



**ENCORE JUNIOR & SENIOR HIGH
SCHOOL FOR THE ARTS**

**ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**16955 Lemon Street
Hesperia, California 92345**

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

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I: Student/Community Profile Data

School Profile

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

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

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

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

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

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

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

California Accountability System-Dashboard Results

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

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

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

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

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

regular high school diploma.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School's Mission and Schoolwide Learner Outcomes

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

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

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

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

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

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

Student and Faculty/Staff Demographics

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

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

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

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

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

Student Achievement Data

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

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

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

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

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

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

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

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

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

Student Behavior Data

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

II: Significant Changes and Developments

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

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

Changes in Administration

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

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

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

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

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

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

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

Data Committee

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

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

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

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

Career Technical Education (CTE)

Encore has always offered their arts program with a direct emphasis on career technical education. Since the implementation of Dashboard with an emphasis on CTE as an indicator, Encore has been developing a formalized plan that took effect the beginning of the 20/21 school year. This plan is A-G approved and follows the curriculum standards set forth in the Career Technical Education (CTE) Model Curriculum Standards created by the California Department of Education.

Starting in the 20/21 school year, a change to charter school credentialing in regards to teachers has changed the prior policy of Encore in regards to Arts Instructors teaching the CTE programs. All instructors that are teaching a CTE arts program have until 2025 to complete their credential. All new instructors are required to have a credential prior to being hired for a teaching position.

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

Starting in the 20/21 school year, Encore is in the process of updating all CTE course codes to match exactly the course codes that are used in CALPADS for pathway completers. Encore's head administrative counselor is responsible for implementing all state course codes.

Starting in the 20/21 school year, Encore has implemented online curriculum to cover the CTE Model Curriculum Standards. This curriculum is covered in class, in master classes, and asynchronously for all students.

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

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

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

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

- Professional Choreography
- Professional Music
- Visual / Commercial Arts

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

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

Action Plans (Summative Assessments)

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

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

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

Curriculum Adoption

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

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

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

Master Classes and Project Based Learning Events

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

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

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

Parent Advisory Committee (LCAP)

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

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

Credit Recovery

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

Credit recovery involves the students completing one of two paths:

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

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

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

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

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

with teachers providing the instruction.

Tutoring

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

Enrollment

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

III: Engagement of Stakeholders in Ongoing School Improvement

Curriculum Meetings

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

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

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

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

Attendance Notifications

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

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

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

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

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

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

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

Meeting WASC Areas for Follow-Up

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V: Schoolwide Action Plan/SPSA Refinements

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

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

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

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

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

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

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

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

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

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