

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/88219371896?pwd=OHgvZW1pa1BsTTIKL3d3VXRNe3FzQT09>

Meeting ID: 882 1937 1896, Passcode: 970336

Phone: +1 253 215 8782 US

July 13, 2022

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Steven M. Miller called the meeting to order at 8:02 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> Judith Castro (Virtually-8:01 a.m.), Jesus G. Figueroa (Virtually-8:00 a.m.), Steven M. Miller (Virtually-7:50 a.m.)	<u>Member Absent:</u> Blanca G. Garza (Excused) Antonio Zuniga (Excused)
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Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Nidia Herrera, Executive Director
Alicia Huizar, Contract Manager
Shavon Knox, YPIC

Brian Grossenburg, Principal
Patrick Goetz, Operations Director
Beatriz Aguilar, Clerk of the Board

IV. CALL TO THE PUBLIC

There were no comments from the public.

Steven M. Miller asked for a motion to change the order of the agenda due to Jesus G. Figueroa only being available for a couple of minutes.

Jesus G. Figueroa made a motion to change the order of the agenda; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:03 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

V. APPROVAL OF MINUTES

Steven M. Miller asked for a motion to approve the minutes from the June 8, 2022 meeting.

Judith Castro moved to approve the minutes from the meeting of June 8, 2022; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:54 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

VI. SCHOOL PRINCIPAL'S REPORT

Brian Grossenburg reported the following:

A. Estimated Counts

Principal Grossenburg informed the estimated counts are at 102. The August payment will be paid for 98 students.

B. 2021-2022 Annual Performance and Perception Data Presentation

Principal Grossenburg presented a PowerPoint. PowerPoint is attached.

C. Next Meeting Date: Wednesday, August 10, 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 June 30, 2022, in the amount of \$6,025.41.

Patrick Goetz recommended the Educational Opportunity Center Charter High School approve the June 30, 2022 balance of \$6,025.41.

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

Judith Castro moved to approve the consent action items as presented; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:06 a.m. (Yes- Judith Castro, Jesus G. Figueroa & Steven M. Miller)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2022, in the amount of \$1,184,723.

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 June 30, 2022 in the amount of \$1,184,723.

Expenses are at 103%, at 100% 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 June 30, 2022 in the amount of \$1,184,723.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2022; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:07 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

B. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Diane Poirot as a Charter Holder Governance

Patrick Goetz recommended the Educational Opportunity Center Charter High School Board authorize to submit documentation to the Arizona State Board for Charter Schools to remove Diane Poirot as a Charter Holder Governance.

Steven M. Miller asked for a motion to authorize to submit documentation to the Arizona State Board for Charter Schools to remove Diane Poirot as a Charter Holder Governance.

Judith Castro moved to authorize to submit documentation to the Arizona State Board for Charter Schools to remove Diane Poirot as a Charter Holder Governance; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:08 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

C. Authorization to submit documentation to the Arizona State Board for Charter Schools to add Samuel G. Loveless as a Charter Holder Governance

Patrick Goetz recommended the Educational Opportunity Center Charter High School Board authorize to submit documentation to the Arizona State Board for Charter Schools to add Samuel G. Loveless as a Charter Holder Governance.

Steven M. Miller asked for a motion to authorize to submit documentation to the Arizona State Board for Charter Schools to add Samuel G. Loveless as a Charter Holder Governance.

Jesus G. Figueroa moved to authorize to submit documentation to the Arizona State Board for Charter Schools to add Samuel G. Loveless as a Charter Holder Governance; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:08 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

D. Public Hearing pursuant to A.R.S. § 38-431.02 to allow public comment on the proposed FY 2022-2023 Budget for the Educational Opportunity Center Charter High School

No comments were made or submitted in writing or verbally prior to the public hearing or during the public hearing for the Educational Opportunity Center Charter High School FY 2022-2023 Annual Budget.

E. Adopt Budget for FY 2022-2023

Patrick Goetz recommended that the Governing Board of the Educational Opportunity Center Charter High School adopt the proposed FY 2023 Operating Budget.

Steven M. Miller asked for a motion to approve the FY 2022-2023 Operating Budget.

Judith Castro moved to approve the FY 2022-2023 Budget; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:04 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

Alicia Huizar informed the Board, the Charter mission statement has been approved by the Arizona State of Board for Charter Schools and the Arizona Department of Education. The new mission statement has been posted on the schools website.

Principal Grossenburg informed the Board, the school received a grant of about \$135,000.00 to contract with a consultant. The school contracted with Learning Sciences Institute a national organization. Pending references and resumes of the team that will be working with the school.

X. GOOD OF THE ORDER

There were no comments for the Good of the Order.

XI. ADJOURNMENT

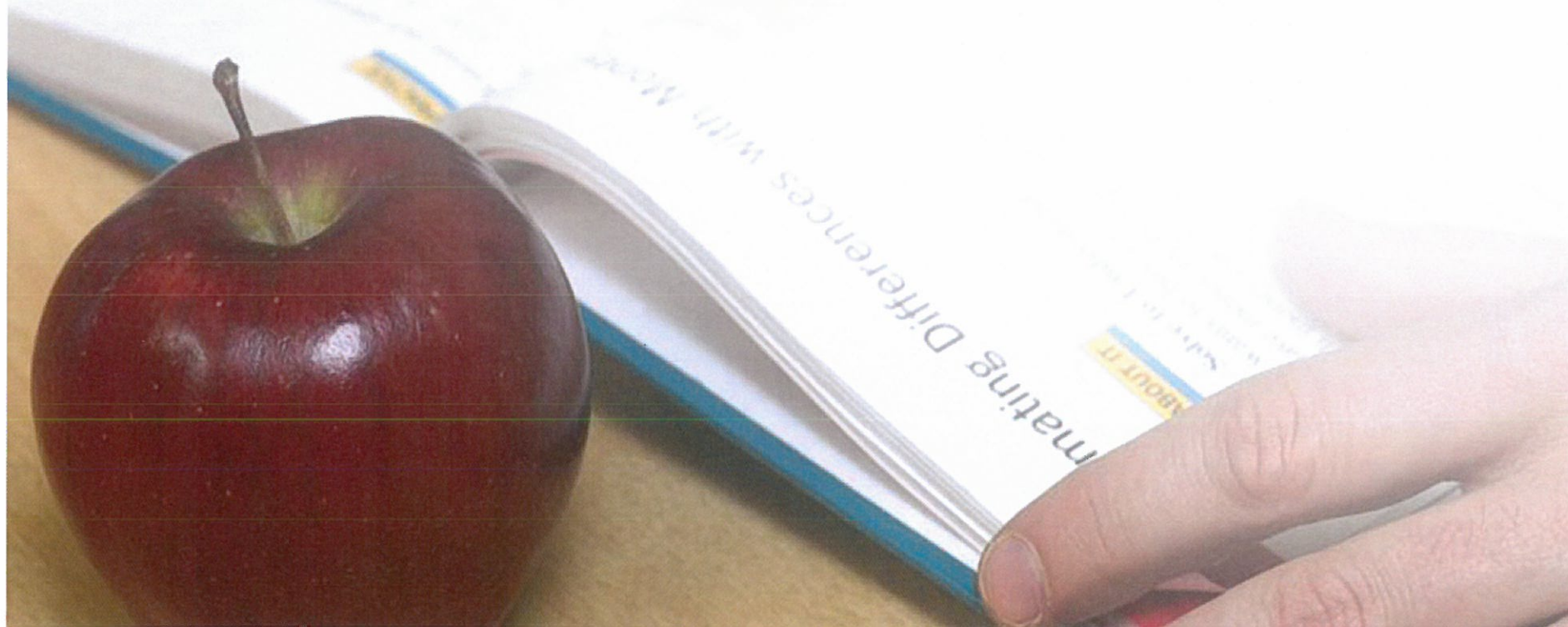
Steven M. Miller asked for a motion to adjourn the meeting.

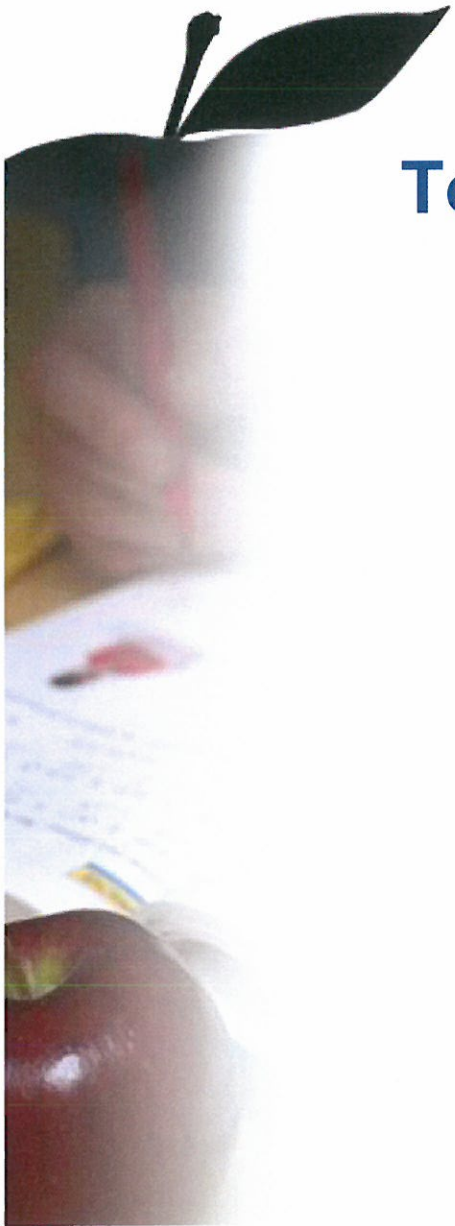
Judith Castro made the motion which was seconded by Jesus G. Figueroa. The motion passed, and the meeting adjourned at 8:57 a.m.

VOICE VOTE: The motion carried 3-0 at 8:57 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

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

Education Opportunity Center Charter High School 2021-2022 Annual Performance and Perception Report





To view the full report please visit

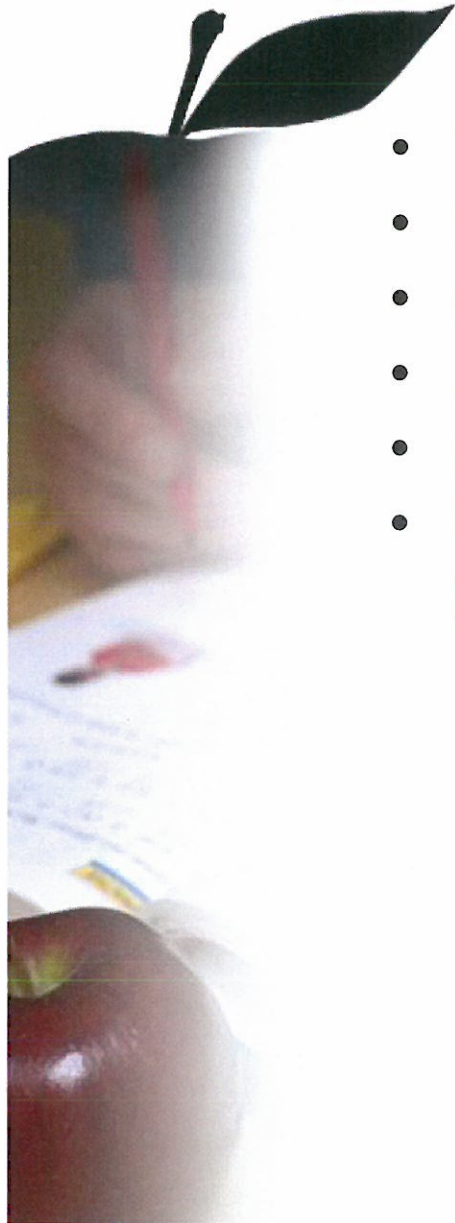
<http://chs.ypic.com>

Or request the report by email to

bgrossenburg@ypic.com

In This Performance Report

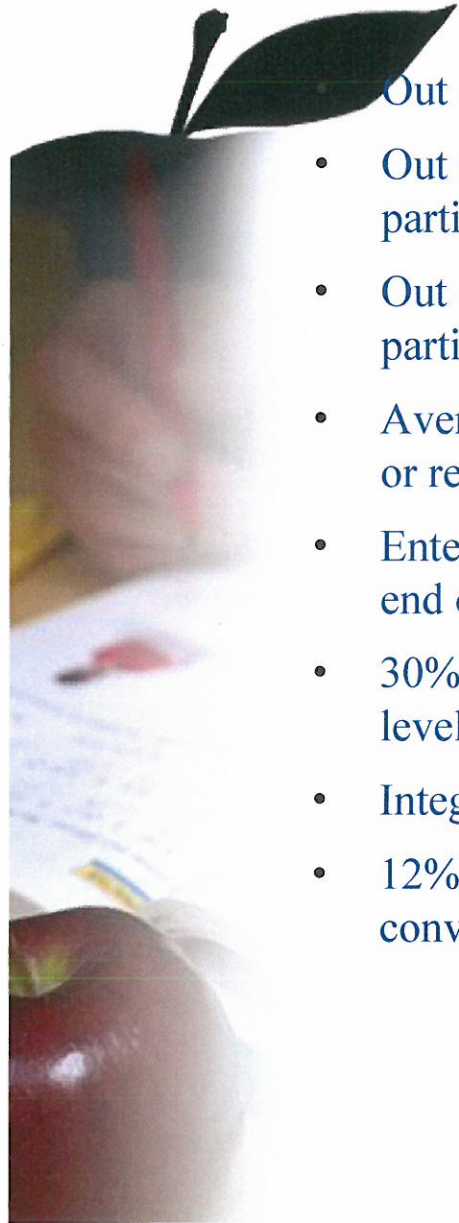
- TABE Performance Data
- Enrollment and Attendance Data
- Graduation Rate Data
- ACT Performance Data
- Student Perception of School Culture Data
- Student Perception of Teacher Performance Data



TABE ELA Performance Data

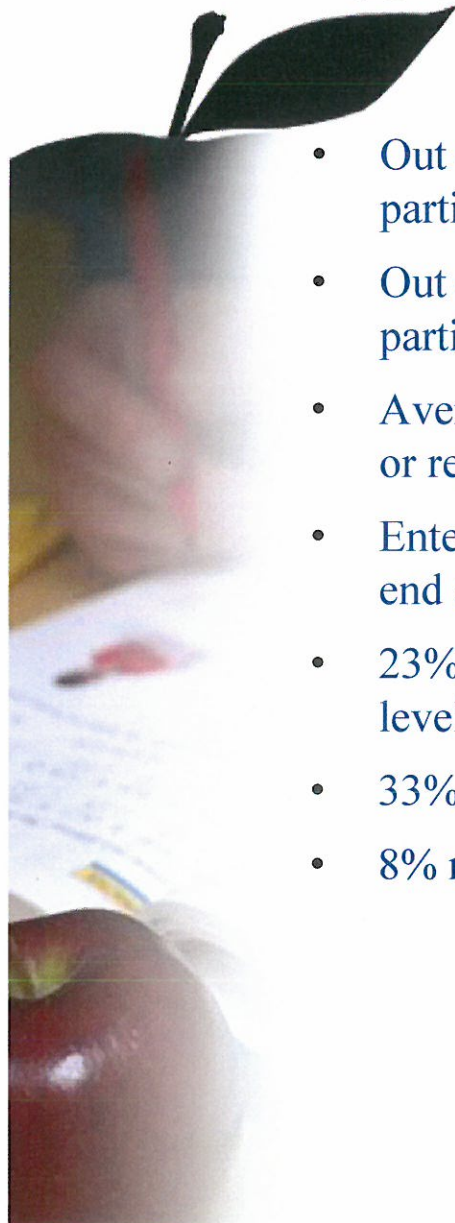
Out of 8 tenth grade students 0 display proficiency in any area.

- Out of 27 eleventh 2 students display proficiency in ELA and 6 students show partial proficiency.
- Out of 67 twelfth grade students 8 display proficiency in ELA and 12 show partial proficiency.
- Average ELA growth is between .5 to .9 years where 17% displayed no growth or regression.
- Entering average ELA grade level is around 3.9 to 4.4 grade equivalency and end of the year average grade level is between the 4.0 to 6.0 grade level.
- 30% still perform below the 4th grade level and 33% perform above the 6th grade level.
- Integration of Knowledge is still greatest minimally proficient area (40%).
- 12% reduction in minimally proficient for basic reading and basic use of conventions.



TABE Math Performance Data

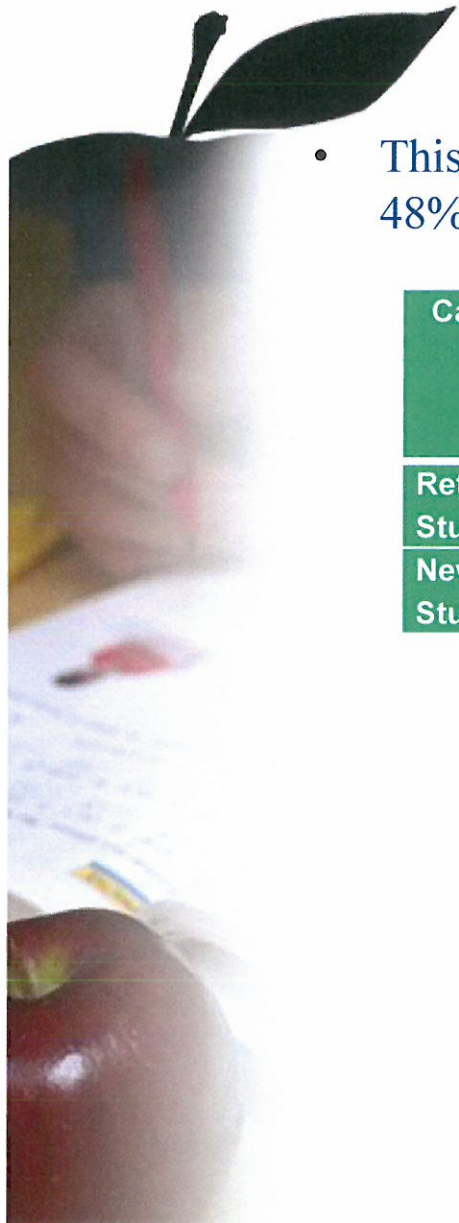
- Out of 27 eleventh 1 student displays proficiency in math and 5 students show partial proficiency.
- Out of 67 twelfth grade students 10 display proficiency in ELA and 22 show partial proficiency.
- Average math growth is between 1 to 2 years where 25% displayed no growth or regression, but 12% displayed 3 or more years of growth.
- Entering average math grade level is around 3.6 to 4.1 grade equivalency and end of the year average grade level is between the 4.2 to 6.0 grade level.
- 23% still perform below the 4th grade level and 17% perform above the 6th grade level.
- 33% of students still display minimally proficient in number sense.
- 8% reduction in minimally proficient in the category of algebra skills.



TABE Returning Student vs. New Student Data

- This year the student population comprised of 52% returning students and 48% new students.

Category	Average Overall Reading GE	Average GE Reading Growth	Average Overall Math GE	Average GE Math Growth	Average Overall Language GE	Average GE Language Growth
Returning Students	4.9	1.1	4.6	1.5	4.1	+ .5
New Students	4.0	+ .7	4.3	+ .8	3.5	+ .4



Absenteeism and Rate of Passing Classes

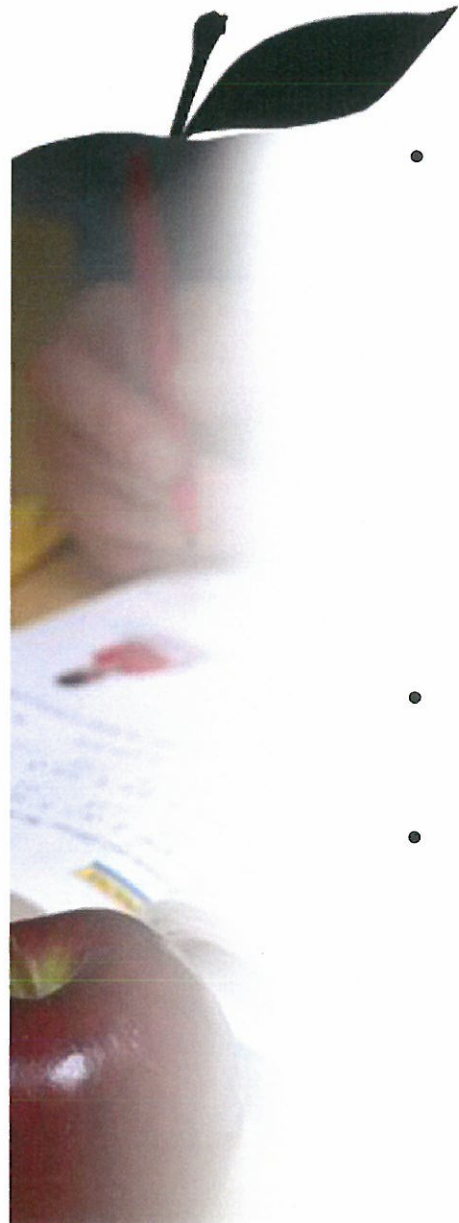
- Very few students pass core classes while chronic absenteeism is alarming!

Passing Rate vs. Chronic Absenteeism

	Passing Rate	Chronic Absentee Rate
Math	23%	59%
ELA	47%	46%
Science	60%	40%
Social Sciences	55%	44%

- First period absentee rate is more critical with an absentee rate of around 46%.
- Elective areas and RTI classes display significantly greater passing rate and significantly less chronic absenteeism.

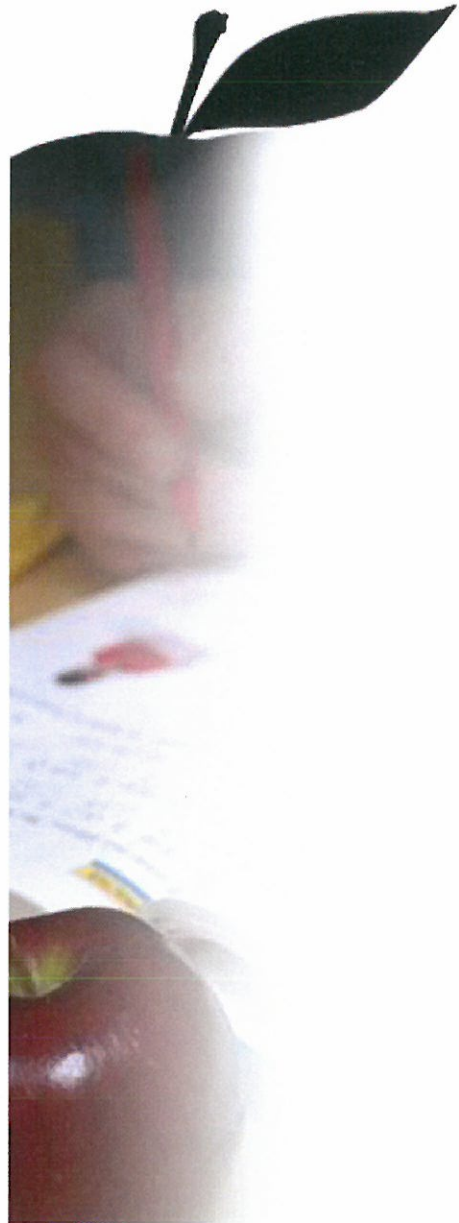
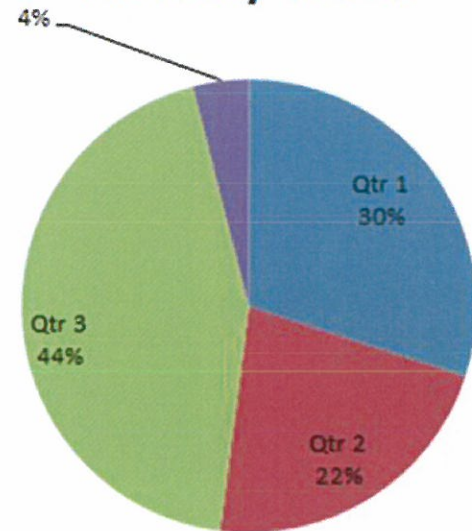
(Passing Rate = 75%/Chronic Absenteeism = 30%)



Enrollment Data

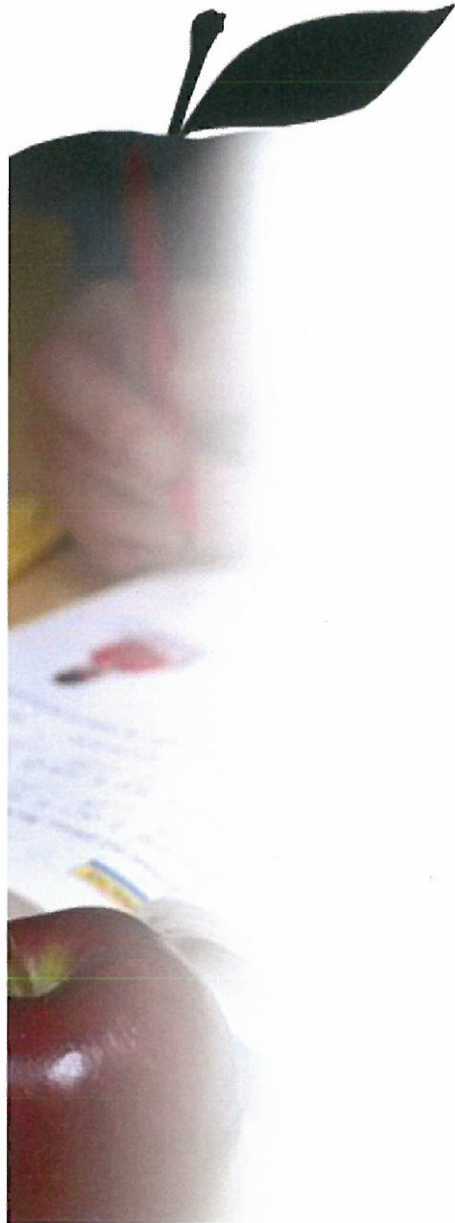
Number of Students with an Enrollment Record	176
Number of Students with 80 or more days of Attendance	115
Percent that Transferred Out	13%
Became Inactive	39%
Chronic Absenteeism Rate	46%
Percent Cohort 2025	2%
Percent Cohort 2024	8%
Percent Cohort 2023	13%
Percent Cohort 2022	39%
Percent Cohort 2021	13%
Percent Cohort 2020	11%
Percent Cohort 2019	8%
Percent Cohort 2018	6%

Qtr 4 Inactivity Trends



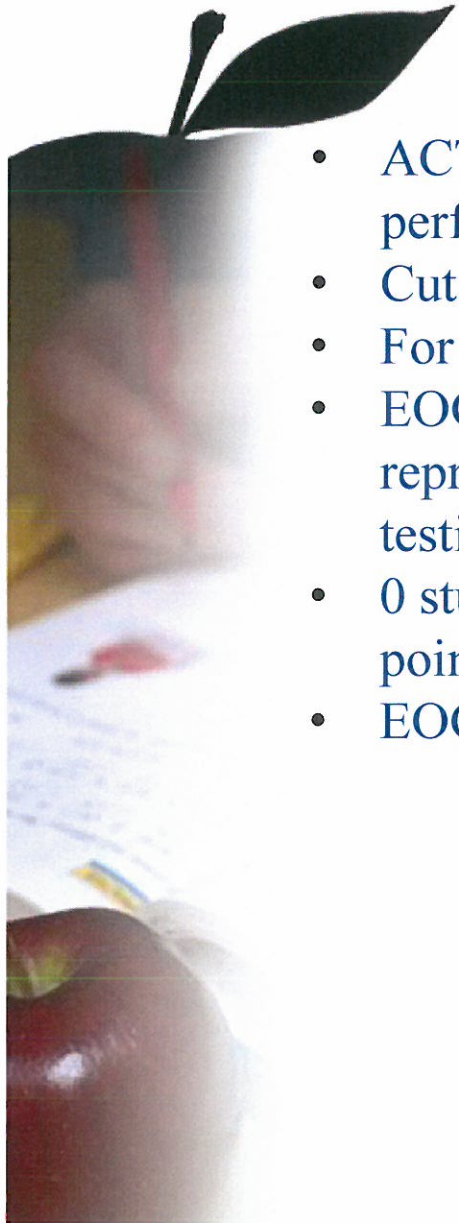
Graduation Rate Data

Total Percent of School Capable of Graduating this Year Based on Beginning Year Enrollment	38%
Actual Percent of Students with 80+ Days of Enrollment that Graduated	22%
Beginning of the Year Cohort 2022 4 year On-track	30%
End of the Year Cohort 2022 4 year Graduated	14%
Beginning of the Year Cohort 2021 5 year On-track	48%
End of the Year Cohort 2021 5 year Graduated	30%
Beginning of the Year Cohort 2022 On-Track to Graduate by 2023	80%
End of the Year Cohort 2022 On-Track to Graduate by 2023	42%
Beginning of the Year Total Percent of School Beyond Achieving 5 Year Grad Rate	60%
End of the Year Total Percent of School Beyond Achieving 5 Year Grad Rate	54%
Beginning of the Year 9 th Grade Average Credits Needed to Graduate	22
End of the Year 9 th Grade Average Credits Needed to Graduate	18
Beginning of the Year 10 th Grade Average Credits Needed to Graduate	15
End of the Year 10 th Grade Average Credits Needed to Graduate	15.5
Beginning of the 11 th Grade Average Credits Needed to Graduate	13.75
End of the 11 th Grade Average Credits Needed to Graduate	12.5
Beginning of the Year 12 th Grade Average Credits Needed to Graduate	8.4
End of the Year 12 th Grade Average Credits Needed	7
Percent of Students* that Achieved 4.5 credits or More (*Students with 80 or more days of continuous enrollment)	49%



ACT Data

- ACT is the Arizona statewide exam used for high school performance grading.
- Cut scores predict a 75% success rate in college classes.
- For school grading, only the 11th grade is measured.
- EOC had 17 eleventh grade students complete the exam which represents 68% of the enrolled 11th graders at the time of testing.
- 0 students met the cut scores for the ACT – 2 were within one point.
- EOC is about 5 points behind the state average.



ACT Data (Cont.)

- Scores based on ethnicity are fairly consistent, but need to be careful of group size.

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	All Students	17	100	11.2	13.8	11.8	13.7	12.6	14.1
	Black/African American	1	6	6.0	11.0	13.0	13.0	11.0	12.0
	American Indian/Alaska Native	0	0						
	White	3	18	11.3	12.0	14.3	12.0	12.3	12.3
	Hispanic/Latino	11	65	10.7	14.9	11.2	13.7	12.6	14.6
	Asian	0	0						
	Native Hawaiian/Other Pacific Islander	0	0						
	Two or More Races	1	6	17.0	10.0	11.0	18.0	14.0	14.0
	Prefer not/No Response	1	6	15.0	14.0	10.0	15.0	14.0	15.0
State	All Students	78,945	100	16.7	17.8	17.9	17.8	17.7	18.0
	Black/African American	3,593	5	14.4	15.6	15.8	15.9	15.6	16.0
	American Indian/Alaska Native	2,485	3	13.0	15.1	14.7	15.3	14.6	15.4
	White	24,881	33	19.4	19.8	20.4	19.8	20.0	20.1
	Hispanic/Latino	33,032	43	15.0	16.4	16.3	16.4	16.2	16.7
	Asian	2,281	3	22.5	23.5	23.0	22.8	23.1	23.4
	Native Hawaiian/Other Pacific Islander	241	0	15.1	16.8	16.1	17.0	16.3	17.2
	Two or More Races	3,314	4	18.3	18.9	19.5	19.0	19.1	19.2
	Prefer not/No Response	6,118	8	14.6	16.3	15.9	16.2	15.9	16.5



ACT Data Math Strengths and Weaknesses (Cont.)

- 7 areas of math are measured.
- No math area could be considered a strength but the school did see **partial performance in ACT Number and Quantity** (Integers, exponents, vectors (i.e slope), matrices)
- Saw very limited performance in functions, Geometry, Integrating math skills, and statistics and probability. (4 areas)
- 0 performance in Algebra skills and modeling (i.e. word problem.) (2 areas)



ACT Data ELA Strengths and Weaknesses (Cont.)

- 6 ELA areas measured.
- No ELA area could be considered a strength.
- Very limited performance in Production of Writing, Integration of knowledge (2 areas)
- 0 performance in knowledge of language (i.e verb tense, sentence structure, possessives), Conventions, Key Ideas and Details, and Craft and Structure (i.e: inferred meanings, compare perspectives) (4 areas)



School Culture-General Environment

Sense of unity and acceptance	5.51
Sense of Safety in School	5.8
Sense of Group Value	6.2
Sense of Inter-Student Respect	4.77
Sense of Teacher to student empathy	4.81
Sense of Safety to and From School	5.91
Sense of Active Shooter Readiness	5.94
Sense of Other Emergency Readiness	5.84

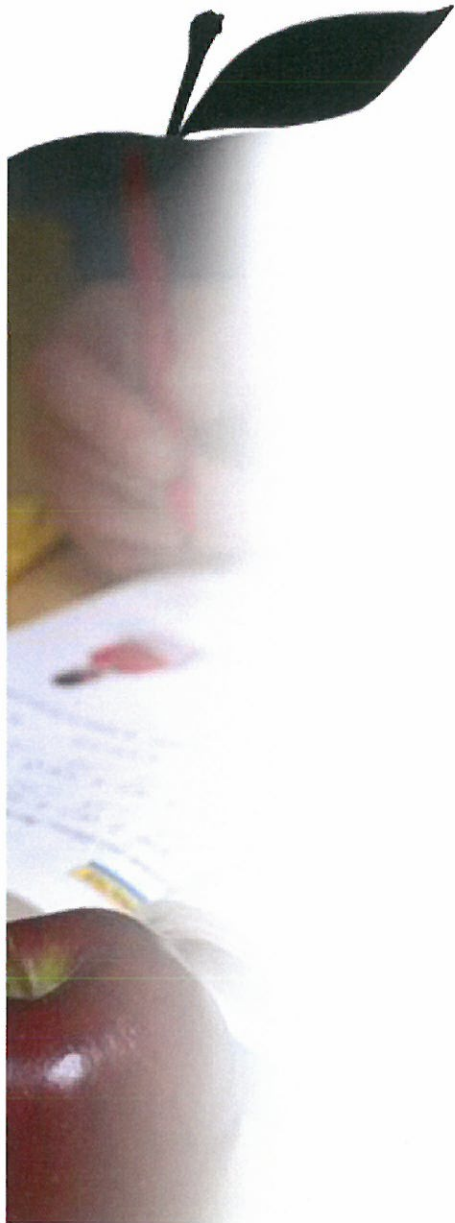
Based on average scores using a Likert scale of 1 through 7.



School Culture-Indicators of Hope

Perception Category	Score	Change
Belief that a diploma very important	58%	↑
Belief that concepts learned in high school are important	38%	↑
Belief that school staff care about students	92%	↓
Belief that class topics are interesting	79%	↑

School Culture-Other Indicators of Hope



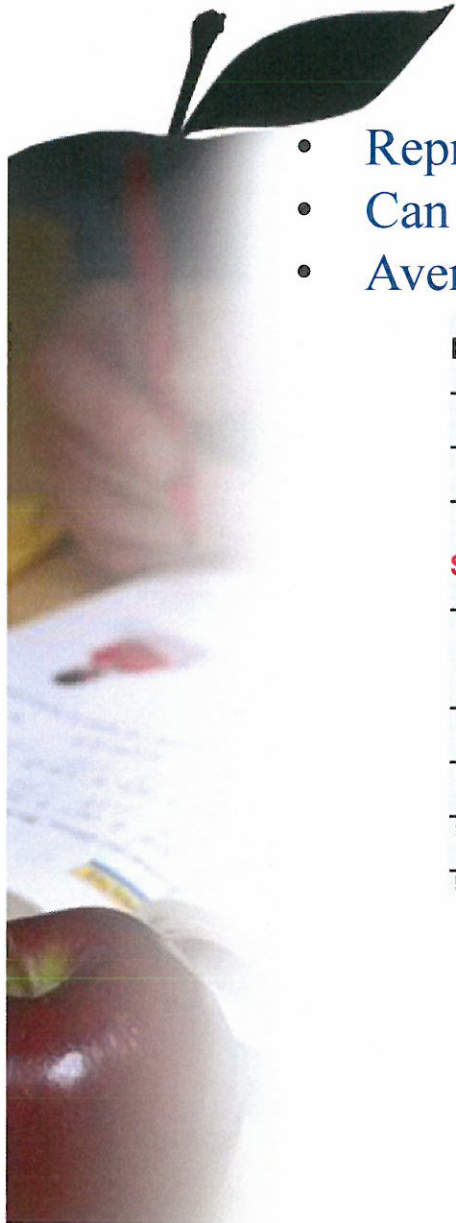
Perception of School Success and Self

Never Been Successful and Don't Believe in Self	8%
Never Been Successful but Can Get Diploma	5%
Never Been Successful and Losing Desire	13%
Somewhat Successful but Don't Believe in Self	5%
Somewhat Successful but Losing Desire	15%
Somewhat Successful but Can Do Better	28%
Been Successful but Don't Believe in Self	5%
Been Successful and Will Get a Diploma	21%

Perceptions of Key Elements Important to Teacher Performance

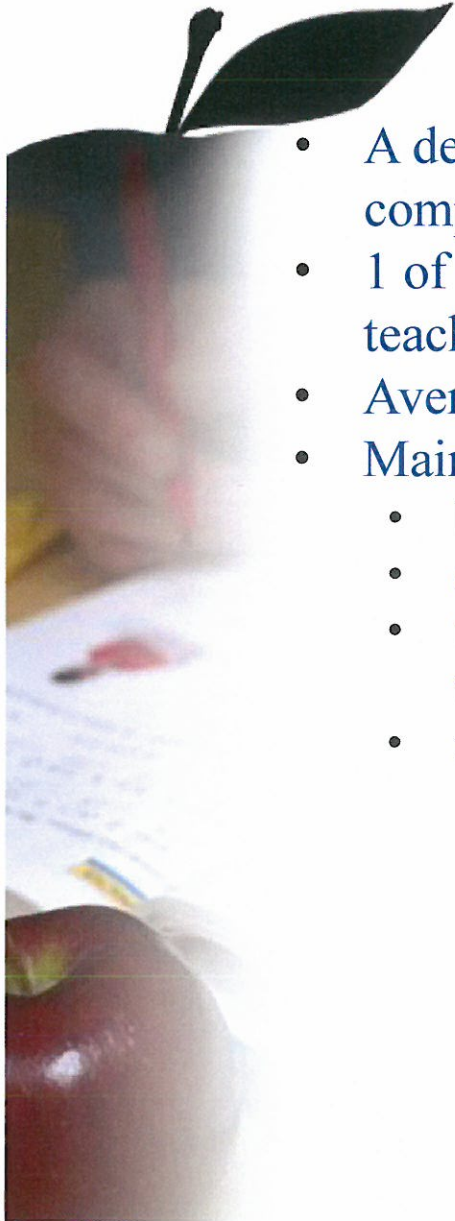
- Represents 9 of the 19 elements measured.
- Can view individual teacher ratings in full report.
- Averages are not indicative of all teachers.

Element Measured	Rating
Teachers push students to learn	6.3
Teacher recognizes when something is bothering students	3.5
Teacher demands full effort from students	5.9
Students often get bored in class	4.13
Teacher recognizes when students are not understanding	6.1
Teachers ensure inappropriate behaviors do not affect learning	5
Teachers genuinely care about their students	5.9
Teacher is available outside of the school day	5.74
Teaching is good at explaining concepts	5.46



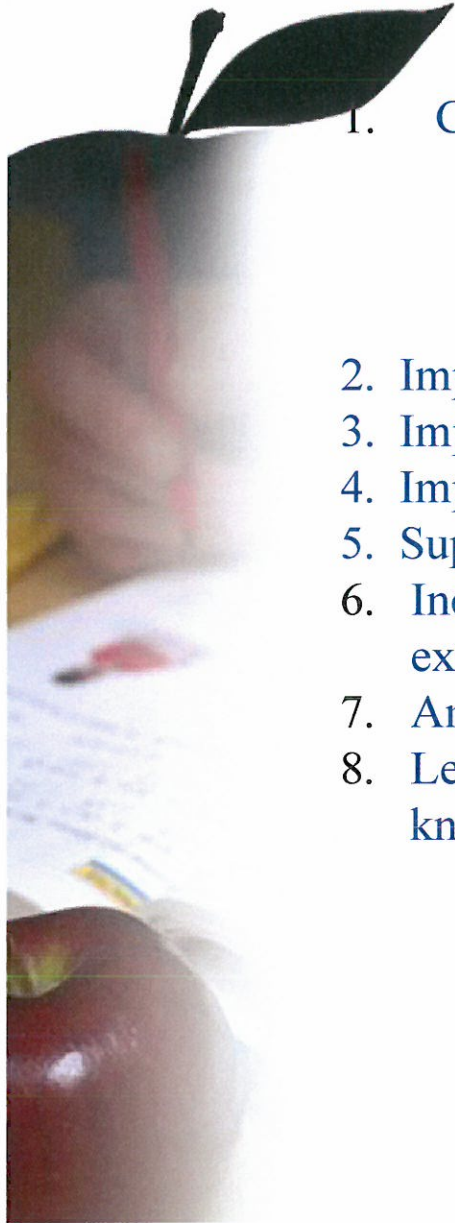
Trends Regarding Teacher Performance

- A decrease was evident in 15 of the 19 elements when comparing ratings from quarter 3 to quarter 4.
- 1 of 6 teachers scored significantly lower than the other teachers.
- Averages are not indicative of all teachers.
- Main items for Professional Development:
 - becoming more emotionally perceptive
 - developing interest within the content areas
 - teaching in a way that builds foundation skills while at the same time builds skills at a rigor of the standards
 - making subject matter more relevant.



16 School Wide Strategies for SY22-23

1. Consultant team will analyze school elements and assist with increasing:
 - course interest
 - course relevancy
 - instructional effectiveness
 - system improvements that increase student attendance.
2. Implement an earn to learn program.
3. Implement Mystery Day
4. Implement Career and Motivation Camps
5. Support 20% of the student population to access Career or Tech classes
6. Increase enrollment into the work study program > 60% in work study or extended job shadow.
7. Amend Teacher Incentive pay to base culture pay on school attendances
8. Lesson plan template >increase relevancy, engagement and retention of knowledge.



16 School Wide Strategies for SY22-23 (Cont.)

9. Implement courseware that aligns with Arizona Standards and includes a credit recovery component.
10. Connect student attendance to school wide skills incentive to where 75% attendance is also required to achieve the weekly school wide incentive.
11. Teachers will provide lessons that teaches the students about Arizona Content Standards.
12. The school administrator will provide community trainings that informs the community on Arizona School Performance Metrics.
13. Change the agency assessment to an assessment that aligns with the Arizona state assessment.
14. Adjust instruction observation protocols to include items that measure relevancy and authentic engagement.
15. Collaborate with local social service agencies to provide staffing to carry out mental and social health services.
16. Implement 7 min activity at the beginning of the day where students are able to text and message absent students or finish digital phone activities.

