

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/87668398246?pwd=YkdzR3dKK1g2ZTE0eVnKMS9cQVhzZz09>

Meeting ID: 876 6839 8246, Passcode: 965361

Phone: +1 346 248 7799 US

February 8, 2023

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>Members Absent:</u>
Judith Castro (Virtually-7:56 a.m.), Jesus G. Figueroa (Virtually-7:53 a.m.), Steven M. Miller (Virtually-7:56 a.m.), Michael J. Sabath (Virtually-8:00 a.m.), Antonio Zuniga (Virtually-7:54 a.m.)	

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Aaron Trujillo, CHS Student
Alicia Huizar, Contract Manager
Nidia Herrera, Executive Director
Steve Barba, Finance & Accounting Manager

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.

V. APPROVAL OF MINUTES

Steven M. Miller asked for a motion to approve the minutes from the January 11, 2023 meeting.

Michael J. Sabath moved to approve the minutes from the meeting of January 11, 2023; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 5-0 at 8:02 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Steven M. Miller, Michael J. Sabath & Antonio Zuniga)

VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

A. Enrollment Update

Principal Grossenburg informed enrollment is at 104.04.

B. Semester 1 Performance & Perception Report

Principal Grossenburg presented the Semester 1 Performance & Perception Report. PowerPoint is attached.

A conversation took place regarding the graduation rate data, rigor walk data and the implemented strategies.

C. Suspension and Discipline Report

The summary of suspension for January 2023. 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	1	0	0	0	0	0
Recommendation for Expulsion	0	0	0	0	0	0
Awaiting Disciplinary Hearings	0	0	0	0	0	0
Alternative Learning – Short Term	0	0	0	0	0	0
Alternative Learning – Long Term	0	0	0	0	0	0

D. Next Meeting Date: Wednesday, March 8, 2023 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 January 31, 2023, in the amount of \$6,390.00.

Patrick Goetz recommended the Educational Opportunity Center Charter High School approve the January 31, 2023 balance of \$6,390.00.

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

Michael J. Sabath moved to approve the consent action items as presented; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 5-0 at 8:41 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Steven M. Miller, Michael J. Sabath & Antonio Zuniga)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2023, in the amount of \$704,301.

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 January 31, 2023 in the amount of \$704,301.

Steven M. Miller asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2023 in the amount of \$704,301.

Michael J. Sabath moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2023; seconded by Antonio Zuniga. The motion passed.

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

IX. OTHER INFORMATION OR DISCUSSION ITEMS

Michael J. Sabath commented it would be helpful to receive sample sizes on the tables when data is presented. Dr. Sabath thanked Principal Grossenburg for all the work he does.

X. GOOD OF THE ORDER

Principal Grossenburg informed the Board, there was a fight at the school therefore the Board will need to have an executive session at the next Board meeting.

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 8:48 a.m.

VOICE VOTE: The motion carried 5-0 at 8:48 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Steven M. Miller, Michael J. Sabath & Antonio Zuniga)

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



Semester 1 Perception and Performance Report

Prepared by:
Brian Grossenburg

Overview

- Pre-ACT Data (Given August 30, 2022)
- Enrollment and Attendance Data
- Graduation Rate Data
- Perception of School Culture Data
- Perception of Teacher Effectiveness Data
- Instructional Empowerment's Rigor Walk[®] Data
- Trends and Strategies

Pre-ACT Data

Head Count of Assessed Population

- 2 ninth graders
- 6 tenth graders
- 20 eleventh graders
- 47 twelfth graders

Pre-ACT ELA Data

ELA Data

ELA Language Data By Grade Level

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Score Range	1-14	15-18	19-24	25-36
12th	37 - 79%	10 - 21%	0%	0%
11th	18 - 90%	2-10%	0%	0%
10th	2 - 100%	0%	0%	0%
9th	1 - 100%	0%	0%	0%

ELA Reading Data By Grade Level

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Score Range	1-14	15-18	19-24	25-36
12th	32 - 68%	10 - 21%	5 - 11%	0%
11th	15 - 75%	5-25%	0%	0%
10th	2 - 100%	0%	0%	0%
9th	1 - 100%	0%	0%	0%

Pre-ACT Comparison Data

Pre-ACT Average Scores By Grade Level

	12th	11th	10th & 9th
ELA_Language	11.2	9.8	7.70
ELA_Reading	13.2	11.8	8.00
Math	11.7	10.30	8.30

Returning vs. New Student Pre-Act Data

Category	Percent of Full Population	Average Language Score	Average Reading Score	Average Math Score
Returning Students	49%	11.1	11.9	12.9
New Students	51%	10.1	10.9	12.2

Enrollment and Attendance Data

	Semester 1	21-22
Number of Students with an Enrollment Record	162	176
Semester 1 Ending Enrollment	108	
Percent that Transferred Out	5%	13%
Percent that Dropped Out	9%	39%
Percent that Graduated	4%	15%
Chronic Absenteeism Rate	38%	46%
Percent Cohort 2026	2%	-
Percent Cohort 2025	2%	2%
Percent Cohort 2024	24%	8%
Percent Cohort 2023	40%	13%
Percent Cohort 2022	18%	39%
Percent Cohort 2021	4%	13%
Percent Cohort 2020	6%	11%
Percent Cohort 2019	2%	8%
Percent Cohort 2018	0%	6%

Graduation Rate Data

Graduation Rate Data



	Semester 1	21-22
Total Percent of 12 th Grade Capable of Graduating this Year Based on Beginning Year Enrollment	31%	38%
Beginning of the Year Cohort - 4 year On-track	15%	30%
Beginning of the Year Cohort 2022 On-Track to Graduate by 2023	41%	80%
Beginning of the Year 9 th Grade Average Credits Needed to Graduate	22	22
Beginning of the Year 10 th Grade Average Credits Needed to Graduate	21.5	15
Beginning of the Year 11 th Grade Average Credits Needed to Graduate	15.5	13.75
Beginning of the Year 12 th Grade Average Credits Needed to Graduate	6.5	8.4



External Indicators of Hope/Hopelessness

	Not Important		Somewhat Important		Very important	
	Sem 1	21-22	Sem 1	21-22	Sem 1	21-22
High School Improves the Future	0%	3%	44%	45%	56%	48%
Concepts of High School are Important	12%	24%	55%	35%	32%	41%

	Yes		No	
	Sem 1	21-22	Sem 1	21-22
Overall, Staff Care about Students	83%	86%	17%	14%

	Not Interesting		Somewhat Interesting		Very Interesting	
	Sem 1	21-22	Sem 1	21-22	Sem 1	21-22
Topics are interesting in class	19%	27%	73%	59%	8%	14%

Internal Indicators of Hope/Hopelessness

	Sem 1	21-22	Indicator Type
Never Been Successful and Don't Believe in Self	3%	8%	Hopelessness
Never Been Successful But Can Get a Diploma	15%	5%	Hopeful
Never Been Successful and Losing Desire	9%	13%	Hopelessness
Somewhat Successful but Don't Believe in Self	6%	5%	Hopelessness
Somewhat Successful but Losing Desire	9%	15%	Hopelessness
Somewhat Successful but Can Do Better	32%	28%	Hopeful
Been Successful but Don't Believe in Self	3%	5%	Hopelessness
Been Successful and Will Get a Diploma	24%	21%	Hopeful

Factors Affecting Attendance

Reason for Absences	Sem 1	21-22
Friends	3%	3%
Family	16%	5%
Work	5%	4%
School is boring	16%	10%
Don't Sleep or Stay Awake at Night	5%	56%
Alcohol - Drug use	0%	5%
School Doesn't Teach Skills Necessary for Life	5%	7%
Classes too Hard	5%	4%
School Rules Are Too Strict	0%	0%
Illnesses	24%	6%
Inconsistent Housing	6%	0%
Transportation	9%	0%
Emotional Challenges	6%	0%

Student Perception of Teacher Effectiveness

Ratings are based on a 7 point Likert Scale
developed by Qualtrics Analyticals^{xm}

Effectiveness Ranges:

5.5-7 = Highly Effective

4.0 – 5.4 = Effective

3.9 – 0 = Ineffective

	Lerma	Nair	Rhodes	Estes	Rush	School Average
Overall Effectiveness	5.88	5.83	5.70	5.17	5.89	5.69
Relevancy of Instruction and Curriculum	5.83	5.61	5.48	5.25	5.38	5.51
Maintains High Expectations for All Learners	6.26	6.13	5.45	5.33	6.07	5.84
Recognizes emotional needs and challenges	5.67	5.32	4.13	5.39	5.25	5.18
Recognizes and responds to academic needs	6.72	6.16	6.02	5.81	6.51	6.23
Overall interest in class	3.01	3.50	2.59	2.31	4.69	3.78
Attempt to make class interesting	5.46	3.92	5.04	4.06	5.04	4.69
Maintain a culutre of Learning	6.72	6.44	6.02	6.44	5.81	6.30
Demonstrates Effective Teaching Practices	6.58	6.20	6.27	5.15	5.81	6.02

Rigor Walk® Data

Ratings are based on Instructional Empowerments Rigor Walk® Tool

Standards-Based Student Evidence					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
1. Does the lesson learning target address the standards?	No	No	No	Yes	Partial
2. What is the taxonomy level of the lesson learning target?	E	No Learning Target	No Learning Target	E	C
3. What is the taxonomy level of the student work?	E	No Student Work	E	E	E
4. Is the student task aligned to the learning target?	No	No	No	Partial	No
Organizing Students to Achieve the Standards					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
2. Students are interacting with partners or groups.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree
5a. Students experience productive struggle.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
5b. Students use academic vocabulary.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
5c. Students challenge and question each other.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
5d. The performance task requires students to interact with partners or groups to achieve the learning target.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
5e. Students monitor each other to ensure all group members achieve the learning target.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
5f. Students work together in teams.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Monitoring to Take Action Within a Lesson					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
6. Teachers track evidence of students meeting the lesson learning target.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
7. Students self-monitor their progress toward the lesson learning target.	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

Standards-Based Student Evidence					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
1. Does the lesson learning target address the standards?	Yes	Yes	No	Yes	No
2. What is the taxonomy level of the lesson learning target?	A	A	E	E	A
3. What is the taxonomy level of the student work?	E	A	E	E	E
4. Is the student task aligned to the learning target?	Partial	Yes	Yes	Yes	Partial
Organizing Students to Achieve the Standard					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
5. Students are interacting with partners or groups.	Disagree	Strongly Agree	Agree	Agree	Disagree
5a. Students experience productive struggle.	Strongly Disagree	Agree	Agree	Disagree	Agree
5b. Students use academic vocabulary.	Strongly Disagree	Agree	Agree	Agree	Strongly Disagree
5c. Students challenge and question each other.	Strongly Disagree	Agree	Agree	Disagree	Strongly Disagree
5d. The performance task requires students to interact with partners or groups to achieve the learning target.	Strongly Disagree	Agree	Agree	Agree	Strongly Disagree
5e. Students monitor each other to ensure all group members achieve the learning target.	Strongly Disagree	Agree	Agree	Disagree	Strongly Disagree
5f. Students work together in teams.	Strongly Disagree	Agree	Agree	Disagree	Strongly Disagree
Monitoring to Take Action Within a Lesson					
Item	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
6. Teachers track evidence of students meeting the lesson learning target.	Strongly Disagree	Agree	Disagree	Disagree	Strongly Disagree
7. Students self-monitor their progress toward the lesson learning target.	Strongly Disagree	Agree	Agree	Disagree	Strongly Disagree

- Standards-Based Student Evidence (Marzano's Taxonomy of Learning)
- Organizing Students to Achieve the Standards
- Monitoring to Take Action Within a Lesson

Strategies Implemented

- Instructional Empowerment working with teachers and leadership
- Attendance Incentive Program
- School to Career Connection Program
- Standards Based Planning and Instruction
- Arizona Standards Based Courseware with Live Tutor
- Switch a state aligned assessment
- Expand intensive case management to students 8 credits away from graduation
- After school and Weekend Intervention
- Administrative Home Visits
- Social Emotional Counseling
- Proficiency Exams
- Incentives for A Honor Roll and A-B Honor Roll
- Perfect Attendance Incentive