

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

Yuma Private Industry Council, Administration Building
3834 W. 16th Street, Yuma, AZ 85364

Meeting Link:

<https://us06web.zoom.us/j/86274683218?pwd=TS9Eamw5VmNZa2dxUnlBREJNNXV1QT09>

Meeting ID: 862 7468 3218, Passcode: 286389

Phone: +1 669 900 6833 US

January 12, 2022

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Steven M. Miller called the meeting to order at 8:00 a.m.

II. PLEDGE OF ALLEGIANCE

Steven M. Miller led the Pledge of Allegiance.

III. ROLL CALL

The roll was called, and those present and absent were:

<u>Members Present:</u>	<u>Member Absent:</u>
Judith Castro (Virtually-8:03 a.m.),	
Jesus G. Figueroa (Virtually-7:57 a.m.),	
Blanca G. Garza (Virtually-7:58 a.m.),	
Steven M. Miller, (In Person-7:43 a.m.),	
Antonio Zuniga (Virtually-7:57 a.m.)	

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Brian Grossenburg, Principal
Alicia Huizar, Contract Manager
Nidia Herrera, Executive Director
Shavon Knox, I.T. Staff

Steve Barba, Finance & Accounting Manager
Beatriz Aguilar, Clerk of the Board
Patrick Goetz, Operations Director

IV. CALL TO THE PUBLIC

There were no comments from the public.

V. APPROVAL OF MINUTES

Steven M. Miller asked for a motion to accept the minutes from the December 8, 2021 meeting.

Jesus G. Figueroa moved to approve the minutes from the meeting of December 8, 2021; seconded by Blanca G. Garza. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:01 a.m. (Yes-Jesus G. Figueroa, Blanca G. Garza, Steven M. Miller & Antonio Zuniga)

VI. SCHOOL PRINCIPAL’S REPORT

Brian Grossenburg reported the following:

A. Enrollment Status

- Enrollment is at 108
- 100th day is January 20, 2022

Judith Castro joined the meeting at 8:03 a.m.

B. Survey Results and Comprehensive Needs Assessment Update

Principal Grossenburg presented the Perception Survey Report. Report is attached.

Nidia Herrera made the following comments on the Student Perception of Life and Career chart:

- Detention Officer, Law Enforcement Training Academy and Emergency Medical Technicians training programs are being offered thru Arizona Western College and can co-enroll students into the WIOA program if interested in the mentioned career titles
- Board staff is working to have military branches provide a workshop to talk to participants who might be interested in that field
- Youth Services provides a workshop that includes career exploration

C. Comprehensive School Improvement Report

Principal Grossenburg presented the Comprehensive Needs Assessment Report. Report is attached.

D. Suspension and Discipline Report

Principal Grossenburg provided the summary of suspension for December 2021. The report is as follows:

Suspension Type	Disruption/ Defiance	Threat/ Intimidation	Fight/ Assault	Drugs	Gang Identification/ Activity	Other
Short-Term Suspension	0	0	0	0	0	0
Long-Term Suspension	0	2	0	0	0	0
Recommendation for Expulsion	0	0	0	0	0	0
Awaiting Disciplinary Hearings	0	0	0	0	0	0

Steven M. Miller asked, are the two long term suspended students receiving services. Principal Grossenburg replied yes they are being offered online and virtual services.

E. Next Meeting Date: Wednesday, February 9, 2022 at 8:00 a.m. via Zoom.

VII. CONSENT ACTION ITEMS

A. Student Activities Account for Educational Opportunity Center Charter High School for the period of December 31, 2021, in the amount of \$5,581.62.

Patrick Goetz recommended the Educational Opportunity Center Charter High School approve the December 31, 2021 balance of \$5,581.62.

Steven M. Miller asked for the approval of the consent item as presented.

Antonio Zuniga moved to accept the consent item as presented; seconded by Blanca G. Garza. The motion passed.

VOICE VOTE: The motion carried 5-0 at 8:42 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Blanca G. Garza, Steven M. Miller & Antonio Zuniga)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending December 31, 2021, in the amount of \$510,745.

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the expenditures as presented for the year to date period ending December 31, 2021 in the amount of \$510,745.

Expenditures are at 40%, at 51% of the school year.

Steven M. Miller asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending December 31, 2021 in the amount of \$510,745.

Blanca G. Garza moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending December 31, 2021; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 5-0 at 8:43 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Blanca G. Garza, Steven M. Miller & Antonio Zuniga)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

Principal Grossenburg appreciated the Directors efforts in having managers and leaders read and review leadership development books.

X. GOOD OF THE ORDER

There were no comments for the Good of the Order.

XI. ADJOURNMENT

Steven M. Miller asked for a motion to adjourn the meeting.

Antonio Zuniga made the motion which was seconded by Blanca G. Garza. The motion passed, and the meeting adjourned at 8:45 a.m.

VOICE VOTE: The motion carried 5-0 at 8:45 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Blanca G. Garza, Steven M. Miller & Antonio Zuniga)

Respectfully submitted by; Beatriz Aguilar, Clerk of the Board.

Educational Opportunity Center's

Perception Survey Results



Student Perception of Instruction and Teachers

This survey published by the National Center for Education Statistics provides the public with information to reflect the first four National Board Propositions for Professional Teaching Standards. The survey is measured using a Scale presentation where students rate their teachers on set of 20 questions with range of scores from 1 through 7.

The survey provides perception information for the following standards:

Proposition 1: Teachers are **committed** to students and their learning.

Proposition 2: Teachers **know the subjects** they teach and **how to teach** those subjects to students.

Proposition 3: Teachers are responsible for **managing and monitoring** student learning.

Proposition 4: Teachers are **members of the learning community** and **support the learning community**.

Fall 2021 Teacher Survey Data

Student Perception by Period		1st Period	2nd Period	3rd Period	4th Period	Standard Average
Standard 1: Commitment		6.21	5.79	5.77	5.91	5.92
Standard 2: Subject Knowledge		6.15	5.49	5.72	5.93	5.82
Standard 3: Management and Assessment		6.13	5.63	5.66	5.78	5.80
Standard 4: Supporting a Learning Community		6.10	5.72	5.60	5.85	5.82
OVERALL AVERAGE		6.15	5.66	5.69	5.87	5.84
Scoring Matrix						
1	Not Effective-Growth Needed					
2						
3	Effective-Growth Recommended					
4						
5						
6	Highly Effective-Mastery Level Performance					
7						

Student Perception by Teacher		Estes	Rhodes	Nair	Lerma	Valencia	Standard Average
Standard 1: Commitment		6.36	6.26	5.91	6.24	5.13	5.98
Standard 2: Subject Knowledge		6.01	6.22	5.94	6.41	5.14	5.94
Standard 3: Management and Assessment		6.19	6.17	5.70	5.94	5.08	5.82
Standard 4: Supporting a Learning Community		6.16	6.18	5.90	6.08	5.00	5.86
OVERALL AVERAGE		6.18	6.21	5.86	6.17	5.09	5.90
Scoring Matrix							
1	Not Effective-Growth Needed						
2							
3	Effective-Growth Recommended						
4							
5							
6	Highly Effective-Mastery Level Performance						
7							

Student Perception of Self

The Rosenberg Self Perception Survey is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. A score between 19 and 30 is considered to be within normal ranges. The minimum score producible is 10 and the maximum score is 40.

The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive.

Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. **Low self-esteem is more likely than high to lead to depression under some circumstances.**

F21 ROSENBERG SELF ESTEEM SCALE	
ESTES	28.67
RHODES	27.83
NAIR	30
LERMA	22.17
VALENCIA	29.5
OVERALL AVERAGE	27.634

Student Perception of School Culture and Social Acceptance

The Perceptions Of School Culture (POSC) instrument was designed to measure the perceptions of a students in grades 6 through 12 regarding various dimensions of school culture, school safety and social acceptance contained in a hypothesized model of school cultural change. The survey contains a 10-item scale that measures various elements of culture and social acceptance as whole. All items are answered using a 7-point Likert scale format ranging from strongly agree to strongly disagree.

Scoring Matrix	
1	Culture is Need of Improvement
2	
3	
4	Acceptable School Culture
5	
6	Excellence in School Culture
7	

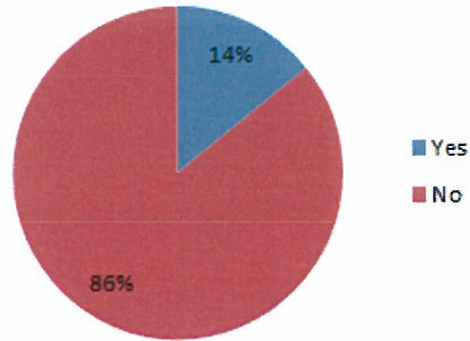
The Perceptions Of School Culture (POSC) By Teacher						
Subscale Category	Estes	Rhodes	Nair	Lerma	Valencia	Overall Average
Culture	5.63	5.31	5.40	4.28	5.08	5.14
Safety	5.80	6.24	5.84	4.83	5.80	5.70
Acceptance	5.5	5.67	6.35	4.79	5.25	5.51
Overall	5.64	5.74	5.86	4.63	5.38	5.45

The Perceptions Of School Culture (POSC) By Item							
#	Item Descriptor	Estes	Rhodes	Nair	Lerma	Valencia	Overall Average
1	Inter-Student Respect	6	4.55	5.5	3.57	4.25	4.77
2	Teacher-Student Empathy	4.67	5	5	4.14	5.25	4.81
3	Classroom Safety	5.67	6.22	6.1	5.14	5.5	5.73
4	Overall School Safety	6.33	6.11	6.1	4.57	5.5	5.72
5	Teacher Enthusiasm	4.33	5.89	5.7	5.14	5.75	5.36
6	Student Feeling of Belonging	6.67	5.89	5.9	4.43	5.75	5.73
7	School Safety-To and From School	7	6.11	5.3	5.14	6	5.91
8	Active Shooter Readiness	4	6.11	5.8	4.57	5.75	5.25
9	Other Emergency Readiness	6.67	5.67	5.9	4.71	6.25	5.84
10	Acceptance of Diverse Backgrounds	5.7	5.44	6.8	5.14	4.75	5.57

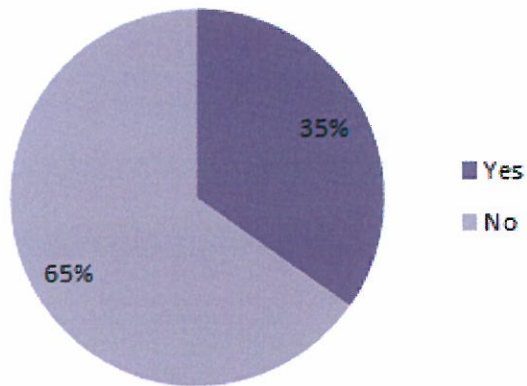
**Student Perception of Life and Career
Career of Interest Compared to Most Probable Career in Adulthood**

Career of Interest (%)	Career of Interest (#)	Career Titles Selected out of 80 Listed Careers (92 Surveys returned)	Most Probable Career (#)	Most Probable Career (%)	Some Career Prep Completed
1%	1	Logger/Forestry	1	1%	
4%	4	Fireman	4	4%	
4%	4	Military/Coast Guard	4	4%	X
7%	6	Dispensary Worker/Owner	6	7%	X
10%	9	Unknown	13	14%	
1%	1	Corporate Executive	0	0%	
4%	4	Blogger/Youtuber	3	3%	X
3%	3	Sex Industry Worker	3	3%	X
2%	2	Truck driver	2	2%	X
3%	3	Software/Game Developer	2	2%	
5%	5	Mechanic	6	7%	X
2%	2	Auto body	2	2%	
2%	2	Childcare Worker	3	3%	
3%	3	Detention Officer	3	3%	
1%	1	Lawyer	0	0%	
2%	2	Researcher (Biology, Chemistry)	1	1%	
3%	3	Metal Worker (Welder, Fabricator)	2	2%	
1%	1	Real Estate Sales	1	1%	
2%	2	Photographer	2	2%	
3%	3	Cosmetology/Beauty	6	7%	X
1%	1	Animal Trainer/Groomer	1	1%	
2%	2	Club Owner	1	1%	
2%	2	Massage Therapist	2	2%	
1%	1	Government Office Worker	1	1%	
1%	1	Government Maintenance Worker	1	1%	
1%	1	Entertainment (Film/TV)	0	0%	
3%	3	Teacher (K12)	2	2%	
4%	4	Law Enforcement (Local, State, Fed)	3	3%	
5%	5	Medical Field (Doctor, Nurse, EMT)	3	3%	X
1%	1	Artist (Visual)	1	1%	
2%	2	Agriculture (Worker/Farmer)	6	7%	X
1%	1	Sound Engineer	1	1%	X
1%	1	Full Time Parent	1	1%	X
1%	1	Event Organizer	0	0%	
3%	3	Drug Dealer/Smuggler	3	3%	X
1%	1	Hunter/Wilderness Guide	1	1%	
1%	1	Hotel and Hospitality	1	1%	

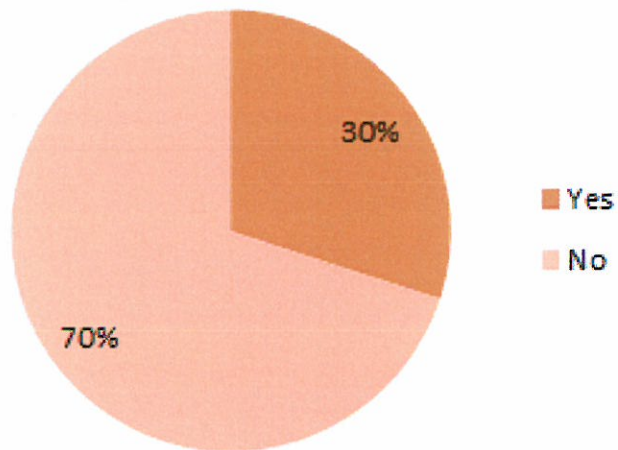
Percent of Students that Engaged in Career Preparation This Year



Percent of Students that Reported Some Form of Drug Use in Past 21 Days



Percent of Students that Reported Some Form of Alcohol Use in Past 21 Days



Staff Perception of Principal Leadership

This is a sixty item survey developed for the New York State Mentor Teacher-Internship Program Statewide Evaluation, by Dr. Gerald M. Mager, Syracuse University, in 1986. Revised by Thomas B. Nevelidine, Doctoral Student, and Dr. Gerald M. Mager, Syracuse University, in October 2012. Revised by Dr. Gerald M. Mager, with Wei Gao, Doctoral Student, Syracuse University, in 2008.

Scoring Rubric

1	The principal needs development in this matter.
2	
3	
4	The principal performs as expected in this matter.
5	
6	The principal is exemplary in this matter.
7	

Fall 21 Results

Standard 1: Mission, Vision, and Core Values	6.03
Standard 2: Ethics and Professional Norms	6.23
Standard 3: Equity and Cultural Responsiveness	5.6
Standard 4: Curriculum, Instruction, and Assessment	5.96
Standard 5: Community of Care and Support for Students	5.91
Standard 6: Professional Capacity of School Personnel	6.11
Standard 7: Professional Community for Teachers and Staff	6.05
Standard 8: Meaningful Engagement of Families and Community	6
Standard 9: Operations and Management	6.03
Standard 10: School Improvement	5.93
Overall Average	5.98

Items with lowest scores

Item #	Score	Item Description
15	4.71	The school has a positive school culture.
14	5.14	Staff enjoy coming to work most days.
42	5.14	Principal holds students, staff, stakeholders, and district leaders accountable.

Items with highest scores

Item #	Score	Item Description
59	6.57	Principal treats students, staff, stakeholders, and district personnel in a respectful manner.
18	6.57	Principal confronts problems with honesty and the principal is trustworthy.
60	6.43	Principal takes responsibility for student achievement.

**Summary of
Areas of Consideration for Principles 1 and 2
Comprehensive Needs Assessment 2021-2022**

Scores are based on a scale of 0 -5 where 0 indicates no measure evident and 5 means a measure exists with high fidelity. The leadership team in coordination with Arizona Department of Education has identified the following elements to be the greatest areas of concern for Principle 1: Effective Leadership and Principle 2: Effective Teachers and Instruction

Principle 1: Effective Leadership

#	Score	Focus Question	Root Causes	Proposed Solutions
1.4D	1.2	How often does the leadership regularly share data through various parent-friendly venues?	Various venues have not been explored due to time constraint and possible availability in our area,	Explore venues that are available and decide if appropriate for our setting. Add student performance to social media, website, and letters
1.5B	1.4	Does the principal maintain oversight of fiscal resources?	The principal may/may not receive accurate or timely information on fiscal resources and due dates from hierarchy administration.	Improve communication between hierarchy and principal using specific dates with time included. Establish a year calendar of meeting times with agendas
1.2C	1.5	Does leadership provide opportunities for staff to reflect on and develop their own social, emotional and cultural competencies including activities to support staff in practicing self-care and examining their mindsets and biases and does the leadership team regularly review data related to adult SEL and cultural competence to plan ongoing support?	Time is predominately used to support students rather than staff members.	Spend time once a month or bi-monthly to instruct staff to develop these competencies.

Principle 2:

#	Score	Focus Question	Root Causes	Proposed Solutions
2.4I	1.1	Is a variety of grouping strategies used intentionally to meet the needs of all students?	Grouping strategies need to be taught and practiced among teachers so that it can be generalized to the classroom.	Teach grouping strategies, practice, generalize to the classroom. Mandate a lesson where grouping is demonstrated during a formal observation
2.4G	1.4	How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas?	GRR (School Program of Instruction) has a philosophy of teaching unknown vs. discovery.	Investigate impact of including discovery learning into program of instruction.
2.5G	2.1	What access to timely, user-friendly, data reports, which include item-level analysis, standards-level analysis and subgroup achievement do your educators have?	TABE provides individual reports of student performance, but is not able to aggregate data based on subgroups.	Investigate a district assessment that produces timely data reports on a school level and subgroup population level.

Graduation Rate and ACT Performance Challenges

Guiding Questions	Main Challenges	Current Actions	Past Actions not implemented any more or partially implemented	Future Suggested Actions
<p>What are the greatest challenges to preventing students from getting credits towards graduation?</p>	<ul style="list-style-type: none"> *Attendance *Drug use (40 to 80%) *Lack of family support *Education is not a high priority -many students have not committed to post high school employment or graduation *Lack of foundation skills in reading, math and writing 	<ul style="list-style-type: none"> *Make up time avail wknds Home visits, contact *Online classes BUZZ, exit exams -time in intervention counts towards seat time for academic credit. gift cards A honor - 25 *Make up time for perfect attendance=credit -post a list of students that need to make up time. -daily meet and public reminders to make up time. *offer virtual make up time virtually (trial basis) *Current time posted in the hallway and updated frequently (when the school is not on fire) *Mail out community letters *snacks (& full meals from Duly) avail after school *Teach foundation skills frequently and with rigor 	<ul style="list-style-type: none"> *15 minute bank time on Wed *Dropping at 3 days -limited make-up time in the past *No longer offer day care -used to use student TA's to gain elective credit -principal would apply policies for school violations versus letting violations go. *Teaching behaviors *Mandatory Orientations Very good emotional counselor (Ms. Lundy) 	<ul style="list-style-type: none"> *Additional incentives for perfect attendance??- -Teachers will mandate finals even if an A is in the class starting quarter 3. -gift cards for perfect attendance *Unused bathroom passes=\$10 gift card *Make more parent/family contacts rather than student *Teachers can teach a course outside of the school day. regarding barriers to attendance. *Go back to make up 3 days only *Back to orientation but not connected to enrollment (Lease church for one day) -Include a consequence for orientation. culture survey - what does graduation from high school hold for you? include barriers for attendance reasons. push apps like acorns