African American student performance color is green; Hispanic student performance color is blue; White student performance color is blue; and two or more races performance color is blue.

The equity report for graduation rate demonstrates that socioeconomically disadvantaged student performance color is blue; Hispanic student performance color is yellow; and White student performance color is yellow. No performance color exists for the student subgroups of English Learners for our graduation rates due to the student population.

The equity report for college/career rate demonstrates that socioeconomically disadvantage student performance color is yellow; Hispanic student performance color is orange; and White student performance color is green. No performance color exists for the student subgroups

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English Learners for college/career rate due to the student population.

The equity report for English Language Arts rate demonstrates that English Learners performance color is orange; socioeconomically disadvantage performance color is yellow; students with disabilities performance color is red; African American performance color is yellow; Hispanic student performance color is yellow; and White student performance color is green.

The equity report for Mathematics rate demonstrates that English Language student performance color is red; socioeconomically disadvantage performance color is yellow; students with disabilities performance color is orange; African American students performance color is orange; Hispanic student performance color is yellow; and White students performance color is yellow.

For the above categories, there is no performance indicators for the subgroups foster youth, homeless, American Indian or Alaska Native, Asian, Filipino, and Native Hawaiian or Pacific Islander.

Within the California Dashboard, Encore Junior Sr. High Schools English language proficiency assessment for English Learners results indicates that Encore has 82 EL students. 17% of our students are well developed at level four, 34% of our students are moderately developed at level three, 37% of our students are somewhat developed at level 2, and 12% of our students are at the beginning stage at level one.

The improvements in these categories are due to the changes in programs and resources for our students at Encore. Encore administration, Special Education department and EL Coordinator attend trainings and shared information with school staff during professional development.

Encore added reading and math skill development courses for junior high and struggling high

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school students. Special education strategies classes have been developed to provide specially designed instruction for students with disabilities. Encore updated curriculum and pacing plans and added tutoring time for students Tuesday through Friday mornings. Students have access to recorded classes asynchronously and have access to additional resources and programs that focus on student academic improvement has improved.

School's Mission and Schoolwide Learner Outcomes

The mission of Encore Junior Sr. 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.

Encore's adopted Schoolwide Learner Outcomes (SLOs) remains the same since our previous visit.

Through the mastery of Common Core Standards and the use of specialized art instruction, Encore prepares students to Think, Speak, and Act.

Think: When students are properly thinking using their critical and creative thinking strategies, students will be able to identify, locate, acquire, organize, comprehend, and use information or data. In addition, students can analyze, apply, and evaluate information, use acquired skills to solve complex problems and demonstrate an appreciation for a variety of opinions and thought.

Speak: When using effective communication skills, students will have the ability properly read, write, speak, and listen in order to understand and convey ideas and concepts. In addition, students can follow verbal instructions, written instructions, and demonstrate the ability to use technology as means of communication.

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Act: Students can be effective employee candidates by using independent and group learning strategies to complete assignments, learn the importance of completing assignments and tasks on time, use time management skills to develop timelines and establish deadlines, use teamwork and leadership skills to work cooperatively in groups, and demonstrate the ability to use appropriate strategies to resolve differences and conflicts.

Student and Faculty/Staff Demographics

As stated in the School Profile section, Encore currently has 858 students. Our student population is diverse with 56% Hispanic, 20% White, 19% African American, 4% Indian American, and 1% Asian.

Junior High- Currently, Encore has 294 junior high students enrolled (126 7th grade and 168 8th grade). Based on student ethnicity, Encore currently has 126 Not Hispanic students, 168 Hispanic students, 73 African America, 197 White, 17 Indian American, 1 Chinese, 1 Japanese, 1 Korean, 6 Asian Indian, 1 Cambodian enrolled at the junior high level. Of the junior high population, 25 of these students are designated EL and all 25 of these students are Spanish speaking.

High School- Encore has 564 high school students enrolled for the 2020/2021 school year. By student ethnicity, 255 students are Not Hispanic, 309 students are Hispanic, 433 White, 94 African America, 19 Indian America, 2 Chinese, 1 Korean, 1 Pacific Islander, 1 Hawaiian, and 4 Filipino. Out of our 564 high school students, 59 students are designated EL where 54 of these students speak Spanish, 2 speak Mandarin, 1 Italian, 1 French, and 1 Russian.

Certificated Staff Data- For the 2020/2021 school year, Encore currently has 35 certificated teachers on staff with an average of 9 teaching years of experience. 22 staff members are female

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and 13 are male. Based on ethnicity, 32 certificated staff members are not Hispanic or Latino and 3 are Hispanic or Latino. Based on race, Encore has 30 certificated White staff members, 2 Filipino, 1 African America, 1 Korean, and 1 American Indian or Alaskan Native.

Student Achievement Data

Advance Placement Data- Advanced Placement (AP) courses at Encore High School are approved through College Board. Encore offers AP Biology, AP Language, AP Literature, AP Government, and AP Spanish. The total number of students that have enrolled in AP courses is improving as in 2016, Encore had 2 students enrolled in AP courses and as of 2020 Encore had 46 AP students enrolled. 45.7% of Encores AP students scored a 3 or higher on the 2020 AP exam which was a decrease since the 66.7% in the 2019 school year. Encore believes that the decrease was due to the changes made in the test due to COVID-19 and remote assessment technical difficulties. Our student assessment scores were projected to be higher based on our teachers practice assessments and feedback. Currently, our AP students meet with teachers on a regular basis during distance learning and attend additional tutoring session online with their AP teachers in order to master the content needed to perform well on the AP exam.

Student Dropout Data- From 2017-2020, Encore has an average graduation rate of 96.4% with under ten students leaving Encore each school year.

A-G Requirements by Subgroup- For the past three school years, Encore has performed above the state average of 44% for students who qualified for A-G. For those three years combined, the average student UC/CSU qualified at Encore is 52%.

For the 2017-2018 school year, with a senior class of 148 students, 77 of these students were UC/CSU qualified. Based on ethnicity and race subgroups, 66 students were white, 5 African

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America, 5 Asian/Pacific Islander/Filipino, and 36 Hispanic/Latino. As for our EL students for this year, 8 students were redesignated, 1 LEP and 4 Fluent. 4 students were classified SAI.

For the 2018-2019 school year, with a senior class of 112 students, 55 students were UC/CSU qualified. Based on race and ethnicity, 40 students were white, 10 African American, 5 Asian/Pacific Islander/Filipino, and 20 Hispanic/Latino. 2 EL students were redesignated, and 6 students were classified SAI.

For the 2019/2020 school year, with a senior class of 110 students, 62 students were UC/CSU qualified. Based on race and ethnicity, 49 students were white, 9 African American, 3 Asian/Pacific Islander/Filipino, 1 Native American/Alaskan Native, 25 Hispanic/Latino and 37 Not Hispanic/Latino. As for our EL students, 3 students were redesignated and 2 were initially fluent. In addition, 5 students were classified SAI and 3 students were on a 504 plan.

CAASPP Results- CAASPP assessment scores for the 2018/2019 school year have shown an increase since the 2017/2018 school year. 45.49% of our students met or exceeded ELA and 12.88% of our students met or exceeded math standards. This is a 6.3% increase in ELA and a 2.92% increase in math. According to this data, our school performs as a medium performing school. Encore has implemented many changes since the 2017/2018 school year to show this improvement in assessment scores such as changes with administration, program improvement, adjustment in school schedule for junior high, alternative courses that focus on CCSS mastery, additional tutoring time for students, professional development for administration and teaching staff, the creation of the data committee that analyzes school data, creation and implementation of action plans based on data analysis, and curriculum improvement. Encore was projected to see an increase in data scores for the 2019/2020 school year however, due to COVID-19 and school

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closures, the school does not have additional CAASPP data to compare with the previous year.

Student Behavior Data

As stated in the suspension data under the California Dashboard section, for the 2018/2019 school year, Encore had 1022 students enrolled. Our suspension rate for that year was 11% as 114 students were suspended with one suspension and we had no students with multiple suspensions. For the 2019/2020 school year, the total enrolled students were 1017 and only 4% were suspended. 40 students were suspended with one suspension and we did not see any students with multiple suspensions.

II: Significant Changes and Developments

- Since the last visit, Encore has updated junior high curriculum in science, math, and language arts. This has helped improve junior high understanding and comprehension of the core standards that have been implemented with Common core. No CAASSP tests have been completed since the implementation of these curricula.
- Encore has worked to formalize all arts programs into a CDE recognized CTE program. This shift is ongoing but will improve the rate of college and career readiness of graduating students from Encore.
- Encore's teaching team has worked diligently to create an online platform for all curriculum to weather the challenges of distance learning that stem from the global pandemic (encorestudent.com). This platform has made distance learning more engaging and has given the students multiple tools for completing courses in COVID-19.

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- Encore is building more support that students can utilize asynchronously. Giving students more opportunity to learn is helping diversify how each student works through the stress of the pandemic.

Changes in Administration

After the closure of the Riverside campus for the 20/21 school year due to COVID-19, there have been changes to the administration on the Hesperia campus. While Encore has not been able to see how the long-term effects will improve programs, there is a confidence that this will help create a unified and focused approach to student achievement and overall operations on campus.

- Denise Griffin, CEO / Executive Director - Mrs. Griffin is in charge of policy, procedure, and overall operations of the entire organization. She was overseeing all campuses from 2015 - 2020. She is now overseeing the only campus in Hesperia. This is the same position she held from 2008 - 2015.
- John Griffin, COO / Dean of Students - Mr. Griffin is in charge of the campus day to day operations, discipline, and public relations. He was covering logistics and operations for all campuses from 2015- 2020. He is now overseeing the only campus in Hesperia. This is the same position he held from 2008 - 2015.
- Julia Dolf, Assistant Dean of Academics - Mrs. Dolf is in charge of teachers and professional development. While completing her master's degree and her administration credential, Julia is new to her role in 2020. Prior to this role, she was a junior high teacher with Encore that was hired as a veteran teacher.

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- Eric Buries, Assistant Dean of SPED / School Psychologist - Mr. Buries is in charge of the SPED Department and testing. He has his Administrators credential. Prior to this role, he was overseeing all of the Encore properties for student services. He is now able to focus on Hesperia exclusively.
- Ashlin Barkdull, General Executive Manager. Mrs. Barkdull is in charge of accounts, office management, and human resources for the Hesperia campus. During the 20/21 school year, her role is shifting slightly, moving out of human resources and taking on enrollment. Prior to this role, she was overseeing all human resources for 250 employees. She has been with Encore for ten years.
-

Adjustment to school schedule

To adhere to the new charter school laws, Encore has adjusted its school schedule by having school start 8:20 in the morning instead of the previous 7:30 a.m. start time. In addition, junior high students and high school students have two different bell schedules in order to meet their academic needs and improve engagement during instructional time.

Junior High- Grades 7 and 8 have eight periods each day and attend the same classes Monday-Thursday for 42-minute periods. This way, junior high students can attend their academic courses everyday instead of the previous block schedule that was in place. As stated in the CAASPP portion of this report, changing from the block schedule to a daily schedule does assist with the retention of academic standards and content. In addition, students can attend academic tutoring Tuesday through Friday before school if they need additional academic support.

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High School- Grades 9-12 meet on a block schedule. Periods 1-4 are held on Monday and Wednesday and periods 5-8 are held on Tuesday and Thursday. In addition, students can attend academic tutoring Tuesday through Friday before school if they need additional academic support.

Friday Assessment Schedule- On Fridays, all grade levels meet in their 0 period classes for academic assessments from 8:30-11:20 a.m. During this time, students will take any assessments they have for their academic courses. Each grade level has a rotation of 40 minutes to take each academic assessment during that assessment block. Grades 7 and 8 has a rotation of Math, English, Science, then History. 9th grades rotation is Math, Science, Spanish, and English. 10th grades rotation is English, Math, Science, and History. 11th grades rotation is English, History, Math, and Science. 12th grades rotation is Government, English, Cord Certification, and College Preparation. On Fridays after lunch, students will meet with their arts conservatories to build events, activities, and productions within their conservatory.

Data Committee

During the summer of 2020 school year, the Encore Executive Team and administration reached out to returning school teaching staff for volunteers to meet weekly to analyze 2018/2019 CAASPP assessment data based on grade level and subgroup compared to the districts the students home district school. In addition, the team analyzed school benchmarks from the 2019/2020 school year even though the last sections of benchmarks were unable to be completed due to COVID-19.

The committee was able to analyze data and present their research to the school staff, CCSA, school board and governing district. Using is data, administration met with the academic teaching staff to create actions plans and implement goals in order to assist students with mastering the

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CCSS and review past concepts that might have been missed during COVID-19 school closure from the 2019/2020 school year. Staff meets with administration weekly to see if the action plan goals are being implemented.

After analyzing data from the schools' benchmark platform, the data committee and administration determined that the data pulled from Test Wiz was a challenge to analyze and did not disaggregate data based on student subgroups. The data committee researched, with administration, a new benchmark platform for students to take their benchmarks and for accurate data to be pulled. The implementation of Naiku assessments will take place for the 2020/2021 benchmark platform. The goal for this new platform is to monitor student progress based on CCSS, compare the data to past student data, and to create actions plans that will assist with academic achievement and growth.

Career Technical Education (CTE)

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 20/21 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 20/21 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.

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These credentials are input into CALSAAS and are monitored by Encore's Human Resources Department.

Starting in the 20/21 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 20/21 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.

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

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- 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.

Action Plans (Summative Assessments)

With the recent change in administration, action plans have been regularly created, implemented, and revised in order to improve student academic achievement and growth. Starting in March of 2020, new administration and staff created actions plans based on state assessment goals and how as a school, we could prepare students during the last few weeks prior to state testing and motivate students to perform at their best ability on their summative assessment. We were unable to see how these plans were implemented due to COVID-19 school closure however, during distance learning, revised action plans were created since we have additional time to prepare students for the 2020/2021 CAASPP summative assessments. These plans have been implemented during the start of the 2020/2021 school year though distance learning.

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After the CCSA sent their Multiple Measure Review Summary Findings and Recommendations for Encore, administration met with staff and presented the data. With assistance from administration and working collaboratively in departments, staff created action plans based on this data in order to determine if additional resources and strategies would be effective to continue to improve in the areas of strengths and need to improve in the areas of improvement. These action plans consist of goals that will assist the following subgroups with academic support: students with disabilities, EL, RFEP, and college/career readiness. A reflection and follow up meeting with these action plans is set for the Spring of 2021.

Once CAASPP introduced the new Tools for Teachers, administration had teaching staff review the training videos and create action plans based on how they would implement the resources in the Tools for Teachers in order to merge from the former Digital Library to this new platform. Quick action plans/reflections were created, and a follow up meeting will take place in early 2021 to see how the new Tools for Teachers is being implemented based upon observations and student assessment data.

Curriculum Adoption

Encore has adopted new curriculum for the 2020/2021 school year for junior high science and high school Spanish.

TCI Alive: Science covers the NGSS standards and provides junior high students that online platform to engage in science using real world problems utilizing a digital platform. The platform offers engineering challenges and investigations that engage students to design solutions that relate to core ideas.

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Somos, for high school Spanish, allows students to be more proficient with communicating in Spanish. The curriculum is comprehension based and is supported with instructional strategies that bring together language and culture.

Master Classes and Project Based Learning Events

A requirement at Encore is for students to create and complete specific projects for both academic and arts classes for Project Based Learning. One of our advanced areas in the Encore organization is our Professional Artists Honors program where students are given the task to create, market, produce, and execute a special project. Students in a specific conservatory have the opportunity to engage in master classes through the year so students can learn outside their normal learning environment by a professional that specializes in their conservatory. These programs include our Professional Artist Development Honors Program, Professional Musician Honors Program, and our Professional Film Makers and Film Actors Honors Program.

To ensure Encore students are engaged in Arts Project Based Learning Events, Encore has set a time slot in the students schedule for Fridays during period 9 where teachers and student can work to plan, coordinate, and implement their arts events.

In addition, academic students participate in PBL in their academic classes through curriculum and course novels that focus on CCSS in order for students to engaged in real world projects. Examples of PBL events for academics at Encore are: Mock Trial, National History Day, and The Inventors Competition.

Parent Advisory Committee (LCAP)

The Parent Advisory Committee (PAC) meets on campus (prior to COVID-19) once a month with the Dean of Students in order to involve parents in school activities and the overall development of creating a positive relationship with the school to ensure that student academic

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and safety concerns are heard. The PAC was actively engaged in their input when writing the schools LCAP and participated in fundraising during school sanctioned events.

Credit Recovery

When a student does not pass a class, they are given the opportunity to retake the class to help them become A-G qualified. They can start credit recovery as early as their second semester of their ninth-grade school year.

Credit recovery involves the students completing one of two paths:

- Completely retaking an in-person class for the entire course semester
- Reopening a previously incomplete course and completing the course

When a student needs to complete a course, they meet with their counselor and their counselor works a plan with them to create a timeline for completing the appropriate coursework. They work with a credentialed teacher for the work product and a coordinator to make sure that they are staying on track and time.

This credit recovery process has been improved over the last three years with the one-to-one technology available to the students now. In 20/21, Encore added more in-depth platforms for learning that has helped with the recovery process in some classes that did not have asynchronous options prior to this school year (like Spanish).

Once Encore returns to in person teaching, the anticipation is that credit recovery will be more important than ever before.

There are 19 seniors who started the school year with 1 or more F's on their transcripts in need of credit recovery. Some are working on these courses independently via online curriculum provided by Cyber High; some are repeating the courses in a distance learning format via Zoom

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with teachers providing the instruction.

Tutoring

Adjustments to Encores tutoring time has been adjusted since the last WASC visit. Previously, tutoring for students was available during the last portion of lunch. After acquiring feedback from staff, students, and parents, it was brought to the attention of administration that students were not attending tutoring as they thought it was still a portion of their lunch time. Due to the recent changes in the school start schedule, tutoring is now held before school from 7:45-8:15 Tuesday through Friday.

Enrollment

As a regional charter school, the enrollment outreach efforts are critical to sustaining enrollment for the Encore's specialized programs. When Encore is in full session, a rigorous use of student outreach to elementary schools in the area is used to recruit new students. In times of COVID-19, Encore has altered enrollment processes to allow students to enroll online. The mandatory interest meeting has been discontinued and Encore has contracted with an internet enrollment firm, Schola to help recruit new students. Encore has also improved SEO efforts, updated the website, started a blog with five or more posts per week, and have increased advertising on the internet to include Google, Instagram, and Facebook. With the 20/21 school year being such an unprecedented time, recruitment efforts for the 21/22 school year will go into full swing starting in the spring of 2021, hoping that COVID-19 will improve, and recruitment efforts will not be thwarted by closures.

III: Engagement of Stakeholders in Ongoing School Improvement

Curriculum Meetings

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After observing teachers, consulting with staff, receiving student and parent feedback, and analyzing curriculum assessment data, Encore worked with teachers to brainstorm and create additional ways to implement Cyber High (board approved curriculum) with fidelity, TCI: Alive, and *Somos*, in a rigorous way, especially during distance learning. The adoption of [Encorestudent.com](https://www.encorestudent.com) allows staff to use our board approved curriculum and supplemental tools all on one platform. This platform engages students in their academics and arts curriculum.

In addition, creating arts courses using CTE standards in order to properly implement the CTE Pathways is a creative way to ensure that students are meeting the state requirements for their arts courses. With the formalization of CTE and transitioning all of Encore's arts programs into career technical education, curriculum meetings have been an imperative part of professional development. All of the arts instructors that were previously not required to have a teaching credential based on their area of core study have now completed or have been enrolled in a CTE credentialing program as part of their professional development. Anyone that was working for Encore prior to June 30, 2020 has until 2025 to complete their teaching credential.

The meetings that take place regarding curriculum for CTE have started formally in the 20/21 school year. COVID-19 did slow the training that was scheduled to start in April of 2021. Coupling the delayed start of the training with Zoom meetings versus in person meetings has slowed some of the efficiency of these trainings. The core competency goal for the meetings in 20/21 is to make sure that all of the arts teachers that are part of the CTE program understand and teach the 11 Anchor standards within their CTE field by using one of the Encore online courses, the profession course that deals with the career specific CTE standards, and then the lab course

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that is specific to the arts genre. Since the implementation of this training concept is new, CTE meetings are working on training these programs through the 20/21 school year.

Attendance Notifications

Encore has made strides on improving attendance in the 19/20 and 20/21 school years by improving the processes for parent and student notification. There was a dip in the attendance on Dashboard that stemmed from a couple different things.

1. Encore changed overall attendance recording from negative attendance to positive attendance. This immediately improved the attendance.
2. The attendance clerk was updated on processes and procedures that makes the absence notification and verification process streamlined and more effective.

As a result, Encore was running a higher attendance rate in the 19/20 school year, until the global pandemic forced closure.

Schoolwide surveys- are sent parents through Encores Constant Contact in order to gain feedback from stakeholders. This feedback is then analyzed and shared with staff so proper changes are administered and action plans are created for long term goal mastery. During school closure based on COVID-19, the CEO of Encore responded to individual surveys asking for additional information and or provided a personal explanation. By doing this, Encore kept all lines of communication open and responded to each inquiry to clarify and assist students and parents during this pandemic. In addition, the CEO shared the survey results to staff so Encore staff could be provided with student and parent feedback.

Parent Advisory Committee (PAC)- As discussed in the previous section, parents are involved in school activities and the overall development and creating a positive relationship with the school

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in order to provide feedback on the overall student academic and safety concerns of the school. The PAC meet once a month with the Dean of Students. In addition, the PAC was engaged and their input was provided with writing the LCAP.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Meeting WASC Areas for Follow-Up

In April of 2019, the WASC visiting committee provided a follow up on five schoolwide critical areas that Encore continues to implement changes for success.

*Successfully implement the reorganization of the leadership team-*As mentioned in Part II of this report, Encore has made a few changes to administration since the closure of its Riverside campus. Even though Encore has not been able to see how the long-term effects will improve programs based on these changes, Encore feels that students and staff will be more supported with the changes and will see a continuous growth in student success. As mentioned prior, Denise Griffin will remain CEO and Executive Director, John Griffin will remain the COO and has resumed the roll as Dean of Students, Ashlin Barkdull as the schools General Executive Manager, Julia Dolf as the Assistant Dean of Academics, and Eric Buries as the Assistant Dean of Special Education and School Psychologist. At the beginning of the 2019/2020 and 2020/2021 school years, the entire school staff participated in a start of school in service that clearly highlighted each role and responsibility of each administrator. In addition, the CEO of Encore emailed a mid-year reminder during the 2020/2021 school year as a reminder and follow up of administration roles and responsibilities as stated in the WASC report, staff reached out stating that they would like a clearer written roles and responsibilities of the various administration roles. As stated in the previous section, by having administration available every morning for

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online meeting has proved to improve the overall moral of the staff and to discuss and show transparency of the school to the staff. This finding is based on the Staff Liaison reports presented at monthly board meetings.

Implement the three-year plan for common core resources and curriculum- Since the previous WASC visit, Encore continues to implement a plan to successfully implement common core resources and curriculum in order to students to master all Common Core State Standards (CCSS). At the conclusion of the 2019/2020 school year, teachers met in departments and with administration in order to complete course A-G descriptions for approval in order to update UC Doorways with the 2020/2021 A-G courses offered at Encore.

As noted in the previous section, Encore continues to analyze and research advancements in curriculum and additional resources that provide students supplemental materials in order to master the CCSS. In addition, after analyzing subgroup data from the CAASPP summative assessments, alternative strategies and accommodations have been made in order for students in these subgroups in order to master CCSS. Encores EL and 504 Coordinator assists students with additional support outside of the classroom especially when students are not academically progressing. The SPED department collaborates with teaching staff in ensure that accommodated assignments for SPED students with IEP accommodations is still rigorous and meets CCSS. Finally, the Assistant Dean of Academics works with staff though professional development, department meetings, providing supplement resources such as Tools for Teachers on CAASPP, and teaching observations to ensure that curriculum is being taught in its fidelity and continues to be rigorous for student achievement.

One to one Chromebooks are still being implemented to students. Encore was ahead of the game

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when COVID-19 school closure took place as Encores online curriculum and plans to implement distance learning was executed with ease. In order to present curriculum to students, Encore has created a website titled Encorestudent.com where students can log in and access their current course curriculum and complete assignments and assessments online. Currently, Encores online curriculum consists of Cyber High, TCI Alive for Junior High Science, and *Somos* for High School Spanish. Professional development and curriculum binders are provided to teachers in order to support the proper implementation of curriculum.

Refine the implementation of professional development- Every Friday, academic and arts teachers meet for professional development based on needs identified by the Assistant Dean of Academics, teacher needs, and areas in need for student growth. Professional development meetings that are planned for the 2020/2021 school year are: Classroom management, state testing (CAASPP) prep, curriculum development, data analysis, EL, 504, and RTI strategies, SPED strategies for SELPA and the Dean of Special Education, school improvement, action plan meetings, distance learning assistance, resources, and strategies, and benchmark meetings. Every Monday morning, teaching staff meets with the Assistant Dean of Academics for weekly check in, for the opportunity to review what events are planned for that week and answer any questions that teachers have. Every Tuesday through Thursday, the CEO meets with staff in the mornings. Staff is asked to attend these meetings at least once a week in order to go any relevant events from the CEO as well as aske the CEO questions. On Friday mornings, teaching staff meets with the COO/Dean of Students to review any school facility wants and needs as well as student discipline support.

If a teacher attends a training outside of school, teachers are required to share and provide a

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professional development about what was learned during the professional development. A few professional developments that staff have attended are: Desmos for Math where teachers were trained on math software tools that will assist students on Smarter Balanced Assessments and on benchmark assessments as Desmos is partnered with summative assessment platforms. Google Classroom for Education, EdTech Team provided a two-day conference where a selected staff was able to learn and educate other staff members about Google applications that will assist with moving students into 21 Century technology. This training was extremely useful as distance learning approached. The SPED team continues to attend ongoing SELPA trainings and share the resources and tools to SPED teachers, aides, and teaching staff in order to provide support to Encores SPED population. Encores EL/504 Coordinator attendance monthly meetings and workshops held by CAASPP/ELPAC and Web 504 trainings to go over strategies and tools to teachers in order to assist with student academic achievement in the subgroup areas of student with disabilities and EL students. These workshops also include resources for support for students from the EL/504 Coordinator.

Take the informal assessment of data and formalize the way data is used- To organize school documents and to ensure that data has been shared with the school board and administration, Board on Track was implemented during the 2020/2021 school year. Board on Track is a online board management platform that measures data driven confirmation that the school board is performing at an exceptional level. Through this platform, recruiting, goals, progress monitoring, evaluations, and efficiency of board meetings and agendas are met. On this platform, Encore can build agendas, take meeting minutes in real time, distribute meeting minutes for approval and guarantees that all board members and administration have the appropriate documents prior to the next board meeting.

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The Dean of Academics continues classroom observations and teacher feedback even through online teaching. During the 2019/2020 school year, the Deans of Academics completed observation feedback forms that focus on the California Standards for the Teaching Profession (CSTP). Forms were shared to teaching staff via Google Docs and shared with the executive team at Encore. At the end of the year, annual reviews, and individual meetings to discuss yearly progress were held virtually. With the new administration, additional changes were made to this process for the 2020/2021 school year. During the first quarter, the Dean of Academics observes virtual lessons via Zoom and provides general positive feedback via email. During second semester, CSTP observation forms will be completed based on observations from the Dean of Academics. Individual meetings will take place with each teacher and the Dean of Academics in order to share the informal observation form and provided additional feedback and references for support in teacher growth. Formal observations will take place during second semester as well as end of the year reviews.

Action plans based on formative and assessment data are created to ensure that student academics are improving. During March of 2020, prior to school closure based on the COVID-19 pandemic, the new Dean of Academics shared Fall and Spring benchmark data from NEWA/TestWiz in order to create action plans for support in subgroups for state assessment however, these plans were not implemented due to the cancellation of state summative assessments. Encore formed a Data Committee to analyze assessment data during the summer of 2020 to share data results with teaching staff. In addition, the Data Committee met to discuss and analyze the findings from the CCSAs Multiple Measure Review Summary Findings and Recommendations. Then, staff and administration created action plans based on the data in order to successfully plan and implement strategies and resources to improve CCSS competency. The

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Data Committee and administration will continue to meet throughout the school year analyzing data from curriculum assessments and benchmark assessments to create action plans based on performance strategies for student subgroups.

Continue to implement college and career programs- As noted in the first section, Encore continues to offer AP courses and additional AP tutoring assistance from AP teachers. College and Career fairs continue even through distance learning as a virtual college fair was held during the beginning of the school year. Encore counselors meet on Fridays with seniors virtually for College Prep meetings. Counselors continue to meet with students and parents to assist with college applications, FAFSA workshops, and graduation checks (graduation checks are held at the beginning of the school year, mid-year and in the Spring). In addition, Encore continues to plan for dual enrollment with Victor Valley Community College and has a goal to start this program during the 2021/2022 school year.

Expand leadership capacity to fully engage in the WASC process and the continuous improvement cycle- To ensure that there is continuous involvement from staff in prior to a WASC visit, feedback about academics and school concerns and success are communicated and handled daily. Administration, SPED administration, 504/EL Coordinator, and Data Committee (which is made up of Department Chairs and teachers) were all involved with process of this WASC mid review report and the data provided.

Holding teachers accountable to high expectations- To ensure teachers are being held accountable to the instructional leadership of high expectations relative to quality lesson planning that is focused on a rigorous and relevant curriculum, the Dean of Academics continues to observe teachers often and provide feedback of the observation, provide coaching and support

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when needed, review packing plans, lessons, curriculum, and data based on individual class assessment progress. Lesson plans are emailed to the department chairs and academic deans and reviewed quarterly.

Implementation of an effective English Language Development (ELD) Program- Encores new EL Coordinator recently took over the position in mid-January of 2020. He attended trainings right away in order to prepare for ELPAC summative assessments however, due to COVID-19 and the cancelation of the ELPAC assessments, the EL Coordinator attended additional trainings in order to acquire additional strategies and support for EL students. Encores EL Coordinator administered initial ELPAC assessments during the beginning of the 2020/2021 school year and continues to provide support to EL students during online virtual sessions. Within the California Dashboard, Encore Junior Sr. High Schools English language proficiency assessment for English Learners results indicates that Encore has 82 EL students. 17% of our students are well developed at level four, 34% of our students are moderately developed at level three, 37% of our students are somewhat developed at level 2, and 12% of our students are at the beginning stage at level one. The EL Coordinator and English Teacher who teaches Encores ELD course collaborate to make sure that curriculum is appropriate for EL students and can be used to improve EL classification.

V: Schoolwide Action Plan/SPSA Refinements

Due to COVID-19 and school closure, Encore will be working on refining the schools LCAP. In addition, due to COVID-19 an updated SPSA will be available by January 4, 2020. Goals for the action plan and outcomes have been assessed and noted.

Goal 1: Encore administration will hire and retain highly qualified, credentialed teachers within

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the subject are of instruction for all core instruction- Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of core teachers will possess appropriate credential. Encore added more in-depth career technical education credentials for non-core instructors. To ensure this goal is being met, the academic dean focuses on ongoing professional development for Encores teachers. Encore will take all necessary measures to ensure that students have access and are enrolled in all required areas of study each year. Encore continues to closely monitor course offerings and each student's program to ensure they have choices in pursuing further study.

Goal 2: Encore will engage in a variety of methods to deliver academic content and performance standards as adopted by the state board of all pupils, included English Learners- All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs. During a review of the teachers' lesson plans and units, this goal was met. In addition, Encore will continue its efforts will reclassifying EL students with continuous improvement in its ELD program and student support from Encores EL Coordinator. As stated, prior, English Learners results indicates that Encore has 82 EL students. 17% of our students are well developed at level four, 34% of our students are moderately developed at level three, 37% of our students are somewhat developed at level 2, and 12% of our students are at the beginning stage at level one. To ensure this goal is met, Encore will continue to provide professional development that will include lead teachers, EL Coordinator, and the Dean of Academics, and update curriculum at the junior high level (goal met).

Goal 3: Encore will offer a wide variety of courses that will make sure that more students are A-

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G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will continue to add to its active college and career center to help students plan for life after high school- The overall goal is to see graduation rates increase and dropout rates decrease. To achieve this goal, Encore will continue to use Cyber High curriculum, in order to help students with credit recovery so each percentage of students prepared for college entry increases.

Goal 4: Encore will continue to improve and maintain school facilities to create and improve school climate- Encore will continue to complete board-approved facilities projects funded by the private bond, repainting the campus and remodeling classrooms to start a culinary program. During COVID-19 school closure, these projects had extra time to be completed. The HVAC improvements are complete, energy-efficient lighting was installed as part of an EPA grant, classrooms are being painted, a new staff lounge has been painted and created to adhere to COVID-19 social distancing guidance, and a school library is currently being created by the academic dean.

*Goal 5: Parents will actively engage in decision-making and will participate in programs-*In order to receive additional feedback from stakeholders, Encore will receive more completed parent surveys, and the number of parent volunteers will increase. Encore added a liaison specifically to get parents involved in the Encore community. Efforts are ongoing to increase parents' participation in school activities. Encore will continue to use the monthly parent meetings with the Dean of Students to gain input and will encourage increased use of parents to help in classroom. Encore will add online communications, such as a daily blog, and quarterly

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parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college. COVID-19 school closure postpones this goal slightly.

Goal 6: Encore will work to increase student achievement by filling in gaps in fundamental knowledge- The California Dashboard results show and increase in ELA and Math scores. Based on the 2019 dashboard indicators, encore has improved in ELA by 18.4 points from the 2018 school year (indicator is orange) and an increase by 19.4 points from the 2018 school year in math (indicator is orange). Student subgroups, EL and Student with Disabilities, show an increase in summative assessment scores as well based on the California Dashboard Subgroup report. Encore will continue its summer school program to help students recover academically, Fridays will be served as assessment practice for benchmark and state summative assessments, the formation of the Data Committee to analyze student assessment data and create action plans based that plan for student academic success, and for EL/504 Coordinator to aid struggling students with additional intervention.

Cover Sheet

Staff Liaison Report

Section: III. Governance
Item: A. Staff Liaison Report
Purpose: Discuss
Submitted by: Jamie Waggoner
Related Material: Staff Liaison Report Jan 2021.pdf

BACKGROUND:

Encore High School has a staff elected liaison that makes themselves available to the staff for questions, comments, and concerns throughout the school year. The liaison also meets each semester with the staff and reports monthly to the Encore Board of Directors.

RECOMMENDATION:

There is no action required for this report.



Staff Liaison Report

1/4/2021

Jamie Waggoner

There have been no events or happenings since the last board meeting to report.

Jamie Waggoner
Encore Staff Liaison

Cover Sheet

Cafeteria/Transportation Report

Section: III. Governance
Item: B. Cafeteria/Transportation Report
Purpose: Discuss
Submitted by: Joseph Thibodeaux, Executive Manager Transportation/Food Service/Data

Related Material:
CAFETERIA REPORT December 2020 updated.pdf
Transportation Report for Encore Hesperia - December 2020 updated.pdf

BACKGROUND:

Over the course of the school year, each department lead will report to the Encore Board of Directors to talk about updates and happenings within their department on campus. This report is for information only.

RECOMMENDATION:

There is no action required for this report.

CAFETERIA REPORT

Encore High School – Hesperia, California

CAFETERIA REPORT FOR DECEMBER 2020

NUMBER OF MEALS SERVED:

Date	# Breakfast Served	# Lunch Served
12/07/20	20	20
12/08/20	14	20
12/09/20	22	22
12/10/20	18	24
12/11/20	18	18
12/14/20	19	19
12/15/20	10	16
12/16/20	19	19
12/17/20	21	21
TOTAL	161	179

NUMBER OF LABOR HOURS USED:

Employee Name	Monthly Hours
	35
	35
Total Labor Hours	70

WEEKLY MATERIAL EXPENSES:

Date	Vendor	Amount
Total		

WEEKLY WASTE OF PRODUCT ON CAMPUS:

Date	Item Description	# of Units Discarded	Cost per unit	Total Cost Waste
12/07/20	Strawberry muffin	25	1.30	32.50
12/07/20	BBQ Chicken sandwich	25	2.25	56.25
12/08/20	Banana Muffins	31	1.30	40.30
12/08/20	Cheeseburger	25	2.25	56.25
12/09/20	Coffee crumble muffin	23	1.30	29.90
12/90 20	Spaghetti	23	2.25	51.75
12/10/20	Bean and cheese burritos	27	1.30	35.10
12/10/20	Cajun cheese pasta	21	2.25	47.25
12/11/20	Concha bread	27	1.30	35.10
12/14/20	Cheese Quesadilla	16	1.30	14.7
12/14/20	Cheese burger	16	2.25	36.00
12/15/20	Banana muffin	25	1.30	35.50
12/15/20	Chicken nuggets	19	2.25	42.75
12/16/20	Coffee Cake	16	1.30	14.70
12/16/20	Penne pasta	16	2.25	36.00
12/17/20	Blueberry muffin	25	1.30	35.50
12/17/20	Chicken Sandwich	19	2.25	42.75
12/18/20	Bagel	19	1.30	24.70
12/18/20	Marinara pasta	19	2.25	42.75
Totals				\$709.75

MONTHLY INVENTORY OF PRODUCT ON CAMPUS:

Inventory on separate Correspondence.

TRANSPORTATION REPORT

STUDENT TRANSPORTATION REPORT FOR ENCORE EDUCATION CORPORATION

DECEMBER 2020

SCHOOL OWNED VEHICLES:

License Plate	Description - Location	Color	Beginning	Ending	Total Monthly Mileage
7G78901	International School Bus 4	Yellow	77285	77518	233
7UDN435	Toyota Highlander	Black	10845	16834	5989
7UDN434	Toyota Highlander	La la Rouge	8057	14049	5992
7UDN437	Toyota Highlander ***	Silver	5657	9891	0
7UDN440	Toyota Highlander	Blue	6013	10822	4809
54727J1	Dodge Ram 1500	Red	156597	158811	2214
2772100	Dodge Ram Van (Maintenance)	White			0
85469D2	Dodge Ram (Facilities)	White	161540	163844	2304
7WZH875	Dodge Ram Van (Tech)	White	132693	134364	1671
				TOTAL	23212

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

MAINTENANCE/SERVICE/REPAIRS

Vehicle	Date	Notes
Bus #4	12/18/2020	Terminal Inspections for transportation and drug & Alcohol. Both were 'Satisfactory' results. Taken to Ebmeyer Charter for regularly scheduled maintenance; storage at bus yard during COVID-19 school closure.
Blue Highlander	12/28/2020	10,000 mile servicing

TRANSPORTATION REPORT

STUDENT TRANSPORTATION REPORT FOR ENCORE EDUCATION CORPORATION DECEMBER 2020

STUDENT BUS COUNT:

HESPERIA

Route #: 1	Day 1 student count:	23	Last Day student count:	23
Route #: 2	Day 1 student count:	38	Last Day student count:	38
Route #: 3	Day 1 student count:	39	Last Day student count:	39
Route #: 4	Day 1 student count:	27	Last Day student count:	27
Route #: 5	Day 1 student count:	20	Last Day student count:	20
Route #: 6	Day 1 student count:	20	Last Day student count:	20
Route #: 7	Day 1 student count:	10	Last Day student count:	10
Route #: 8	Day 1 student count:	24	Last Day student count:	24
Route #: 9	Day 1 student count:	14	Last Day student count:	14
Route #: 10	Day 1 student count:	9	Last Day student count:	9
Route #: 11	Day 1 student count:	14	Last Day student count:	14
Route #: 12	Day 1 student count:	11	Last Day student count:	11
Route #: 13	Day 1 student count:	16	Last Day student count:	16
Total		265		265

RIVERSIDE

Route #: 1	Day 1 student count:	6	Last Day student count:	6
Route #: 2	Day 1 student count:	0	Last Day student count:	0
Total		6		6

TRANSPORTATION REPORT

STUDENT TRANSPORTATION REPORT FOR ENCORE EDUCATION CORPORATION

DECEMBER 2020

STUDENT BUS DISCIPLINE:

HESPERIA

Route #:	1	Number of Bus Tickets:	0
Route #:	2	Number of Bus Tickets:	0
Route #:	3	Number of Bus Tickets:	0
Route #:	4	Number of Bus Tickets:	0
Route #:	5	Number of Bus Tickets:	0
Route #:	6	Number of Bus Tickets:	0
Route #:	7	Number of Bus Tickets:	0
Route #:	8	Number of Bus Tickets:	0
Route #:	9	Number of Bus Tickets:	0
Route #:	10	Number of Bus Tickets:	0
Route #:	11	Number of Bus Tickets:	0
Route #:	12	Number of Bus Tickets:	0
Route #:	13	Number of Bus Tickets:	0

RIVERSIDE

Route #:	1	Number of Bus Tickets:	0
Route #:	2	Number of Bus Tickets:	0

TRANSPORTATION REPORT

STUDENT TRANSPORTATION REPORT FOR ENCORE EDUCATION CORPORATION DECEMBER 2020

FIELD TRIPS ACTIVITIES: NO FIELD TRIPS CONDUCTED IN DECEMBER 2020

HESPERIA

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

Cover Sheet

Facilities Manager Report/COVID Update

Section: III. Governance
Item: C. Facilities Manager Report/COVID Update
Purpose: Discuss
Submitted by: Curtis Peterson, Executive Manager Risk Management/Human Resources
Related Material: Facilities Report and COVID 19 Update 12-16-20 (1).pdf

BACKGROUND:

Over the course of the school year, the facilities manager will report to the Encore Board of Directors to talk about updates and happenings within their department on campus. This report is for information only.

RECOMMENDATION:

There is no action required for this report.



Facilities Report and COVID 19 Update

For the last few weeks, we have been in Hallo-Freak clean up mode. The campus aides and tech department have been breaking down sets putting away and organizing all lights and props. Campus Aides have also been doing an excellent job of keeping the campus neat and clean from debris. Mr. Thibodeaux has the campus aides walk the property first thing in the am collecting all trash and tumble weeds ensuring the campus is maintained. The campus Aides also completed the painting for our nursing station for our teachers with newborns and young ones. Our next project is to repair any necessary repairs to the ramps on our Portables and we will be giving them a fresh coat of paint. Also, we will be working on touch up paint on all lunch tables. Campus aides have also made sure everything from the Riverside Campus has found a home or a place to store on the Hesperia Campus and Storage.

COVID 19 Update



We have been doing our due diligence in testing and contact tracing here at Encore we have had the complete staff testing twice since October and many staff have tested numerous times based on exposure to the virus. At this time, we are getting the campus ready for students to return to campus all staff and student restrooms have posters all covering the CDC guidelines on social distancing, mask wearing, and washing of hands. After the break we will begin installing our social distancing adhesives around campus. And pinpointing the last details on where portable hand sanitizers will be located and temperatures taken for students upon return to the campus. We are now using Cintas for our cleaning products and sanitation products they are all touch free and hopefully tamper proof when student return to campus.

Cover Sheet

Charter Renewal Petition Progress

Section: III. Governance
Item: D. Charter Renewal Petition Progress
Purpose: FYI
Submitted by: Denise Griffin

BACKGROUND:

This item is to discuss Encore's Charter Renewal Petition Progress.

RECOMMENDATION:

There is no action required for this report.

Cover Sheet

Training Policy

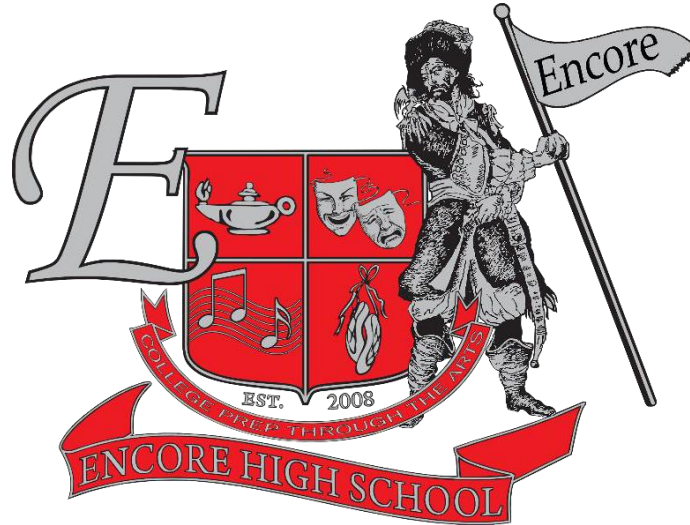
Section: III. Governance
Item: E. Training Policy
Purpose: Vote
Submitted by: Denise Griffin
Related Material: BROWN ACT TRAINING 2021.docx.pdf

BACKGROUND:

As part of the charter renewal process, Encore is updating the training and procedures manuals that help with the operation of Encore Education Corporation. This document provides clarity on the policy of Training and how Encore will stay in compliance with state requirements.

RECOMMENDATION:

Staff recommends approval of this action.



BROWN ACT TRAINING

CHARTER TERM 2021 - 2026



2020/2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345



NAME OF REPORT HERE

Preface

Goals for Board Leadership

Encore Education Corporation is a nonprofit corporation registered in the state of California that was established in 2007. Encore opened for students on 08/08/08 with a volunteer board of five members. The board for Encore follows the Ralph M. Brown Act (*California Government Code 54950 et seq.*)

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The goal of this annual training is to make sure that the public is aware and able to participate in all public Board meetings that deal with important decision making from Encore's Board of Directors. With proper training and implementation of the Brown Act, Encore will be able to continue transparency with the public (including parents and employees) and our chartering authority.



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Introduction

What is the Brown Act?

California Government Code 54950 *et seq.* is an act of the California State Legislature, authorized by Assemblymember Ralph M. Brown and passed in 1953. The purpose of this legislation is to guarantee that the public has a right to attend and participate in public meetings of local legislative boards, councils, and government bodies.

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The way the Act was described by the Sacramento Bee:

“A law to prohibit secret meetings of official bodies, save under the most exceptional circumstances, should not be necessary. Public officers above all other persons should be imbued with the truth that their business is the public's business and they should be the last to tolerate any attempt to keep the people from being fully informed as to what is going on in official agencies. Unfortunately, however, that is not always the case. Instances are many in which officials have contrived, deliberately and shamefully, to operate in a vacuum of secrecy.” – October 5, 1952

The Overall Goals of the Brown Act and Encore Education Corporation

Encore follows the Brown Act to make sure that the general public has access to the public meetings that make decisions about student education, use of public funds, school employees, and overall success and achievement of the corporation. By employing the use of the Brown Act, beyond being legally compliant, it gives all stakeholders of Encore a voice and an opportunity to be informed.

By following the Brown Act for public meetings, Encore will:

1. Be in compliance with California legal requirements for public meetings.
2. Avoid complaints regarding serial meetings and like.
3. Keep the public and authorizers informed of what is happening at Encore.

Brown Act as stated in Encore's Charter Renewal Petition

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 the 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.

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All approved meeting minutes and any recordings that are made of meetings shall be promptly posted on Encore's website.

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 Board of Directors.

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Regular meetings of the Encore Education Corporation Encore School Board take place at a time and place designated by the Board of Directors. Meeting agendas are posted in Encore office windows and Encore marquees 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, 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 60 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.

Procedures for Brown Act Compliance

Encore has specific procedures for making sure that the public school board meetings are in compliance of the Brown Act.

1. Encore assigns a specific Executive Assistant that is responsible for compiling the agenda every month.
 - a. This assistant works directly with the CEO and Board President to follow the organized calendar of specific items that will be covered within a Board meeting each month.

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- b. The assistant contacts the people responsible for public reports to make sure that they turn in their board presentations and/or reports prior to the review deadline for the Board the meeting.
 - c. The assistant uses the online system, "Board on Track" that is directly linked to Encore's website to make sure that the posting is done in compliance with the Brown Act.
2. Encore uses Board on Track for ease of use with Board agendas and reporting.
 - a. Board on Track provides charter schools with an online governance platform and expert guidance.
 - b. Board on Track membership provides expert guidance (without hourly consulting fees) and access to an intuitive, all-in-one board management platform.
 - c. Board on Track creates data driven confirmation that the board is functioning at the highest level – using priorities, people, process, progress, and performance as benchmarks for the Board
 - i. Measure Board Performance
 - ii. Recruit the right Board members
 - iii. Focus on progress
 - iv. Evaluate the CEO Effectively
 - v. Operating Transparently and Efficiently
 - d. Board on Track automates the posting of agendas and minutes on time, every time, straight to the website, providing Brown Act compliance for charter school boards throughout California.
 - i. Board on Track time stamps the agendas at the time of posting.
 - ii. Board on Track automatically sends the agendas and the Board packets to the Board and the staff at time of posting.
 - iii. Board on Track posts reminders of posting deadlines for agendas.
 - iv. Board on Track keeps track of Board members and staff members that are attending the meeting and notifies you if you do not have quorum.
 - v. Board on Track automates the process of taking minutes during a meeting so meeting minutes are kept on the platform and draft minutes are ready in real time at the close of the meeting.
 - vi. Board on Track helps automate the agenda building process, saving time and keeping focus on the meeting agendas.
 - vii. Board on track stores all of the board documents on the platform creating an easy organization system, providing the public with access to all public documents all the time AND providing the Board members with board documents all the time.
 - e. Encore Education Corporation Board approved the adoption of this platform in November of 2020 and started onboarding the process in December 2020.
 - f. Encore Education Corporation anticipates that it will take a full year for complete onboarding of the program/platform.
3. Public accessibility
 - a. Encore has access to the Next Board Meeting Agenda automatically in the bottom margin of every page on the encorehighschool.com website.
 - b. Accessibility to the online streaming board meeting can be accessed on the bottom margin of every page on the encorehighschool.com website.



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- c. On the top margin of the page at encorehighschool.com, if you click on the “Board” link, it will take you to an overview of the Encore Board of Directors and a button that will direct you to Encore’s “Board on Track” pages.
 - i. On these pages, all important documents public documents are accessible 24 per day.
 - ii. Archived documents are available by contacting Encore’s front office.

What are the components of the annual Brown Act training?

1. [Agendas](#) – Covers topics related to regular, special, and emergency meetings and posting requirements.
2. [Closed Session](#) – Covers topics including the items that can be discussed in closed session, who attends closed session, and which discussion items may or may not be discussed in closed session.
3. [Location and Teleconferencing](#) – Covers where and how a governing board may meet in-person and via teleconference.
4. [Rights of the Public](#) – Covers requirements regarding meeting notices, public participation, and the availability of meeting documents.
5. [Who and What](#) – Covers who must comply with the Brown Act and defines “meetings” (including serial meetings and gatherings) as referred to in the Brown Act.

Brown Act Complaints

When a Brown Act violation complaint is received by Encore, Encore will conduct the appropriate investigation as outlined by Encore’s complaint policy.

Encore Education Corporation will provide all materials regarding the Brown Act Complaint including posting, quorum, minutes, and any other materials needed in the investigation to Encore’s legal team to review the Brown Act Compliance Complaint. The results of the investigation will be given to the Encore School Board.

Brown Act complaint data will be published annually in a school board meeting in July prior to annual board training.

Benchmarks for Compliance

As part of Encore’s charter renewal for the 2021 – 2026 term, Encore has put into place some benchmarks for compliance of the Brown Act to confirm ongoing compliance with the Brown Act.

- Beginning December 2020, Encore will make sure that the draft of each regular board meeting is provided to Encore’s legal counsel no later than the Tuesday prior to the meeting to undergo legal review.
- Beginning December 2020, Encore will make sure that drafts of all special and emergency board meetings are reviewed by legal counsel prior to posting.
- Legal review of all Board agendas prior to posting will be permanent.



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- Beginning December of 2020, Encore will have all board meetings between December 2020 through July 2021 attended by Encore's legal counsel in their entirety to refresh training and give insight to any adjustments to procedures during the board meeting.
- In July 2021, the Board president and Encore's legal counsel will resolve whether additional training is needed and if legal counsel will be required to continue to attend and train at all Board meetings.
- Continuing in July of 2021, Encore's legal counsel will conduct annual Brown Act and Conflict of Interest training for all Board members and leadership roles.
- For any person added to the Board or leadership roles in the interim of annual training, that person will be required to complete the Online Brown Act Training offered by the Young, Minney & Corr law firm.

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How will Encore Measure Success?

Encore will measure success of implementation of the Brown Act by the number of Brown Act violation complaints that are sustained each school year.

- In July of every school year, just prior to the start of Brown Act training in the Board meeting, Encore's Executive Assistant will report the annual number of Brown Act violation complaints Encore has received for the prior school year and the disposition of each complaint.

Cover Sheet

Department of Justice Livescan Report

Section: IV. Operations
Item: A. Department of Justice Livescan Report
Purpose: FYI
Submitted by: Curtis Peterson
Related Material: DOJ Report Ashlin-11.11.2020.pdf

BACKGROUND:

The Department of Justice Livescan Report will list clearance dates for employees

RECOMMENDATION:

There is no action required for this report.



Human Resources:

D.O.J. Reporting – November - December, 2020

There is nothing new to report at this time.

Ashlin Barkdull
Human Resources

Cover Sheet

Universal Complaint Process & Procedures

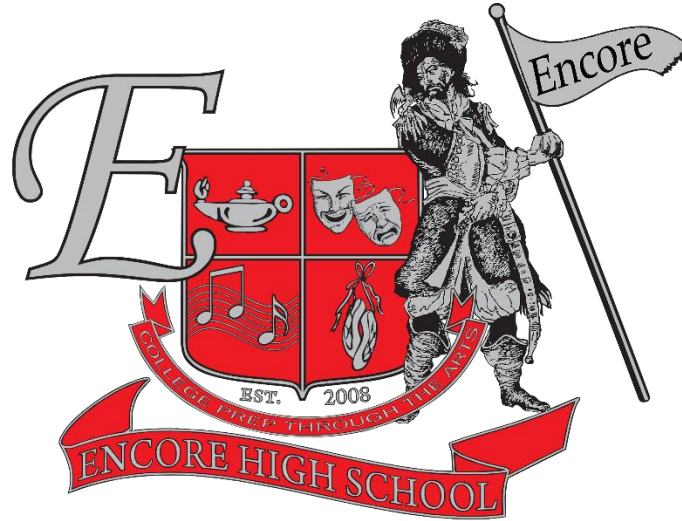
Section: IV. Operations
Item: B. Universal Complaint Process & Procedures
Purpose: Vote
Submitted by: Denise Griffin
Related Material: ucp 2021.pdf

BACKGROUND:

This policy has been reviewed and updated by Encore's Legal Counsel YM&C. With the new adoption of the revised policy, all current policies on websites and documents will be updated and Encore will name the Student Services Manager as the Compliance Officer for complaints (formerly General Executive Manager.) All Universal Complaint Forms will be uploaded to the new platform, "Board on Track" starting January 2021 to digitize the process.

RECOMMENDATION:

Encore staff recommends approval of the revised policy.



UNIFORM COMPLAINT POLICY AND PROCEDURES

ADOPTED 1/11/2021



JANUARY 5, 2021
ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345



UNIFORM COMPLAINT POLICY AND PROCEDURES

Preface

Encore Junior and Senior High School for the Performing and Visual Arts (“Encore”) complies with applicable federal and state laws and regulations. Encore is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

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UNIFORM COMPLAINT POLICY AND PROCEDURES

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Introduction

Encore Junior and Senior High School for the Performing and Visual Arts (“Encore”) complies with applicable federal and state laws and regulations. Encore is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Encore program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - School Safety Plans.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge



UNIFORM COMPLAINT POLICY AND PROCEDURES

to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - d. If Encore finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Encore shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Encore to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Encore and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Encore adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.



UNIFORM COMPLAINT POLICY AND PROCEDURES

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Encore acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Encore cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Encore will attempt to do so as appropriate. Encore may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis. Encore shall ensure that complainants are protected from retaliation.

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Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure Encore's compliance with law:

Mr. Johnny Griffin
Chief Operations Officer
16955 Lemon Street
jgriffin@officerteam.com
760-949-2036

Mrs. Ashlin Barkdull
General Executive Manager
16955 Lemon Street
abarkdull@officerteam.com
760-949-2036

Mr. Joseph Thibodeaux
Student Services Manager
16955 Lemon Street
jthibodeaux@encorehighschool.com

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the Encore Education Corporation Board of Directors.

Notifications

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The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on Encore's website.

Encore shall annually provide written notification of Encore's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in Encore speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Encore is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Encore is operating pursuant to Title 22 licensing requirements.
3. A statement that Encore is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

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UNIFORM COMPLAINT POLICY AND PROCEDURES

7. A statement that the complainant has a right to appeal Encore's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of Encore's decision, except if Encore has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Encore's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Encore finds merit in a UCP complaint, or the CDE finds merit in an appeal, Encore shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of Encore's UCP shall be available free of charge.

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Procedures

The following procedures shall be used to address all complaints which allege that Encore has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges

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UNIFORM COMPLAINT POLICY AND PROCEDURES

that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO or designee shall be made in writing. The period for filing may be extended by the CEO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO shall respond immediately upon a receipt of a request for extension.

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All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Encore Board of Directors approved the LCAP or the annual update was adopted by Encore.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Encore staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend Encore's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

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UNIFORM COMPLAINT POLICY AND PROCEDURES

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

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Encore's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

Encore shall issue an investigation report (the "Decision") based on the evidence. Encore's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of Encore's receipt unless the timeframe is extended with the written agreement of the complainant. Encore's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Encore is in compliance with the relevant law.
3. Corrective actions, if Encore finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Encore's Decision within thirty (30) calendar days to the CDE, except when Encore has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of Encore's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Encore and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

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1. Encore failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Encore's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Encore's Decision are not supported by substantial evidence.
4. The legal conclusion in Encore's Decision is inconsistent with the law.
5. In a case in which Encore's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of Encore's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Encore for resolution as a new complaint. If the CDE notifies Encore that its

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Decision failed to address an allegation raised by the complaint and subject to the UCP process, Encore will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

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Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by Encore when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Encore has not taken action within sixty (60) calendar days of the date the complaint was filed with Encore.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of Encore's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Encore has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.



UNIFORM COMPLAINT POLICY AND PROCEDURES

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.



UNIFORM COMPLAINT POLICY AND PROCEDURES

2. Have you discussed your complaint or brought your complaint to any Encore personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Mr. Joe Thibodeaux
Student Services Manager
16955 Lemon Street, Hesperia CA 92345
jthibodeaux@encorehighschool.com
760-949-2036



UNIFORM COMPLAINT POLICY AND PROCEDURES

Cover Sheet

Board On Track - Board Training

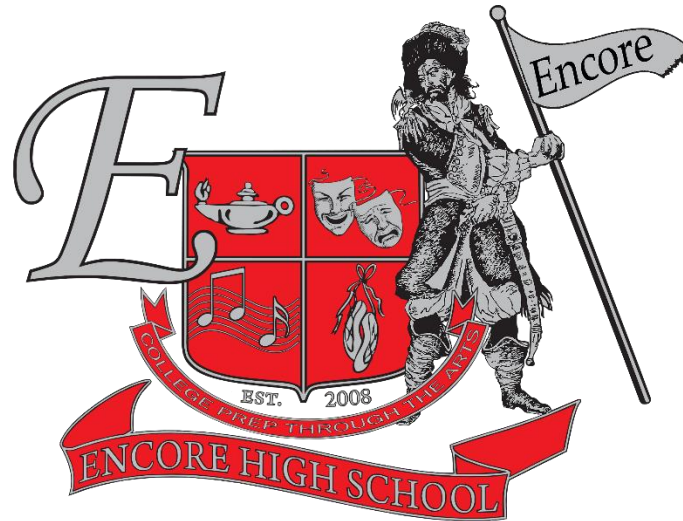
Section: V. Development
Item: A. Board On Track - Board Training
Purpose: Discuss
Submitted by: Denise Griffin
Related Material: BOARD ON TRACK.docx.pdf

BACKGROUND:

Encore has contracted with Board on Track to help formalize and normalize Board meetings and engagement with staff. Each month, a small training piece will be presented to the Board to help train the platform. In January's Board meeting, the entire Board will be shown how to complete the skills reporting for yourself. The purpose of this report is to help Encore build the makeup of Encore's Board of Directors.

RECOMMENDATION:

There is no action required for this report.



BOARD OPERATIONS

PROCESSES AND PROCEDURES ONBOARDING



2020/2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345



Preface

Thirteen years of improvement and counting

Encore entered its thirteenth year of operation during the 20/21 school year. As part of Encore's never-ending journey of revisions and improvement, the continued steps taken to have a transparent, organized, and effective board continue in all departments, activities, and items throughout the campus.

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During the 20/21 school year, Encore's Board of Directors voted to implement and onboard a digital platform to help organize board documents, agendas, and the board called "Board on Track." The onboarding and training process will happen throughout the 20/21 school year, starting in December 2020.



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Introduction

Goals of this report

The purpose of this particular report is to identify Encore's School Board and the processes and procedures that are tied into the physical operation of the board.

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The first part of the report will cover an analysis of Governance Structure. This will cover structure, makeup, and operation of Encore's Board. This will also cover who does what on the Board and how the Administrative and Executive staff assists the Board.

The second part of this report covers the basic processes and procedures of how the Board meetings and the Board operate. This part of the report is beyond bylaws, but the actual day in and day out tasks that drive the notification and operation of Encore's school board.

A lot of the Board development in the 20/21 school has been based on the onboarding process of "Board on Track." This is a new and ongoing process that will take about a year to implement and cycle into. Within this report, there is extensive information on where Encore is headed with Board Governance, with a comparison of where Encore sits today.

If you ever want to get in touch with Encore's Board of Directors, you can do so by emailing board@encorehighschool.com.



Governance Structure

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.

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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.

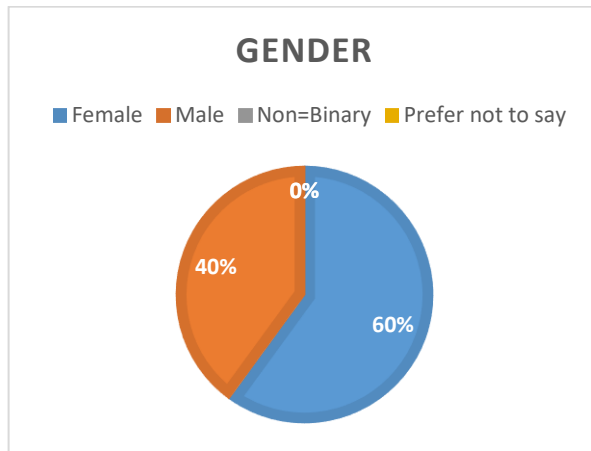
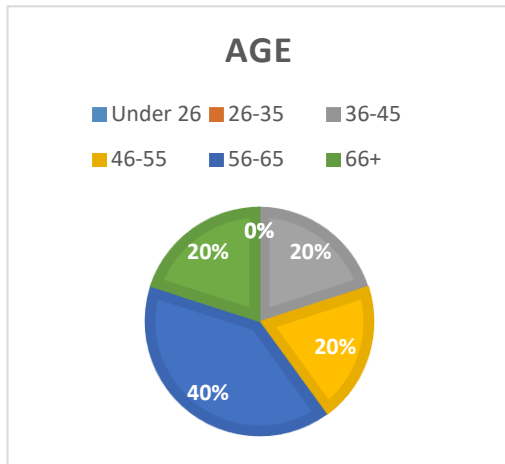
Encore Education Corporation reserves a seat on the Encore Board of Directors for their charter authorizer(s) to provide a Board member in the event that the District (HUSD currently) wishes to supply a Board member.

Current Board Makeup

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)

Of the current School Board:



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.

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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.

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ENCORE
Junior & Senior High School for the Arts

BOARD OPERATIONS

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.)

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Encore’s Executive Assistant compiles all of 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, the General Executive Manager, 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 of 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 or not quorum has been met of voting members based on invitations sent.
- Board on Track has the ability to email all speakers a copy of the public board packet and an invitation.

In the event that 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

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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 in the event that 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.

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- 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

General Executive Manager –

- Takes minutes of all meetings and posts them.
- 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.

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.)

Processes and Procedures

Roberts Rules of Order

Encore’s Board of Directors follows the basic Roberts Rules of Order.

Roberts Rules of order are also widely known as parliamentary procedure. Using this procedure to operate a meeting ensures that meetings are efficient and equitable. A chairperson of a meeting will allow all members to voice their opinions in an orderly manner so that all can be heard and hear what is being said. Following Roberts Rules of Order helps create an organized meeting.

- The agenda keeps the meeting on track and moving toward goals.
- It helps make sure that the meeting is cooperative, not commanding.
- Order helps control the flow of a meeting because everyone that wishes to, will have an opportunity to speak.
- When discussions get off track, the chairperson or a member can help guide members back to the agenda.
- Roberts Rules of Order helps to enforce courtesy and respect easily.
- The Board skill level increases when using parliamentary procedure of motions and points of order.
- Each speaker is given an opportunity to have undivided attention.
- Discussions can be more easily tempered when they are emotional.
- This allows for consensus rather than one authoritarian.

The following is a cheat sheet excerpt from www.boardeffect.com.



BOARD OPERATIONS

Action	What to Say	Can interrupt speaker?	Need a Second?	Can be Debated?	Can be Amended?	Votes Needed
Introduce main motion	"I move to..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move to amend the motion by...." (add or strike words or both)	No	Yes	Yes	Yes	Majority
Move item to committee	"I move that we refer the matter to committee."	No	Yes	Yes	No	Majority
Postpone item	"I move to postpone the matter until..."	No	Yes	Yes	No	Majority
End debate	"I move the previous question."	No	Yes	Yes	No	Majority
Object to procedure	"Point of order."	Yes	No	No	No	Chair decision
Recess the meeting	"I move that we recess until..."	No	Yes	No	No	Majority
Adjourn the meeting	"I move to adjourn the meeting."	No	Yes	No	No	Majority



BOARD OPERATIONS

Request information	"Point of information."	Yes	No	No	No	No vote
Overrule the chair's ruling	"I move to overrule the chair's ruling."	Yes	Yes	Yes	No	Majority
Extend the allotted time	"I move to extend the time by ___ minutes."	No	Yes	No	Yes	2/3
Enforce the rules or point out incorrect procedure	"Point of order."	Yes	No	No	No	No vote
Table a Motion	"I move to table..."	No	Yes	No	No	Majority

Verify voice vote with count	"I call for a division."	No	No	No	No	No vote
Object to considering some undiplomatic matter	"I object to consideration of this matter..."	Yes	No	No	No	2/3
Take up a previously tabled item	"I move to take from the table..."	No	Yes	No	No	Majority
*Reconsider something already disposed of	"I move to reconsider our action to..."	Yes	Yes	Yes	Yes	Majority
Consider something out of its scheduled order	"I move to suspend the rules and consider..."	No	Yes	No	No	2/3
Close the meeting for executive session	"I move to go into executive session."	No	Yes	No	No	Majority



Board Assessments

Each year via Board on Track, the School Board will take part in an assessment survey to help determine board effectiveness. This is new in the 20/21 school year. Topics covered:

- Yearly Meeting Plan
- Board Meeting Agenda
- Board Meeting Materials
- Board Meeting Content
- Board Meeting Facilitation
- Board Meeting Minutes
- Board Meeting Evaluation
- Open Meeting Law Compliance
- Bylaws
- Job Descriptions
- Officers
- Committees
- Board Size
- Previous Governance Experience
- Skills and Expertise
- Diversity
- Level of Objectivity
- Recruitment Plan
- Recruitment Process
- Board Recruitment Pipeline
- Role of the CEO in Board Recruitment
- Orientation
- Board Goals & Accountability
- Finance Oversight
- Financial Policies and Procedures
- Finance Controls
- Financial Reports
- Developing Realistic Budgets
- Board Education
- Annual Audit/990
- Financial Compliance
- Support of the CEO
- Philosophical Alignment
- Strategic Fund Development Plan
- Accountability
- Board Training



- Academic Oversight
- Clarity of Vision
- Roadmap
- Charter Obligations
- Standardized Testing
- Comparative Data
- Board Education
- Governance/Management
- Partnership with CEO
- CEO Evaluation
- CEO Support
- Governance Knowledge
- Governance Prioritized
- Savvy CEO Board Education
- Setting Strategic Direction
- Communication
- Succession Planning

CEO Evaluations

With the onboarding of Board on Track starting in December 2020, Encore's Board of Directors has also started the process of formalizing the annual CEO Evaluation. Board on Track will be helping Encore's School Board start, manage, and complete the CEO evaluation every school year.

Historically, the CEO has presented an annual report or CEO report to the Board regarding goals, successes, and needed improvements. This report has been given to the entire staff in an in-service luncheon as the "state of the union" address each school year to the staff.

Moving into the 21/22 school year, Encore's School Board will adopt the following best practices evaluation and goal setting process for the CEO.

Sample 12 Month Work Plan for CEO Support and Evaluation Committee:

4th Quarter

June:

- Form CEO Support and Evaluation Committee
- Committee Conducts end of year CEO Evaluation
- CEO takes self-evaluation survey
- Committee shares CEO's survey results with the Board
- Board takes CEO evaluation survey
- Direct reports take CEO evaluation survey



1st Quarter

July:

- Finish CEO Evaluation
- Committee shares Evaluation survey results with Board
- Committee drafts summary memo of Evaluation process
- Committee reviews the memo and Evaluation details with the Board
- Committee and CEO review memo, collaborate to refine CEO goals, introduce CEO personal development goals for upcoming year

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August:

- Committee collaborates with CEO to define goals against which to measure CEO's performance for the year.
- CEO and committee create CEO development plan for year
- Board approves the goals that the CEO and Committee have developed

September:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting.
- Committee works with CEO to sets dates for December and March check-ins and June end-of-year evaluation

2nd Quarter

October:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting

November:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee gathers input for December CEO check-in from board
- CEO completes self-reflection
- Committee plans December CEO check-in conversation
- Committee works with CEO to have staff satisfaction survey

December:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee conducts a structured check-in with CEO before winter break (see November) about what is working or not working with Board-CEO Partnership

3rd Quarter

January:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee reports to Board about December check-in

Corporate Office, 16955 Lemon Street, Hesperia, CA 92345. 760.949.2036. www.encorehighschool.com



February:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee gathers input for March CEO check-in from board
- CEO completes self-reflection
- Committee plans CEO March check-in conversation
- Committee works with CEO to have parent satisfaction survey

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March:

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee uses work from February to conduct a structured CEO check about what is working or not working with board-CEO Partnership

4th Quarter

April

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting
- Committee reports to board on March check-in
- Committee plans end of year CEO Evaluation

May

- CEO reports on progress towards goals at monthly CEO Support and Eval Committee meeting

CEO should have a set of annual goals that articulates the key things the organization will do this year towards achieving the promises made in the charter and accountability plan, as well as any additional goals that are related to organizational success.

The CEO should clearly articulate when they will need support from the full board and each committee to achieve his or her goals.

Articulating CEO goals and board-level goals provides a clear understanding of the management-governance distinction in key areas. If designed correctly, they will help avoid common governance-management conflicts.

Board Complaints

Complaint Process

Encore Education Corporation strives to make sure that all stakeholders are properly served. Part of this promise of service is adopting a Universal Complaint Process.

Excerpt from the www.encorehighschool.com website.

START HERE – Whenever there is an incident, concern, or complaint (whether you are a teacher, student, staff member, or other stakeholder) an incident report or a formal letter must be filed in the front office of the campus where the report is being made. All filings should start at the school level.

Corporate Office, 16955 Lemon Street, Hesperia, CA 92345. 760.949.2036. www.encorehighschool.com



- For discipline and safety issues, the complaint should be filed with our Student Services Manager, Mr. Joe Thibodeaux. He can be reached through front reception, 760-956-2632, email jthibodeaux@officerteam.com or by mail 16955 Lemon Street #G, Hesperia, CA 92345.
- For academic and teaching staff issues, the complaint should be filed with our Dean of Academics, Mrs. Julia Dolf. She can be reached through the front desk receptionist 760-956-2632, email jdolf@encorehighschool.com or by mail 16955 Lemon Street, Hesperia CA 92345.
- Anonymous complaints can be filed by placing an incident report in a sealed envelope and giving it to any staff member or dropping the sealed envelope into a staff box (A and F buildings) addressed to the person that should open the envelope. They can also be mailed to the General Executive Manager, 16955 Lemon Street, Hesperia, CA 92345. You can also submit a contact form from the bottom margin of the website.
- Title IX Discrimination Complaint Form (Including gender equity / sexual harassment / sexual violence). The Title IX Discrimination Complaint form is available in the front office or online. Once completed, this form should be given to Encore's Title IX coordinator, Ms. Ashlin Barkdull, abarkdull@encorehighschool.com, 16955 Lemon Street, Hesperia, CA 92345

SITE INVESTIGATION – Once a complaint is filed, it needs to be investigated. All complaints are investigated.

- **Time Required** – Investigations take time so it is important to be patient. Anyone reporting an incident should allow no less than seventy two (72) business hours to investigate a claim. Depending on the claim, investigations can take less or more than seventy two (72) business hours.
- **Notification** – If a person files a complaint directly to a Dean, they will be notified upon completion of the investigation. Anonymous complaints will be investigated and reported as logical.
- **Confidentiality** – If the investigation is protected by confidentiality laws for staff and/or students, outcomes of the investigation may be protected by law and you may not be allowed to know what the results and/or actions are coming out of the investigation.
- **Results** – If a complainant is unsatisfied with the investigation conducted at the site level, they can file a complaint directly to the Encore (District) Executive Office.

EXECUTIVE (DISTRICT) COMPLAINTS – When a complainant is unsatisfied with the results from a site based investigation, they can file a complaint directly to the Executive Officer Team. Whenever there is an incident, concern, or complaint (whether you are a teacher, student, staff member, or other stakeholder) an incident report or a formal letter can be filed to the Executive Officers. If no prior complaint was filed at the site level, the Executive Office (District) can refer the investigation back to the site for investigation. Every complaint is investigated.

- **Operations, Safety, Facilities, Discipline** – These questions and concerns should be directed to the Chief Operation Officer (COO) Mr. John Griffin by contacting General Executive Manager Ms. Ashlin Barkdull, 760-949-2036, , You can also email him directly at jgriffin@officerteam.com.

Corporate Office, 16955 Lemon Street, Hesperia, CA 92345. 760.949.2036. www.encorehighschool.com



You can also mail him your complaint at Encore Education Corporation, 16955 Lemon Street #A, Hesperia, CA 92345.

- **Arts, Student Services, Policies, Enrollment, Social Media, Marketing, Events** – Questions and concerns relating to these topics should be directed to the Chief Executive Officer (CEO) Mrs. Denise Griffin by contacting General Executive Manager Mrs. Ashlin Barkdull, 760-949-2036, . You can also email her at ceo@officerteam.com. You can also mail her your complaint at Encore Education Corporation, 16955 Lemon Street #A, Hesperia CA 92345.
- **Academics, Teachers, Instructors, Grading** - Questions and concerns relating to these topics should be directed to the Dean of Academics, Mrs. Julia Dolf, 760-949-2036, , Encore Education Corporation, 16955 Lemon Street #A, Hesperia CA 92345.

EXECUTIVE (DISTRICT) INVESTIGATION – Once a complaint is filed, it will be investigated. All complaints are investigated.

- **Time Required** – Investigations take time so it is important to be patient. Anyone reporting an incident should allow no less than seven (7) business days to investigate a claim. Depending on the claim, investigations can take less or more than seven (7) business days to investigate a claim.
- **Notification** – If a person files a complaint directly to the District, they will be notified upon completion of the investigation. Anonymous complaints will be investigated and reported as logical.
- **Confidentiality** – If the investigation is protected by confidentiality laws for staff and/or students, outcomes of the investigation may be protected by law and you may not be allowed to know what the results and/or actions are coming out of the investigation.
- **Results** – If a complainant is unsatisfied with the investigation conducted at the District level, they can file a complaint directly to the Encore Board.

ENCORE EDUCATION CORPORATION BOARD COMPLAINTS –When a complainant is unsatisfied with the results from an Executive (District) based investigation, they can file a complaint directly to the Encore Education Corporation Board. Whenever there is an incident, concern, or complaint (whether you are a teacher, student, staff member, or other stakeholder) an incident report or a formal letter can be filed to the Encore Education Corporation Board. If no prior complaint was filed at the site or Executive (District) level, the Board can refer the investigation back to the site or Executive Level for service and/or investigation.

- **Filing** – To file a complaint with the Encore Education Corporation Board, send a formal letter to the Board Clerk, Ms. Ashlin Barkdull at Encore Education Corporation, 16955 Lemon Street, Hesperia, CA 92345. You can also contact her via email or contact the board directly.
- **Time Required** – Investigations take time so it is important to be patient. Anyone reporting an incident should allow no less than ten business days to investigate a claim. Depending on the claim, investigations can take less or more than ten business days.

Corporate Office, 16955 Lemon Street, Hesperia, CA 92345. 760.949.2036. www.encorehighschool.com



- Notification – If a person files a complaint directly to the Board, they will be notified upon completion of the investigation. Anonymous complaints will be investigated and reported as logical.
- Confidentiality – If the investigation is protected by confidentiality laws for staff and/or students, outcomes of the investigation may be protected by law and you may not be allowed to know what the results and/or actions are coming out of the investigation.
- Results – Results stemming from the Encore Education Corporation Board are binding to the fullest extent of the law.

TITLE IX DISCRIMINATION COMPLAINT (including gender equity / sexual harassment / sexual violence)

- To file a complaint with the school, please complete and mail, email or fill out the form in the main office. If you are unable for any reason to complete this form and would like to make a verbal complaint, please call the office 760-949-2036 for an appointment. Mrs. Ashlin Barkdull is the manager for Title IX Discrimination Complaints.
- Although the school cannot commit to keeping a complaint of discrimination confidential because of the school's obligation to investigate the complaint, the school will use its best efforts not to disseminate information concerning the complaint beyond those who have a need to know.
- Please feel free to contact the office if you have any questions regarding the process for filing or investigating complaints of discrimination (including sexual harassment).

Note: A victim of discrimination or harassment is encouraged to use the school's internal complaint process. Persons believing they have been discriminated against or harassed may seek assistance from government agencies such as the federal Equal Employment Opportunity Commission, the federal Department of Labor, or Office of Civil Rights.

Cover Sheet

Finance Consent Items

Section: VI. Finance
Item: A. Finance Consent Items
Purpose: Vote
Submitted by: Monica Patel, DMS and Elias Munoz, Attendance Clerk
Related Material:
Attendance Dec .pdf
ENC 20-21 -Monthly Payroll Retirement Contributions (1) Jan .pdf
ENCORE December 2020 Warrant Report Detail.pdf

BACKGROUND:

It is recommended that the board considers approving a number of agenda items as a finance consent list. These items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change. Included in this list: STRS payment report, PERS payment report, 403B payment report, December 2020 Warrant Report Detail, Attendance Report.

RECOMMENDATION:

Staff recommends approval of these consent items.

Encore High School

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MONTHLY ATTENDANCE SUMMARY

Page 1

Month 3 - From 11/9/2020 Through 12/4/2020

Regular Program

Grade Level	A Tchng Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	N		O	P
														YEAR TO DATE			
														Total Apport Attendance	Days Taught		
9 TOTAL	14	122	2	124	0	124	8	18	1736	1710	122.14	98.96%	0	6237	53		117.68
10 TOTAL	14	102	2	104	0	104	13	24	1456	1419	101.36	98.34%	0	5322	53		100.42
11 TOTAL	14	91	0	91	0	91	0	17	1274	1257	89.79	98.67%	0	4759	53		89.79
12 TOTAL	14	116	0	116	0	116	0	17	1624	1607	114.79	98.95%	0	6081	53		114.74
TOTAL 9-12	14	431	4	435	0	435	21	76	6090	5993	428.07	98.75%	0	22399	53		422.62
PROGRAM	14	431	4	435	0	435	21	76	6090	5993	428.07	98.75%	0	22399	53		422.62

Principal Signature _____

Date _____

To the best of my knowledge, the information contained on this document is accurate and complete.

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MONTHLY ATTENDANCE SUMMARY

Page 2

Month 3 - From 11/9/2020 Through 12/4/2020

Program 5 504

Grade Level	A Tchng Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	N		O		P
														Total Apport Attendance	Days Taught	Total ADA (N/O)		
9	TOTAL	14	2	0	0	2	0	0	28	28	2.00	100.00%	0	106	53		2.00	
10	TOTAL	14	1	0	0	1	0	0	14	14	1.00	100.00%	0	53	53		1.00	
11	TOTAL	14	3	0	0	3	0	2	42	40	2.86	95.24%	0	149	53		2.81	
12	TOTAL	14	2	0	0	2	0	0	28	28	2.00	100.00%	0	106	53		2.00	
TOTAL 9-12	14	8	0	0	0	8	0	2	112	110	7.86	98.21%	0	414	53		7.81	
PROGRAM	14	8	0	8	0	8	0	2	112	110	7.86	98.21%	0	414	53		7.81	

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Month 3 - From 11/9/2020 Through 12/4/2020

Program 6 504+Independent Study

Grade Level	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A+D)	J Total Apport Attend (A+D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of School Day	N		O		P Total ADA (N/O)
														YEAR TO DATE		YEAR TO DATE		
														Total Apport Attendance	Days Taught			
12	TOTAL	14	1	0	1	0	0	0	14	14	1.00	100.00%	0	53	53		1.00	
TOTAL 9-12 PROGRAM		14	1	0	1	0	0	0	14	14	1.00	100.00%	0	53	53		1.00	

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Encore High School

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MONTHLY ATTENDANCE SUMMARY

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Month 3 - From 11/9/2020 Through 12/4/2020

Program 7 SAI+Independent Study

Grade Level	A Tchng Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	N		O		P
														YEAR TO DATE		YEAR TO DATE		Total ADA (N/O)
														Total Apport Attendance	Days Taught			
12	TOTAL	14	2	0	2	0	2	0	0	28	28	2.00	100.00%	0	107	53		2.02
TOTAL 9-12		14	2	0	2	0	2	0	0	28	28	2.00	100.00%	0	107	53		2.02
PROGRAM		14	2	0	2	0	2	0	0	28	28	2.00	100.00%	0	107	53		2.02

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MONTHLY ATTENDANCE SUMMARY

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Month 3 - From 11/9/2020 Through 12/4/2020

Program I Independent Study

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														N Total Apport Attendance	O Days Taught	
9	TOTAL	14	7	0	0	7	0	0	98	98	7.00	100.00%	0	377	53	7.11
10	TOTAL	14	13	0	0	13	0	2	182	180	12.86	98.90%	0	665	53	12.55
11	TOTAL	14	16	0	0	16	0	2	224	222	15.86	99.11%	0	816	53	15.40
12	TOTAL	14	18	0	0	18	0	0	252	252	18.00	100.00%	0	902	53	17.02
TOTAL 9-12		14	54	0	0	54	0	4	756	752	53.71	99.47%	0	2760	53	52.06
PROGRAM		14	54	0	0	54	0	4	756	752	53.71	99.47%	0	2760	53	52.08

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Month 3 - From 11/9/2020 Through 12/4/2020

Program S SAI

Grade Level	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	YEAR TO DATE			
														N Total Apport Attendance	O Days Taught	P Total ADA (N/O)	
9	TOTAL	14	17	0	17	0	0	3	238	235	16.79	98.74%	0	898	53	16.94	
10	TOTAL	14	15	0	15	0	0	3	210	207	14.79	98.57%	0	778	53	14.68	
11	TOTAL	14	14	0	14	0	0	1	196	195	13.93	99.49%	0	732	53	13.81	
12	TOTAL	14	18	0	18	0	0	4	252	248	17.71	98.41%	0	925	53	17.45	
TOTAL 9-12 PROGRAM		14	64	0	64	0	0	11	896	885	63.21	98.77%	0	3333	53	62.89	
REPORT		14	560	4	564	0	564	21	93	7896	7782	555.86	98.82%	0	29066	53	548.42

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Month 3 - From 11/9/2020 Through 12/4/2020

Regular Program

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N		O	P
	Tchng Days	Enroll-ment Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(I-G)	Loss at End of Last School Day	Total Apport Attendance	Days Taught	Total ADA (N/O)	
9	TOTAL	14	122	2	124	0	124	8	18	1736	1710	122.14	98.96%	0	6237	53	117.68
10	TOTAL	14	102	2	104	0	104	13	24	1456	1419	101.36	98.34%	0	5322	53	100.42
11	TOTAL	14	91	0	91	0	91	0	17	1274	1257	89.79	98.67%	0	4759	53	89.79
12	TOTAL	14	116	0	116	0	116	0	17	1624	1607	114.79	98.95%	0	6081	53	114.74
TOTAL 9-12		14	431	4	435	0	435	21	76	6090	5993	428.07	98.75%	0	22399	53	422.62
PROGRAM		14	431	4	435	0	435	21	76	6090	5993	428.07	98.75%	0	22399	53	422.62

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MONTHLY ATTENDANCE SUMMARY

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Month 3 - From 11/9/2020 Through 12/4/2020

Program 5 504

Grade Level	A Tchg Days	B Enrollment Carried Fwd	C Gains	D Total Enrollment (B+C)	E Losses	F Ending Enrollment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	N		O		P
														Total Apport Attendance	Days Taught	Total ADA (N/O)		
9	TOTAL	14	2	0	0	2	0	0	28	28	2.00	100.00%	0	106	53		2.00	
10	TOTAL	14	1	0	0	1	0	0	14	14	1.00	100.00%	0	53	53		1.00	
11	TOTAL	14	3	0	0	3	0	2	42	40	2.86	95.24%	0	149	53		2.81	
12	TOTAL	14	2	0	0	2	0	0	28	28	2.00	100.00%	0	106	53		2.00	
TOTAL 9-12		14	8	0	0	8	0	2	112	110	7.86	98.21%	0	414	53		7.81	
PROGRAM		14	8	0	0	8	0	2	112	110	7.86	98.21%	0	414	53		7.81	

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Program 6 504+Independent Study

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12	TOTAL	14	1	0	1	0	0	0	14	14	1.00	100.00%	0	53	53	1.00
TOTAL 9-12		14	1	0	1	0	0	0	14	14	1.00	100.00%	0	53	53	1.00
PROGRAM		14	1	0	1	0	0	0	14	14	1.00	100.00%	0	53	53	1.00

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														YEAR TO DATE		YEAR TO DATE		
														Total Apport Attendance	Days Taught			
12	TOTAL	14	2	0	2	0	0	0	28	28	2.00	100.00%	0	107	53		2.02	
TOTAL 9-12 PROGRAM		14	2	0	2	0	0	0	28	28	2.00	100.00%	0	107	53		2.02	

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12	TOTAL	14	18	0	0	18	0	0	252	252	18.00	100.00%	0	902	53	17.02
TOTAL 9-12		14	54	0	0	54	0	4	756	752	53.71	99.47%	0	2760	53	52.08
PROGRAM		14	54	0	0	54	0	4	756	752	53.71	99.47%	0	2760	53	52.08

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Month 3 - From 11/9/2020 Through 12/4/2020

Program S SAI

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11	TOTAL	14	14	0	14	0	0	1	196	195	13.93	99.49%	0	925	53	13.81	
12	TOTAL	14	18	0	18	0	0	4	252	248	17.71	98.41%	0	925	53	17.45	
TOTAL 9-12 PROGRAM		14	64	0	64	0	0	11	896	885	63.21	98.77%	0	3333	53	62.89	
REPORT		14	560	4	564	0	564	21	93	7896	7782	555.86	98.82%	0	29066	53	548.42

Principal Signature

Date

To the best of my knowledge, the information contained on this document is accurate and complete.

Hesperia Month	Payroll	STRS/PERS		PERS Ck		STRS CK		403B Check number	Due Date based			Date Cleared
		Payment Date	Payment Date	Number	Date Cleared	Number	Date Cleared		on regular rules, not safe harbor	Payment Date	Date	
July		8/15/2020	7/23/2020	68749	7/29/2020	68749	7/29/2020	68740	7/13/2020	7/9/2020	7/14/2020	-4
		8/15/2020	8/7/2020	68832	8/11/2020	68832	8/11/2020	68823	7/28/2020	7/29/2020	8/3/2020	1
August		9/15/2020	8/21/2020	68862	8/25/2020	68862	8/25/2020	68831	8/13/2020	8/7/2020	8/14/2020	-6
		9/15/2020	9/10/2020	68929	9/14/2020	68929	9/14/2020	68860	8/28/2020	8/20/2020	8/25/2020	-8
September		10/15/2020	9/24/2020	68936	9/28/2020	68936	9/28/2020	68895	9/13/2020	9/9/2020	9/15/2020	-4
		10/15/2020	10/8/2020	69007	10/13/2020	69007	10/13/2020	68935	9/28/2020	9/24/2020	9/29/2020	-4
October	15th of the month		10/23/2020	69012	10/28/2020	69012	10/28/2020	69006	10/13/2020	10/8/2020	10/13/2020	-5
	15th of the month		11/6/2020	69078	11/10/2020	69078	11/10/2020	69011	10/28/2020	10/22/2020	10/27/2020	-6
November	15th of the month		11/19/2020	69085	11/23/2020	69085	11/23/2020	69077	11/13/2020	11/10/2020	11/9/2020	-3
	15th of the month		12/8/2020	69139	12/10/2020	69139	12/10/2020	69084	11/28/2020	11/19/2020	11/24/2020	-9
December	15th of the month		12/18/2020	69167	12/22/2020	69167	12/22/2020	69138	12/13/2020	12/8/2020	12/14/2020	-5
	15th of the month							69166	12/28/2020	12/18/2020	12/28/2020	-10
January	15th of the month											
	15th of the month											

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

To note, the payroll for 7/24 and 8/10 paid July payroll; 8/25 and 9/10 paid August payroll; 9/25 and 10/9 will pay Sept payroll Contributions to 403b

The DOL rule is somewhat gray. It states that:

An employer is required to deposit your money into your retirement account as soon as the employee assets can be reasonably segregated from employer assets, but no later than 15 business days of the month following the month in which the payroll deduction occurred.

Based on fact patterns in DOL plan audits and other published commentary, some considerations are as follows:

- For plans with fewer than 100 participants, the DOL finalized regulations on January 14, 2010 which establishes a "safe harbor" of 7 business days following the payroll deduction date. Depositing employee 401K and 403b payroll deduction funds will be considered timely if this 7 day "safe harbor" test is met; and
- No safe harbor time period exists for plans with 100 or more employee-participants. Commentary does exist that suggests funding the retirement plan by the due date of an employer's Form 941 tax deposit will be considered timely (which for large employers is the next day after payroll).

STRS 95% by 5th business day; remainder by 15th

100% of payroll makes up 95% for charter and districts

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

ENCORE HIGH SCHOOLS - ALL SITES
WARRANT REGISTER: December 2020

Check Number	Check Date	Payee	Reason	Sum of Amount
69094	12/1/2020	PayFlex Systems USA, Inc.	October 2020 Service	\$150.00
			September 2020 Service	\$150.00
69094 Total				\$300.00
1220-204	12/1/2020	TEQlease, Inc.	December 2020 Teqlease Lease #410218	\$4,237.53
1220-204 Total				\$4,237.53
1220-001	12/2/2020	Wappingers Falls Shoppers, Inc.	Printing	\$473.96
			Re-issue Chk 65218	(\$721.46)
			Refund Check #7299 issued 11/27/20	\$247.50
1220-001 Total				\$0.00
69096	12/4/2020	Accrediting Commission for Schools	Annual Accreditation Membership Fee: 2020-2021	\$1,730.00
69096 Total				\$1,730.00
69097	12/4/2020	Advance Disposal Co.	August 2020 Trash Disposal Service	\$1,566.60
69097 Total				\$1,566.60
69098	12/4/2020	Apple Valley Chamber of Commerce	Dues for Non-profit organization	\$300.00
69098 Total				\$300.00
69099	12/4/2020	Ashlin Barkdull	2-13-20 Gas Reimbursement	\$26.90
69099 Total				\$26.90
69100	12/4/2020	AT&T	August 2020 Service	\$188.88
			September 2020 Phone Service	\$198.63
69100 Total				\$387.51
69101	12/4/2020	AT&T	8/7-9/6/20 Phone Service	\$400.08
			9/7-10/6/20 Phone Service	\$405.57
69101 Total				\$805.65
69102	12/4/2020	Bell Mountain Enterprise, Inc. dba Hi Desert Alarm	Fire Alarm Monitoring	\$720.00
69102 Total				\$720.00
69103	12/4/2020	California Department of Education / Cashier's Office	Student meals	\$746.70
69103 Total				\$746.70
69104	12/4/2020	Car Clinic Inc.	Car Maintenance	\$298.03
69104 Total				\$298.03
69105	12/4/2020	Cintas	COVID-19 Cleaning Supplies	\$1,110.36
69105 Total				\$1,110.36
69106	12/4/2020	City of Hesperia	Water Service acct #DB0022-002	\$2,652.28
			Water Service acct #DB0022-002 Late Fee	\$26.86
69106 Total				\$2,679.14
69107	12/4/2020	CR&R Incorporated	August 2020 Environmental Service	\$461.15
69107 Total				\$461.15
69109	12/4/2020	Department of Public Health	7/1-12/31/19 Nursing Services	\$8,000.00
69109 Total				\$8,000.00
69110	12/4/2020	Ebmeyer Charter	April 2020 School Bus	\$10,000.00
69110 Total				\$10,000.00
69111	12/4/2020	Encore ASB Hesperia	ASB Reim May 2020 Misc	\$918.96
69111 Total				\$918.96
69112	12/4/2020	FedEx	Shipping	\$1,806.63
69112 Total				\$1,806.63

**ENCORE HIGH SCHOOLS - ALL SITES
WARRANT REGISTER: December 2020**

Check Number	Check Date	Payee	Reason	Sum of Amount
69114	12/4/2020	FRESH START MEALS, INC.	September 2020 Meals	\$4,227.75
69114 Total				\$4,227.75
69113	12/4/2020	Fresno County Superintendent of Schools/Cyber High Program	20-21 CYBER HIGH UNLIMITED USE ACCESS	\$5,000.00
69113 Total				\$5,000.00
69115	12/4/2020	Frontier	November 2020 Internet Service	\$494.95
			October 2020 Internet Service	\$468.39
69115 Total				\$963.34
69116	12/4/2020	GC Pivotal LLC	August 2020 DSL	\$181.94
			December 2020 DSL	\$187.47
			November 2020 DSL	\$184.70
			October 2020 DSL	\$181.94
			September 2020 DSL	\$179.28
69116 Total				\$915.33
69117	12/4/2020	Hesperia Chamber of Commerce	Membership - 1-3 Employees	\$240.00
69117 Total				\$240.00
69118	12/4/2020	Hesperia Unified School District	Printing	\$852.11
69118 Total				\$852.11
69119	12/4/2020	Honors Graduation	Graduation Honor Cords & Medallions	\$2,666.17
69119 Total				\$2,666.17
69120	12/4/2020	IPFS CORPORATION OF CALIFORNIA	1st Installment	\$2,240.99
69120 Total				\$2,240.99
69121	12/4/2020	Julia Dolf	Textbooks	\$51.36
69121 Total				\$51.36
69122	12/4/2020	Klinedinst PC	April & May 2019 Legal services	\$6,000.00
69122 Total				\$6,000.00
69123	12/4/2020	Language Training Center Inc.	October 2020 Phone Interpreting	\$32.67
69123 Total				\$32.67
69124	12/4/2020	Leonardo C. Rivera	September 2020 Lawn care	\$600.00
69124 Total				\$600.00
69125	12/4/2020	Measure Education Inc.	September 2020 Data Management	\$1,928.88
69125 Total				\$1,928.88
69126	12/4/2020	Navitas Credit Corp.	Nov 2020 Payment for contract #40295324-1	\$371.19
69126 Total				\$371.19
69127	12/4/2020	PSAT/NMSQT	PSAT 8/9 (Sep 2019 - Jan 2020 admin)	\$1,608.00
69127 Total				\$1,608.00
69128	12/4/2020	Purchase Power	June 2020 Postage Equipment refill	\$1,040.89
69128 Total				\$1,040.89
69129	12/4/2020	Quill Corporation	Sanidate santzgwipes 125Pk - COVID-19	\$129.28
69129 Total				\$129.28
69130	12/4/2020	Raptor Technologies	One (1) Year Raptor 6 Annual Access Fee Renewal	\$1,380.00
69130 Total				\$1,380.00
69108	12/4/2020	Richard Curtis Peterson	Expense Reimbursement - Sanitizing Sprayer COVID-19	\$21.51
69108 Total				\$21.51
69131	12/4/2020	Sadeghian's Rental 9th Street LLC.	November 2020 Rent	\$18,799.25

**ENCORE HIGH SCHOOLS - ALL SITES
WARRANT REGISTER: December 2020**

Check Number	Check Date	Payee	Reason	Sum of Amount
69131 Total				\$18,799.25
69132	12/4/2020	Timepayment Corp	November 2020 Charges Acct #44712859	\$216.20
69132 Total				\$216.20
69133	12/4/2020	Toyota Financial Services	Nov 2020 Acct # 01 0272 WX656	\$750.44
			Nov 2020 Acct # 01 0272 WX722	\$750.02
			Nov 2020 Acct # 01 0272 WX741	\$749.98
			Nov 2020 Acct # 01 0272 WY302	\$750.60
69133 Total				\$3,001.04
69134	12/4/2020	US Premium Finance	Fee	\$15.00
			Insurance installment #4	\$3,511.36
69134 Total				\$3,526.36
69135	12/4/2020	US Premium Finance	Insurance installment #4	\$5,991.35
69135 Total				\$5,991.35
69136	12/4/2020	US Premium Finance	Fee	\$15.00
69136 Total				\$15.00
69137	12/4/2020	US Premium Finance	Insurance instalment #3	\$1,681.29
69137 Total				\$1,681.29
69147	12/8/2020	Gaines & Gaines, APLC, Client's Trust Account	Settlement December 2020 Payment #11	\$62,500.00
69147 Total				\$62,500.00
1220-202	12/11/2020	Wells Fargo Bank Service Fee	November 2020 Client Analysis Service Charge	\$462.51
1220-202 Total				\$462.51
69162	12/15/2020	Veritext	Legal Services case #CIVDS1828335	\$2,978.00
69162 Total				\$2,978.00
69164	12/17/2020	Richard C Wise	Re-issue ck #1120-001	\$3,363.21
69164 Total				\$3,363.21
69163	12/17/2020	Tresunda De La Cruz	Mealtime fees refund	\$28.00
69163 Total				\$28.00
1220-005	12/21/2020	Amazon Capital Services, Inc.	Student supplies - COVID-19	\$18,179.96
1220-005 Total				\$18,179.96
1220-006	12/21/2020	Amazon Capital Services, Inc.	Student supplies - COVID-19	\$16,968.47
1220-006 Total				\$16,968.47
1220-031	12/31/2020	Amazon Capital Services, Inc.	Student supplies - COVID-19	\$14,942.99
1220-031 Total				\$14,942.99
1220-032	12/31/2020	Amazon Capital Services, Inc.	Student supplies - COVID-19	\$14,380.00
1220-032 Total				\$14,380.00
Grand Total				\$233,398.26

Cover Sheet

Teacher Computer Purchases

Section: VI. Finance
Item: B. Teacher Computer Purchases
Purpose: Vote
Submitted by: Jim Barkdull, Executive Manager of Information Technology
Related Material: LLMFPurchase.pdf

BACKGROUND:

This action item is to replace all teacher computers with Learning Loss Mitigation Funds due to COVID-19. The last update to teacher computers was three years ago. With the extra burden of technology needed to operate Distance Learning effectively, Encore needs to update all teacher computers. These computers will be purchased with LLMF.

RECOMMENDATION:

Staff recommends approval of this action.

The IT dept has used Learning Lapse Funding to improve some of the technology Encore uses to provide remote learning and to prepare for when students eventually return to campus. As you know Encore's teaching staff host Zoom meetings every day. Encore averages 175 meeting with approximately 5500 attendees per day. Running a Zoom meeting puts a heavy demand on a computer and sometimes the resources are not there that teachers need for presentations. Some teachers prerecord their presentations and post them to Google Classrooms, but that removes participation from the teachers control. When students do watch a prerecorded presentation in Google Classroom it still lacks the personal touch a teacher provides while giving the same presentation live. Using PowerPoint or a second webcam for live demonstrations will often not work in a Zoom meeting. Lagging or stuttering video is not always the fault of slow Internet. Sometimes it depends on processing power and what other applications are running at the same time. Buying better computers with more capabilities will improve staff's ability to stream classes while running required applications.

We also purchased more Chromebooks to replace old and failing Chromebooks. We purchased components to upgrade existing desktop computers and to expand the capabilities of newly purchased computers. We purchased new PCs for the eSports class and multi-media teachers.

Here is a more detailed list.

4 – IT / Multimedia teacher / ESport teacher Desktop PCs

16 - Esports class student desktop PCs

60 - Staff Hewlett Packard Laptops

70 - 110 degree FOV Web Cam

10 - Solid state hard drive upgrades for staff desktops

1 - 13 inch MacBook Pro for Production manager

1 – 16 inch MacBook Pro for Film class

2 - 4k 27" Media PC's Monitors for Film and eSports

100 HP Chromebooks

1 – HP All-In-One PC for Exec. Assistant / HR / Enrollment / Office Manager