



## Encore JR/SR High School

### Regular Encore Board of Directors Meeting - January 23, 2023

Published on January 20, 2023 at 3:20 PM PST

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#### Date and Time

Monday January 23, 2023 at 6:30 PM PST

#### Location

This meeting is being held virtually pursuant to Government Code Section 54953 (e). The public can access this meeting via Zoom as follows:

Join Zoom Meeting

<https://zoom.us/j/5871494303?pwd=Mit3eIRMOVhzYjM4K1d2SStPeEZiQT09>

Meeting ID: 587 149 4303

Passcode: 936591

One tap mobile

+16699006833,,5871494303#,,,,,0#,,936591# US (San Jose)

+13462487799,,5871494303#,,,,,0#,,936591# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C.)

Meeting ID: 587 149 4303

Passcode: 936591

Find your local number: <https://zoom.us/u/aFccAHayh>

Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Members of the public calling in will be given the

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opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Call the Meeting to Order		Chandale Sutton	
<b>B.</b> Record Attendance		Chandale Sutton	1 m
<b>C.</b> Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote	Chandale Sutton	1 m

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

<b>D.</b> Public Comment		Chandale Sutton	1 m
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All public comment, both on agenda items and non-agenda items within the jurisdiction of the Board, should be provided during the agenda item titled, "invitation for public to address the Board." Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes per agenda item and one three (3) minute period to address an item not on the agenda. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes per person per agenda item. The Board limits the total time for public comment to thirty minutes, and may extend this time at its sole discretion. The Board reserves the right

	Purpose	Presenter	Time
to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.			

<b>E. Approval of the Agenda</b>	Vote	Chandale Sutton	1 m
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<b>F. Board Member Comments</b>	Discuss	Chandale Sutton	6 m
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This agenda item has been included to give Board Members the opportunity to share updates or provide feedback to school staff.

**II. Consent Items 6:40 PM**

It is recommended that the board considers approving a number of agenda items as a consent list. These items 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.

<b>A. Board Meeting Minutes</b>	Approve Minutes	Sabrina Bow	1 m
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Minutes corresponding to the following meetings of the Encore Education Corporation Board of Directors:

- December 12, 2022 Regular Board Meeting

Approve minutes for Regular Encore Board of Directors Meeting - December 2022 on December 12, 2022

<b>B. Payment Reports</b>	Vote	Sabrina Bow	1 m
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1. STRS payment report, PERS payment report, 403B payment report
2. Warrant Report Detail
3. Warrant Report Summary

**III. Budget and Finance 6:42 PM**

<b>A. December 2022 Financial Report</b>	Vote	Jeff Clanton	2 m
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**IV. Staff Reports 6:44 PM**

<b>A. Executive Director's Report</b>	FYI	Sabrina Bow	2 m
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<b>B. Principal's Report</b>	FYI	St. Claire Adriaan	3 m
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	Purpose	Presenter	Time
C. Staff Liaison Report	FYI	Sandi Del Sole	3 m

**V. Curriculum and Instruction 6:52 PM**

A. 2022-23 Second Semester Bell Schedule Revised	Vote	Sabrina Bow	2 m
B. 2022-23 Course Catalog	Vote	St. Claire Adriaan	5 m
C. 2022-23 Graduation Requirements	FYI	St. Claire Adriaan	3 m

**VI. Governance**

**VII. Operations 7:02 PM**

A. Williams Monitoring Report	FYI	Sabrina Bow	5 m
B. General Complaint, Title IX and UCP Policies	Vote	Sabrina Bow	3 m

**VIII. Adjourn to Closed Session 7:10 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.

**A. Conference with Legal Counsel. Anticipated Litigation**

Significant exposure to litigation pursuant to Section 54956.9(d)(2): Two (2) Cases

A. Reconvene from closed session	Discuss	Chandale Sutton	2 m
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After the closed session is complete, the Board will reconvene and report any action taken on closed session.

**IX. Closing Items 7:12 PM**

A. Adjourn Meeting	Vote	Chandale Sutton	2 m
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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 Board of Encore Junior and Senior High School for the Arts is available along with this agenda following the posting of the agenda by emailing Sabrina Bow at [sbow@encorehighschool.com](mailto:sbow@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 Joseph Thibodeaux at [jthibodeaux@encorehighschool.com](mailto:jthibodeaux@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.

# Coversheet

## Board Meeting Minutes

**Section:** II. Consent Items  
**Item:** A. Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Encore Board of Directors Meeting - December 2022 on December 12, 2022

APPROVED



## Encore JR/SR High School

### Minutes

#### Regular Encore Board of Directors Meeting - December 2022

**Date and Time**

Monday December 12, 2022 at 6:30 PM

**Location**

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Join Zoom Meeting

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+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 587 149 4303

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**Directors Present**

C. Sutton (remote), I. Rapier (remote), R. Hunt (remote)

**Directors Absent**

*None*

**Guests Present**

E. Contreras (remote), J. Barkdull (remote), Jeff Nigro, Nigro & Nigro (remote), P. Khoury (remote), S. Adriaan (remote), S. Bow (remote)

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**I. Opening Items**

**A. Call the Meeting to Order**

C. Sutton called a meeting of the board of directors of Encore JR/SR High School to order on Monday Dec 12, 2022 at 6:34 PM.

**B. Record Attendance**

**C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency**

I. Rapier made a motion to approve the board findings related to teleconference meetings.

R. Hunt seconded the motion.

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

**Roll Call**

C. Sutton Aye

R. Hunt Aye

I. Rapier Aye

**D. Public Comment**

No members of the public made comment.

**E. Approval of the Agenda**

R. Hunt made a motion to approve the agenda.

I. Rapier seconded the motion.

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



**Roll Call**

C. Sutton Aye

I. Rapier Aye

R. Hunt Aye

**F. Board Member Comments**

No board member comments.

**II. Consent Items**

**A. Board Meeting Minutes**

I. Rapier made a motion to approve the November 30, 2022 board meeting minutes as part of the consent calendar.

R. Hunt seconded the motion.

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

**Roll Call**

R. Hunt Aye

C. Sutton Aye

I. Rapier Aye

I. Rapier made a motion to approve the minutes from Regular Encore Board of Directors Meeting - November 2022 on 11-30-22.

R. Hunt seconded the motion.

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

**Roll Call**

C. Sutton Aye

I. Rapier Aye

R. Hunt Aye

**B. Payment Reports**

I. Rapier made a motion to approve the payment reports as part of the consent calendar.

R. Hunt seconded the motion.

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

**Roll Call**

I. Rapier Aye

C. Sutton Aye

R. Hunt Aye

**C. ASB Bank Reconciliation**

I. Rapier made a motion to approve the ASB Bank Reconciliation files as part of the consent calendar.

R. Hunt seconded the motion.

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

**Roll Call**

I. Rapier Aye

C. Sutton Aye

R. Hunt Aye

**III. Budget and Finance**

**A. 2021-2022 Audit Report**

R. Hunt made a motion to accept the 2021-22 audit report.

I. Rapier seconded the motion.

Jeff Nigro of Nigro & Nigro presented the 2021-22 audited financial report. The opinion is unmodified.

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

**Roll Call**

R. Hunt Aye

C. Sutton Aye

I. Rapier Aye

**B. November 2022 Financial Report**

I. Rapier made a motion to approve the No.

R. Hunt seconded the motion.

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

**Roll Call**

R. Hunt Aye

I. Rapier Aye

C. Sutton Aye

**IV. Staff Reports**

**A. Executive Director's Report**

**B. Principal's Report**

Dr. Adriaan shared a written and oral report on the School's visibility at community events, end of first semester activities, and plans for second semester, including a modified bell schedule for the second half of the year. Second semester will kick off with the second NWEA benchmark assessment.

**C. Staff Liaison Report**

Ms. Del Sole shared a written and oral report as Staff Liaison. Ms. Del Sole reported positivity on campus. She shared that middle school teachers are interested in exploring a return to textbook-based curricula for next year.

## V. Curriculum and Instruction

### A. Independent Study Ratio Report

Dr. Bow...

### B. 2022-2023 Revised Bell Schedule

R. Hunt made a motion to approve the 2022-23 revised bell schedule.

I. Rapier seconded the motion.

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

#### Roll Call

C. Sutton Aye

I. Rapier Aye

R. Hunt Aye

## VI. Operations

### A. Conflict of Interest Code

I. Rapier made a motion to approve the Conflict of Interest Code.

R. Hunt seconded the motion.

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

#### Roll Call

C. Sutton Aye

R. Hunt Aye

I. Rapier Aye

## VII. Human Resources

### A. Provisional Internship Permit

R. Hunt made a motion to approve the Provisional Internship Permit for a physical education teaching position.

I. Rapier seconded the motion.

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

#### Roll Call

I. Rapier Aye

C. Sutton Aye

R. Hunt Aye

## VIII. Adjourn to Closed Session

### A. Reconvene from closed session

Mr. Sutton reported that there was no action taken in closed session.

## IX. Closing Items

### A. Adjourn Meeting

I. Rapier made a motion to adjourn the meeting.

R. Hunt seconded the motion.

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

#### Roll Call

C. Sutton Aye

R. Hunt Aye

I. Rapier Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:49 PM.

Respectfully Submitted,

S. Bow

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### Documents used during the meeting

- 2022-11-30-board-meeting-minutes DRAFT.pdf
- BankRec 7-31-22 ASB.pdf
- BankRec 8-31-22 ASB.pdf
- BankRec 9-30-22 ASB.pdf
- BankRec 10-31-22 ASB.pdf
- BankRec 11-30-22 ASB.pdf
- Encore Ed Corp Audit Report 2022 DRAFT 2022-12-09.pdf
- Encore - Financial Report November 2022.pdf
- Principal's Report 2022-12-12.pdf
- Staff Liaison Report.pdf
- 2022-23 Second Semester Bell Schedule.pdf
- Conflict of Interest Code draft 2022-12-12.docx

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reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

# Coversheet

## Payment Reports

<b>Section:</b>	II. Consent Items
<b>Item:</b>	B. Payment Reports
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ENC December 2022 Warrant Report - Detail.pdf ENC December 2022 Warrant Report - Summary.pdf Dec 2022 STRS,PERS,403B payment report.pdf

Check Payments Report

1/17/2023 10:36 AM

Check Number	Check Date Payee	Reason	Amount
120222-PACE	12/2/2022 Pace Payments Systems	BANKCRD CCDISCOUNT	83.83
12142022 IRS	12/14/2022 US Treasury	12092022 Payroll IRS Payment	30,600.44
12142022 PIT	12/14/2022 EDD-PIT	12092022 Payroll PIT Payment	6,439.78
12142022 SDI	12/14/2022 EDD-SDI	12092022 Payroll SDI Payment	2,107.55
121422-SWC1396234	12/29/2022 AMTRUST NORTH AMERICA - Workman's Comp	Installment Fee	15.00
121422-SWC1396234	12/29/2022 AMTRUST NORTH AMERICA - Workman's Comp	Policy SWC1396234	3,447.43
121422-SWC1396234	12/29/2022 AMTRUST NORTH AMERICA - Workman's Comp	Variance to GL	649.57
121622-BankDirect	12/16/2022 Bank Direct Capital Finance	Sexual Assault & Molestation Policy Installment	17,851.39
122022-CAM	12/20/2022 Charter Asset Management, LP	Legal Fees	1,155.00
12212022 PIT	12/21/2022 EDD-PIT	12162022 Payroll PIT Payment	7.63
12212022 SDI	12/21/2022 EDD-SDI	12162022 Payroll SDI Payment	20.03
122122-ACH	12/21/2022 Fonality - NetFortis	Fonality monthly payment for phone service	1,495.60
12282022 IRS	12/28/2022 US Treasury	12232022 Payroll IRS Payment	31,081.03
12282022 PIT	12/28/2022 EDD-PIT	12232022 Payroll PIT Payment	6,133.61
12282022 SDI	12/28/2022 EDD-SDI	12232022 Payroll SDI Payment	2,195.87
71161	12/2/2022 Dean Parrish dba Competitive Lawn Service	Install Used Turf	4,000.00
71167	12/13/2022 PayFlex Systems USA, Inc.	November 2022 Cobra Service Fee	150.00
71167	12/13/2022 PayFlex Systems USA, Inc.	October 2022 Cobra Service Fee	150.00
71169	12/14/2022 Advance Disposal Co.	September 2022 Trash Disposal Service	1,937.39
71170	12/14/2022 Alejandra Gomar	Per Diem Advance - Cheryl's Clay Studios	11.00
71170	12/14/2022 Alejandra Gomar	Per Diem Advance - Riverside Day of the Dead Festival	11.00
71170	12/14/2022 Alejandra Gomar	Per Diem Advance - Senior Class Fright Fest	23.00
71171	12/14/2022 Ashlin Barkdull	Per Diem Advance - Senio Class Fright Fest	23.00
71172	12/14/2022 AT&T	September 2022 Services	259.37
71173	12/14/2022 Brainiac Center LLC	November 2022 Psychological Supervisory Services	1,500.00
71174	12/14/2022 Cintas	Janitorial Supplies	1,285.51
71175	12/14/2022 City of Hesperia	Water Service	3,144.85
71176	12/14/2022 College Board	Used AP Examinations	1,423.00
71177	12/14/2022 Ecolab	Cleaning Supplies	1,105.91
71178	12/14/2022 Enrollment Professor West	6-Month Agmnt Pymnt 5 of 6 12/1/22 to 12/31/22	4,700.00
71179	12/14/2022 Fresh Start Healthy Meals	August 2022 Meals	286.92
71179	12/14/2022 Fresh Start Healthy Meals	October 2022 Meals	28,784.92
71180	12/14/2022 Frontier	October 2022 Internet Service	1,376.59
71181	12/14/2022 GGCircuit LLC	ggLeap University Annual Subscription	3,000.00

Check Payments Report

1/17/2023 10:36 AM

71182	12/14/2022	Greater High Desert Chamber of Commerce	Membership	615.00
71183	12/14/2022	Green Comfort	A/C & Heater Commercial Maintenance & Repair	2,358.43
71184	12/14/2022	Hesperia Unified School District	Printing	426.81
71185	12/14/2022	Joseph B. Thibodeaux	Per Diem Advance - Senior Class Fright Fest	23.00
71186	12/14/2022	Joshua Barkdull	Per Diem Advance - Senior Class Fright Fest	23.00
71187	12/14/2022	Measure Education Inc.	October 2022 Data Management Services	2,197.88
71188	12/14/2022	Mesquit's Supply, LLC	Janitorial Supplies	175.69
71189	12/14/2022	NWEA	MAP Growth K-12 & Science	10,500.00
71190	12/14/2022	PresenceLearning, Inc.	September 2022 Sped Services	5,137.73
71191	12/14/2022	Sandra Del Sole	Per Diem Advance - Senior Class Fright Fest	23.00
71192	12/14/2022	San Joaquin County Office of Education	EDJOIN Account Fees	1,200.00
71193	12/14/2022	Staples Technology Solutions	Managed Print Service Charge for Meter LIFECOUNTMONO	460.84
71194	12/14/2022	State of CA/Franchise Tax Board	Tax Yr End 06/21	36.00
71195	12/14/2022	The Stepping Stones Group LLC	SPECIAL EDUCATION TEACHER - WST	5,328.00
71196	12/14/2022	US Bank / CM-9690	19216 Extraordinary Fee - Administrative Review	275.00
71197	12/14/2022	Verizon	6/26/22 - 7/25/22 Wireless Services	816.45
71197	12/14/2022	Verizon	7/26/22 - 8/25/22 Wireless Services	439.05
71197	12/14/2022	Verizon	8/26/22 - 9/25/22 Wireless Services	171.96
71198	12/14/2022	Western NRG, Inc.	Western NRG's 24x7 URGENT CARE SUPPORT	135.00
71199	12/14/2022	Young, Minney & Corr, LLP	K. Ferrante Claim No.: 0006805461	7,177.50
71200	12/16/2022	Ebmeyer Charter	Ebmeyer Bus Purchase	10,000.00
71202	12/20/2022	San Bernardino Co Superintendent of Schools	Charter School Quarterly Retirement Reporting	2,000.00
71206	12/21/2022	Southern California Edison	June 2022 Service	14,474.00
71206	12/21/2022	Southern California Edison	October 2022 Service	13,287.52
71207	12/28/2022	National Benefits Services	December 23 22 403b Contributions	700.00
71209	12/28/2022	Ebmeyer Charter	22-23 Bus Services - 5th Installment	74,336.13
ACH121422.1	12/14/2022	Delta Managed Solutions, Inc.	Accounting Service - August 2022	19,752.50
ACH121422.2	12/14/2022	Delta Managed Solutions, Inc.	Accounting Service - September 2022	19,752.50
Ck#2270	12/14/2022	Desiree Huffine	Employee Reimb - Classroom materials	116.93
December 2022	12/16/2022	Emburse	December 2022 Emburse	7,884.76
December 2022 Fees	12/12/2022	Wells Fargo Bank Service Fee	Dec 2022 Client Analysis Service Charge	<u>174.93</u>
				356,455.83



**ENCORE JUNIOR/SENIOR HIGH SCHOOL  
WARRANT REGISTER: December 2022**

Check Number	Check Date	Payee	Sum of Amount
120222-PACE	12/2/2022	Pace Payments Systems	\$83.83
12142022 IRS	12/14/2022	US Treasury	\$30,600.44
12142022 PIT	12/14/2022	EDD-PIT	\$6,439.78
12142022 SDI	12/14/2022	EDD-SDI	\$2,107.55
121422-SWC1396234	12/29/2022	AMTRUST NORTH AMERICA - Workman's Comp	\$4,112.00
121622-BankDirect	12/16/2022	Bank Direct Capital Finance	\$17,851.39
122022-CAM	12/20/2022	Charter Asset Management, LP	\$1,155.00
12212022 PIT	12/21/2022	EDD-PIT	\$7.63
12212022 SDI	12/21/2022	EDD-SDI	\$20.03
122122-ACH	12/21/2022	Fonality - NetFortis	\$1,495.60
12282022 IRS	12/28/2022	US Treasury	\$31,081.03
12282022 PIT	12/28/2022	EDD-PIT	\$6,133.61
12282022 SDI	12/28/2022	EDD-SDI	\$2,195.87
71161	12/2/2022	Dean Parrish dba Competitive Lawn Service	\$4,000.00
71167	12/13/2022	PayFlex Systems USA, Inc.	\$300.00
71169	12/14/2022	Advance Disposal Co.	\$1,937.39
71170	12/14/2022	Alejandra Gomar	\$45.00
71171	12/14/2022	Ashlin Barkdull	\$23.00
71172	12/14/2022	AT&T	\$259.37
71173	12/14/2022	Brainiac Center LLC	\$1,500.00
71174	12/14/2022	Cintas	\$1,285.51
71175	12/14/2022	City of Hesperia	\$3,144.85
71176	12/14/2022	College Board	\$1,423.00
71177	12/14/2022	Ecolab	\$1,105.91
71178	12/14/2022	Enrollment Professor West	\$4,700.00
71179	12/14/2022	Fresh Start Healthy Meals	\$29,071.84
71180	12/14/2022	Frontier	\$1,376.59
71181	12/14/2022	GGCircuit LLC	\$3,000.00
71182	12/14/2022	Greater High Desert Chamber of Commerce	\$615.00
71183	12/14/2022	Green Comfort	\$2,358.43
71184	12/14/2022	Hesperia Unified School District	\$426.81
71185	12/14/2022	Joseph B. Thibodeaux	\$23.00
71186	12/14/2022	Joshua Barkdull	\$23.00
71187	12/14/2022	Measure Education Inc.	\$2,197.88
71188	12/14/2022	Mesquit's Supply, LLC	\$175.69
71189	12/14/2022	NWEA	\$10,500.00
71190	12/14/2022	PresenceLearning, Inc.	\$5,137.73
71191	12/14/2022	Sandra Del Sole	\$23.00
71192	12/14/2022	San Joaquin County Office of Education	\$1,200.00
71193	12/14/2022	Staples Technology Solutions	\$460.84
71194	12/14/2022	State of CA/Franchise Tax Board	\$36.00
71195	12/14/2022	The Stepping Stones Group LLC	\$5,328.00
71196	12/14/2022	US Bank / CM-9690	\$275.00
71197	12/14/2022	Verizon	\$1,427.46
71198	12/14/2022	Western NRG, Inc.	\$135.00
71199	12/14/2022	Young, Minney & Corr, LLP	\$7,177.50
71200	12/16/2022	Ebmeyer Charter	\$10,000.00
71202	12/20/2022	San Bernardino Co Superintendent of Schools	\$2,000.00
71206	12/21/2022	Southern California Edison	\$27,761.52
71207	12/28/2022	National Benefits Services	\$700.00
71209	12/28/2022	Ebmeyer Charter	\$74,336.13
ACH121422.1	12/14/2022	Delta Managed Solutions, Inc.	\$19,752.50
ACH121422.2	12/14/2022	Delta Managed Solutions, Inc.	\$19,752.50
Ck#2270	12/14/2022	Desiree Huffine	\$116.93
December 2022	12/16/2022	Emburse	\$7,884.76
December 2022 Fees	12/12/2022	Wells Fargo Bank Service Fee	\$174.93
<b>Grand Total</b>			<b>\$356,455.83</b>

		STRS/PERS Payment				403B Check regular rules, not					
Hesperia	Payroll Month	Due Date	Payment Date	PERS Ck Number	Date Cleared	STRS CK Number	Date Cleared	number	safe harbor	Payment Date	Date Cleared
	July	15th of the month	7/8/2022	70788	7/14/2022	70788	7/14/2022	70787	7/13/2022	7/8/2022	7/20/2022
<b>July (Additional PERS)</b>											
	July	31st of the month	7/13/2022	70790	7/14/2022	70790	7/14/2022				
	July	31st of the month	7/26/2022	70846	7/26/2022	70846	7/29/2022	70845	7/13/2022	7/26/2022	8/2/2022
	Aug-23	15th of the month	8/10/2022	70907	8/12/2022	70907	8/12/2022	70906	8/13/2022	8/10/2022	8/18/2022
	Aug-23	31st of the month	8/29/2022	70945	8/30/2022	70945	8/30/2022	70944	9/1/2022	8/29/2022	9/8/2022
	Sep-23	15th of the month	9/12/2022	70972	9/13/2022	70972	9/13/2022	70974	9/13/2022	9/16/2022	9/21/2022
	Sep-23	31st of the month	9/29/2022	71019	9/30/2022	71019	9/30/2022	71022	10/1/2022	9/29/2022	10/6/2022
	Oct-23	15th of the month	10/7/2022	71035	10/12/2022	71035	10/12/2022	71057	10/12/2022	10/7/2022	10/14/2022
	Oct-23	31st of the month	10/26/2022	71087	10/31/2022	71087	10/31/2022	71089	10/27/2022	10/27/2022	11/7/2022
	Nov-23	15th of the month	11/15/2022	71146	11/29/2022	71146	11/29/2022	71145	11/13/2022	11/15/2022	11/28/2022
	Nov-23	31st of the month	11/30/2022	71160	12/2/2022	71160	12/2/2022	71159	11/30/2022	11/30/2022	12/12/2022
	Dec-23	15th of the month	12/28/2022	71208	1/3/2023	71208	1/3/2023	71165	12/8/2022	12/8/2022	12/22/2022
	Dec-23	31st of the month	1/11/2023	71242		71242		71207	12/28/2022	12/28/2022	1/9/2023
	Jan-23	15th of the month									
	Jan-23	31st of the month									
	Feb-23	15th of the month									
	Feb-23	31st of the month									
	Mar-23	15th of the month									
	Mar-23	31st of the month									
	Apr-23	15th of the month									
	Apr-23	31st of the month									
	May-23	15th of the month									
	May-23	31st of the month									
	Jun-23	15th of the month									
	Jun-23	31st 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

# Coversheet

## December 2022 Financial Report

**Section:** III. Budget and Finance  
**Item:** A. December 2022 Financial Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Encore December 2022 Financials.pdf



# Encore High School for the Arts

**DMS Monthly Update**  
**Actuals through: December 31, 2022**





## SUMMARY NARRATIVE



This report is intended to provide a financial update comparing the First Interim Budget to the actuals through December 31, 2022. Along with an update on the financial health of the organization, these updates are a means to review and detect coding and budgeting issues and to make corrections throughout the year. Reviewing and collaborating together on an ongoing basis to thoughtfully address these issues, especially early in the year, are the key to successful financial reporting.

It is important to keep in mind that state and federal revenues do not flow evenly throughout the year and for this reason YTD results are not necessarily a valuable measure of the financial performance.

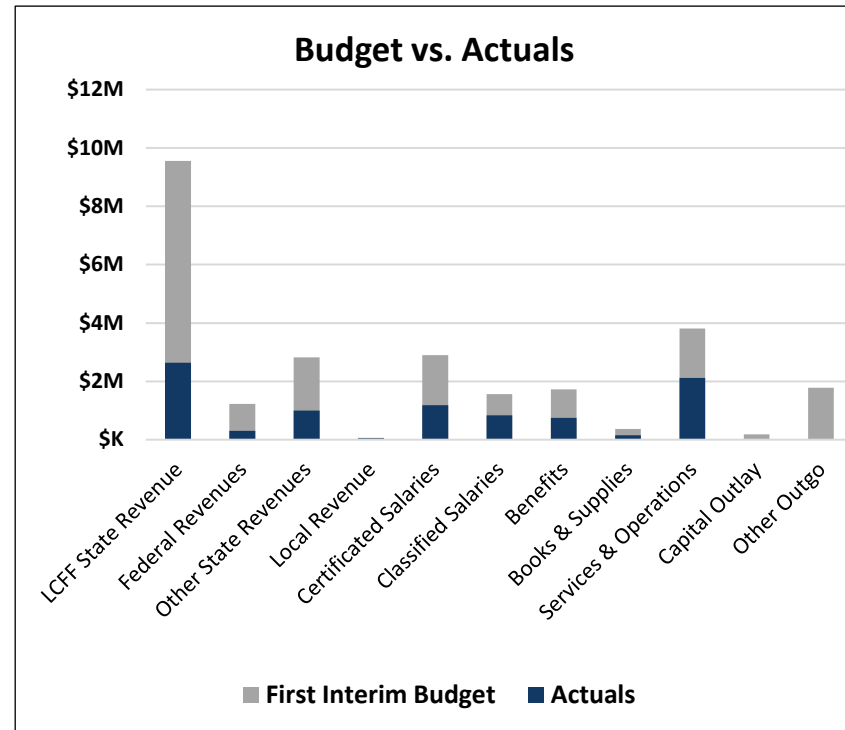
At this juncture with 50% of the year (6 months) completed, compensation and benefits are trending slightly less than budgeted and will need to be evaluated during the Second Interim reporting process which begins in February, 2023. It is important to note that many expenditure categories are "front loaded" meaning spending is greater in the beginning of the school year and tend to "level out" over the balance.

Cash Flow - Encore High School for the Arts is projected to end the year with 54 days' cash on hand which reflects a solid financial foundation for a high level of fiscal responsibility.

Encore High School for the Arts continues to demonstrate fiscal stability and is projected to meet all obligations as scheduled. DMS and Encore continue to monitor the political and economic landscape in an effort to anticipate their potential impacts on the school.

## Encore High School for the Arts 2022-23 DMS Monthly Update Budget vs Actuals Summary

Encore Budget vs Actuals	First Interim Budget	Actuals 12/31/2022	% of Budget
<b>ADA</b>			
<b>Revenues</b>			
LCFF State Revenue	9,557,422	2,640,977	28%
Federal Revenues	1,227,043	303,392	25%
Other State Revenues	2,822,485	1,000,512	35%
Local Revenue	64,645	39,217	61%
<b>TTL Revenues</b>	<b>13,671,595</b>	<b>3,984,098</b>	<b>29%</b>
<b>Expenditures</b>			
Certificated Salaries	2,900,183	1,187,264	41%
Classified Salaries	1,557,244	831,850	53%
Benefits	1,722,622	750,134	44%
Books & Supplies	371,000	147,904	40%
Services & Operations	3,809,116	2,116,028	56%
Capital Outlay	187,240	0	0%
Other Outgo	1,782,000	0	0%
<b>Total Expenditures</b>	<b>12,329,405</b>	<b>5,033,179</b>	<b>41%</b>
<b>Operating Income/(Loss)</b>	<b>1,342,190</b>	<b>(1,049,081)</b>	<b>50%</b>



**Encore High School for the Arts**  
**2022-23 DMS Monthly Update**  
**Budget vs Actuals Detail**

Encore Actuals vs Budget	Code	Description	First Interim Budget	Actuals 12/31/2022	% of Budget	Notes / Comments
<b>Revenue</b>						
LCFF Revenue						
	8011	LCFF General Entitlement	4,977,020	2,036,245	41%	
	8012	EPA Entitlement	1,788,480	489,974	27%	
	8019	Prior Year Unrestricted Revenue	2,565,550	0	0%	
	8096	In-Lieu-Of Property Taxes	226,372	114,758	51%	
Total LCFF Revenue			<u>9,557,422</u>	<u>2,640,977</u>	28%	
Federal Revenue						
	8181	Federal IDEA SpEd Revenue	84,000	0	0%	
	8220	School Nutrition Program-Federal	135,000	66,350	49%	
	8290	Other Federal Revenue	1,008,043	237,042	24%	
Total Federal Revenue			<u>1,227,043</u>	<u>303,392</u>	25%	
Other State Revenue						
	8311	AB602 State SpEd Revenue	485,014	120,465	25%	
	8520	School Nutrition Program-State	10,000	55,413	554%	
	8550	Mandated Cost Reimbursements	26,082	25,658	98%	
	8560	State Lottery Revenue	144,807	58,910	41%	
	8590	Other State Revenue	2,156,582	740,067	34%	
Total Other State Revenue			<u>2,822,485</u>	<u>1,000,512</u>	35%	
Local Revenue						
	8634	Student Transportation Fees	24,645	17,686	72%	
	8695	Local Grants	20,000	0	0%	
	8696	Fundraising	20,000	0	0%	
	8698	Other Revenue (Suspense)	0	0	0%	
	8699	Other Revenue	0	21,531	0%	
Total Local Revenue			<u>64,645</u>	<u>39,217</u>	61%	
<b>Total Revenue</b>			<b><u>13,671,595</u></b>	<b><u>3,984,098</u></b>	<b>29%</b>	
<b>Expenditures</b>						
Certificated Compensation						
	1100	Teacher Compensation	2,228,004	956,286	43%	
	1130	Substitute Teacher Compensation	38,016	28,660	75%	
	1150	Teacher Stipends/Extra Duty	35,000	25,063	72%	
	1200	Student Support	276,963	90,617	33%	
	1300	Certificated Administrators	322,200	86,637	27%	
Total Certificated Compensation			<u>2,900,183</u>	<u>1,187,264</u>	41%	
Classified Compensation						
	2100	Instructional Aides	252,426	90,433	36%	
	2160	Electives Instructional Aides	65,280	45,065	69%	

**Encore High School for the Arts  
2022-23 DMS Monthly Update  
Budget vs Actuals Detail**

Encore Actuals vs Budget	Code	Description	First Interim Budget	Actuals 12/31/2022	% of Budget	Notes / Comments
	2200	Pupil Support Administration	312,544	183,054	59%	
	2300	Classified Administrators	390,688	251,222	64%	
	2400	Clerical & Technical Staff	536,306	262,076	49%	
<b>Total Classified Compensation</b>			<b>1,557,244</b>	<b>831,850</b>	53%	
<b>Employee Benefits</b>						
	3101	STRS Certificated	553,935	208,191	38%	
	3102	STRS Classified	0	5,925	0%	
	3201	PERS Certificated	0	14,592	0%	
	3202	PERS Classified	395,073	192,294	49%	
	3301	OASDI/Medicare	42,053	77,160	183%	
	3302	OASDI/Medicare	118,206	0	0%	
	3401	Health Care Certificated	321,140	100,563	31%	
	3402	Health Care Classified	210,326	117,927	56%	
	3501	Unemployment Insurance	14,501	13,081	90%	
	3502	Unemployment Insurance	7,786	0	0%	
	3601	Workers' Comp Certificated	34,802	10,566	30%	
	3602	Workers' Comp Classified	18,687	7,266	39%	
	3901	Other Benefits Cert	1,084	484	45%	
	3902	Other Benefits Class	5,028	2,085	41%	
<b>Total Employee Benefits</b>			<b>1,722,622</b>	<b>750,134</b>	44%	
<b>Books, Materials, &amp; Supplies</b>						
	4100	Textbooks & Core Curriculum	60,000	11,920	20%	
	4310	Materials & Supplies	75,000	13,316	18%	
	4320	Office Supplies	15,000	4,198	28%	
	4330	Meals & Events	1,000	0	0%	
	4340	Student Events	0	5,038	0%	
	4350	Fuel Cost- Transportation for Pupils	50,000	0	0%	
	4390	Other Supplies	0	650	0%	
	4400	Non-Capitalized Equipment	40,000	1,858	5%	
	4700	School Nutrition Program	130,000	110,924	85%	
<b>Total Books, Materials, &amp; Supplies</b>			<b>371,000</b>	<b>147,904</b>	40%	
<b>Outside Services &amp; Other Operating Costs</b>						
	5100	SpEd Consultants and Vendors Subagreements for Service	100,000	42,952	43%	
	5200	Travel & Conferences	5,000	3,735	75%	
	5210	Mileage Reimbursements	500	0	0%	
	5300	Dues & Memberships	15,000	11,551	77%	
	5400	Insurance	337,945	298,755	88%	
	5500	Operations & Housekeeping	50,000	15,232	30%	
	5510	Utilities (General)	250,000	187,957	75%	
	5520	Janitorial Services	15,000	11,816	79%	
	5610	Facility Rents & Leases	1,269,720	650,774	51%	
	5620	Equipment Leases	25,000	2,889	12%	
	5630	Maintenance & Repair	166,000	28,793	17%	



**Encore High School for the Arts  
2022-23 DMS Monthly Update  
Budget vs Actuals Detail**

Encore Actuals vs Budget	Code	Description	First Interim Budget	Actuals 12/31/2022	% of Budget	Notes / Comments
	5635	Not in use	0	1,445	0%	Actuals reflect maintenance/repairs on vehicles. Will reclass to Obj 5630.
	5800	Professional Services - Non-instructional	59,300	25,741	43%	
	5810	Legal	200,000	41,272	21%	
	5820	Audit & CPA	20,000	33,215	166%	Actuals include 2 audits. Will revisit at second Interim.
	5825	DMS Business Services	237,030	118,515	50%	
	5830	Non-Instructional Software Licenses/Fees	37,500	21,268	57%	
	5835	Field Trips - Bus Transportations	0	1,623	0%	
	5840	Advertising & Recruitment	60,000	35,200	59%	
	5850	Oversight Fees	69,454	0	0%	
	5860	Service Fees	15,000	18,897	126%	Includes first installment of property tax payment (\$4,088.99). Will reclass payment to Obj 5862 and revisit the total Object at second Interim.
	5861	Student Fees	53,542	0	0%	
	5865	General - Bus Transportation	740,000	520,425	70%	
	5870	Livescan Fingerprinting	1,000	481	48%	
	5880	Instructional Vendors & Consultants	40,000	17,500	44%	
	5900	Communications	6,000	0	0%	
	5910	Telephone	12,000	5,051	42%	
	5920	Internet	20,625	19,908	97%	
	5930	Postage	3,500	1,033	30%	
		<b>Total Outside Services &amp; Other Operating Costs</b>	<b>3,809,116</b>	<b>2,116,028</b>	<b>56%</b>	
		<b>Capital Expenditures</b>				
	6900	Depreciation	187,240	0	0%	
		<b>Total Capital Expenditures</b>	<b>187,240</b>	<b>0</b>	<b>0%</b>	
		<b>Other Outgo</b>				
	7439	2022 Bond Repayment	1,782,000	0	0%	
		<b>Total Other Outgo</b>	<b>1,782,000</b>	<b>0</b>	<b>0%</b>	
<b>Total Expenditures</b>			<b>12,329,405</b>	<b>5,033,179</b>	<b>41%</b>	
<b>Operating Income/Loss</b>			<b>1,342,190</b>	<b>(1,049,081)</b>	<b>50%</b>	Year Passed

**Encore High School for the Arts**  
**2022-23 DMS Monthly Update**  
**Balance Sheet**

Balance Sheet	Code	Description	Actuals 12/31/2022
<b>Assets</b>			
Cash & Equivalents			
	9120	Cash in Bank	724,253
	9125	Cash in Bank	(359)
	9140	Cash Awaiting C	0
Total Cash & Equivalents			723,894
Current Assets			
	9200	A/R	325,843
	9330	Ppd Exp	0
	9335	Emburse - Prepa	56,817
Total Current Assets			382,660
Fixed Assets			
	9430	Buildings	131,973
	9435	Accum Depr-Bldg	(13,526)
	9440	Equipment	2,163,961
	9445	Accum Depr-Equi	(1,542,783)
	9450	WIP	5,000
	9495	Lease Adj	1,212,102
Total Fixed Assets			1,956,727
<b>Total Assets</b>			<b>3,063,281</b>

**Liabilites**

## Current Liabilities

9500	AP System	358,913
9502	Life Ins	(614)
9503	Med & Dental	31,783
9505	Medical Benefit	(44,834)
9506	SDI	30

**Encore High School for the Arts  
2022-23 DMS Monthly Update  
Balance Sheet**

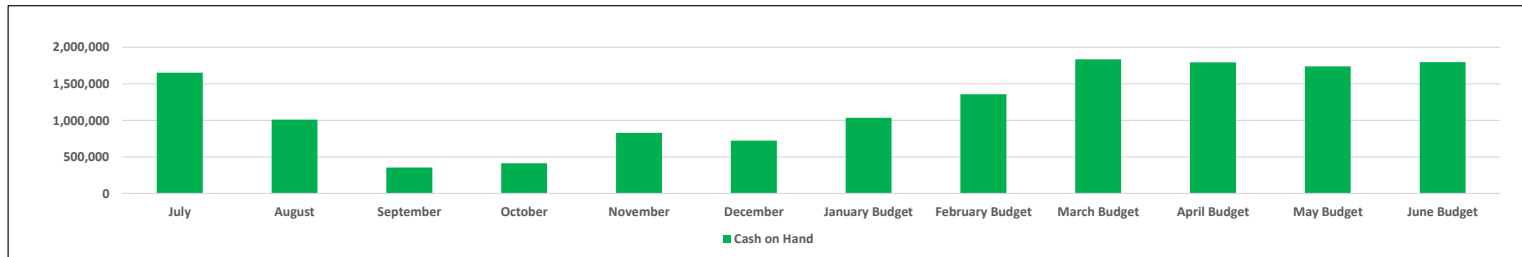
Balance Sheet	Code	Description	Actuals 12/31/2022
	9507	Medicare	79
	9509	Vision	(743)
	9510	Dental	0
	9511	Federal Tax	0
	9512	State Tax	85
	9513	OASDI	(169)
	9514	Dir Dep	0
	9516	Voluntary FSA	278
	9517	Voluntary 403b	0
	9518	Workers Comp	46,524
	9519	Voluntary Ins	(73)
	9520	Voluntary Aflac	1,518
	9521	Accrd Wages	66,302
	9523	Child Support	0
	9524	EWO	0
	9525	STRS	2,242
	9526	PERS	(1,455)
	9527	Union Dues	85
	9529	STRS Excess Con	(8,859)
	9531	SUI	1,432
	9550	P/Y AP	135,841
	9552	Use Tax Pybl	0
	9553	Parent/Student	(783)
	9560	Stale Dtd Empl	(51)
	9570	Stale Dtd Vndr	756
	9581	Health Adjustme	(10,045)
	9582	Workers Comp Ad	0
	9590	Due to Grnt Gov	435,926
<b>Total Current Liabilities</b>			<b>1,014,167</b>
<b>Long Term Liabilities</b>			

**Encore High School for the Arts  
2022-23 DMS Monthly Update  
Balance Sheet**

Balance Sheet	Code	Description	Actuals 12/31/2022
	9640	Current Loans	0
	9641	-CAM	0
	9645	LaFear Settle	0
	9667	Capital Leases	0
Total Long Term Liabilities			0
<b>Total Liabilities</b>			<b>1,014,167</b>
<b>Calculated Fund Balance/Net Assets</b>			
Reserves			3,098,195
Operating Income/Loss			(1,049,081)
<b>Net Assets</b>			<b>2,049,114</b>
<b>Liabilities + Net Assets</b>			<b>3,063,281</b>

**Encore High School for the Arts  
2022-23 DMS Monthly Update  
Cash Flow**

BB	First Interim Budget	July	August	September	October	November	December	January Budget	February Budget	March Budget	April Budget	May Budget	June Budget	Accruals	Total
<b>Beginning Balance</b>		<b>414,330</b>	<b>1,651,459</b>	<b>1,010,993</b>	<b>355,621</b>	<b>412,099</b>	<b>830,606</b>	<b>723,894</b>	<b>1,036,441</b>	<b>1,358,789</b>	<b>1,834,384</b>	<b>1,794,565</b>	<b>1,738,520</b>		
<b>Revenues</b>															
	LCFF State Revenue	0	4,977,020	-	275,168	275,168	495,303	495,303	495,303	495,303	495,303	495,303	464,260	0	4,977,020
	EPA	0	1,788,480	-	-	-	489,974	-	-	-	404,266	-	404,266	0	1,788,480
	In-Lieu Property Taxes	0	226,372	-	-	-	-	6,929	107,829	18,602	18,602	18,602	-	18,604	226,372
	Prior Year Corrections	0	2,565,550	-	-	-	-	-	-	-	2,565,550	-	-	0	2,565,550
	Federal Revenues	0	1,227,043	-	21,869	187,449	49,593	11,559	32,923	327,544	30,000	30,000	-	301,251	1,227,043
	Other State Revenues	0	2,822,485	-	12,246	-	187,107	482,554	318,605	7,840	422,499	-	38,725	710,263	2,822,485
	Other Local Revenue	0	64,645	300	10,879	6,556	6,910	3,168	11,404	4,238	4,238	4,238	4,238	(0)	64,645
<b>TTL Revenues</b>		<b>0</b>	<b>13,671,595</b>	<b>300</b>	<b>320,162</b>	<b>469,172</b>	<b>1,228,887</b>	<b>999,513</b>	<b>966,064</b>	<b>1,343,501</b>	<b>970,642</b>	<b>3,288,549</b>	<b>991,134</b>	<b>974,909</b>	<b>1,088,644</b>
<b>Expenditures</b>															
	Certificated Salaries	0	2,900,183	14,737	132,901	252,130	272,579	250,680	264,238	285,487	285,487	285,487	285,487	0	2,900,183
	Classified Salaries	0	1,557,244	52,068	144,136	160,255	160,199	163,671	151,520	120,899	120,899	120,899	120,899	0	1,557,244
	Benefits	0	1,722,622	31,943	109,936	159,206	159,861	145,522	143,666	162,081	162,081	162,081	162,081	0	1,722,622
	Books & Supplies	0	371,000	11,005	5,418	22,401	56,465	32,814	19,801	37,183	37,183	37,183	37,183	0	371,000
	Services & Operations	0	3,809,116	249,619	428,102	282,717	367,856	484,757	302,976	282,000	282,000	282,000	282,000	1,088	3,809,116
	Capital Outlay	0	187,240	-	-	-	-	-	-	-	-	-	-	187,240	187,240
	Other Outgo	0	1,782,000	-	-	-	-	-	-	-	1,782,000	-	-	0	1,782,000
<b>Total Expenditures</b>		<b>0</b>	<b>12,329,405</b>	<b>359,372</b>	<b>820,493</b>	<b>876,709</b>	<b>1,016,960</b>	<b>1,077,444</b>	<b>882,201</b>	<b>887,650</b>	<b>887,650</b>	<b>2,669,650</b>	<b>887,650</b>	<b>887,650</b>	<b>12,329,405</b>
<b>Other Cash Inflows/Outflows</b>															
	Accounts Receivable/Other Assets	(2,995,777)	0	2,060,110	17,606	7,733	4,774	530,780	(7,885)	-	382,659	-	-	-	2,995,777
	Fixed Assets	(724,287)	0	-	-	-	-	(10,338)	(10,000)	-	-	-	-	-	(20,338)
	Accounts Payable (net change)	2,248,301	0	(463,909)	(157,741)	(255,567)	(160,224)	(24,003)	(172,691)	-	-	-	-	-	(1,234,135)
	Other Liabilities	0	0	-	-	-	-	-	-	(143,304)	(143,304)	(143,304)	(143,304)	(143,304)	(859,824)
<b>Net Inflows/Outflows</b>		<b>(1,471,763)</b>	<b>0</b>	<b>1,596,201</b>	<b>(140,135)</b>	<b>(247,834)</b>	<b>(155,449)</b>	<b>496,439</b>	<b>(190,576)</b>	<b>(143,304)</b>	<b>239,355</b>	<b>(143,304)</b>	<b>(143,304)</b>	<b>(143,304)</b>	<b>881,480</b>
<b>ENDING CASH BALANCE</b>			<b>1,651,459</b>	<b>1,010,993</b>	<b>355,621</b>	<b>412,099</b>	<b>830,606</b>	<b>723,894</b>	<b>1,036,441</b>	<b>1,358,789</b>	<b>1,834,384</b>	<b>1,794,565</b>	<b>1,738,520</b>		<b>1,796,211</b>
<b>Days Cash on Hand</b>			<b>49.64</b>	<b>30.39</b>	<b>10.69</b>	<b>12.39</b>	<b>24.97</b>	<b>21.76</b>	<b>31.16</b>	<b>40.85</b>	<b>55.14</b>	<b>53.95</b>	<b>52.26</b>		<b>54.00</b>



# Coversheet

## Principal's Report

**Section:** IV. Staff Reports  
**Item:** B. Principal's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Principles Report Jan 2023.pdf

Encore High School for the Visual and Performing Arts

## Board Of Directors

### Principal's Report- January 2023

St. Claire Adriaan

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## Introduction

Semester 2 is off to a busy start all around campus, academically and in the arts. We are planning to end the year strong and working very hard to improve students output on all levels

### Staffing

Open positions:

1. Spanish
2. Environmental Science
3. Biology

We have re advertised all 3 positions and interviewed a candidate for the Biology position last week.

### Academics

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Semester 2 started on January 4, 2023. Semester 1 report cards were mailed home.. Students are currently taking their 2nd (Winter) NWEA Benchmark. I have noticed students trying harder than before and showing agency and urgency. I will have the results analyzed by our next Board meeting.

### **Arts on Campus**

**Community Events:** Our arts have recently been very busy sharing our mission, talents, and goodwill throughout the community. Some recent community events include:

**Barnes and Noble:** On Dec 3<sup>th</sup> our students performed at Barnes and Noble while the school hosted our annual book fair where we raised over \$7,000.00 in store credit.

**Holly Jolly Craft Fair:** On Dec 10<sup>th</sup> our students were invited to perform holiday pieces at the Holly Jolly Craft Fair at the San Bernardino County Fairgrounds in Victorville.

**Oak Hills Special Day Class:** On December 16<sup>th</sup> the Encore Theater hosted the Oak Hills High School Life Skills staff and students for a special student showing of our dance/cirque production of Ice Castles.

**Tree lighting:** During December Encore choir performed at the Spring Valley Lake tree Lighting Ceremony and our Street Band students performed at the City of Hesperia Tree Lighting Ceremony.

**Encore Kids Camp:** We have just launched our Encore Kids Camp program and so far it is a huge success with 120 community kids signed up. This program was created with three main goals in mind – 1. To share our love of the arts with our community, 2. Offer our students a leadership program where they can learn to be a student mentor while bolstering their resume for college and job applications, 3. To re-introduce Encore to the community sharing our positive arts mission while attracting potential students/families to bust our enrollment. This is a weekly “camp” where kids grades 3-6 (we will accept as young as kindergarten and go as old as 8<sup>th</sup> grade as long as they do not currently attend Encore) can come and take various art classes run by our student mentors and overseen by the arts teachers. The program runs from 4:30-5:30 every Tuesday and Wednesday from January 10 – March 8 with a final show on Saturday, March 11. Our theme this year is Pixar Playhouse.

**School Productions:** We have two more school productions this year and our productions truly are a collaboration and learning experience for all conservatories. Not only do we have our performers getting stage experience in dance, cirque, acting, and vocals, but we have now incorporated all of our arts into the process. Media creates the designs for our show posters, photography takes the headshots and scene photos, art creates/paints backdrops and props, costume design creates the costumes, culinary prepares and serves the dinners, film does the videography, and instrumental music plays the house music while the audience enjoys dinner. This aligns beautifully with our CTE program for preparing students for employment in the job market in their arts pathways. We have also built in a senior student director component to give some students leadership roles in directing. The two remaining shows for this year are:

- **Matilda Jr:** Matilda Jr is our Junior High Musical Production and is full swing with rehearsals every Monday and Wednesday. The show runs February 17, 18, 24, 25 with a school lunch rally on April 28 to give a sneak peek to the students.



- **Into the Woods:** Into the Woods is our Musical Production and has rehearsals every Thursday. The show runs April 28,29 and May 4,5 with a school lunch rally on April 28 to give a sneak peek to the students.

**MindFuelEd Educators Conference:** On February 21-23 we have been invited to perform at the MindFuelEd Conference in Palm Springs. This is an educators conference that is focused on cultural responsiveness. We are so excited to get this chance to show off our school programs and talents to a group of educators who share an open view of student's futures. We will be taking our Ambassadors, choir, and jazz bands to perform.

## **Parent Meetings**

ELPAC Meeting - January 24, 2023

Parent Teacher Conferences - January 30, 2023

Coffee with the principal- January 12, 2023

Evening with the principal: January 31, 2023

## **Assemblies**

We are having monthly assemblies where I meet with grade levels in the theater. I am able to celebrate student achievements, address school wide concerns and students also have the opportunity to perform in front of their peers. Teaching staff and counselors also make use of the opportunity to address the student body and share concerns, information and also celebrate student achievement. This month's character trait that we are celebrating is "non-judgemental"

## **Sniffer Dogs**

The sniffer dogs were on campus on January 9, 2023 and all High School classes were visited and searched.

## **Conclusion**

2023 is going to be an amazing year.

# Coversheet

## Staff Liaison Report

**Section:** IV. Staff Reports  
**Item:** C. Staff Liaison Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Jan 23 Staff Liaison Report.pdf



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**MEMORANDUM**

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**DATE:** 1/13/23  
**TO:** Board of Directors  
**FROM:** Sandi Del Sole  
**SUBJECT:** Staff Liaison Report

Board members, I do not have a lot to report this month from the staff. Things seem to be quiet and overall flowing nicely as far as I can see. We have now finished our first semester and are working towards a successful second half of the school year. We have implemented our split lunches and with that added in a study hall period for students. The arts teachers have taken this extra period as lab time to further work with their intermediate, advanced, and team students to give them more time to build their skills and complete large projects. The academic teachers are working with the students to complete academic assignments, test prep, and extra tutoring for struggling students. The schedule transition went smoothly, staff and students adapted well, and the change seems to have had a positive reception throughout the campus.

I also wanted to take this opportunity to applaud the additional time, work, and dedication of our arts teachers who are involved in making our Encore Kids Camp program a success. We have had a wonderful turnout from community children and so far our teachers have embraced the program with enthusiasm. We received positive feedback from our teachers as well as the participants/families. We are all hoping that this program will bring us increased enrollment of students who are passionate about the arts and all of the unique opportunities Encore has to offer.

Thank you for your time.

# Coversheet

## 2022-23 Second Semester Bell Schedule Revised

**Section:** V. Curriculum and Instruction  
**Item:** A. 2022-23 Second Semester Bell Schedule Revised  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022-23 Second Semester Bell Schedule Revised.pdf



### Bell Schedule 2022-2023

Monday - Thursday				Full "A" Day Friday Split Lunch	
Periods	Time		Minutes		
Breakfast	8:00 AM	8:25 AM	25	January 20	
Passing	8:25 AM	8:30 AM	5	February 24	
AP1 / BP5	8:30 AM	9:55 AM	85	April 21	
Passing	9:55 AM	9:59 AM	4		
AP2 / BP6	9:59 AM	11:24 AM	84		
Passing	11:24 AM	11:28 AM	4		
P9-HS/Jr. High Lunch	11:28 AM	12:03 PM	35		
Passing Period	12:03 PM	12:07 PM	4		
P9-Jr./ High School Lunch	12:07 PM	12:42 PM	35		
Passing	12:42 PM	12:46 PM	4		
AP3 / BP7	12:46 PM	2:10 PM	84		
Passing	2:10 PM	2:14 PM	4		
AP4 / BP8	2:14 PM	3:38 PM	84		
Total Instructional Minutes			372		
30 Min Split Lunch - Minimum Day Friday				30 Min Split Lunch - Min. Day Friday	
Periods	Time		Minutes		
Breakfast	8:00 AM	8:25 AM	25	January 6	
Passing	8:25 AM	8:30 AM	5	January 13	
AP1 / BP5	8:30 AM	9:45 AM	75	January 27	
Passing	9:45 AM	9:49 AM	4	March 3	
AP2 / BP6	9:49 AM	11:03 AM	74	March 17	
Passing	11:03 AM	11:07 AM	4	May 5	
P9-HS Lab/Study	11:07 AM	11:37 AM	30	May 12	
Jr. High Lunch	11:07 AM	11:37 AM	30		
Jr. High Passing Period	11:37 AM	11:41 AM	4		
High School Lunch	11:37 AM	12:11 PM	30		
P9-Jr. High Study Hall	11:41 AM	12:11 PM	30		
Passing	12:11 PM	12:15 PM	4		
AP3 / BP7	12:15 PM	1:26 PM	71		
Passing	1:26 PM	1:30 PM	4		
AP4 / BP8	1:30 PM	2:37 PM	71		
Total Instructional Minutes			321		
50 Min Combined Lunch - Minimum Day Friday				50 Min Combo Lunch - Min. Day Friday	
Periods	Time		Minutes		
Breakfast	8:00 AM	8:25 AM	25	February 3	
Passing	8:25 AM	8:30 AM	5	February 17	
AP1 / BP5	8:30 AM	9:50 AM	80	March 10	
Passing	9:50 AM	9:54 AM	4	April 7	
AP2 / BP6	9:54 AM	11:09 AM	75	April 14	
COMBINED LUNCH	11:09 AM	11:59 AM	50	April 28	
Passing	11:59 AM	12:04 PM	4	May 19	
AP3 / BP7	12:04 PM	1:19 PM	75		
Passing	1:19 PM	1:22 PM	4		
AP4 / BP8	1:22 AM	2:37 PM	75		
Total Instructional Minutes			305		



**Bell Schedule 2022-2023**

<b>Last Day of School Periods 1-8</b>			
<b>Periods</b>	<b>Time</b>		<b>Minutes</b>
Breakfast	8:00 AM	8:25 AM	25
Passing	8:25 AM	8:30 AM	5
AP1	8:30 AM	9:04 AM	34
Passing	9:04 AM	9:08 AM	4
AP2	9:08 AM	9:39 AM	31
Passing	9:39 AM	9:43 AM	4
AP3	9:43 AM	10:14 AM	31
Passing	10:14 AM	10:18 AM	4
AP4	10:18 AM	10:49 AM	31
Passing	10:49 AM	10:53 AM	4
AP5	10:53 AM	11:24 AM	31
COMBINED LUNCH	11:24 AM	12:04 PM	40
Passing	12:04 PM	12:08 PM	4
AP6	12:08 PM	12:39 PM	31
Passing	12:39 PM	12:42 PM	4
AP7	12:42 PM	1:13 PM	31
Passing	1:13 PM	1:17 PM	4
AP8	1:17 PM	1:50 PM	33
<b>Total Instructional Minutes</b>			<b>253</b>

<b>August - December</b>			
<b>Type of Day</b>	<b>Qty</b>	<b>Mins per day</b>	<b>Total</b>
Regular Day	73	373	27,229
Minimum Day	13	305	3,965
<b>Total Instructional Minutes</b>			<b>31,194</b>

<b>January - May</b>			
<b>Type of Day</b>	<b>Qty</b>	<b>Mins per day</b>	<b>Total</b>
Regular Day	79	372	29,388
Combine Rally Lunch Min. Day	7	321	2,247
Split Lunch Minimum Day	7	305	2,135
Last Day	1	253	253
<b>Total Instructional Minutes</b>			<b>34,023</b>

<b>Grade Level</b>	<b>Required Mins</b>	<b>School Total</b>
High School	64,800	65,217
Jr. High School	54,000	65,217

\*Revised on January 5, 2023  
The instructional minutes have been reduced by 64 minutes from the original bell schedule approved on December 12, 2022

# Coversheet

## 2022-23 Course Catalog

**Section:** V. Curriculum and Instruction  
**Item:** B. 2022-23 Course Catalog  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Encore High School Course Descriptions\_ 2022-2023.pdf

## **ENGLISH**

### **Reading Language Arts 7**

**Course Number: #215**

**7<sup>th</sup> Grade**

This course covers the core contents of 7th grade California English Language Arts Standards. The language arts process of reading, writing, listening, and speaking are taught in an integrated and interrelated manner. Course components include the study of rich and varied literature, writing in the genres of narrative, persuasive, expository, response to literature, and summary of reading materials.

### **Reading Language Arts 8**

**Course Number: #220**

**8<sup>th</sup> Grade**

This course covers the core contents of 8th grade California English Language Arts Standards. Instruction provides techniques for analyzing literature and multiple opportunities for practice. Strategies involve patterns and procedures for students to use the writing process to produce varied types of writing. Instruction provides students with the necessary skills to write various types of genres and develop an appreciation of writer's techniques applied within known pieces of literature.

### **Reading Language Arts 8 Honors**

**Course Number: #94**

**8<sup>th</sup> Grade**

**Prerequisite: Grade "A" in prior 4 quarters of Reading Language Arts 7 and 3 or 4 on State Testing score in addition to 7th grade teacher's recommendation**

The contents of Reading Language Arts 8 is found in the California English Language Arts Standards. This Reading Language Arts 8 Honors course utilizes a variety of strategies to aid students in using deeper critical thinking. With more extensive reading projects, student work helps to build deeper skills for writing and reading comprehension.

### **English 1**

**Course Number: #76**

**B-English**

**9<sup>th</sup> Grade**

The English 1 Course establishes skills and fundamental concepts in reading, writing, speaking, and listening contained in the California English Language Arts Standards for 9th grade. Students develop reading fluency and depth with a selection of short stories, novels, and essays. There is focus on clear and effective writing and speaking through word choice and organization of thoughts in a variety of essays, speeches, presentations, and collaborative work. This course uses novels, computer technology, and a variety of English resources.



## **English 1 Honors**

**Course Number: #96**

**B-English**

**9<sup>th</sup> Grade**

**Prerequisite: Grade “A” in prior 4 quarters of RLA 8 or “B” or higher in RLA 8 Honors and 3 or 4 on State Testing score in addition to 8th grade teacher’s recommendation**

This comprehensive English 1 Honors course introduces the contents established in the California English Language Arts Standards for 9th grade. It involves more in depth reading and additional critical thinking projects to help students gain a deeper understanding of the written works within the curriculum. This course uses novels, computer technology, and a variety of English resources.

## **English II**

**Course Number: #225**

**B-English**

**10<sup>th</sup> Grade**

A survey of World Literature and literary elements of plot in novels, plays, autobiographical memoirs, short stories, and poetry. This curriculum is based on the requirements set forth by the California English Language Arts Standards for 10th grade. Literary Works included in the course are "Of Mice and Men," "King Lear," and "Night." The writing component focuses on literary analysis and interpretation, with an emphasis on organization, structure, and thesis development.

## **English II Honors: Mr. Warren**

**Course Number: #98**

**B-English**

**10th Grade**

**Prerequisite: Grade “A” in prior 4 quarters of English I or “B” or higher in English I H and 3 or 4 on State Testing score in addition to teacher’s recommendation**

English II Honors is a comprehensive course that focuses on the exploration of literary classes from around the world to develop a global perspective while evaluating fiction, prose, and poetry to increase critical thinking and literary analysis skills. Adhering to the basic framework of the California State Standards for English Language Arts, this course is also designed for students to practice and develop effective writing skills. Major works include: Of Mice and Men, Animal Farm, To Kill a Mockingbird, Julius Caesar, and Night.

## **English III**

**Course Number: #244**

**B-English**

**11<sup>th</sup> Grade**

English III is A-G approved, college preparatory in nature, and aligned with the California State Common Core Standards for English Language Arts. This course is designed to develop skills related to critical analysis of literature through a variety of perspectives and genres. Through directed reading and writing assignments, students focus on the mechanics of language, literary

characteristics and devices, vocabulary and grammar development, critical thinking, and analytical skills. With rigor, depth, breadth of content, students will read works such as *The Crucible*, *I Know Why the Caged Bird Sings*, *Bless Me*, *Ultima*, and *Parrot in the Oven*, as well as selected short stories, poetry, and nonfiction works of American literature. Through this course, students will become familiarized with major movements in American literature along with corresponding developments in American history. Students will write compositions for a variety of purposes, including the domains of argumentation, exposition, literary analysis, and narration. Lastly, the systematic study of grammatical concepts will be emphasized, as well as standard written conventions of the English language. This course will utilize a variety of learning methods, including readings from Edgenuity, novels, lectures, spontaneous and process-based writing assignments, various types of media, student interactive discussions, creative projects, and other techniques related to the study of English Language Arts and its applicability to modern society. Ideally, students will gain an appreciation of language and literature through this course.

#### **English IV**

**Course Number: #100**

**B-English**

**12<sup>th</sup> Grade**

English IV is A-G approved, college preparatory in nature, and aligned with the California State Common Core Standards for English Language Arts. It is designed to provide students with a rigorous experience in college-preparatory reading, writing, and thinking skills. Students will become familiarized with significant literary movements, major contributing authors, and corresponding developments in British literature. Relevant aspects of culture contributing to the development of selected literary works will also be studied, as well as the impact of these elements on the progression of the literary tradition. The Edgenuity curriculum surveys British literary history from the Middle Ages to the Twentieth Century. Additionally, supplemental full-length works include *Hamlet* by William Shakespeare, *Jane Eyre* by Charlotte Bronte, *1984* by George Orwell, and *Things Fall Apart* by Chinua Achebe. Students will write compositions for a variety of purposes, including the domains of argumentation, exposition, literary analysis, and narration (in the form of the college admission essay). The systematic study of grammatical elements will continue to be emphasized beyond what was studied in English III, as well as standard written conventions of the English language. This course will utilize a variety of learning methods, including novels, lectures, spontaneous and process-based writing assignments, various media, student interactive discussions, creative projects, Edgenuity digital curriculum, and other techniques related to the study of English with an aim to prepare students for the expectations of college-level reading and writing. Ideally, students will gain a deeper love of learning and a more advanced level of college readiness through this course.

#### **AP English Literature and Composition**

**Course Number: #1913**

**B-English**

**11<sup>th</sup>/12<sup>th</sup> Grade**

**Prerequisite – Successful Completion of English Honors courses in prior years or A's in past 4 quarters of English course and 3 or 4 on State Testing score in addition to teacher's approval**

AP English Literature and Composition is a college-level course designed to provide students with a comprehensive, chronological survey of British literature, emphasizing in particular English, Irish, and Scottish authors, as well as a solid foundation for college composition expectations. The course itself adheres to the curricular requirements as outlined in the AP English Literature course description. The emphasis here will not only be preparation for the AP exam, but also on reading and writing intelligently about great works of literature. More importantly, students participating in AP English literature will ultimately gain insights regarding themselves, their roles in society, and, in a larger sense, the human experience itself, developing a broader perspective on and appreciation for life and learning.

Through this course, students will become familiarized with significant movements in British literature, as well as major contributing authors and relevant developments in British history. Traditional elements of literary analysis will be reviewed and stressed throughout the duration of the course, including character development, plot, theme, style, tone, conflict, point of view, irony, and satire. Aspects of British culture will also be studied, as well as the impact of these elements on the progression of the British literary tradition. Students will write compositions for a variety of purposes, including the domains of exposition, argumentation, narration, and literary analysis. Rhetorical techniques and Aristotle's three modes of persuasion will be studied, as well as how to integrate these effectively into a final, polished product. Writing instruction will review and emphasize the prewriting, editing, and rewriting stages, and students will have numerous opportunities to revise and edit their work in order to improve accuracy, critical thinking skills, and evaluation of evidence. Lastly, standard written conventions of the English language will be emphasized in the course.

Advanced Placement courses are college-level courses and, accordingly, are of college-level rigor, requiring hard work and dedication on the student's part to successfully complete. As such, students can expect an average of 2-3 hours per AP class of study and homework time each day. Students who pass the AP exam are eligible to receive college credit. AP exam preparation will be emphasized via extensive timed writing, teacher and peer feedback throughout the writing process, and completion of sample released tests. Students will complete take-home essays that emphasize process writing, as well as ten practice AP timed essays. The overall quality of the finalized written product will be of central importance in this course; students will be held to high standards concerning essay planning and organization, arrangement and flow of ideas, incorporation and elaboration of textual evidence, and overarching support of the thesis statement.

**AP English Language and Composition:**  
**Course Number: #1914**  
**B-English**  
**11<sup>th</sup>/12<sup>th</sup> Grade**

**Prerequisite – Successful Completion of English Honors courses in prior years or A's in past 4 quarters of English course and 3 or 4 on State Testing score in addition to teacher's approval**

AP English Language and Composition is a college-level course designed to provide students with an essential collegiate-level foundation to read, think, and write rhetorically. Students will deconstruct the rhetorical process, examining how an author makes meaning with language, analyzing an author's purpose, and familiarizing themselves with the intended audiences and chosen subjects of an author's text. Most importantly, students will receive a solid groundwork for college composition expectations by writing in a variety of modes and writing for a variety of purposes and audiences. This compositional diversity will deepen students' sense of personal style and ability to examine and express how language functions in conveying meaning and persuading audiences. Owing to the fact that rhetoric increasingly depends on visual supplementation, we will also analyze the rhetoric of visual media such as photographs, political cartoons, commercial advertisements, and excerpts from selected films. This year will complement traditional canonical authors and their writings with nonfiction from contemporary columnists, journalists, and academicians. The course itself adheres to the curricular requirements as outlined in the AP English Language course description, with the ultimate objective of teaching students to become "skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes" (College Board). The emphasis here will not only be preparation for the AP exam, but also on reading and writing intelligently about challenging works of literary nonfiction, both classical and contemporary. More importantly, students participating in AP English Language and Composition will, ideally, gain insights regarding themselves, their roles in society, and, in a larger sense, the human experience itself, developing a broader perspective on and appreciation for life and learning.

Through the course of study outlined for the year, students will become familiarized with relevant contemporary issues, concerns that are both critical and enduring. Each unit is organized around and unified by a thematic focal point, with particular targets for mastery regarding critical reading and thesis-driven writing. These units include education, work, community, gender, sports and fitness, language, science and technology, popular culture, nature, and politics (please refer to the itemized breakdown for specific course units). Additionally, each quarter will address a foundational reading and/or writing skill that students will need to master for the AP exam in May. Quarter one will introduce rhetoric, reading rhetorically, close reading, and the art and craft of analysis. Quarter two will address synthesizing multiple sources and developing the synthesis essay. Quarter three will focus heavily on writing the rhetorical analysis for the AP exam. Lastly, quarter four will center on argumentation, including the Classical, Rogerian, and Toulmin methods, and crafting an argument for the AP exam. Traditional elements of literary analysis will be reviewed and revisited throughout the duration of the course, including character development, plot, theme, style, tone, conflict, point of view, irony, and satire. However, a stronger, overarching attention will be given to elements of rhetoric, including ethos, pathos, logos, speaker, occasion, audience, purpose, tone, text, context, and validity of evidence. Students will write compositions for a variety of purposes, including the domains of exposition, argumentation, narration, and analysis of literary texts. Student writing assignments will require students to integrate rhetorical

techniques and Aristotle's three modes of persuasion effectively into a final, polished product. Writing instruction will review and emphasize the prewriting, editing, and rewriting stages, and students will have numerous opportunities to revise and edit their work in order to improve accuracy, critical thinking skills, and evaluation of evidence.. Lastly, systematic vocabulary development will be integrated into the course, as well as standard written conventions of the English language.

### **English Language Development (ELD)**

**Course Number: #102**

**B-English**

**9<sup>th</sup>-12<sup>th</sup> Grade**

This course develops academic English, grammar and language, to provide full access, engage with, and achieve in grade-level academic content, with particular alignment to the knowledge, skills, and abilities for achieving college and career readiness described in the Common Core State Standards for ELA. The incorporation of all critical domains (reading, writing, listening, and speaking) in various literary contexts guides instruction in this course. English Learners will develop standards-based knowledge and skills to advance their academic language proficiency. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through literature, real-life experiences, historical context, and cultural influences. This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce academic texts in various content areas. It sets the foundation for understanding through interpersonal and academic vocabulary development. By using reading strategies, unit-related vocabulary, literary concepts, grammar development and conjugation, students will acquire the basics of English language and grammar. Additionally, students will obtain writing skills from word-to-phrase to sentence-to-paragraph level as they advance towards ongoing language development.

## **MATHEMATICS**

**Math 7**

**Course Number: #2007**

**7<sup>th</sup> Grade**

This course introduces and reviews the fundamental algebraic math concepts, including whole numbers, number theory, properties, rules of operations, factoring, operations with fractions, decimals, and problems dealing with geometric figures. The course emphasizes ratio, and proportion which are the basis of our learning in other topics such as percentage, measurement, statistics, and probability. This course also instructs students on the basics of how to compose, solve, and understand equations, expressions, and inequalities. Supports the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences. This course is computer-based on the platform Edgenuity, and it follows the Common Core State Standards and California Curriculum Framework.

## **Math 8**

**Course Number: #2008**

**8<sup>th</sup> Grade**

This course is designed to provide students with the continued opportunity to develop an understanding of algebraic concepts, leading to taking Algebra I in high school. Emphasis is placed on operations with rational numbers, solving algebraic equations, and understanding linear, exponential, and quadratic relationships through tables, graphs, and equations. Within the designation of the California Curriculum Frameworks and the Common Core State Standards, the course will also address focal points in expressions and equations, functions, geometry, and statistics and probability, with the application of these skills and concepts in a problem-solving context. The program is computer based and the platform is Edgenuity where students get multiple opportunities to explore the concepts in real world applications.

## **Math I, II, III**

**Course Number: 2001, 2002, 2003**

Integrated Math I is the first course of a three-course college preparatory sequence including Integrated Math I, II, and III. These courses are aligned with the California Common Core standards for Integrated Math I, II, III

## **Math I**

**Course Number: #2001**

**C-Mathematics**

**9<sup>th</sup> Grade**

**Math IA/Course Number: #2011**

In this course, students review and develop skills learned in middle school math courses and proceed into higher level mathematical reasoning, teaching them to understand and apply mathematical concepts and tools in the following ways; graphically, numerically, algebraically, and in written and spoken presentations. This course will also show physical and realistic application of mathematics and how mathematics is a great tool for problem solving in many areas of life (from personal finances to workplace applications). Students who are successful in this course will be advanced to Integrated Math 2. There are 6 modules to this semester.

## **Math I**

**Course Number: #2001**

**C-Mathematics**

**9<sup>th</sup> Grade**

**Math 1B/Course Number: #2012**

In this course, students review and develop skills learned in middle school math course and proceed into higher level mathematical reasoning, teaching them to understand and apply mathematical concepts and tools in the following ways; graphically, numerically, algebraically, and in written and spoken presentations. This course will also show physical and realistic application of mathematics and how mathematics is a great tool for problem solving in many

areas of life (from personal finances to workplace applications). Students who are successful in this course will be advanced to Integrated Math 2. There are 5 modules to this semester

## **Math II**

**Course Number: #2002**

**C-Mathematics**

**10<sup>th</sup> Grade**

### **Math 2A/Course Number: #2021**

Integrated Math II is the second course of a three-course sequence including Integrated Math I, II, and III. Integrated Math IIA covers the first semester of the full year of Integrated Math II. This course is aligned with the California Common Core standards for Integrated Math II. This course will reinforce concepts and skills from Integrated Math I and will prepare students for Integrated Math III. For the high school Model Mathematics II course, there are five critical areas: (1) Understand key components of polygons and key relationships between sides and angles; (2) Establish criteria for triangle congruency and recognize important theorems and proofs in regards to their congruency; (3) establish criteria for similarity of triangles based on dilations and proportional reasoning; (4) Extend ideas on the Pythagorean theorem and right triangle trigonometry. Solve sides and angles through trigonometric ratios. (5) Understand key components and characteristics of circles. Continuously extend work with probability and statistics.

There are 5 units in this course labeled Unit 1-5. (Unit 1) Polygons; (Unit 2) Connecting Algebra and Geometry; (Unit 3) Circles; (Unit 4) Ratios and Proportions; (Unit 5) Trigonometric Ratios.

## **Math II**

**Course Number: #2002**

**C-Mathematics**

**10<sup>th</sup> Grade**

### **Math 2B/Course Number: #2022**

Integrated Math II is the second course of a three-course sequence including Integrated Math I, II, and III. This course is the second semester of the Integrated Math II course. This course is aligned with the California Common Core standards for Integrated Math II. The Integrated Math II second semester course will reinforce concepts and skills from Integrated Math I and will prepare students for Integrated Math III. For the high school Mathematics II course, there are five critical areas: (1) extend two-dimensional and three-dimensional object understanding by solving for surface areas and volume of three dimensional shapes; (2) Extend student understanding on polynomial operations from addition and subtraction to multiplication and division. Introduce students to different methods of polynomial operations. (3) Factoring polynomials with emphasis on quadratic functions; (4) extend work with probability; (5) Solve quadratic functions by graphing and working with radicals; create and solve equations and inequalities involving linear, exponential, and quadratic expressions.

There are 5 units in this course labeled Unit 6-10 as a continuation of Unit 1- Unit 5 from Integrated Math II semester 1. (Unit 6) Surface Areas & Volumes of Solids; (Unit 7) Polynomials; (Unit 8) Factoring Polynomials; (Unit 9) Quadratic Functions; (Unit 10) Radicals and Functions. Probability & Statistics concepts are embedded at the end of each unit.

**Math III**

**Course Number: #2003**

**C-Mathematics**

**11<sup>th</sup> Grade**

**Math 3A/Course Number: #2013**

Integrated Math 3A is the first half of Integrated Math 3 (and is paired with a subsequent course, Integrated Math 3B). Integrated Math 3A will focus on analyzing functions and relationships, and synthesizing algebraic reasoning to create models, with the support of reviewing the necessary concepts from prior courses. Throughout this course, the following topics will be explored: Functions & Graphs, Equations & Inequalities, Polynomial Functions, Rational Exponents and Radical Functions, and Rational Functions.

**Math III**

**Course Number: #2003**

**C-Mathematics**

**11<sup>th</sup> Grade**

**Math 3B/Course Number: #2023**

Integrated Math 3B is the second half of Integrated Math 3 (and is paired with a prerequisite course, Integrated Math 3A). Integrated Math 3B will focus on analyzing functions and relationships, and synthesizing algebraic reasoning to create models, with the support of reviewing the necessary concepts from prior courses. Throughout this course, the following topics will be explored: Quadratic Functions, Exponential & Logarithmic Functions, Linear, Quadratic, & Exponential Modeling, Trigonometric Functions, and Probability & Statistics.

**AP Statistics**

**Course Number: #1112**

**C-Mathematics**

**11th-12th Grade**

**Prerequisite: Successful completion of Math III with letter grade of B or higher in past 4 quarters of Math course and 3 or 4 on State Testing score in addition to teacher's approval**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Approved by College Board, AP Statistics curriculum is via the Edgenuity online platform along with in-person in-classroom instruction by the credentialed teacher.



## **AP Calculus AB**

**Course Number: #2072**

**A-G Not Yet Approved**

**12th Grade**

**Prerequisite: Successful completion of Pre-Calculus with letter grade of B or higher in past 4 quarters of Math course and 3 or 4 on State Testing score in addition to teacher's approval**

AP Calculus AB is a college-level Calculus course that focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions on the following topics: Limits, Continuity, Properties of Differentiation, Differentiation of Various Types of Functions, Contextual and Analytical, Applications of Differentiation, Integration and Accumulation of Change, Differential Equations, and Applications of Integration.

## **SPANISH**

### **Spanish I**

**Course Number: #53**

**E-Foreign Language (LOTE)**

**9<sup>th</sup> Grade**

This is an introductory level course that will help students to develop the fundamentals of Spanish grammar, vocabulary, sentence structure, and common expressions. Students will be introduced to the spoken and written language with the aim of achieving a beginning level of proficiency in understanding Spanish. This course follows the California State Standards outlined for World Languages.

### **Spanish II**

**Course Number: #54**

**E-Foreign Language (LOTE)**

**10<sup>th</sup> Grade**

This course is designed to provide students with a comprehensive understanding at level 2, of the language and culture of the Spanish speaking world. Students will study culture, vocabulary, grammar, and complete various readings. Spanish verb structure will be focused on and include the verb conjugation of regular, irregular, past tense, present tense and reflexive verbs. Focus of the class will be on listening, speaking, reading and writing. This course follows the California State Standards outlined for World Languages. At this level, this will be an interactive class. A significant portion of a student's grade will depend upon his/her classroom work and participation in class.

### **Spanish III**

**Course Number: #190**

**E-Foreign Language (LOTE)**

**11<sup>th</sup> Grade**

This is an intermediate level course that develops a thorough understanding of the grammar and complex sentence structure. Discussions of Hispanic culture through readings, conversations about modern topics, and evaluation of works from famous artists are included in this course. This will be an interactive class while it follows the California State Standards outlined for World Languages. A significant portion of the student's grade will depend upon his/her classroom work and your participation in class.

### **Spanish IV**

**Course Number: #541**

**E-Foreign Language (LOTE)**

**12<sup>th</sup> Grade**

This course covers communication and culture within the Spanish language. Students communicate exclusively in Spanish. This will be an interactive class, following the California state standards for World Languages. A significant portion of the student's grade will depend upon his/her classroom work and your participation in class.

## **SCIENCES**

### **Science 7**

**Course Number: #212**

**7<sup>th</sup> Grade**

This course covers topics about the earth and its ecosystems. It includes learning about the fundamental components of matter. Focusing on how these components make substances that can be chemically altered to form new substances through chemical reactions. Through chemical reactions, it delves into the creation and transfer of energy which is responsible for all these phenomena to occur. These new substances are the basis of the world and the different systems of the earth. This course explores the history of the earth, how it was created, and what systems and events created the features of the earth's surface. After learning about those individual topics they are then interconnected to cover the topic of how living parts of ecosystems are interconnected and the impacts that humans have on those ecosystems. The course is based on concepts from TCI and follows the NGSS and California Curriculum Framework Standards

### **Science 8**

**Course Number: #217**

**8<sup>th</sup> Grade**

Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each

semester. We explore these concepts using TCI. The program follows NGSS and California Curriculum Frameworks Standards.

The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each unit, there are multiple opportunities for formative assessment.

### **Science 8 Honors**

**Course Number: #149**

**8<sup>th</sup> Grade**

**Prerequisite: Grade "A" for the four quarters of Science 7 in addition to a 7th grade teacher's recommendation**

Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. We explore these concepts using TCI. The curriculum follows NGSS and California Curriculum Frameworks Standards.

The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each unit, there are multiple opportunities for formative assessment.

### **Environmental Science**

**Course Number: #1555**

**D-Lab Science**

**9<sup>th</sup> or 10<sup>th</sup> or 11<sup>th</sup> or 12<sup>th</sup> Grade**

Environmental Science is an interdisciplinary college preparatory course that integrates Biology, Earth Science, Chemistry and other disciplines following the NGSS standards. A student enrolled in this course will conduct in depth scientific studies of ecosystems, population dynamics, resource management, and the environmental consequences of natural and anthropogenic processes. They will formulate, design and carry out laboratory and field investigations. Students will exit the course with essential tools for understanding the complexities of national and global environmental systems. Hands-on activities and laboratory experiments are included.

### **Biology**

**Course Number: #221**

**D-Lab Science**

**9<sup>th</sup> or 10<sup>th</sup> or 11<sup>th</sup> or 12<sup>th</sup> Grade**

This college preparatory laboratory science course is a NGSS-aligned biology course where students use science inquiry and lab processes to explore biological and earth science concepts from a phenomena-based perspective. The course is arranged around three areas: Interactions in Ecosystems; Structure, Function and Growth; and Earth's Atmosphere. Students will apply their knowledge of Disciplinary Core Ideas (DCIs) to a variety of real-world phenomena such as seasonal greening and ecospheres, superbugs, and human impact on the carbon cycle and

climate change through a “storyline” approach. Throughout the course, earth and space science concepts will be incorporated at logical points in the curriculum to enrich student learning. Students will view these phenomena through the lenses of crosscutting concepts such as energy and matter (relationships in ecosystems, earth’s atmosphere) or structure and function (cells). This course emphasizes the use of evidence-based reasoning for scientific explanations and engineering solutions in order to communicate recommendations to address real-world problems. Students will discuss and evaluate a variety of scientific information and data from different sources; they will analyze and interpret their own data and compare them with those used by the scientific community. Students will demonstrate their knowledge through the engagement in the Science and Engineering Practices, during-hands on activities, and inquiry labs. Additionally, students will create laboratory reports, build models, and create projects integrating technology to form content skills

### **Chemistry**

**Course Number: #155**

**D-Lab Science**

**10<sup>th</sup> or 11<sup>th</sup> or 12<sup>th</sup> Grade**

Derived from NGSS Standards and designed to satisfy the UC and CSU requirements for admission, Chemistry is a college preparatory laboratory science course concerned with the composition, structure, and properties of substances, the transformations of these substances into others by reactions, and the kinds of energy changes that accompany these reactions. Fundamental concepts on the atomic and molecular structure, chemical bonding, conservation of matter and stoichiometry, gasses and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. Emphasis on scientific investigation, analysis, and critical thinking of content through labs, research, and media.

### **Anatomy**

**Course Number: #1532**

**D-Lab Science**

**11<sup>th</sup>/12<sup>th</sup> Grade**

**Prerequisite: Complete Life Science and Physical Science graduation requirements with letter grade of C or better**

This college preparatory laboratory science course follows the NGSS standards, covering the essential principles of human anatomy and physiology. It integrates the study of organ systems (skeletal, muscular, digestive, respiratory, circulatory, reproductive, nervous, endocrine, and excretory), the cellular and biochemical functioning of these systems, and the mechanisms of homeostasis. Special topics include the human response to exercise, energy metabolism, and nutritional needs, sports medicine, and the biomechanical components of human movement. Laboratory activities and research projects will be integrated throughout the year. It is structured to meet admissions requirements for the UC’s and CSU’s.

### **AP Biology**

**Course Number: #151**

**D-Lab Science**

## **11<sup>th</sup>/12<sup>th</sup> Grade**

**Prerequisite: Completed Biology and Chemistry in previous years with letter grade of B or higher in addition to teacher's approval**

As the equivalent of an introductory college biology course, AP Biology is designed to prepare students for the Advanced Placement Examination. This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to understand and appreciate the field of modern biology. The course includes units on heredity, cells, ecology, structure and function of plants and animals, and the diversity of organisms. The course rewards those who can make connections between general concepts and specific details, and students learn topics at a rapid pace. Students are required to do extensive outside reading and must complete homework over summer, winter, and spring breaks.

## **HISTORY**

### **History 7**

**Course Number: #213**

**7<sup>th</sup> Grade**

History 7 is designed to cover ancient civilizations and the development thereof. The contents include politics, religion, economy, and social traditions in the regions of Europe, the Middle East, West Africa, China, Japan, and the Americas. This curriculum follows the standards contained in California's History Social Science Framework.

### **History 8**

**Course Number: #218**

**8<sup>th</sup> Grade**

History 8 is a study of the founding of the United States of America, its critical documents that became the foundation of American Democracy along with the events that have built into and led to the modern-day United States. Students will learn to critically review historical events to gain an understanding of the effects, influences and impacts of social traditions, economy, religion and politics in the growth and establishment of the United States. The curriculum follows the standards contained in California's History Social Science Framework.

### **US History 8 Honors**

**Course Number: #104**

**8<sup>th</sup> Grade**

**Prerequisite: Grade "A" in prior 4 quarters of World History 7 in addition to 7th grade teacher's recommendation**

Building off the essential standards for History 8 from California's History Social Science Framework, this course takes a more in-depth study of US History and deepens the use of critical thinking. It also includes special projects such as voluntary participation in National History Day. Students will learn and practice techniques for analyzing historical events and

literature throughout the course. Curriculum covers the founding of the United States, including the American Revolution through the early part of the 1900's.

### **World History**

**Course Number: #224**

**A-History/Social Sciences**

**10<sup>th</sup> Grade**

This course adheres to California's History-Social Science Framework. It takes a global approach to the study of world history by exploring the inter-regional connections of global themes that connect our world today. It begins with the rise of democratic thought and then explores political revolutions, Industrial Revolution, Imperialism, Colonialism, Nationalism, Totalitarianism, World War I and II and the Cold War. Students will uncover the events to present to understand international relations from a variety of perspectives.

### **World History Honors**

**Course Number: #106**

**A-History/Social Sciences**

**10<sup>th</sup> Grade**

**Prerequisite: Recommendation from two teachers the student had in 9th grade, one must be an academic teacher**

Students combine selective factual knowledge and skills of analysis to examine the nature, causes, and consequences of changes in global frameworks. This course takes a global approach to the study of world history by exploring the inter-regional connections of global themes that connect to the world today, following the History-Social Science Framework. Curriculum includes political revolutions, industrial revolution, imperialism, Colonialism, Nationalism, Totalitarianism, World War I, World War II, the Cold War and present history.

### **US History**

**Course Number: #258**

**A-History/Social Sciences**

**11<sup>th</sup> Grade**

The United States History course is designed to give students a comprehensive study of United States history and how these events have had a bearing upon the modern age. A brief review of the Age of Enlightenment, foundations of the United States, and Founding Documents will be covered to refresh the origins of the nation, before moving into the vanishing frontier and the movement westward during the late 1800s. Other Contents covered in the course, derived from California's History-Social Science Framework, include the rise of industry in the twentieth century, World War I, the turbulent twenties, the Great Depression, World War II, postwar America, equality and justice, and searching for new values in changing times and in a changing world. Students trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. With rigor, depth, and breadth of content students build upon their ability to read, understand, analyze, and write about historical text and documents with focus on political, religious, economic, and social traditions that have shaped United States History.

## **US History Honors**

**Course Number: #103**

**A-History/Social Sciences**

**11<sup>th</sup> Grade**

**Prerequisite: Grade “A” in prior 4 quarters of World History or “B” or higher in World History Honors in addition to teacher’s recommendation**

The United States History course is designed to give students a comprehensive study of United States history and how these events have had a bearing upon the modern age. A brief review of the Age of Enlightenment, foundations of the United States, and Founding Documents will be covered to refresh the origins of the nation, before moving into the vanishing frontier and the movement westward during the late 1800s. Other Contents covered in the course, derived from California’s History-Social Science Framework, include the rise of industry in the twentieth century, World War I, the turbulent twenties, the Great Depression, World War II, postwar America, equality and justice, and searching for new values in changing times and in a changing world. Students trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. With rigor, depth, and breadth of content students build upon their ability to read, understand, analyze, and write about historical text and documents with focus on political, religious, economic, and social traditions that have shaped United States History.

## **Government**

**Course Number: #403**

**A-History/Social Sciences**

**12<sup>th</sup> Grade**

American Government is a semester course, covering contents according to California’s History-Social Science Framework. This course introduces students to the study of American government and democracy. Students will analyze the history and changing interpretations of the Constitution and the Bill of Rights; examine the current state of the legislative, executive, and judiciary branches of government; analyze the relationships among federal, state, and local governments; and study the types of governments in existence worldwide. With rigor, depth, and breadth of content and assignments, students will trace the emergence of the United States as a world power and the social and cultural effects and impact of American democracy. Students will examine the major social problems and tensions: majority rule and individual rights, liberty and equality, state and national authority in a federal system, civil disobedience and the rule of law, freedom of the press and the right to a fair trial, and the relationship of religion and government. This course will also look at US Politics, the election process, and the rights and responsibilities of individuals in a civil society.

## **AP Government**

**Course Number: #404**

**A-History/Social Sciences**

**12<sup>th</sup> Grade**

**Prerequisite: Successful Completion of U.S. History with A’s in the past 4 quarters or B or higher in U.S. History Honors in addition to teacher’s approval**

This course follows AP College Board Course Framework.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, there is a summer assignment to be completed by the first day of class and a political science research or applied civics project to be completed by the end of the course.

The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are:

- ■ Foundations of American Democracy
- ■ Interaction Among Branches of Government
- ■ Civil Liberties and Civil Rights
- ■ American Political Ideologies and Beliefs; and
- ■ Political Participation

## **Economics**

**Course Number: #405**

**A-History/Social Sciences**

**12<sup>th</sup> Grade**

*Economics* is a semester course designed to give students tools to achieve an understanding of and an appreciation for the economic principles that guide the global market. From an understanding of basic political and economic systems to learning how to put basic economic principles into practice, this knowledge is essential for success and achievement in school and beyond. This standards-based course, derived from California's History-Social Science Framework, will cover an introduction to economics and major topics including production, supply and demand, economic systems, market types and market equilibrium, economic and business cycles, business structures and organization, monetary and fiscal policy, income and taxes, price index, personal economics, the role of government in the economy, and international trade.



## **VISUAL AND PERFORMING ARTS**

### **VOCAL/CHOIR**

#### **Jr. Choir I (grades 7-8) / High School Choir (grades 9-12)**

**Course Number (Jr. Choir): #6212**

**State Course Code: #9294**

**Course Number (HS Choir): #143**

**State Course Code: #9294**

**F-Visual & Performing arts**

**Prerequisite – None**

Students learn how to sing their part with others in a multi part choral setting. An eclectic variety of choral repertoire is covered from different style periods and genres. Basics of choral singing are also covered, including vocal technique, choral blend, balance, phrasing, dynamics and articulation as well as stage presence and performance etiquette. Rehearsals culminate in one to two public performances per year. Also emphasized is preparing for eligibility into the advanced choirs.

#### **Jr. Choir II (grades 7-8) / Concert Choir (grades 9-12)**

**Course Number (Jr. Choir II): #6213**

**State Course Code: #9294**

**Course Number (Concert Choir): #6211**

**State Course Code: #9293**

**F-Visual & Performing Arts**

**Prerequisite - Audition**

Junior Choir II is our top middle school choir. Junior Choir II rehearses and performs three-to-four-part treble harmony both accompanied and a cappella chosen from an eclectic choral repertoire of different style periods and genres. Excellence in the choral art is achieved through obtaining excellence in vocal technique, beauty of tone, choral blend, balance, phrasing, dynamics and articulation, as well as stage presence and performance etiquette. Junior Choir II performs several times a year both on campus and off campus including local community events and Southern California choral festivals.

Concert Choir is an intermediate level mixed (i.e., boys and girls) choral ensemble for grades 9-12. Concert Choir rehearses and performs an eclectic choral repertoire from different style periods and genres and performs both accompanied and a cappella. Achieving excellence in the choral art is learned via obtaining excellence in vocal technique, beauty of tone, choral blend, balance, phrasing, dynamics and articulation, as well as stage presence and performance etiquette. Concert Choir performs several

times a year both on campus and off campus including local community events and Southern California choral festivals.

**Women's Choir (grades 9-12)**

**Course Number (Women's Choir): #6215**

**State Course Code: #9293**

**F-Visual & Performing Arts**

**Prerequisite - Audition**

Women's Choir is an advanced choral ensemble for girls in grades 9-12. Women's Choir rehearses and performs choral literature in three to four parts (SSA / SSAA) representing a variety of styles and genres. Excellence in the choral art is achieved through excellence in vocal technique, beauty of tone, musicianship, choral blend, balance, phrasing, dynamics and articulation, as well as stage presence and performance etiquette. Women's Choir has many performances throughout the year both on campus and off campus including community events and Southern California choral festivals.

**Madrigals (grades 9-12)**

**Course Number: #621**

**State Course Code: #9293**

**F-Visual & Performing Arts**

**Prerequisite - Audition**

Madrigals is an advanced a cappella mixed choir and is the top choral ensemble at Encore High School. Madrigals rehearse and perform a variety of advanced a cappella choral literature representing an eclectic mix of genres and styles including classical (mostly from the Renaissance period), vocal jazz and pop. Excellence in the choral art is achieved through excellence in vocal technique, beauty of tone, musicianship, choral blend, balance, phrasing, dynamics and articulation, as well as stage presence and performance etiquette. Madrigals have many performances throughout the year both on campus and off campus including community events and Southern California choral festivals.

## **CAREER AND TECHNICAL EDUCATION**

### **ARTS, MEDIA, AND ENTERTAINMENT: DESIGN, VISUAL, AND MEDIA ARTS (111)**

#### **111C – Visual/Commercial Arts [7216, 7217, 7218]**

##### **Art Lab**

**Course Number: #16710**

**State Course Code: #7218**

**Not A-G Approved**

**Prerequisite: Teacher's Approval**

This course is designed to have students work on intricate projects in art that require extensive time for creation. Students work in both 2D and 3D work. After school days may fall on weekends and are considered part of the grade for the class.

##### **Drawing and Painting: Introduction Visual/Commercial Arts**

**Course Number: #158**

**State Course Code: #7216**

**F-Visual & Performing Arts**

**Prerequisite – None**

This course introduces the technical skills specifically for drawing and painting. Students will be taught how to create personal interpretations for works of art. Students are required to work on the development of a portfolio of 2D art for college admissions. Students are required to have a sketchbook. All Drawing & Painting students are required to exhibit a collection of their works in an art show at the end of the school year.

##### **Mural: Intermediate Visual/Commercial Arts**

**Course Number: #164**

**State Course Code: #7217**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course introduces theoretical and practical aspects of large-scale painting, murals, and public art. The course includes an actual practicum in large-scale media and experimentation with early and contemporary techniques including drawing, painting, and various industrial materials. The objective of this course is for students to develop an understanding of some of the social roles of art and the impact of murals in communities, based on their historical and contemporary applications.

### **Draw and Paint II: Intermediate Visual/Commercial Arts**

**Course Number: #1582**

**State Course Code: #7217**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course includes the refinement of technical skills specifically for drawing and painting. Students will be taught how to create personal interpretations for works of art. Students are required to work on the development of a portfolio of 2D art for college admissions. Students are required to have a sketchbook. All Drawing & Painting students are required to exhibit a collection of their works in an art show at the end of the school year.

### **Draw and paint III: Advanced Visual/Commercial Arts**

**Course Number: #1583**

**State Course Code: \$7218**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course will allow students to explore in-depth drawing and painting techniques while creating a personal portfolio that has a theme as a whole. They will expand their knowledge of art history, and work on projects for an extended period of time.

### **Sculpture I: Intermediate Visual/Commercial Arts**

**Course Number: #620**

**State Course Code: #7217**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course covers techniques and processes of three-dimensional art and casting sculpture. Students will complete sculptural projects that show how the elements of and principles of art can create a good design for a piece of art.

### **Sculpture II: Advanced Visual/Commercial Arts**

**Course Number: #6201**

**State Course Code: #7218**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course continues the study from Sculpture I, giving students the opportunity to refine technical skills of sculpting. Students will also cover art history and build projects working from the history of art.

### **Photo I**

**Course Number: #165**  
**State Course Code: #7216**  
**F-Visual & Performing arts**  
**Prerequisite – Assessment**

Introduction to visual / commercial arts: PHOTO I is a 2 semester-long course that focuses on understanding the basic operations and function of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition and lighting. They will explore the history and foundation of photography, in context with how it applies to today's society and technology.. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others' work. Students will learn image techniques and digital manipulation using Adobe Photoshop, and how to archive, organize and optimize their images for print or online purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. they will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

**Photo II**  
**Course Number: #612**  
**State Course Code: #7217**  
**F-Visual & Performing Arts**  
**Prerequisite – Assessment**

Intermediate Photography is a class in which students apply lessons from Introduction to Photography for specific purposes. Genre choice and developing personal style are emphasized. Students will learn external flash and a wider variety of cameras and specialty lenses and equipment. Students will study photographic ethics, genres and be introduced to the business and career opportunities of photography. Students will work towards creating images to be accepted in the school art show and published in the yearbook.

**Photo III**  
**Course Number: #613**  
**State Course Code: #7218**  
**F-Visual & Performing Arts**  
**Prerequisite – Assessment**

Advanced Photography students focus on portfolio development and further refinement of skills needed for careers in commercial photography, editing and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflections. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. written assessments on art intent will be evaluated, and students will engage in daily aesthetic

valuing through verbal and short written responses in class during discussions and lecture. For each art project, students will be required to analyze their art piece to see if he or she satisfies the project's requirements and if viewers agree with the students findings.

### **Yearbook**

**Course Number: #167**

**State Course Code: #7218**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

Advanced visual / commercial arts: PUBLISHING AND YEARBOOK is a 2 semester long course that focuses on understanding the basic operations of a print oriented publishing, media and news reporting organization. Students will learn about the roles and jobs required to create a printed product, from idea to publishing, from sales, production to distribution. They will create a specific product, the school's yearbook, through the learning process. Students will write stories and promotional ads, create news photos they will learn to critique their own and others work and work as a team to create a product to sell. Students will learn image and design techniques with industry standard Adobe products Illustrator, InDesign Photoshop, and others. They will archive, organize and optimize their creations (written stories, photos or designs) for print or online purposes. Students will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual and collective team voice.

### **111D – Media Arts [7219, 7220, 7221]**

#### **Media Arts: Intro**

**Course Number: #1672**

**State Course Code: #7216**

**F-Visual & Performing Arts**

**Prerequisite – None**

Media Arts is designed to teach students how to manage and produce content from Radio, Television, and Print forms of media. Media Arts students run and operate the school's radio station "Encore's Pirate Radio", produce video productions informing students and parents of school-wide events, and work with Encore's student Government to produce morning announcements. Media students also create posters, and flyers for events, and write and design a student-run school newspaper called "The Buccaneer" in coordination with Encore's Photo Class. Students in this class will be provided with access to the Adobe Creative Cloud Software Suite.

#### **Media Arts: Inter**

**Course Number: #1674**

**State Course Code: #7220**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

Media Arts is designed to teach students how to manage and produce content from Radio, Television, and Print forms of media. Media Arts students run and operate the school's radio station "Encore's Pirate Radio", produce video productions informing students and parents of school-wide events, and work with Encore's student Government to produce morning announcements. Media students also create posters, and flyers for events, and write and design a student-run school newspaper called "The Buccaneer" in coordination with Encore's Photo Class. Students in this class will be provided with access to the Adobe Creative Cloud Software Suite.

**Media Arts: Adv**

**Course Number: #1673**

**State Course Code: #7221**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

Media Arts is designed to teach students how to manage and produce content from Radio, Television, and Print forms of media. Media Arts students run and operate the school's radio station "Encore's Pirate Radio", produce video productions informing students and parents of school-wide events, and work with Encore's student Government to produce morning announcements. Media students also create posters, and flyers for events, and write and design a student-run school newspaper called "The Buccaneer" in coordination with Encore's Photo Class. Students in this class will be provided with access to the Adobe Creative Cloud Software Suite.

**ARTS, MEDIA, ENTERTAINMENT: PERFORMING ARTS (112)**

**112A – Dance/Choreography [7230, 7231, 7232]**

**DANCE**

**Dance Technique: Introduction to Dance Choreography**

**Course Number: #4311**

**State Course Code: #7230**

**F-Visual and Perf Arts**

**Prerequisite: None**

In this course, students will become able to perform the fundamental movements of ballet, jazz and other dance genres while improving posture, body awareness and flexibility. They will also understand and be able to use in oral and written discourse the vocabulary needed to form a foundation in dance. No previous dance experience is required to take part in this course. All Students will have the opportunity to learn and practice new skills throughout the school year, gaining proficiency; the possibility of advancing to the next level via assessment will also be

offered to students annually. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Ballet/Lyrical II: Introduction to Dance/ Choreography**

**Course Number: #422**

**State Course Code: #7230**

**F-Visual and Perf Arts**

**Prerequisite: Assessment**

Ballet and Lyrical II expands on the technique and application of classical ballet based on the concepts explored in Ballet I. Students will improve their understanding of body alignment, flexibility, physical and spatial awareness as well as musicality and coordination while they learn to dance in the ballet and lyrical genres. The lecture component of this course covers the historical and cultural implications of classical ballet. Class discussions will be on dance analysis, physical safety, injury prevention and terminology including dance medicine, kinesiology and anatomy. The physical portion of this class focuses on barre, center and across the floor combinations. The end of this course culminates in full length routines that incorporate all of the learned techniques and is individualized to the talent and work ethic of the individual student. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Ballet/Lyrical III: Intermediate Dance/Choreography**

**Course Number: #423**

**State Course Code: #7231**

**F-Visual and Perf Arts**

**Prerequisite: Assessment**

This course expands on the technique and application of classical ballet based on the concepts explored in Ballet/Lyrical I and II. Students will improve their understanding of body alignment, flexibility, physical and spatial awareness as well as musicality and coordination while they learn intermediate and advanced technique in the ballet and lyrical genres. The lecture component of this course covers the historical and cultural implications of classical ballet. Class discussions include performance analysis, physical safety in the dance classroom, injury prevention, ballet terminology, dance kinesiology and anatomy. The physical/movement portion of this class focuses on barre, center and across the floor combinations as well as stretches and strengthening floor work and the composition of ballet and lyrical choreography. The end of this course culminates in full length routines that incorporate all of the learned techniques and is individualized to the talent and work ethic of the individual student. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Ballet/Lyrical IV: Advanced Dance/Choreography**



**Course Number: #424**  
**State Course Code: #7232**  
**F-Visual and Perf Arts**  
**Prerequisite: Assessment**

This course expands on the technique and application of classical ballet based on the concepts explored in Ballet/Lyrical III. Students will improve their understanding of body alignment, flexibility, physical and spatial awareness as well as musicality and coordination while they learn intermediate and advanced technique in the ballet and lyrical genres. The lecture component of this course covers the historical and cultural implications of classical ballet. Class discussions include performance analysis, physical safety in the dance classroom, injury prevention, ballet terminology, dance kinesiology and anatomy. The physical/movement portion of this class focuses on barre, center and across the floor combinations as well as stretches and strengthening floor work and the composition of ballet and lyrical choreography. The end of this course culminates in full length routines that incorporate all of the learned techniques and is individualized to the talent and work ethic of the individual student. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

**Jazz/Tap I: Introduction Choreography**  
**Course Number: #427 (Jazz/Tap: Intro)**  
**State Course Code: #7230**  
**F-Visual and Perf Arts**  
**Prerequisite: Assessment**

This course covers the intermediate fundamentals of jazz dance and tap dance. This course will have opportunities to perform at recitals throughout the year and may be required to perform in activities such as recitals, festivals, carnival, and one production each year. This course is 70% Jazz and 30% Tap technique focusing on core strength. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

**Jazz/Tap II: Intermediate Choreography**  
**Course Number: #428 (Jazz/Tap: Inter)**  
**State Course Code: #7231**  
**F-Visual and Perf Arts**  
**Prerequisite: Assessment**

This course is an advanced dance course covering both jazz & tap technique. In Level III, emphasis on core strength, leaps, and turns are imperative. This class requires participants in after school activities such as recitals, festival, carnival, and one production each year. This course is 70% Jazz and 30% Tap technique. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Jazz/Tap III: Advanced Choreography**

**Course Number: #429 (Jazz/Tap: Adv)**

**State Course Code: #7232**

**F-Visual and Perf Arts**

**Prerequisite: Assessment**

This course works on advanced technical steps in both jazz and tap genres. This class introduces the concept of improvisation, partner work, musicality, and introduces how to choreograph. In Level III, students are expected to participate in multiple performances throughout the year as part of their grade in this course. This course is 70% Jazz and 30% Tap. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Cheer**

**Course Number: #659**

**State Course Code: #7230**

**Not F or G Approved**

**Prerequisite: Audition**

This is a competition team that learns teamwork by building routines for the purposes of competition. This team performs on and off campus as part of the grade for the course.

## **CIRQUE**

### **Cirque Conditioning – Introduction Choreography**

**Course Number: #2161**

**State Course Code: #7230**

**F-Visual & Performing Arts**

**Prerequisite: None**

This course is the beginning of hands-on strength training to prepare students to enter the more advanced circus classes. Students will execute extensive strength, flexibility and strength training while learning the basics of each circus discipline. 90% of this course is about gaining strength and flexibility to safely transition into the circus conservatory and 10% is exploring the different circus apparatus and props. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Tumbling 1: Introduction to Dance Choreography**

**Course Number: #6786**

**State Course Code: #7230**

## **F-Visual & Performing Arts**

### **Prerequisite: Assessment**

This is a beginner course in gymnastics and cheer style tumbling. Students will work on core and muscle strength and beginning tumbling skills. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Tumbling 2: Intermediate Dance/ Choreography**

**Course Numbers: #6777**

**State Course Code: #7231**

**Not on A-G List**

**Prerequisite: Assessment**

This is a more advanced course in gymnastics and cheer style tumbling. Students will continue to gain strength, flexibility and endurance while building onto their tumbling skill level. Students will also gain knowledge of the practice and creativity it takes to create a performance. After school practices and performances are to be expected. This course follows the California State CTE standards for Arts, Media, entertainment under the Performing Arts Pathway for Professional Choreography.

### **Tumbling 3: Advanced Dance/ Choreography**

**Course Numbers: #6778**

**State Course Code: #7232**

**F-Visual & Performing Arts**

**Prerequisite: Assessment**

This is a more advanced course in gymnastics and cheer style tumbling. Students will continue to gain strength, flexibility and endurance while building onto their tumbling skill level. Students will also gain knowledge of the practice and creativity it takes to create a performance. After school practices and performances are to be expected. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Aerial Interm: Intermediate Dance/ Choreography**

**Course Number: 6008**

**State Course Code: #7231**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course is designed for further development in aerial skills while continuous growth in strength and flexibility. Students will also gain knowledge of what it takes to practice and create performances. After school practices and performances are to be expected. This course follows the California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

### **Aerial Adv: Advanced Dance/ Choreography**

**Course Number: 6009**

**State Course Code: #7232**

**Not on A-G List**

**Prerequisite - Assessment**

This course is designed for the advanced level in aerial skills while continuous growth in strength and flexibility. Students will improve and acquire new skills to add to their repertoire of routines. Students will practice and exercise regularly in their disciplines; they will learn to create and critically improve new choreography and performances. After school practices and performances are to be expected. This course follows the California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

**Circus Arts I (Props) – Introduction Choreography**

**Course Number: #6789**

**State Course Code: #7230**

**F-Visual & Performing Arts**

**Prerequisite: Assessment**

Beginner circus fundamentals: Circus Arts includes a variety of circus techniques including juggling, hula hoops, Rola Bola, clowning, diablos, stilts and unicycling. Circus Arts is primarily based on props while building strength, flexibility and endurance. Students will learn the safe use of props, to work with and perform with the props. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

**Circus Arts II – Intermediate Choreography**

**Course Number: #6788**

**State Course Code: #7231**

**F-Visual & Performing Arts**

**Prerequisite: Assessment**

Circus Arts II builds on the skills developed in Circus Arts I. Students will continue to improve on the use of props and the artistry of performance utilizing the props. Props include juggling different objects, hula hoops, Rola Bola, clowning, diablos, stilts and unicycling. Building strength, flexibility and endurance will continue as part of the course requirement. This course combines both California State VPA standards and California State CTE standards for Arts, Media, Entertainment under the Performing Arts Pathway for Professional Choreography.

**112B – Professional Music [7233, 7234, 7235]**

**Piano I**

**Course Number: #119**

**State Course Code: #7233**

**F-Visual & Performing Arts**

**Prerequisite - None**

This course is designed to teach the concepts and fundamentals that will apply to all areas of music study at a beginning level. Students will learn how to read simple notes,

rhythms, and musical symbols on a staff and work on having solid tone with good hand shapes and posture.

The specific repertoire for this level is unique to the talent, work ethic and skill level of each individual student, and the development of musicianship skills, understanding of piano techniques are accomplished through initial mastery (Level of Difficulty 1) of objectives. Students will engage in a broad range of music (encompassing cultures and history) and develop the ability to critique/evaluate the skill level and aesthetic quality of music, composers, and performers. This course is meant to introduce music and awaken their interests not only for piano but also for other instruments. It gives a broader experience as to what music really is and what it entails.

## **Piano II**

**Course Number: #120**

**State Course Code: #7234**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course was designed to expose students to the expressive aspects of piano performances as well as gaining solid keyboard techniques. Students will increase their musical understanding by reviewing fundamental keyboard concepts covered in the Piano I class (i.e. note identification on the staff & keyboard, Major & Minor 5 finger scales, and basic rhythm counting) while focusing on sight-reading skills, key signature identification, and ear-training. Students acquire the language of music, including intervals, chords, scales, articulation, and dynamics.

They are required to practice 24 Major & Natural minor scales in varied rhythmic combinations to increase the muscular agility, firm touch, & flexibility of their hands. Students will continue learning and developing their skills in this course to prepare for their future careers in the music industry.

## **Piano III**

**Course Number: #121**

**State Course Code: #7235**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This Intermediate level class is designed to assist students with developing and enhancing musicianship skills through the study of piano music. The specific repertoire for each level is unique to the talent, work ethic, and skill level of individual students. This class will assist in the development of musical skills, such as sight reading, transposition, and harmonization styles. Improvisation techniques, understanding the piano and its technique is accomplished through initial mastery (Level of Difficulty 3) of

the same set of standards and objectives. Ensemble work is additionally assigned to students to reinforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists).

Selected studies (finger exercises) by Hanon, Czerny, and Burgmiller. Students will engage in a broad range of music, learning culture and history, develop the ability to critique, evaluate the skill level and aesthetic quality of music as well as composers and performers. Students are required to participate in all departmental recital and public performances during the holiday season and at the end of the academic year.

## **Piano IV**

**Course Number: #122**

**State Course Code: #7235**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This advanced level course for pianists offers students the opportunity to master the technical, creative, and expressive aspects of the piano.

Students are assigned piano repertoire individually according to ability for preparation and performance. Repertoire is selected according to four main eras of Western classical music tradition: Baroque, Classical, Romantic and Contemporary. Ensemble work is additionally assigned to students to reinforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists). Reading, listening assignments, analysis, and performance projects are incorporated into the curriculum. Students are required to participate in all department recitals and public performances during the holiday season and at the end of the academic year. Course content will provide opportunities for students to practice creating, performing, presenting, responding, critiquing, and networking.

## **Guitar I**

**Course Number: #129**

**State Course Code: #7233**

**F-Visual & Performing Arts**

**Prerequisite - None**

This year-long course is intended for students with minimal or no previous experience playing the guitar. Students will learn and master all necessary basic techniques and skills needed to become a successful contemporary guitarist. The course will cover the following topics: correct body posture, proper left- and right-hand positions, guitar basics, note-reading, chord study, rhythm, fingerpicking and flat-picking techniques, ear-training, song writing, arranging and composition of short melodies, improvisation etc. Students will get a chance to perform in a large ensemble setting as well as form

their own groups to prepare and present material for a number of shows happening throughout the year.

## **Guitar II**

**Course Number: #128**

**State Course Code: #7234**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

Guitar II is intended for students, who have successfully completed Guitar Level I class or equivalent. The course will expand on many of the topics introduced in Guitar Level I class, as well as introduce new ones: Barre chords, alternate picking, slides and bends, hammer-ons and pull-offs. Students will further develop their note-reading skills of the notes on the 5th – 8th frets. They will further their agility as performers in a solo, small group and large ensemble settings, adding more nuances to their dynamics, articulations, and expressiveness and expanding their knowledge of styles relevant to the guitar.

## **Guitar III**

**Course Number: #1283**

**State Course Code: #7235**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

In Guitar Level III students focus on finding and developing their own sound. They will improve on reading music notation as well as gain experience performing in solo, small group and large ensemble settings. Students will work on expanding their knowledge in music theory as they acquire basic skills to arrange, conduct and direct a piece of their choice. At this level students work towards preparing programs to present to the community as well as showcase their abilities at a variety of festival and concert venues.

## **Guitar IV**

**Course Number: #1284**

**State Course Code: #7235**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

Guitar Level IV is the most advanced guitar class offered at Encore. Students at this level are expected to be fluent with all classical, acoustic and electric guitars and be able to perform technically and musically challenging guitar literature in various styles. Students at this level are the backbone of the professional performance group - Street Band and perform extensively and compete throughout the school year. In the lab

classes they build a deeper understanding of the fingerboard, mastering early modes as well as tall tertian chords, to facilitate advanced improvisational skills, arranging, songwriting, composing and conducting.

### **Beginning Band**

**Course Number: #134**

**State Course Code: #7233**

**F-Visual & Performing Arts**

**Prerequisite - None**

This course is the first course in the series of musical ensembles that a student musician can be a part of. Students have an opportunity to play with other beginning musicians. Beginning elements of music theory are also covered.

### **Concert Band**

**Course Number: #133**

**State Course Code: #7234**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This is an intermediate band class where you will learn all major and minor scales and play intermediate concert band music. This is an intermediate band class where you will learn all major and minor scales and play intermediate concert band music.

### **Symphonic Winds Band**

**Course Number: #132**

**State Course Code: #7235**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course is the advanced principle instrumental ensemble for wind, brass, and percussion players.

### **Beginning Strings**

**Course Number: #124**

**State Course Code: #7233**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

An introduction to playing strings instruments: Violin, Viola, Cello or Bass. This is a great class to learn a new instrument and how to play in an ensemble.

### **Intermediate Strings**

**Course Number: #127**

**State Course Code: #7234**



## **F-Visual & Performing Arts Prerequisite - Assessment**

This is an intermediate all strings class. All major and minor scales, how to shift positions and the basics of vibrato are within this curriculum. Students enrolled in this class are expected to participate in after school activities including recitals, productions and competitions.

### **Strings: Adv**

**Course Number: #1262**

**State Course Code: #7235**

## **F-Visual & Performing Arts Prerequisite – Assessment**

This course requires a high level of proficiency in string techniques and musicianship. Musicians will have mastery of scales, fingerings, duple, triple, mixed and compound meters, tone production, and bowing. Students enrolled in this class are expected to participate in after school activities including recitals, productions and competitions.

### **Drumline**

**Course Number: #1310**

**State Course Code: #7234**

## **F-Visual & Performing Arts Prerequisite – Assessment**

Drumline is a performance ensemble for the new and developing musician and performer. Students will develop their sense of rhythm through rhythmical exercises and rudiments. Drumline will study, practice, arrange and perform a wide variety of percussion literature with emphasis on continual development of technical facility, precision movement, and musical notation reading skills. Drumline performs frequently throughout the year at rallies, fundraisers, and school events.

### **Rock Band Pro Honors**

**Course Number: #6910**

**State Course Code: #7235**

## **F-Visual & Performing Arts Prerequisite – Audition**

Rock Band Professional Honors Band (otherwise known as Street Band) is Encore's performing rock band that represents the school at various outreach events and performances in the High Desert and beyond. It incorporates the most advanced guitarists, pianists, percussionists, vocalists as well as other instrumentalists, who work together as a team to prepare a variety of programs to present throughout the school year. It is an upbeat class that plays all styles of music: rock, funk, Latin, pop, soul and jazz. The group creates covers, arrangements as well as original works as part of their

curriculum. They also learn how to and actively participate in creating the group's promo materials and website, plan and organize concerts as well as set up and record their original works. The course requires participation in afterschool and off-site performances.

### **112C - Professional Theatre [7236, 7237, 7238]**

#### **Drama 7/8**

**Course Number: #68**

**State Course Code: #7236**

**Prerequisite - None**

This course is for jr. high students who are beginning actors. This course is an introduction to the basic elements of acting technique and stage presence. Students train using exercises to develop concentration, imagination and observation. Improvisation training will encourage physical freedom, creativity and spontaneity. Students will learn how to research and rehearse scenes and monologues along with appropriate character analysis.

#### **Acting I**

**Course Number: #661**

**State Course Code: #7236**

**F-Visual & Performing Arts**

**Prerequisite – None**

This course is an introduction to the basic elements of acting technique and stage presence. Students train using exercises to develop concentration, imagination and observation. Improvisation training will encourage physical freedom, creativity and spontaneity. Students will learn how to research and rehearse scenes and monologues along with appropriate character analysis. After School rehearsals, performances and competitions are considered part of a student's required commitments for this class.

#### **Acting II**

**Course Number: #6611**

**State Course Code: #7237**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course builds upon the concepts learned in Acting I through script and character analysis. Students will survey and apply different acting methods such as the Stanislavski system which plays a crucial role in developing the skills necessary to create effective characters. This course will examine theater's role in history by studying and performing works such as Greek and Shakespearean theater. After School rehearsals, performances and competitions are considered part of a student's required commitments for this class.

### **Acting III**

**Course Number: #6612**

**State Course Code: #7238**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This advanced course is the culmination of all preceding Acting levels. Students will demonstrate their artistic perception and expression as well as their understanding of the historical contexts of theater. The primary focus of this class will be the development, rehearsal and production process leading up to performance. Projects will include writing and developing scripts, rehearsing and performing. After School rehearsals, performances and competitions are considered part of a student's required commitments for this class.

### **Acting IV**

**Course Number: #6613**

**State Course Code: #7238**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course will apply skills in theatrical performance to create project based performances in theater, musical theater, film and video production. Students will prepare audition or direction portfolios, learn business/managerial skills, and develop a professional career plan. Students learn to take what they have been taught in pre requisite classes regarding Theatrical technique and are challenged to adapt these tools for on-camera performance. (Course Description taken from Aeries)

### **Musical Theater I**

**Course Number: #1755**

**State Course Code: #7236**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This is a rehearsal and performance-based class that focuses on solo and ensemble work with its emphasis in Musical Theater. Students will acquire and build skills in acting, movement, and voice. Competencies such as sight singing, harmonization and characterization will be introduced at this level. This course will also examine the history of Musical Theater and its historical context. After school rehearsals, performances and competitions are considered part of a student's required commitments for this class.

### **Musical Theater II**

**Course Number: #1756**

**State Course Code: #7237**

**Not A-G Approved**

**Prerequisite – Assessment**

This is a rehearsal and performance-based class that focuses on solo and ensemble work with its emphasis in Musical Theater. Students train using vocal, acting and movement exercises to develop concentration, imagination, memorization, storytelling and observation. Competencies such as sight singing, harmonization and characterization will be expanded upon at this level. This course will also examine the history of Musical Theater and its historical context. After school rehearsals, performances and competitions are considered part of a student's required commitments for this class.

### **Musical Theater III**

**Course Number: #1757**

**State Course Code: #7238**

**Prerequisite – Assessment**

This is a rehearsal and performance-based class that focuses on solo and ensemble work with its emphasis in Musical Theater. Students train using vocal, acting and movement exercises to develop concentration, imagination, memorization, storytelling and observation. Competencies such as sight singing, harmonization and characterization will be expanded upon at this level. Students will continue to work on building their audition repertoire as well as create original revues to be performed at recitals. They will be introduced to directing, choreographing, and vocally warming up the class. This course will also examine the history of Musical Theater and its historical context. After school rehearsals, performances and competitions are considered part of a student's required commitments for this class.

## **ARTS, MEDIA, AND ENTERTAINMENT: PRODUCTION & MANAGERIAL ARTS (113)**

### **113B – Film/Video Production [7243, 7244, 7245]**

#### **Film I: Introduction to Film and Video Production**

**Course Number: #6121**

**State Course Code: #7243**

**F-Visual & Performing Arts**

**Prerequisite - None**

This is an introductory course to the world of visual storytelling. Intro film students learn the basics of cinematography, editing, and scriptwriting while making short films, commercials, and Youtube-style videos. This is an entry-level course. Students will be given access to the Adobe Creative Cloud software suite. which includes Adobe Premiere Pro, Photoshop, Audition, and After Effects. Students who wish to take Introduction to film must first complete one year of Media Arts.

## **Film II: Intermediate Film and Video Production**

**Course Number: 6122**

**State Course Code: #7244**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

Building on the skills learned in Introduction to Film, Intermediate students learn how to work as a film crew, the health and safety requirements of the industry, lighting techniques, industry standards, and practices as well as beginning visual effects. Intermediate students also learn how to use visual subtext to tell more meaningful stories through symbolism. Students will be given access to the Adobe Creative Cloud software suite. which includes Adobe Premiere Pro, Photoshop, Audition, and After Effects.

## **Film III: Advanced Film and Video Production**

**Course Number: 6123**

**State Course Code: #7245**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

While refining the skills learned in Introduction and Intermediate Film classes, Advanced students will begin working with long-form "full-length" content. Students dive deep into Script Writing, as well as pre-production processes including Storyboards, Shots Lists, Call Sheets, Blocking, and advanced forms of lighting and cinematography. Students will work as a team to complete larger more complex projects. Students will be given access to the Adobe Creative Cloud software suite. which includes Adobe Premiere Pro, Photoshop, Audition, and After Effects.

## **Professional Film Program**

The Professional Film program is for students who live and breathe filmmaking. This is a capstone course designed to prepare film and acting students for life working in the industry. Filmmakers must meet the assessment requirements for Advanced Film and Video Production. Actors need to audition for a spot on the cast side of the program. All students will cross-train to best serve the needs of the team. Students must submit to an interview process, provide a letter of recommendation from an academic teacher, and maintain good academic grades. A technical skill assessment is also required for all incoming students. This program consists of 2 class periods. Professional Film Crew in which students plan and execute the production of large-scale projects. Professional Film Cast in which students rehearse and perform in front of the camera in large-scale projects, and Professional Film Lab in which the two sides of the program come together to build sets, write scripts, make costumes, props, film, edit and finish their semester-long projects. The professional Film Program is part of Encore's professionally

focused program and requires a great deal of commitment and time. For more information about enrollment requirements email [JoshuaBarkdull@EncoreHighSchool.com](mailto:JoshuaBarkdull@EncoreHighSchool.com).

### **Pro Film Honors**

**Course Number: #670**

**State Course Code: #7245**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course is intended for advanced filmmakers. Students will learn to work as a film crew in coordination with professional acting students to write, produce, direct and edit full length films as well as a variety of short films for the purpose of building a reel and digital portfolio for submission to colleges, universities and career professionals. Students will also learn advanced filmmaking techniques by studying modern directors of cinema.

### **Prof Film Lab H**

**Course Number: #668**

**State Course Code: #7245**

**F-Visual & Performing Arts**

**Prerequisite – Assessment**

This course is intended for the advanced filmmakers and advanced actors to collaborate for the film project(s).

### **Pro Act Film H**

**Course Number: #666**

**State Course Code: #7238**

**Not A-G Approved**

**Prerequisite - Assessment**

This course is part of the Professional Film Program intended for advanced actors. Actors will work with student filmmakers on film projects.

### **Pro Film Maker A**

**Course Number: #665**

**State Course Code: #7236**

**Not A-G Approved**

**Prerequisite - Assessment**

This course is part of the Professional Film/Acting Program intended to introduce acting to advanced filmmakers.

## **FASHION AND INTERIOR DESIGN**

### **160 - Fashion Design and Merchandising [7800, 7810, 7811]**

#### **Costume Design: Introduction**

**Course Number: #227**

**State Course Code: #7800**

**F-Visual & Performing Arts**

**Prerequisite - None**

This course introduces the fundamentals of costuming, sketching, designing, and sewing. Students are taught the basics of sewing including terminology, parts of the sewing machine, safety, garment construction, closures, pinning, cutting, textiles, patterns, and pattern usage. Students will develop an understanding of proportions to improve their human body sketches. Students learn how to design costumes inspired by character descriptions, influenced by geographical location, social and economic status, time period, and mood. We focus on using color, texture, cut and style in our designs to convey information to the audience, building creativity, and learning the human form with rules for design.

#### **Costume Design: Intermediate**

**Course Number: #649**

**State Course Code: #7810**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course is designed to acquaint students with the process of all aspects of costume and fashion design. It will offer an introduction to the elements of design and practicalities of costume design and their applications in fashion. The student will learn how to communicate design choices both visually and verbally through rendering techniques and research. We will continue to develop sewing, pattern, and textile skills to promote a stronger base for design creation. Students will create ensemble costumes for our school production.

#### **Costume Design 3: Advanced**

**Course Number: #6491**

**State Course Code: #7811**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course is designed to introduce students to many aspects of a career or postsecondary program in fashion or costuming. The course will include rendering/drawing instruction with an introduction of digital design creation. Students will further develop their sewing skills and techniques, taking on more complex projects and tasks. Students completing this course will

develop a comprehensive portfolio of their work in both a digital and physical format including all the current trends in digital presentation. Students will create ensemble and principal costumes for our school productions.

**Costume Design 4: Advanced**

**Course Number: #64911**

**State Course Code: #7811**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This course is designed to give students a deep dive into all aspects of the costume and fashion design process: design, prep, character analysis, continuity, organization, research, and budgeting. The course will include rendering/drawing instruction using digital design creation. Students will gain a historical overview, researching a variety of designer's processes, aesthetics, and philosophies. Current production procedures, vocabulary, and technology will be covered. An emphasis in this course will be placed on a future in costume or fashion design by way of preparation to enter a postsecondary education program or a career in that field. Students completing this course will develop a comprehensive portfolio of their work in both a digital and physical format including all the current trends in digital presentation. Students will create principal costumes for our school productions.

**Costume Design Lab**

**Course Number: #64910**

**State Course Code: #7811**

**F-Visual & Performing Arts**

**Prerequisite - Assessment**

This lab course is designed to give costume and fashion design students an opportunity to further develop their sewing and design skills in an open workspace. Students will work on projects independently with teacher guidance and oversight. This course allows students the time to take on in depth costume or fashion projects.

**INFORMATION AND COMMUNICATION TECHNOLOGIES**

**170 - Information and Support Services [8110, 8111, 8112]**

**Tech: Intro**

**Course Number: 410**

**State Course Code: 8110**

**Not A-G Approved**

**Prerequisite: None**



This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices including keyboard, mouse, printer, and cables. File management, Saving, Storing, and transferring files. Students will practice word-processing skills and usage in Google Drive, Google Docs, and Google email with an introduction to Google Slides.. A focus will be placed on building proper typing techniques to improve speed and accuracy.

### **175 - Games and Simulations [8140, 8141, 8142]**

#### **Introduction to Gaming**

**Course Number: #2566**

**State Course Code: #7260**

**Not A-G Approved**

**Prerequisite: 9th - 12th Grades**

Students will develop foundational knowledge in game design, animation, graphics, and computer software and hardware. Students will learn to use creativity, critical thinking, Learn basic communication, collaboration, and technical expertise. Students learn how to program, design and build games in 3D environments with a focus on understanding 3D workflows and tools. Students also create their own games as well as work on group projects while learning how to analyze and critique 3D game systems.

## **HOSPITALITY, TOURISM, AND RECREATION**

### **201 – Food Services and Hospitality [8020, 8021]**

#### **Cooking**

**Course Number: #692**

**State Course Code: #8020**

**G-College Preparatory Elective**

**Prerequisite: 11th, 12th Grades**

Description: This course teaches the fundamentals of cooking preparation and safety. Students will work with measurements, temperatures, chopping, baking, and cooking techniques. These life skills will benefit the student in career preparation as well as setting them up for success in their daily life.

#### **Restaurant Occupations**

**Course Number: #173**

**State Course Code: #8021**

**G-College Preparatory Elective**

**Prerequisite: Passed Cooking class with a C or higher**

Description: This course begins to explore various restaurant industry careers. Students will work all jobs within a professional restaurant throughout this course including dishwasher, wait staff, hostess, cook, baker, and manager. This course will prepare students for entry level positions in the restaurant industry including earning their certification as a food handler. As part of their training, the students will have the opportunity to practice their skills in a professional way through our production dinner service. In this course, students will explore various recipes, adjusting for taste and presentation. The course requires after school activities as part of their grade.

**Physical Education**

**Course Number: #216**

**State Course Code: #9314**

**Not A-G Approved**

**Prerequisite: None**

In this course, students will engage in various physical activities such as walking, running, kickball, dodgeball, basketball, capture the flag, softball, soccer, volleyball, frisbee, Tai Bo, aerobics, stretching and conditioning. At the start of each class, students will take turns leading each other in warm up exercises. Lectures may include the 4 components of physical fitness, developing personal fitness plans, self-evaluation of physical strength and flexibility, overviews of major muscle groups with examples of exercise to train those groups and much more. At the close of this course, students will have an appreciation of physical activity and will have developed preferences for certain movement activities which will help support better health for life

**Renaissance**

**Course Number: #1623**

**State Course Code: #7200**

**Not A-G Approved**

**Prerequisite: None**

This is an introductory, exploratory hands-on performance-based course for 7th graders. It is intended to help students gain basic knowledge of performing arts. Students will experience instrumental music, vocal music, dance and theater in this course.

**Arts Rotation**

This is an introductory, hands-on visual arts course for 7th graders to help students gain the basic knowledge and concepts within visual/technical/performing arts. Students will rotate quarterly.

**Intro AME: Music**

**Course Number: #114**

**State Course Code: #7200**

**F-Visual & Performing Arts**

**Prerequisite - None**

This Arts Exploratory Rotation is in four segments of different CTE sectors. It is an integrated Career Technical Education course designed for students to explore music performance, visual/technical arts, information technology and fashion merchandising careers in the United States while practicing hands-on skills related to multiple careers in these industries. Students will gain hands-on experience in drawing, photography, music, playing instruments, sewing, design, and computer technology. This course will introduce, explore and prepare students using career exploration and building fundamental vocabulary essential in these fields.

**Intro AME: Photo**

**Course Number: #115**

**State Course Code: #7216**

**F-Visual & Performing Arts**

**Prerequisite - None**

This Arts Exploratory Rotation is in four segments of different CTE sectors. It is an integrated Career Technical Education course designed for students to explore music performance, visual/technical arts, information technology and fashion merchandising careers in the United States while practicing hands-on skills related to multiple careers in these industries. Students will gain hands-on experience in drawing, photography, music, playing instruments, sewing, design, and computer technology. This course will introduce, explore and prepare students using career exploration and building fundamental vocabulary essential in these field

**Intro FID: Sewing**

**Course Number: #116**

**State Course Code: #7800**

**F-Visual & Performing Arts**

**Prerequisite - None**

This Arts Exploratory Rotation is in four segments of different CTE sectors. It is an integrated Career Technical Education course designed for students to explore music performance, visual/technical arts, information technology and fashion merchandising careers in the United States while practicing hands-on skills related to multiple careers in these industries. Students

will gain hands-on experience in drawing, photography, music, playing instruments, sewing, design, and computer technology. This course will introduce, explore and prepare students using career exploration and building fundamental vocabulary essential in these field

**Intro INF: Computer (117)**

**Course Number: #117**

**State Course Code: #8100**

**Not A-G Approved**

**Prerequisite - None**

This Arts Exploratory Rotation is in four segments of different CTE sectors. It is an integrated Career Technical Education course designed for students to explore music performance, visual/technical arts, information technology and fashion merchandising careers in the United States while practicing hands-on skills related to multiple careers in these industries. Students will gain hands-on experience in drawing, photography, music, playing instruments, sewing, design, and computer technology. This course will introduce, explore and prepare students using career exploration and building fundamental vocabulary essential in these field