



Encore JR/SR High School

Special Board Meeting- June 2, 2021

Published on June 1, 2021 at 1:27 PM PDT

Date and Time

Wednesday June 2, 2021 at 6:30 PM PDT

Location

The Order of Business may be changed without notice: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. Reasonable Limitations May be placed on public testimony: The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. For any person requiring a translator, this time will be doubled to account for translation time. Reasonable Accommodation for any individual with a Disability: Pursuant to the Rehabilitation Act of 1973, any individual with a disability who requires reasonable accommodation to attend or to participate in this meeting of the Governing board may request assistance by contacting the EEC (760) 949-2036. Public Documents relating to Open Session Agenda items are available for review by the public at the Reception Desk at Encore Education Corporation's Executive office or on the internet at www.encorehighschool.com. For more information concerning this agenda, please contact EEC (760) 949-2036.

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 agenda is approved during the meeting.

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office or on the internet at www.encorehighschool.com. For more information concerning this agenda, please contact EEC (760) 949-2036.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes	Ashlin Barkdull	1 m
<p>The Board minutes for approval are from Encore's May 10, 2021 regular Encore Board of Directors meeting.</p> <p style="padding-left: 40px;">Approve minutes for Regular Encore Board of Directors Meeting - May 2021 on May 10, 2021</p>			
II. Operations			6:32 PM
A. Concrete Bid	Vote	Carol Walker	5 m
<p>Estimates for replacement of concrete slab in the Big Top.</p>			
III. Finance			6:37 PM
A. AB86 Expanded Learning Plan	Vote	Denise Griffin	5 m
<p>Approval of AB86 Expanded Learning Plan.</p>			
IV. Other Business			6:42 PM
A. 2021-2022 Salary Scales	Vote	Ashlin Barkdull	5 m
<p>Encore proposes the changes in salary scales to more closely match the surrounding districts.</p> <ul style="list-style-type: none"> -Hourly -Administrative -Executive -Certificated -Charter Instructor -Substitute <p>Surrounding Districts</p> <ul style="list-style-type: none"> -Apple Valley -Hesperia -Victorville 			
V. Closing Items			6:47 PM
A. Adjourn Meeting	Vote		

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.

Cover Sheet

Approve Minutes

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

Minutes for Regular Encore Board of Directors Meeting - May 2021 on May 10, 2021

BACKGROUND:

The Board minutes for approval are from Encore's May 10, 2021 regular Encore Board of Directors meeting.

RECOMMENDATION:

Encore staff recommends approval of these minutes.



Encore JR/SR High School

Minutes

Regular Encore Board of Directors Meeting - May 2021

Date and Time

Monday May 10, 2021 at 6:30 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 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 for up to three (3) minutes. 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), R. Gabler (remote), S. Cherry (remote)

Directors Absent

None

Guests Present

A. Barkdull (remote), C. Peterson (remote), C. Walker (remote), Curtis Peterson (remote), J. Barkdull (remote), J. Dolf (remote), J. Griffin (remote), Jamie Waggoner (remote), W. Strumpfer (remote)

I. Opening Items

A. 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 May 10, 2021 at 6:38 PM.

B. Record Attendance

C. Approve Minutes

R. Gabler made a motion to approve the minutes from Regular Encore Board of Directors Meeting - April 2021 on 04-12-21.

K. Ahmed seconded the motion.

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

Roll Call

G. Thackeray Aye

K. Staley Aye

R. Gabler Aye

K. Ahmed Aye

S. Cherry Aye

K. Ahmed made a motion to approve the minutes from Special Board Meeting- April 28, 2021 on 04-28-21.

R. Gabler seconded the motion.

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

Roll Call

S. Cherry Aye

R. Gabler Aye

K. Ahmed Aye

G. Thackeray Aye

K. Staley Aye

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

Letter written to board from Mr. Jasper Crooke

II. Academic Excellence

A. ESG President Report

B. Information Items- Academic Excellence

C. 2021-2022 Staff Calendars

R. Gabler made a motion to Approve.

K. Ahmed seconded the motion.

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

Roll Call

K. Staley Aye

G. Thackeray Aye

R. Gabler Aye

S. Cherry Aye

K. Ahmed Aye

D. EL Student Report

Tabled to next meeting.

III. Governance

A. Staff Liaison Report

Nothing to report at this time.

B. DOJ Report

IV. Operations

A. Discipline Report

B. Facilities Management Report

Tabled till the next meeting.

C. Independent Contractor Agreement

K. Ahmed made a motion to Approve.

R. Gabler seconded the motion.

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

Roll Call

G. Thackeray Aye

K. Ahmed Aye

S. Cherry Aye

K. Staley Aye

R. Gabler Aye

D. Board Approval/Ratification of Hiring Decisions Policy

R. Gabler made a motion to Approve.

K. Staley seconded the motion.

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

Roll Call

R. Gabler Aye

K. Ahmed Aye

K. Staley Aye

S. Cherry Aye

G. Thackeray Aye

V. Finance

A. Finance Consent Items

R. Gabler made a motion to Approve.

G. Thackeray seconded the motion.

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

Roll Call

R. Gabler Aye

K. Ahmed Aye

K. Staley Aye

G. Thackeray Aye

S. Cherry Aye

B. 2021-2022 Stipends

R. Gabler made a motion to Approve.

K. Ahmed seconded the motion.

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

Roll Call

R. Gabler Aye

G. Thackeray Aye

S. Cherry Aye

K. Staley Aye

K. Ahmed Aye

C. Salvage Items for Sale

Tabled to next board meeting.

VI. Adjourn to closed session

A. Reconvene from closed session

Nothing needed for a vote.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:17 PM.

Respectfully Submitted,
R. Gabler

Documents used during the meeting

- 2021_04_12_board_meeting_minutes (1).pdf
- 2021_04_28_board_meeting_minutes.pdf
- ESG President Report May 2021.pdf
- Data.pdf
- Meeting Notes.pdf
- PowerPoint Preparate.pdf
- Preparate Professional Development.pdf
- SBAC PD Notes.pdf
- Administrative Counselor Calendar.pdf
- Cafeteria-Bus-Campus Aide Calendar.pdf
- Executive-Administration Calendar.pdf
- Instructional and SPED Aide Calendar.pdf
- Office Personnel Calendar.pdf
- Teacher Calendar.pdf
- Staff Liaison Board_report_May_2021.pdf
- DOJ Report Ashlin 5.10.21.pdf
- CAMPUS DISCIPLINE REPORT APRIL 2021.pdf
- Dick Bray Contract.pdf
- Hiring and Ratification Board Policy 043021 (WKS) (1).doc
- ENC 20-21 -Monthly Payroll Retirement Contributions (5) May 2021 (1).pdf
- ENCORE April 2021 Warrant Report (Summary for Hesperia).pdf
- ENCORE April 2021 Warrant Report (Summary for Riverside).pdf
- ENCORE April 2021 Warrant Report Details.pdf
- Encore Feb 2021 Financial Reports.pdf
- M7 HS Monthly attendance summary.pdf
- M7 Jr Monthly attendance summary.pdf
- March Student Services Reconciliation.pdf

- stipends 21 22 (1).pdf
-

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

Concrete Bid

Section: II. Operations
Item: A. Concrete Bid
Purpose: Vote
Submitted by: Carol Walker
Related Material: Bid for Concrete.pdf

BACKGROUND:

Estimates for replacement of concrete slab in the Big Top.

RECOMMENDATION:

Encore staff recommends approval of this item.



Joe Griffin <jg@encorehighschool.com>

Concrete slab in the big top tent

2 messages

Tim Meyer <tismeyer@verizon.net>
To: Joe Griffen <Jg@encorehighschool.com>

Thu, Mar 25, 2021 at 3:06 PM

Hey Joe, here is the cost to remove 9,408 Sq. Ft. of the assumed 3.5" thick asphalt and replace it with 5" thick 3000 PSI concrete. \$55,500.00

To add # 3 Rebar at 18' O. C. each way add. \$9,400.00

Thanks Tim Meyer

760-559-6739

Joe Griffin <jg@encorehighschool.com>
To: John Griffin <jgriffin@officerteam.com>

Mon, Mar 29, 2021 at 9:30 AM

[Quoted text hidden]

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JOE GRIFFIN
FACILITIES DIRECTOR
Encore Education Corporation

16955 Lemon Street
Hesperia, CA 92345
760-956-2632
www.encorehighschool.com

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N UNO CONSTRUCTION

SANTIAGO NUNO- GENERAL CONTRACTOR
 LIC# 1030241

ESTIMATE

17985 Cherry St.
 HESPERIA, CA 92340
 Phone 760.265.9681

ESTIMATE
 DATE March 11, 2021

TO
 Joe
 Encore High School
 Hesperia, CA 92395

JOBSITE 16955 Lemon St.
 Hesperia, CA, 92395

Description	Amount
First quote 98' x 96'	
- 9408 S.F. at 4" thick @ \$ 4.25 with wire mesh	\$ 39,984
- Remove and dispose of 9,408 S.F. of asphalt @ \$ 2.00	\$ 18,816
- Bring 50 yards of base for concrete pad	\$ 1,500

Labor and concrete pour and finish is included

concrete pump is not included on bid approximately \$ 2,700

Total **\$60,300.00**

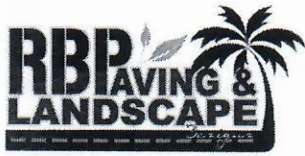
Make all checks payable to N UNO CONSTRUCTION

Payment is due within 7 days.

If you have any questions concerning this invoice, contact SANTIAGO NUNO | 760.265.9681

THANK YOU FOR YOUR BUSINESS!

ESTIMATE



Encore High School
 16955 Lemon St
 Hesperia, Ca 92345
 (760) 269-9089

RB Paving & Landscape

7965 Hemlock Ave
 Hesperia, Ca 92345

Phone: (760) 947-4191
 Email: ruben271@verizon.net
 Fax: (760) 244-7614
 Web: www.beltranpavingandlandscape.com

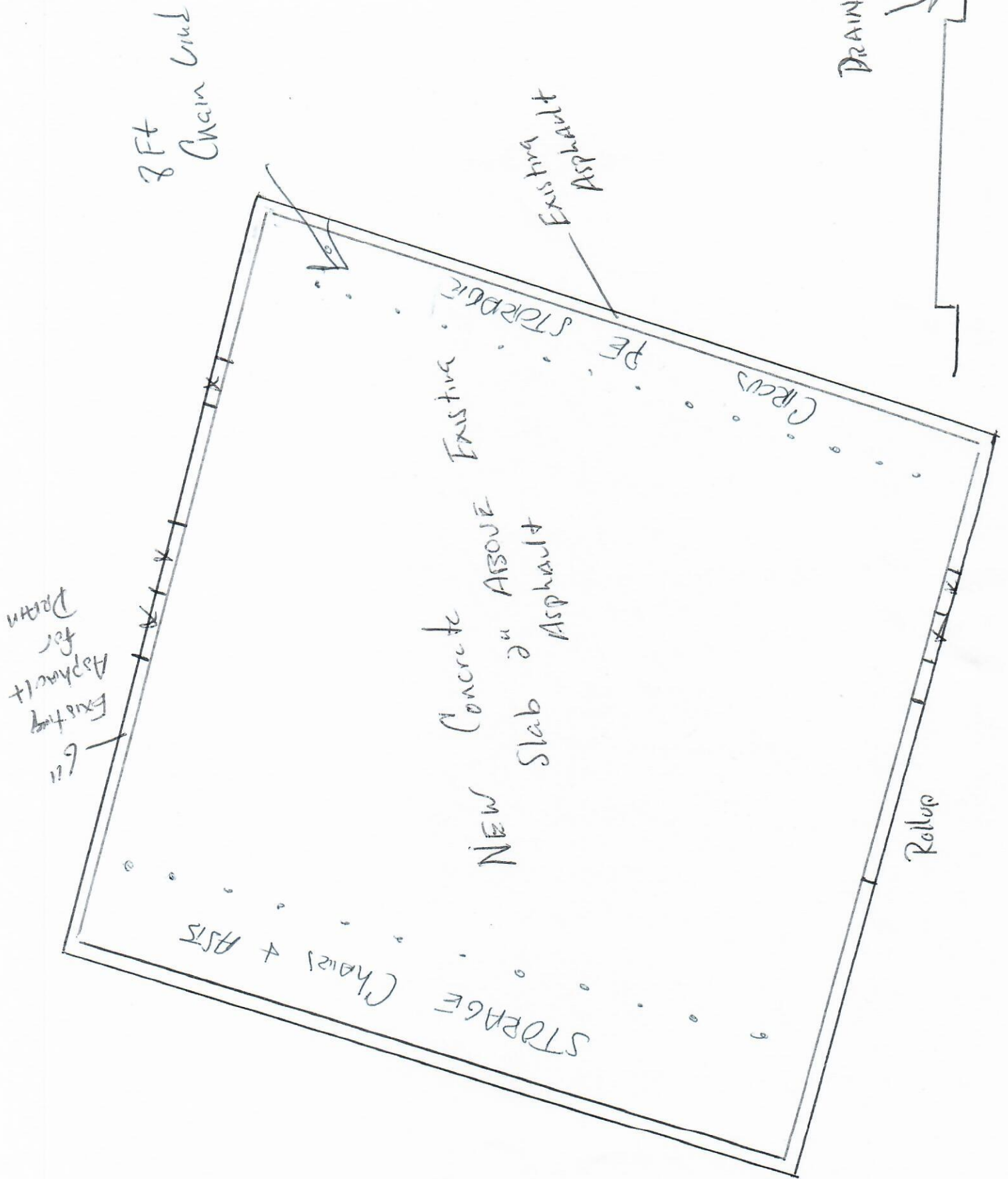
Estimate # 000553
 Date 03/07/2021
 Business / Lic#856991/C-27/C-12/General B
 Tax #

Description	Total
Concrete	\$71,300.00
1. Sawcut and Remove approx 9500 sqft of existing asphalt. Load and Haul away to legal dumpsite. 2. Grade and prep approx 9500 sqft to new contours and elevations. 3. Place and Compact Road base materials as needed grade and compact base using 5 ton roller. 4. Install 6x6 wire steel mesh for Concrete strength. 5. Pour new Concrete slab at 4" by 3500 psi all concrete shall be power trowled ,burn smooth finish and sawcut expansion joint	

Subtotal	\$71,300.00
Total	\$71,300.00

By signing this document, the customer agrees to the services and conditions outlined in this document.

Encore High School



Cover Sheet

AB86 Expanded Learning Plan

Section: III. Finance
Item: A. AB86 Expanded Learning Plan
Purpose: Vote
Submitted by: Denise Griffin
Related Material: ELO Plan 21 22.docx
ELO_Plan_21_22.pdf

BACKGROUND:

Approval of AB86 Expanded Learning Plan.

RECOMMENDATION:

Encore staff recommends approval of this item.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Encore Jr/Sr. High School for the Performing & Visual Arts	Denise Griffin, CEO/Executive Director	dg@officerteam.com / 760-949-2036

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Encore is an independent charter authorized by Hesperia Unified School District. The school staff and leadership team engaged stakeholders through various opportunities to gather input in building the Expanded Learning Opportunity ELO plan. There was a review of schoolwide performance based on benchmark data administered by NWEA to identify the highest levels of need throughout the campus. Special attention was given to English Learners, and special education students that have not taken advantage of the on campus opportunities for learning this year. Over the last 6 months, Encore has collected data from a variety of methods including professional third party consultants, parent and student surveys, weekly professional development meeting with teachers and administrative meetings.

A description of how students will be identified and the needs of students will be assessed.

Encore is using resources to promote learning opportunities for the entire learning community including direct contact via email and phone call, social media, all call text and phone calls, web postings, blogs, and mass email communication while teachers and counselors have been reaching out to parents and students. The team will utilize MAP/NWEA data, individual formative assessments, and parent or educational coordinator learning data to align students with needs to planned additional opportunities. Students with Ds or Fs in the 20/21 school year have been encouraged to attend in person and distance learning summer school to be able to work on catching up for the fall. Teachers will monitor student growth through NWEA and class based formative assessments to follow growth. Results of the support will be shared with learning teams throughout the school year to help create appropriate action plans for individual support.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Encore will use all communication resources available to promote the available learning opportunities and support to parents, guardians and students including the broader learning community. The information will be posted on the school website under a section dedicated to additional resources and support through Extended Learning Opportunities. Parents and students will receive emails, phone calls and texts along with general paper notifications, and through Encore social media sites. Teachers use email blasts and counselors hold frequent meetings for students and quarterly meetings for parents.

A description of the LEA's plan to provide supplemental instruction and support.

1. Encore will provide two new SPED Aides to specifically work with the SPED population to mitigate learning loss. The two new SPED Aide positions are temporary for one year to work to fill gaps created by COVID learning loss.
2. Encore will provide two new Instructional Aides to specifically work with junior high students on "push in and pull out" remediation Monday through Thursday for the 21/22 school year. These positions are temporary for one year to work to fill gaps created by COVID learning loss.
3. Encore will provide in person summer school for some courses and other courses will be offered online through the summer.
 - a. In person summer school is offered for two full weeks, (9am – 3pm) with a student taking one course for the two full weeks.
 - b. Online summer school is offered for the entire summer with students required to meet with their coordinator once per week.
 - c. Students wishing to make up part of their grade will also be given summer project assignments that can improve their grade.

One summer project per course up to a 15% grade improvement.
 - d. 8 teachers are providing summer school in person for a total enrollment opportunity of 280 students.
 - e. Online summer school is available for 35 students.

4. Encore has changed Friday schedules to include morning remediation, testing, and support help for students prior to lunch for all students. After lunch, PBL will be offered to the entire campus to work on specific needs based on CTE and benchmark results. Students will work on projects and/or “push in/pull out” remediation and tutoring.
5. Encore is realigning the counseling department to include two intern counselors. The interns will work directly with the counseling department to build social emotional support for students including academic supports, CTE completion and work based learning, focused goals, and any other areas that will improve student social and academic growth.
6. Instructional staff will receive training provided by internal and external resources in the areas of targeted growth/improvement, SEL, and data analysis. Workshops will be available to students and parents to help improve academic success.
7. Updated curriculum – Encore is working to adopt new curriculum in Math and English to help improve technology based education and remediation opportunities for students.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional Instructional Aides (2xSPED / 2xjunior high)	120,000	[Actual expenditures will be provided when available]
Summer School Teachers	40,000	[Actual expenditures will be provided when available]
Integrated student supports for tutoring and Friday remediations	30,000	[Actual expenditures will be provided when available]
Counseling department internships	120,000	[Actual expenditures will be provided when available]
Professional Development	40,000	[Actual expenditures will be provided when available]
Updated Curriculum	120,000	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

SCHOOL is using its ELO Grant funds to provide

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Encore Jr/Sr. High School for the Performing & Visual Arts	Denise Griffin, CEO/Executive Director	dg@officerteam.com / 760-949-2036

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Encore is an independent charter authorized by Hesperia Unified School District. The school staff and leadership team engaged stakeholders through various opportunities to gather input in building the Expanded Learning Opportunity ELO plan. There was a review of schoolwide performance based on benchmark data administered by NWEA to identify the highest levels of need throughout the campus. Special attention was given to English Learners, and special education students that have not taken advantage of the on campus opportunities for learning this year. Over the last 6 months, Encore has collected data from a variety of methods including professional third party consultants, parent and student surveys, weekly professional development meeting with teachers and administrative meetings.

A description of how students will be identified and the needs of students will be assessed.

Encore is using resources to promote learning opportunities for the entire learning community including direct contact via email and phone call, social media, all call text and phone calls, web postings, blogs, and mass email communication while teachers and counselors have been reaching out to parents and students. The team will utilize MAP/NWEA data, individual formative assessments, and parent or educational coordinator learning data to align students with needs to planned additional opportunities. Students with Ds or Fs in the 20/21 school year have been encouraged to attend in person and distance learning summer school to be able to work on catching up for the fall. Teachers will monitor student growth through NWEA and class based formative assessments to follow growth. Results of the support will be shared with learning teams throughout the school year to help create appropriate action plans for individual support.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Encore will use all communication resources available to promote the available learning opportunities and support to parents, guardians and students including the broader learning community. The information will be posted on the school website under a section dedicated to additional resources and support through Extended Learning Opportunities. Parents and students will receive emails, phone calls and texts along with general paper notifications, and through Encore social media sites. Teachers use email blasts and counselors hold frequent meetings for students and quarterly meetings for parents.

A description of the LEA's plan to provide supplemental instruction and support.

1. Encore will provide two new SPED Aides to specifically work with the SPED population to mitigate learning loss. The two new SPED Aide positions are temporary for one year to work to fill gaps created by COVID learning loss.
2. Encore will provide two new Instructional Aides to specifically work with junior high students on "push in and pull out" remediation Monday through Thursday for the 21/22 school year. These positions are temporary for one year to work to fill gaps created by COVID learning loss.
3. Encore will provide in person summer school for some courses and other courses will be offered online through the summer.
 - a. In person summer school is offered for two full weeks, (9am – 3pm) with a student taking one course for the two full weeks.
 - b. Online summer school is offered for the entire summer with students required to meet with their coordinator once per week.
 - c. Students wishing to make up part of their grade will also be given summer project assignments that can improve their grade.

One summer project per course up to a 15% grade improvement.
 - d. 8 teachers are providing summer school in person for a total enrollment opportunity of 280 students.
 - e. Online summer school is available for 35 students.

4. Encore has changed Friday schedules to include morning remediation, testing, and support help for students prior to lunch for all students. After lunch, PBL will be offered to the entire campus to work on specific needs based on CTE and benchmark results. Students will work on projects and/or “push in/pull out” remediation and tutoring.
5. Encore is realigning the counseling department to include two intern counselors. The interns will work directly with the counseling department to build social emotional support for students including academic supports, CTE completion and work based learning, focused goals, and any other areas that will improve student social and academic growth.
6. Instructional staff will receive training provided by internal and external resources in the areas of targeted growth/improvement, SEL, and data analysis. Workshops will be available to students and parents to help improve academic success.
7. Updated curriculum – Encore is working to adopt new curriculum in Math and English to help improve technology based education and remediation opportunities for students.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional Instructional Aides (2xSPED / 2xjunior high)	120,000	[Actual expenditures will be provided when available]
Summer School Teachers	40,000	[Actual expenditures will be provided when available]
Integrated student supports for tutoring and Friday remediations	30,000	[Actual expenditures will be provided when available]
Counseling department internships	120,000	[Actual expenditures will be provided when available]
Professional Development	40,000	[Actual expenditures will be provided when available]
Updated Curriculum	120,000	[Actual expenditures will be provided when available]

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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

SCHOOL is using its ELO Grant funds to provide

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Cover Sheet

2021-2022 Salary Scales

Section: IV. Other Business
Item: A. 2021-2022 Salary Scales
Purpose: Vote
Submitted by: Ashlin Barkdull
Related Material:
2021-2022 Salary Schedules.pdf
2020-21_Classified_Salary_Schedule_1.1.21__2_.pdf
Management_Salary_Schedule_-_Certificated.pdf
2019-20_Teachers_Salary_Schedule.pdf
2019-20MANAGEMENTSalarySchedule.pdf
July 1, 2019 Certificated salary schedule -2% Increase - Bd. Approved 08-06-2020.pdf
2019-20CERTIFICATEDTEACHERSalarySchedule.pdf

BACKGROUND:

Encore proposes the changes in salary scales to more closely match the surrounding districts.

- Hourly
- Administrative
- Executive
- Certificated
- Charter Instructor
- Substitute
- Surrounding Districts
- Apple Valley
- Hesperia
- Victorville

RECOMMENDATION:

Encore Administration recommends approval.



**VICTOR VALLEY UNION HIGH SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2019-20 SCHOOL YEAR**

STEP	COLUMN 1 BA*	COLUMN 2 BA + 18 semester	COLUMN 3 BA + 36 semester	COLUMN 4 BA + 54 semester	COLUMN 5 MA	STEP
1	53,527	55,401	57,341	59,346	61,424	1
2	56,013	57,973	60,004	62,103	64,275	2
3	58,614	60,666	62,787	64,987	67,262	3
4	61,333	63,480	65,704	68,001	70,384	4
5	64,181	66,427	68,753	71,160	73,650	5
6	67,161	69,512	71,944	74,462	77,069	6
7	70,279	72,739	75,285	77,919	80,648	7
8	73,541	76,118	78,780	81,537	84,389	8
9	76,958	79,651	82,438	85,324	88,310	9
10	80,528	83,347	86,264	89,284	92,407	10
11	80,528	83,347	86,264	89,284	92,407	11
12	84,269	87,217	90,269	93,429	96,700	12
13	84,269	87,217	90,269	93,429	96,700	13
14	84,269	91,267	94,460	97,768	101,187	14
15	84,269	91,267	94,460	97,768	101,187	15
16	84,269	91,267	98,847	102,305	105,886	16
17	84,269	91,267	98,847	102,305	105,886	17
18	84,269	91,267	98,847	107,056	110,803	18
19	84,269	91,267	98,847	107,056	110,803	19
20	85,954	93,092	100,824	109,197	113,019	20
21	85,954	93,092	100,824	109,197	113,019	21
22	85,954	93,092	100,824	109,197	113,019	22
23	85,954	93,092	100,824	109,197	113,019	23
24	85,954	93,092	100,824	109,197	113,019	24
25	87,640	94,918	102,800	111,338	115,236	25
26	87,640	94,918	102,800	111,338	115,236	26
27	87,640	94,918	102,800	111,338	115,236	27
28	87,640	94,918	102,800	111,338	115,236	28
29	87,640	94,918	102,800	111,338	115,236	29
30	89,326	96,743	104,778	113,480	117,451	30
31	89,326	96,743	104,778	113,480	117,451	31
32	89,326	96,743	104,778	113,480	117,451	32
33	89,326	96,743	104,778	113,480	117,451	33
34	89,326	96,743	104,778	113,480	117,451	34
35	91,012	98,569	106,754	115,620	119,668	35

Reflects 2.5% increase to salary effective 7/1/18

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT
CERTIFICATED MANAGEMENT SALARY SCHEDULE
2019-2020 School Year

RANGE	TITLE	DUTY DAYS	STEP A	STEP B	STEP C	STEP D	STEP E
48	Senior Director	220	\$ 139,866	\$ 146,861	\$ 154,204	\$ 161,909	\$ 170,005
47							
46	Senior High School Principal	220	\$ 132,867	\$ 139,505	\$ 146,481	\$ 153,808	\$ 161,505
	School of Choice Principal						
	Alternative Education Principal						
45							
44							
43							
42 b	Director	220	\$ 119,902	\$ 125,897	\$ 132,191	\$ 138,806	\$ 145,743
42	Junior High School Principal	215	\$ 117,180	\$ 123,036	\$ 129,189	\$ 135,645	\$ 142,430
41	Coordinator	220	\$ 116,861	\$ 122,709	\$ 128,837	\$ 135,284	\$ 142,047
40							
39 b	Senior HS Assistant Principal	210	\$ 105,972	\$ 111,263	\$ 116,834	\$ 122,671	\$ 128,808
39	School Psychologist	203	\$ 102,440	\$ 107,554	\$ 112,939	\$ 118,582	\$ 124,514
38							
37	Junior High Assistant Principal	206	\$ 98,750	\$ 103,690	\$ 108,873	\$ 114,316	\$ 120,033
	High School Dean						
36	Junior High School Dean	198	\$ 92,506	\$ 97,137	\$ 101,994	\$ 107,089	\$ 112,450

Reflects 2.5% salary increase effective 7/1/18

2019-20 CERTIFICATED TEACHER SALARY SCHEDULE HESPERIA UNIFIED SCHOOL DISTRICT

184 Teacher Work Days

STEPS	EMER	INTERN	COL I BA	COL II BA + 45	COL III MA BA + 66	COL IV MA + 15 OR EARNED DOCTORATE
1	55,410	55,410	56,148	56,976	58,411	59,565
2		56,887	57,799	58,542	60,495	62,559
3			59,452	61,708	64,690	66,747
4			62,153	64,648	68,469	70,949
5			65,687	67,697	72,666	75,141
6			69,223	71,957	76,865	79,335
7			72,756	75,452	81,055	83,524
8			76,287	79,830	85,249	87,721
9			79,830	84,578	89,436	91,913
10/11			83,591	87,810	92,350	96,165
12/13				90,586	96,320	98,788
14/15					98,943	101,417
16/17					101,311	104,039
18/19					103,932	106,661
20+						110,822

Earned Doctorate: \$3,000 stipend

Earned Education Specialist Degree: \$500 stipend

NOTES: All units for salary advancement are semester units (quarter units x .667)

Additional units required in Columns II, III, and IV must be earned *after* the conferral of the degree.

Period Subbing/Class Splitting:

Secondary Teachers/Period Subbing

Rate per period: \$ 66.69

Over Contract Rates:

Hourly: \$40.63

Elementary Teachers/Class Splitting (Full Day)

Rate per day: \$ 407.46

Daily: \$175.70 (4 hours or more)

Elementary Teachers/Class Splitting (Partial Day)

Hrs/Min	Hrs. Paid	# of Teachers	# of Teachers	# of Teachers	# of Teachers
		1	2	3	4
:15-1:30	1	67.91	33.95	22.63	16.98
1:31-2:30	2	135.82	67.91	45.27	33.95
2:31-3:30	3	203.74	101.87	67.91	50.93
3:31-4:30	4	271.64	135.82	90.55	67.91
4:31-5:30	5	339.56	169.78	113.18	84.89
5:31 or more	6	407.46	203.74	135.82	101.87

Changes to this schedule:

Increase of 1.5%, effective 07/01/19

Board Approved: 6/24/2020

HESPERIA UNIFIED SCHOOL DISTRICT 2020-21 CLASSIFIED SALARY SCHEDULE

RANGE	STEP A	STEP B	STEP C	STEP D	STEP E
	HOURLY RATE	HOURLY RATE	HOURLY RATE	HOURLY RATE	HOURLY RATE
AA	14.00	14.00	14.00	14.98	16.04
1	16.20	17.37	18.57	19.88	21.26
2	16.56	17.72	18.93	20.26	21.67
3	16.87	18.06	19.31	20.69	22.12
4	17.21	18.42	19.70	21.10	22.56
5	17.55	18.79	20.10	21.51	23.01
6	17.91	19.16	20.52	21.95	23.48
7	18.28	19.57	20.94	22.38	23.94
8	18.62	19.94	21.33	22.85	24.42
9	19.03	20.34	21.78	23.27	24.92
10	19.38	20.74	22.19	23.77	25.43
11	19.75	21.17	22.62	24.22	25.94
12	20.16	21.58	23.09	24.71	26.45
13	20.59	22.02	23.53	25.21	26.99
14	21.00	22.45	24.01	25.72	27.51
15	21.40	22.92	24.54	26.23	28.07
16	21.86	23.37	25.01	26.75	28.62
17	22.26	23.84	25.51	27.32	29.19
18	22.73	24.30	26.02	27.82	29.79
19	23.19	24.81	26.53	28.38	30.39
20	23.64	25.30	27.06	28.94	30.96
21	24.12	25.80	27.58	29.54	31.58
32	28.62	30.63	32.76	35.08	37.52

Classified Longevity Steps:

- Service Increment I When an employee has completed five (5) years of employment-base salary plus \$57.17 per month.
 Service Increment II When an employee has completed ten (10) years of employment-base salary plus \$80.04 per month.
 Service Increment III When an employee has completed fifteen (15) years of employment-base salary plus \$102.91 per month.
 Service Increment IV When an employee has completed twenty (20) years of employment-base salary plus \$148.66 per month.
 Service Increment V When an employee has completed twenty-five (25) years of employment-base salary plus \$205.83 per month.
 Service Increment VI When an employee has completed thirty (30) years of employment-base salary plus \$253.75 per month.

**As specified in the CBA Article 9, Section A, longevity will be increased by the same percentage as any negotiated salary increase. The actual increase to the salary schedule will be the negotiated increase, less the cost to increase longevity.

Changes reflected on this schedule:

Minimum wage increase to \$14 per hour effective 1/1/2021.

Board Approved: 12/14/2020

Encore Education Corporation
Encore Jr./Sr. High School For The Performing and Visual Arts

Certificated Salary Schedule

Step	Emergency Credential Intern (BA)			Tier I CTE/BA & Preliminary/ Clear			Tier II BA+45-59/MA & Clear			Tier III BA+60/MA+15 & Clear			Tier IV BA+75/MA+30 & Clear			Step
	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	
1	\$ 49,673.00	\$ 4,967.30	\$ 268.50	\$ 54,365.00	\$ 5,436.50	\$ 293.86	\$ 55,638.00	\$ 5,563.80	\$ 300.75	\$ 57,012.00	\$ 5,701.20	\$ 308.17	\$ 59,149.00	\$ 5,914.90	\$ 319.72	1
2				\$ 55,638.00	\$ 5,563.80	\$ 300.75	\$ 57,012.00	\$ 5,701.20	\$ 308.17	\$ 59,149.00	\$ 5,914.90	\$ 319.72	\$ 61,381.00	\$ 6,138.10	\$ 331.79	2
3				\$ 57,012.00	\$ 5,701.20	\$ 308.17	\$ 59,149.00	\$ 5,914.90	\$ 319.72	\$ 61,381.00	\$ 6,138.10	\$ 331.79	\$ 63,711.00	\$ 6,371.10	\$ 344.38	3
4				\$ 59,149.00	\$ 5,914.90	\$ 319.72	\$ 61,381.00	\$ 6,138.10	\$ 331.79	\$ 63,711.00	\$ 6,371.10	\$ 344.38	\$ 66,142.00	\$ 6,614.20	\$ 357.52	4
5				\$ 61,381.00	\$ 6,138.10	\$ 331.79	\$ 63,711.00	\$ 6,371.10	\$ 344.38	\$ 66,142.00	\$ 6,614.20	\$ 357.52	\$ 68,687.00	\$ 6,868.70	\$ 371.28	5
6				\$ 61,381.00	\$ 6,138.10	\$ 331.79	\$ 66,142.00	\$ 6,614.20	\$ 357.52	\$ 68,687.00	\$ 6,868.70	\$ 371.28	\$ 71,338.00	\$ 7,133.80	\$ 385.61	6
7				\$ 61,381.00	\$ 6,138.10	\$ 331.79	\$ 68,687.00	\$ 6,868.70	\$ 371.28	\$ 71,338.00	\$ 7,133.80	\$ 385.61	\$ 74,111.00	\$ 7,411.10	\$ 400.60	7
8				\$ 62,915.53	\$ 6,291.55	\$ 340.08	\$ 71,338.00	\$ 7,133.80	\$ 385.61	\$ 74,111.00	\$ 7,411.10	\$ 400.60	\$ 77,002.00	\$ 7,700.20	\$ 416.23	8
9				\$ 62,915.33	\$ 6,291.53	\$ 340.08	\$ 74,111.00	\$ 7,411.10	\$ 400.60	\$ 77,002.00	\$ 7,700.20	\$ 416.23	\$ 80,029.00	\$ 8,002.90	\$ 432.59	9
10				\$ 62,915.33	\$ 6,291.53	\$ 340.08	\$ 77,002.00	\$ 7,700.20	\$ 416.23	\$ 80,029.00	\$ 8,002.90	\$ 432.59	\$ 83,181.00	\$ 8,318.10	\$ 449.63	10
11							\$ 78,927.05	\$ 7,892.71	\$ 426.63	\$ 83,181.00	\$ 8,318.10	\$ 449.63	\$ 86,480.00	\$ 8,648.00	\$ 467.46	11
12							\$ 78,927.05	\$ 7,892.71	\$ 426.63	\$ 86,480.00	\$ 8,648.00	\$ 467.46	\$ 89,920.00	\$ 8,992.00	\$ 486.05	12
13							\$ 78,927.05	\$ 7,892.71	\$ 426.63	\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 93,513.00	\$ 9,351.30	\$ 505.48	13
14							\$ 80,900.23	\$ 8,090.02	\$ 437.30	\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 97,267.00	\$ 9,726.70	\$ 525.77	14
15							\$ 80,900.23	\$ 8,090.02	\$ 437.30	\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 97,267.00	\$ 9,726.70	\$ 525.77	15
16										\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 99,228.00	\$ 9,922.80	\$ 536.37	16
17										\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 99,228.00	\$ 9,922.80	\$ 536.37	17
18										\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 101,187.00	\$ 10,118.70	\$ 546.96	18
19										\$ 89,920.00	\$ 8,992.00	\$ 486.05	\$ 101,187.00	\$ 10,118.70	\$ 546.96	19
20										\$ 93,513.00	\$ 9,351.30	\$ 505.48	\$ 105,842.00	\$ 10,584.20	\$ 572.12	20
21													\$ 105,842.00	\$ 10,584.20	\$ 572.12	21
22													\$ 109,752.00	\$ 10,975.20	\$ 593.25	22
23													\$ 109,752.00	\$ 10,975.20	\$ 593.25	23
24													\$ 109,752.00	\$ 10,975.20	\$ 593.25	24
25													\$ 109,752.00	\$ 10,975.20	\$ 593.25	25
26																26
27																27
28																28
29																29
30																30
31																31
32																32
33																33
34																34
35																35

*

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Encore Education Corporation
Encore Jr./Sr. High School For The Performing and Visual Arts

Executive/Administration

Step	CEO/ Executive Director	COO/ Campus Director	Academic Director	Assistant Dean/ Assistant Principal, Administrative Counselor	Executive Manager: Human Resources, Facilities/Transportation, Controller, IT COVID/Risk/Food	Coordinator: Special Programs	Executive Support:	Step
1	\$153,600.00	\$144,000.00	\$100,800.00	\$91,200.00	\$74,880.00	\$58,000.00	\$48,000.00	1
2	\$153,600.00	\$144,000.00	\$100,800.00	\$91,200.00	\$74,880.00	\$58,000.00	\$48,000.00	2
3	\$153,600.00	\$144,000.00	\$103,320.00	\$93,480.00	\$78,720.00	\$59,450.00	\$49,920.00	3
4	\$163,200.00	\$153,600.00	\$103,320.00	\$93,480.00	\$78,720.00	\$59,450.00	\$49,920.00	4
5	\$163,200.00	\$153,600.00	\$105,903.00	\$95,817.00	\$80,640.00	\$60,936.25	\$51,840.00	5
6	\$163,200.00	\$153,600.00	\$105,903.00	\$95,817.00	\$80,640.00	\$60,936.25	\$51,840.00	6
7	\$172,800.00	\$163,200.00	\$108,550.00	\$98,212.00	\$83,520.00	\$62,459.66	\$53,760.00	7
8	\$172,800.00	\$163,200.00	\$108,550.00	\$98,212.00	\$83,520.00	\$62,459.66	\$53,760.00	8
9	\$172,800.00	\$163,200.00	\$108,550.00	\$98,212.00	\$83,520.00	\$64,021.15	\$53,760.00	9
10	\$182,400.00	\$172,800.00	\$111,264.00	\$100,667.00	\$86,400.00	\$64,021.15	\$55,680.00	10
11	\$182,100.00	\$172,800.00	\$111,264.00	\$100,667.00	\$86,400.00	\$65,621.68	\$55,680.00	11
12	\$182,100.00	\$172,800.00	\$111,264.00	\$100,667.00	\$86,400.00	\$65,621.68	\$55,680.00	12
13	\$187,200.00	\$177,600.00	\$114,046.00	\$103,184.00	\$88,320.00	\$67,262.22	\$57,600.00	13
14	\$187,200.00	\$177,600.00	\$114,046.00	\$103,184.00	\$88,320.00	\$67,262.22	\$57,600.00	14
15	\$187,200.00	\$177,600.00	\$114,046.00	\$103,184.00	\$88,320.00	\$68,943.78	\$57,600.00	15
16	\$192,000.00	\$182,400.00	\$116,897.00	\$105,763.00	\$90,528.00	\$68,943.78	\$59,040.00	16
17	\$192,000.00	\$182,400.00	\$116,897.00	\$105,763.00	\$90,528.00	\$70,667.37	\$59,040.00	17
18	\$192,000.00	\$182,400.00	\$116,897.00	\$105,763.00	\$90,528.00	\$70,667.37	\$59,040.00	18
19	\$196,800.00	\$186,960.00	\$119,819.00	\$108,407.00	\$92,791.00	\$72,434.05	\$60,516.00	19
20+	\$196,800.00	\$186,960.00	\$119,819.00	\$108,407.00	\$92,791.00	\$72,434.05	\$60,516.00	20+

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Hourly			
Step	Administrative	Aide	Step
1	\$15.36	\$14.40	1
2	\$16.32	\$15.36	2
3	\$16.32	\$16.32	3
4	\$17.28	\$17.28	4
5	\$18.24	\$17.28	5
6	\$19.20	\$18.24	6
7	\$20.16	\$19.20	7
8	\$21.12	\$20.16	8
9	\$21.12	\$21.12	9
10	\$22.08	\$22.08	10
11	\$23.04	\$23.04	11
12	\$24.00	\$23.04	12
13	\$24.96	\$24.00	13
14	\$25.92	\$24.96	14
15	\$25.92	\$25.92	15

*Annual Salary = Total paid days x Hours per day x Hourly rate Total paid days =

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Day Rate					
	Daily Substitute		Long Term Substitute		
Step	Daily (4+ Hrs)	Hourly	Daily (4+ Hrs)	Hourly	Step
1	\$134.40	\$16.80	\$153.60	\$19.20	1
2	\$139.20	\$17.40	\$158.40	\$19.80	2
3	\$144.00	\$18.00	\$163.20	\$20.40	3

**Long Term Substitutes are defined as working in a classroom up to 30 days consecutively.

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Charter Instructor ('20-'25)													
	Industry Only			BA to 59			MA or BA+60-74			MA+30 or BA+75			
Step	Annual Salary	Monthly Wage	Hourly Wage	Annual Salary	Monthly Wage	Hourly Wage	Annual Salary	Monthly Wage	Hourly Wage	Annual Salary	Monthly Wage	Hourly Wage	Step
0	\$ 40,320.00	\$ 3,665.45	\$ 24.95	\$ 42,240.00	\$ 3,840.00	\$ 26.14	\$ 44,160.00	\$ 4,014.55	\$ 27.33	\$ 45,120.00	\$ 4,101.82	\$ 27.92	0
1	\$ 44,160.00	\$ 4,014.55	\$ 27.33	\$ 47,040.00	\$ 4,276.36	\$ 29.11	\$ 48,000.00	\$ 4,363.64	\$ 29.70	\$ 50,880.00	\$ 4,625.45	\$ 31.49	1
2	\$ 46,080.00	\$ 4,189.09	\$ 28.51	\$ 48,960.00	\$ 4,450.91	\$ 30.30	\$ 49,920.00	\$ 4,538.18	\$ 30.89	\$ 53,760.00	\$ 4,887.27		2
3	\$ 48,000.00	\$ 4,363.64	\$ 29.70	\$ 50,880.00	\$ 4,625.45	\$ 31.49	\$ 51,840.00	\$ 4,712.73	\$ 32.08	\$ 56,640.00	\$ 5,149.09		3
4	\$ 49,920.00	\$ 4,538.18	\$ 30.89	\$ 52,800.00	\$ 4,800.00	\$ 32.67	\$ 53,760.00	\$ 4,887.27		\$ 59,520.00	\$ 5,410.91		4
5	\$ 51,840.00	\$ 4,712.73	\$ 32.08	\$ 54,720.00	\$ 4,974.55		\$ 55,680.00	\$ 5,061.82		\$ 62,400.00	\$ 5,672.73		5
6	\$ 53,760.00	\$ 4,887.27		\$ 56,640.00	\$ 5,149.09		\$ 57,600.00	\$ 5,236.36		\$ 65,280.00	\$ 5,934.55		6
7	\$ 55,680.00	\$ 5,061.82		\$ 58,560.00	\$ 5,323.64		\$ 59,520.00	\$ 5,410.91		\$ 68,160.00	\$ 6,196.36		7
8	\$ 57,072.00	\$ 5,188.36		\$ 60,480.00	\$ 5,498.18		\$ 61,440.00	\$ 5,585.45		\$ 71,040.00	\$ 6,458.18		8
9	\$ 58,498.80	\$ 5,318.07		\$ 62,400.00	\$ 5,672.73		\$ 63,360.00	\$ 5,760.00		\$ 73,920.00	\$ 6,720.00		9
10	\$ 59,961.03	\$ 5,451.00		\$ 64,320.00	\$ 5,847.27		\$ 65,280.00	\$ 5,934.55		\$ 76,800.00	\$ 6,981.82		10
11	\$ 61,460.06	\$ 5,587.28		\$ 65,928.00	\$ 5,993.45		\$ 66,912.00	\$ 6,082.91		\$ 78,720.00	\$ 7,156.36		11
12	\$ 62,996.57	\$ 5,726.96		\$ 67,576.20	\$ 6,143.29		\$ 68,584.80	\$ 6,234.98		\$ 82,560.00	\$ 7,505.45		12
13	\$ 64,571.48	\$ 5,870.13		\$ 69,265.61	\$ 6,296.87		\$ 70,299.42	\$ 6,390.86		\$ 85,440.00	\$ 7,767.27		13
14	\$ 66,185.77	\$ 6,016.89		\$ 70,977.25	\$ 6,452.48		\$ 72,056.90	\$ 6,550.63		\$ 88,320.00	\$ 8,029.09		14
15	\$ 67,840.41	\$ 6,167.31		\$ 72,772.18	\$ 6,615.65		\$ 73,858.32	\$ 6,714.39		\$ 91,200.00	\$ 8,290.91		15

*Employees were hired prior to July 1, 2020 and will work towards a Credential

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**Apple Valley Unified School District
 Certificated Salary Schedule
 July 1 , 2019 - 2% Increase - Bd Approved 08/06/2020**

Step	Emergency Credential Intern (BA)			Class I B.A. & Preliminary/Clear			Class II B.A. + 30 & Preliminary/Clear			Class III B.A. + 45 & Preliminary/Clear			Class IV B.A. + 70/ M.A. + 15 & Preliminary/Clear			Step
	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	Annual	Monthly	Daily	
1	49,673.00	4,139.42	269.96	54,365.00	4,530.42	295.46	55,638.00	4,636.50	302.38	57,012.00	4,751.00	309.85	59,149.00	4,929.08	321.46	1
2				55,638.00	4,636.50	302.38	57,012.00	4,751.00	309.85	59,149.00	4,929.08	321.46	61,381.00	5,115.08	333.59	2
3				57,012.00	4,751.00	309.85	59,149.00	4,929.08	321.46	61,381.00	5,115.08	333.59	63,711.00	5,309.25	346.26	3
4				59,149.00	4,929.08	321.46	61,381.00	5,115.08	333.59	63,711.00	5,309.25	346.26	66,142.00	5,511.83	359.47	4
5				61,381.00	5,115.08	333.59	63,711.00	5,309.25	346.26	66,142.00	5,511.83	359.47	68,687.00	5,723.92	373.30	5
6							66,142.00	5,511.83	359.47	68,687.00	5,723.92	373.30	71,338.00	5,944.83	387.71	6
7							68,687.00	5,723.92	373.30	71,338.00	5,944.83	387.71	74,111.00	6,175.92	402.78	7
8							71,338.00	5,944.83	387.71	74,111.00	6,175.92	402.78	77,002.00	6,416.83	418.49	8
9							74,111.00	6,175.92	402.78	77,002.00	6,416.83	418.49	80,029.00	6,669.08	434.94	9
10							77,002.00	6,416.83	418.49	80,029.00	6,669.08	434.94	83,181.00	6,931.75	452.07	10
11							80,029.00	6,669.08	434.94	83,181.00	6,931.75	452.07	86,480.00	7,206.67	470.00	11
12										86,480.00	7,206.67	470.00	89,920.00	7,493.33	488.70	12
13										89,920.00	7,493.33	488.70	93,513.00	7,792.75	508.22	13
14										89,920.00	7,493.33	488.70	97,267.00	8,105.58	528.63	14
15										89,920.00	7,493.33	488.70	97,267.00	8,105.58	528.63	15
16										89,920.00	7,493.33	488.70	99,228.00	8,269.00	539.28	16
17										89,920.00	7,493.33	488.70	99,228.00	8,269.00	539.28	17
18										89,920.00	7,493.33	488.70	101,187.00	8,432.25	549.93	18
19										89,920.00	7,493.33	488.70	101,187.00	8,432.25	549.93	19
20										93,513.00	7,792.75	508.22	105,842.00	8,820.17	575.23	20
21													105,842.00	8,820.17	575.23	21
22													109,752.00	9,146.00	596.48	22
23													109,752.00	9,146.00	596.48	23
24													109,752.00	9,146.00	596.48	24
25													109,752.00	9,146.00	596.48	25
26													109,752.00	9,146.00	596.48	26
27													109,752.00	9,146.00	596.48	27
28													109,752.00	9,146.00	596.48	28
29													109,752.00	9,146.00	596.48	29
30													112,904.00	9,408.67	613.61	30
35													116,151.00	9,679.25	631.26	35

*\$15,860 District contribution to employee H&W benefit plan- not included on schedule - Effective 07/01/2017

*\$16,950 District contribution to employee H&W benefit plan- not included on schedule - Effective 07/01/2020

**2019-20 Certificated Management Salary Schedule
Hesperia Unified School District**

Group 1	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	Superintendent	222	216,488	222,983	229,671	236,562	243,659
	Deputy Superintendent	222	188,513	194,168	199,993	205,993	212,172
	Assistant Superintendent	222	179,187	184,564	190,099	195,801	201,675
	Chief of School Police	247	134,070	138,094	142,238	146,505	150,901

Group 2	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	Director	222	151,253	155,792	160,464	165,279	170,237
	High School Principal	218	148,528	152,985	157,579	162,303	167,171

Group 3	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	Middle School Principal	218	136,133	140,216	144,424	148,755	153,219
	Continuation High School Principal	218	136,133	140,216	144,424	148,755	153,219

Group 4	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	Coordinator	220	133,686	137,695	141,826	146,082	150,462
	Elementary Principal	218	132,468	136,444	140,535	144,752	149,096
	Independent Study Principal	218	132,468	136,444	140,535	144,752	149,096
	High School Assistant Principal	218	131,173	135,108	139,163	143,339	147,636

Group 5	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	High School Vice Principal	208	117,502	121,028	124,657	128,396	132,251
	Continuation High School Assistant Principal	210	118,633	122,188	125,854	129,632	133,521
	Middle School Assistant Principal	210	118,633	122,188	125,854	129,632	133,521

Group 6	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	Middle School Vice Principal	208	116,069	119,551	123,138	126,831	130,637
	Elementary School Assistant Principal	208	114,634	118,422	121,614	125,265	129,022

Group 7	Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
	High School Vice Principal Intern	208	116,063				
	Middle School Vice Principal Intern	208	113,075				
	Elementary School Assistant Principal Intern	208	111,641				

Cabinet Members' Longevity: To be applied to the 403(b), 401(a), or to the base salary at the discretion of each Cabinet Member, per his/her contract.

Longevity Steps:	Superintendent	Asst. Supt.
6	1,000	1,000
7	2,000	2,000
8	3,000	3,000
9	4,000	4,000
10	5,000	5,000
11	6,250	6,250
12	7,500	7,500
13	8,750	8,750
14	10,000	10,000
15	11,000	11,000

Earned Doctorate or Juris Doctor from accredited university: \$3,000/yr.

Earned Education Specialist Degree \$500 stipend.

Initial placement: The Superintendent or designee will place individuals on a salary step that reflect their experience, training, salary history and the needs of the District.

Changes Reflected on this schedule:

Increase of 1.5% to salary schedule effective 07/01/2019, Increase to Doctorate stipend effective 07/01/2019

Board Approved: 05/04/2020