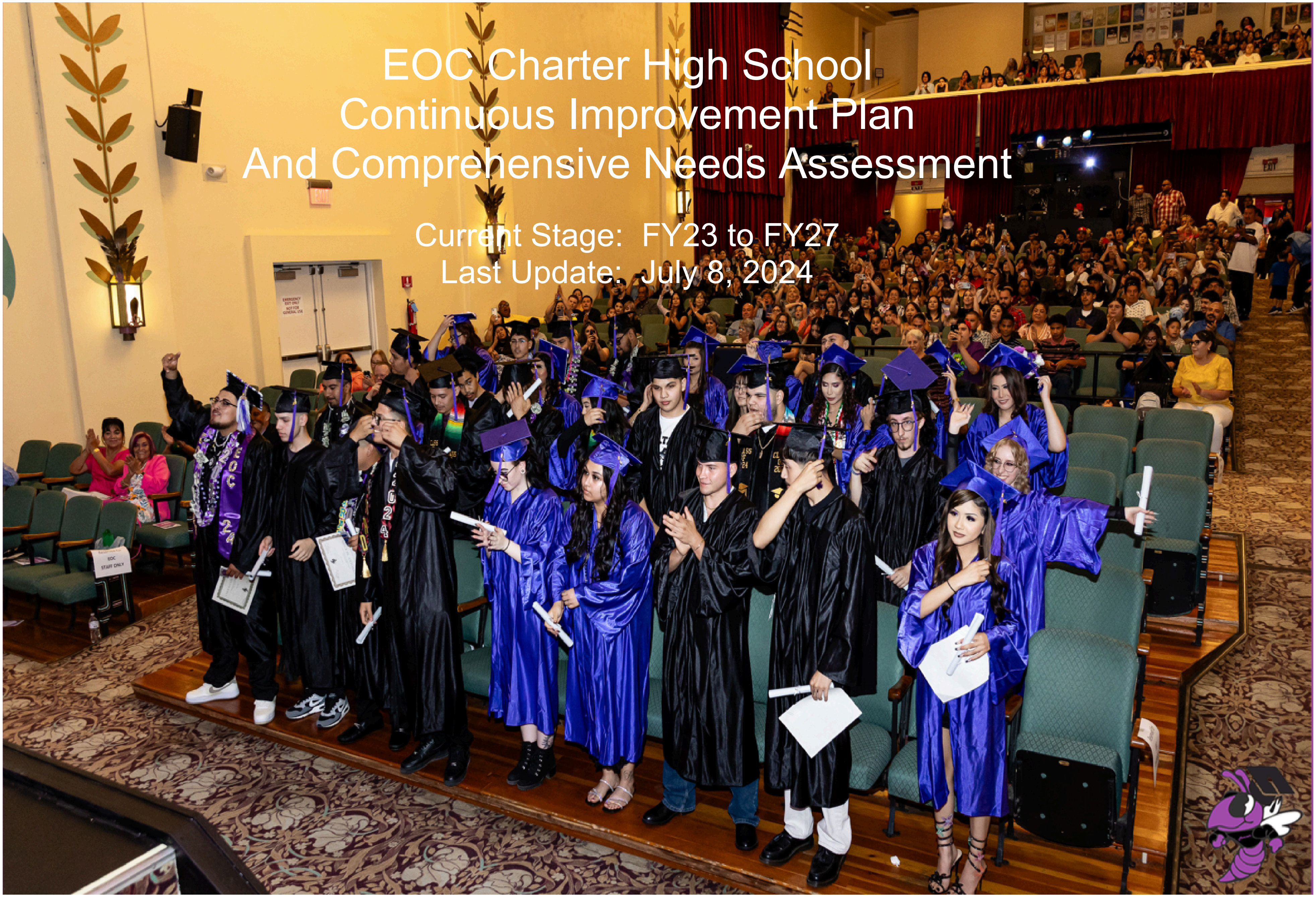
EOC Charter High School
Continuous Improvement Plan
And Comprehensive Needs Assessment

Current Stage: FY23 to FY27
Last Update: July 8, 2024



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School Improvement Plan

Of the EOC Charter High School

FY23 to FY27

This tool is part of a series of resources and is designed to be used with the companion documents. The template may be adapted to meet the needs of state education agencies, schools, and schools. The reference for the series is: Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and school improvement cycle and supports: Guidance for schools, schools and state education agencies.* Washington DC: The Council of Chief State School Officers.

The Plan At-a-Glance

Date of Plan: Jan 8, 2023 Date(s) of Update: Mar 12, 2023, May 23 2023, June 28, 2023, July 25, 2023, August 3, 2023, October 12, 2023, January 25, 2024, March 22, 2024, June 1, 2024, July 8, 2024, February 14, 2025, June 8, 2025, August 28, 2025

School Name: Educational Opportunity Center Charter High school Grade Levels 9-12

City/County: Yuma Zip Code: Arizona Phone Number: 9285-329-0990

Principal: Brian Grossenburg Contact Information: 928-3290 990 ext 4111; bgrossenburg@ypic.com

School: YPIC Superintendent: Patrick Goetz School Liaison/Contact: Amber Cygan

Federal Accountability Designation: School Improvement Grad Rate Title I Status: Non-Title 1

School Leadership team Members:

Name	Position	Name	Position
Brian Grossenburg	Principal	Juan Lerma	Math Teacher
Patrick Goetz	Operations Director	William Rhodes	Social Science Teacher
Amber Cygan	Assistant to the Principal	Patricia Rush	Science Teacher
Daniel Law	Parent	Angel Scala	Parent
Chloe Law	Student	Paula Ramirez	Academic Advisor
	Student Council President	Virginia Villaneda	Meal Services
Prabha Nair	English Teacher		

School Strategic Direction

Vision:	The vision of our school is to provide at-risk students with a calm, safe learning environment where they feel they belong, and are capable of earning a diploma.
Mission:	At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors.
Instructional Vision:	Our vision is to have classrooms that are student centered where students collaborate to achieve the learning targets with rigor and interact respectfully with little teacher interference.
Operational Vision:	Our vision is to operate the school in manner which meet the expectations of the Arizona State Board of Charter Schools and all 30 of the Cognia standards.
Vision for English Learners	Our English Learners will become English proficient citizens through **targeted and integrated instruction** that utilizes classrooms that are **student centered** where **students collaborate** to reach content learning targets and English Language Learning targets.
Core Value 1:	With sensitivity for all, we must apply the policies of the handbook to ensure our students are prepared to meet the expectations of the workplace, society, and other controlled environments.
	Key Behavior: Statement of value must be present during behavior intervention.
	Key Behavior: Teachers will teach and modeled the importance of adhering to expectations in the classroom and the importance in how they apply to the workplace.
Core Value 2:	We must be committed to getting everyone to graduation while ensuring we have not reduced basic expectations of our school board.
	Key Behavior: Learning targets align to Standards.
Core Value 3:	With our limited staff and resources, we must commit to focus our instruction on developing workplace teaming and social skills as well as the skills required by Arizona Academic Standards.
	Key Behavior: Teaching work related behavior skills.
Core Value 4:	With our limited staff and resources, we must commit our services and actions to increase career awareness and to building community membership.
	Key Behavior: student teams are constructed in the classrooms and student governance.
Core Value 5:	We must always be caring and inviting and look for opportunities to give students voice and choice when our student body as a whole displays the maturity to be given the choice and voice with the priority to keep our school safe and calm
	Key Behavior: Statement of value will be present during behavior intervention.

Priorities: Graduation Rate, Attendance, ACT Scores, ASBCS & Cognia, School Safety (Archived 8/26/25)

7/25 PLC Team agrees with school board to archive improvement of school safety, and to add a priority of making school more interesting and relevant.

Priorities, Goals, and Measures

Priority 1	**The school must raise the federal five year federal graduation rate to get out of school improvement.**					
Goal :	By May 2026, the school will have a federal 5 year graduation rate of 75%.					
Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1 (FY2024)	Target Year 2 (FY2025)	Target Year 3(FY2026)
	1. 5 year federal graduation rate	ADE Grad Rate and Annual Performance and Perception Report	30.51 %	47%	70%	75%
Priority 2	**The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.**					
Goal A:	By May 2026, the school will have 40% of students scoring partially proficient or better on the Arizona Assessment in English, Reading, and Math.					
Measure:	Indicator(s)	Data Source	Baseline(FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)

		1. Arizona A-F Academic Achievement Indicator based on 11th grade Spring ACT performance.	The school will use developed assessments that is cross walked to practice ACTS as a short cycle assessment to gauge cohort progress towards academic achievement in math, English, and Science. Data from the Pre-ACT is used determine cohort progress and ensure that reliability coincides with data from short cycle assessments. Data from the ACT is used to measure school performance and is based on the 11th grade cohort performance.	5%	30% 0% actual	30%	40%
Goal B:	The school will maintain 100% of students showing an increase on the agency assessment from the first benchmark test and last benchmark test.						
	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		1. Improvement between fall and spring Pre_ACT scores	Annual Performance and Perception Report	88%	100%	100%	100%
Priority 3	**The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators.**						
Goal:	By May 2026, The school reduce the overall annual absenteeism rate to 10%.						
	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		1. Annual Average Attendance Rate Calculation	Synergy ADM601 and Annual Attendance by Cohort Report	38%	25% 22% actual	17%	10%

Priority 4:		**The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.**					
Goal:		By February 2027, the school will have maintained 100% compliance on all indicators established the Arizona State Board of Charter Schools and meet all 30 of Cognia of Standards and 7 Assurances.					
	Measure:	Indicator(s)	Data Source	Baseline (FY2024)	Target Year 1(FY2025)	Target Year 2(FY2026)	Target Year 3(FY2027)
		1. On site reviews completed by ASBCS monitors	Interval and Period Reports from ASBCS	95%	100% Actual: met 100% compliance no longer on probation	100%	100%
		2. Quarterly review of Assurances	ASBCS Assurance Compliance Tool	100%	100%	100%	100%
		2. ASBCS School Performance Frameworks	ASBCS Performance Dashboard	93%	100%	100%	100%
		3. Cognia Assurance Tool inside Candidacy Work Book indicates adherence to Assurances	gnia Assurance Tool inside Candidacy Work Book	7 out of 7	7 out of 7	7 out of 7	7 out of 7
		4. Standards Self-Assessment inside Cognia Self-Assessment Workbook indicates performance of 3 or 4 for standards.	Standards Self-Assessment Tasks and Cognia Reviewer Reports	23 out of 30	25 out of 30 Actual 23 out of 30.	27 out of 30	29 out of 30
Priority 5:		**The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. (Archived by the Leadership Team on 8/30/24)**					
Goal 6:		By May 2026, the school will continue and improve the safety and security of the environment for all students, staff, and visitors and to ensure the school is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.					
	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		Amount budgeted for Safety, Security, and School Culture	Annual Budget and Expense Reports	$1,234	$105,000	$32,,000	$32,000
		Number of fights occurring at school	Annual Discipline Report	3	0	0	0

		Number of referrals for student on student verbal conflict	Annual Discipline Report	53	40	30	25

Summary of Priority Areas (based on Needs Assessment) and Primary Strategies to Address Priorities

Priority Area (based on Needs Assessment)		Strategies
Five Year Graduation Rate	The school must raise the federal five year federal graduation rate to get out of school improvement.	1 Increase services to 5 year graduates that includes increased case management, and designating increased individualized services.
		2. Ensure staff are available for intervention after school on weekends to recapture attendance and receive academic intervention.
		3. Student council provides every student that makes A honor roll with a $25 gift card and performs a drawing for A-B honor roll.
		4. Contract with a vendor to provide an online high school course program and online credit recovery program that is aligned to Arizona standards.
		5. Increase enrollment into the work study program to where at least 20% of the student body is in some form of work study.
		6. Add credit recovery data to attendance reports for 5 year graduates.
		7. Ensure 5 year cohort dropouts re-enroll in a diploma based program.
Chronic Absenteeism	The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators.	1. Use a mix of funds to employ an attendance coordinator to reduce daily absenteeism.
		2 Implement an Attendance Notification System that includes generic nudge letters, registrar calls home, home visits and attendance conferences.
		3 Implement an organizational maturity model where students and families have greater agency.
		4 Staff receive ongoing professional development on building student agency and student relationships.
		5 Implement a career development program to include more mini-career camps, career exploration tours, and motivational speakers.
		6 Enroll students with solid attendance in Career or Tech Institute classes.
		7 Have student council design and carry out school events that have interest to the study body.
3: Improve all academic scores with	The school needs to improve the academic scores on nationally based assessments, and especially the 11th	1 Increase services to 11th grade cohort that includes increased case management, and designating increased individualized services.

focus on 11th grade students	grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.	2 Continue to cContract with a consultant that is funded through the Comprehensive School Improvement grant to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance.
		3 Implement a short cycle assessment system that parallels elements of mid-cycle and long-cycle assessments in order to better implement interventions and instructional improvement actions.
		4 Establish a virtual data den that houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures.
4: Ensure compliance with Arizona State Board of Charter Schools and ensure compliance to Cognia Assurances	The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.	1 Conduct quarterly audits using the published ASBCS Assurance Document and Cognia Diagnostic Tools.
		2. Ensure the principal and at least one lead staff are trained on the ELEOT tool, Cognia Standards, and AER process.
		3. Imbed PLC discussion of Cognia ELEOT tool into coaching and virtual data den.
5: Improve the safety and culture of the school	The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented.	1 Analyze the school facility and surrounding areas for potential safety risks and designate allocations within the budget to carry out actions to improve the facility.
		2 Employ a security guard for the school.
		3. Implement a clear or mesh backpack policy and BWC policy
		4. Install an external CCTV Camera System

Plan Team Members:

Name	Position	Name	Position
Brian Grossenburg	Principal	Juan Lerma	Math Teacher
Patrick Goetz	Operations Director	William Rhodes	Social Science Teacher
Amber Cygan	Assistant to the Principal	Patricia Rush	Science Teacher
Daniel Law	Parent	Angel Scala	Parent
Chloe Law	Student	Paula Ramirez	Academic Advisor
	Student Council President	Virginia Villaneda	Meal Services
Prabha Nair	English Teacher		

CNA Summary

How was the needs assessment, including the root cause analysis, completed and who was involved?	How was stakeholder input included?
Every year the school updates the Continuous School Improvement Plan/Integrated Action Plan based on the results of a comprehensive needs assessment (CNA). The school improvement is based on a cycle of six years of data. This information is meant to provide information to the school community regarding achievements, gap analysis, and goals/actions set in place to ensure continued improvement at the school. A diverse group of stakeholders which comprises the leadership team begins a review of data in October of each year to start the planning process. The leadership team meets monthly from August to December. From January to May, the leadership team meets biweekly to establish the integrated action plan. From May to June, the leadership team begins to train and/or enact strategies into test effectiveness in the beta stage. The leadership team does not meet during the month of July. In August, the	Recruitment of stakeholders begins on the vacancy of position within the team. Through newsletters, direct calls, and social media, the community is informed of vacancies. School leadership works with stakeholders to establish mutually agreeable times for meetings and also provides members the ability to attend virtually. The school uses the school's website to post public notices and receive feedback regarding school improvement projects, policies and programs. Stakeholder input included a combination of surveys, consultation with staff and leaders, and semi-structured interviews.

leadership team receives an update of the SIAP to include goals, strategies, and action steps.	

Data Analysis

Strengths (What does the school have that makes improvement accessible)	Evidence	What can be leveraged to move us closer to our goals?
1. Ability to to use resources and dollars efficiently to ensure funding is available to continue improvements. 2. Quality Teachers that are student focused. 3.Provide sufficient opportunities for students to earn elective credits, faster. 4. Student perception of teacher effectiveness 5. Teacher student relationships 6. EOY performance data 7. Perception of Parent-Teacher-School Satisfaction is based on a Like Average Rating Scale form 1-5- 38 families responded in FY23 and 21 families in FY22 8. Dual Enrollment and Early College 9. Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system. 10. Weekly meetings to discuss student performance across all classes. Identify students at risk of failing subjects, and engage in interventions (tutoring, peer mentoring,) 11. Re-enrollments based on cohorts 12. Target professional learning opportunities 13. Discipline Data	1. School budget PAGE 12 2. Per student perception of teacher performance, teachers ranked with perception of high effectiveness 3.Club activities and Welding classes. 4. Teacher effectiveness, course relevancy and teacher pushes students to learn- rank between 4.5 and 6.5 out of 8. On pg. 43, student perception survey results, 87% of students believe that the staff cares about them (22-23 SY) 5. page 26- Student perception of teacher effectiveness based on dichotomous rating scale of Yes responses based on 71 student responses 6. p. 34- average EOY scores by category shows that we are not far off with competing with the Arizona Averages 7. pg. 47- overall satisfaction with the school, staff and teachers ranked Moderate to High Satisfaction. 8. pg. 15 with explanation of our pathways that students can earn college credit through Arizona Western College, Youth Service College and Career Program, Southwest Technical Education agency of Yuma and enrollment into trade school programs. 10. PLC Agendas Samples 11. pg. 32- see info on all enrollment based on cohort. 12. pg. 17- staff meetings and agenda- agency leaders provide autonomy of school leadership to	1.School should spend the deficit budget on improving curriculum and hands on material, student activities. 2&9. By implementing school wide testing and incorporating math, english, reading, science and STEM, scores are improving and can improve more with effective ACT practice. 1. Can improve this by using funding to provide a safer campus- which is currently being done with our officer that is here daily; and improve the appearance of the school with new paint, desks, and better improvements throughout. 4.Provide training to teachers on how to actively engage students through Cooperative Learning.

	determine development at all levels. The agency provides the opportunity for the school principal to receive individualized coaching that helps them improve their instructional and organizational leadership within their unique school context. 13. pg. 20- review of inappropriate behaviors- last 5 years, no possession/use of firearms/weapons; no alcohol	
Opportunities (What does the school have that makes improvement possible with slight changes)	Evidence	
1.Proper counseling and planning of strategies for students close to graduation, or aging out. 2. Families and schools work together to help students achieve high academic standards. 3. Access to dual credits and early college	1.Demographics data provided on page 10 2. Open house is held at the beginning of each semester. Students are encouraged/ given incentives to bring their parents/guardian to the open house. Community perception data on pg. 47. 3. pg. 15- see if there are other ways students can earn college credits other than the ones listed-could be an improvement to what we could offer.	3. Increase liaison between Arizona Western College, STEDY, SHINE Leadership Program, Pathways.
Weaknesses (What does the school have or lack that makes improvement difficult or challenging)	Evidence	What are the root causes?
1.There is a lack of extra-curricular activities in school to improve social emotional skills in students. 2. lack of a unified agency to build a strong community intensely focused on student learning.	1.School Policy Data provided on pg. 15 under - Academic Eligibility: Athletics and Co-Curricular Activities 2. pg. 18- Domain 4- Culture Shift- There are school level opportunities, but not agency level opportunities for members of the school community to come together to discuss, explore and reflect on student learning	1. At risk behaviors outside of school 2. pg 26-More than half of students report of boredom in classes- but high percentages with teachers making effort to make boring material more interesting. 3. Lack of school to career connection in coursework. 4. Family/ drug problems

		5. Lack of another school agency where teachers can come together and discuss various things within their respective disciplines.
Threats (What must be changed immediately so school improvement can occur.)	Evidence	What are the root causes?
1. Attendance must be fixed in order to improve graduation rate and low academic performance. 2. Five Year Graduation Rate 3. Percent proficient on the Pre-ACT 4. 11th Grade Proficient on ACT	1. Chronic absenteeism has been consistently high for past 3 years.. 2. Graduation rate for Five Year Graduates is below 40% for past three years. 3. Below 7% of the population scores proficient on the Pre-ACT for past three years.	1. Student perception surveys indicate boredom and lack of relevance are indicators for absenteeism 2 through 4. Attendance impacts the graduation rate along with over 95% of the students behind academically when they enter the school.

List top five priority areas based on the needs assessment. Although more can be identified, going deeper in improving fewer areas is often more effective.

FY23, FY24, FY25, FY26

1. The school must raise the federal five year federal graduation rate to get out of school improvement. Ramirez/Grossenburg
2. The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators Villanueva/Amber
3. The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities. (working toward that goal with the implementation of School Wide Practice Testing) Rush/Lerma/Nair/Grossenburg
4. The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards. Grossenburg/Huizar/Goetz
5. The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. Grossenburg/McBride/Sanchez/Goetz/Morang- all comes from general budget. (Retired August 29, 2024: All goals were met. No new priority was created.)

Priority 1: The school must raise the federal five year federal graduation rate to get out of school improvement.

<table>
<tr><td>Strategy 1.1:</td><td colspan="5">Increase services to 5 year graduates that includes increased case management, and designating increased individualized services. then more immediate interventions can be applied, and students can maintain adequate progress towards graduation. (Priority Development Month/Year): August 2022 (FY23)
FY22 Status: Ms. Ramirez (Academic Advisor) developed a plan in which to meet with all potential graduates biweekly for any student that was within three credits of graduation.
FY23 Status:
1. Ms. Ramirez (Academic Advisor) expanded her services to the 5 year graduates where she gave them preference in scheduling and increased her case management to include monthly meetings with each student. Meetings with families typically occurred very weekly to monthly for those students within two credits of graduation.
2. Ms. Ramirez (Academic Advisor) began initial graduation meetings for potential graduates that were within five credits of graduation. Meetings typically occurred monthly.
3. Ms. Ramirez (Academic Advisor) started graduation plans for any student within 8 credits of graduation.
FY24 Status: Ms. Ramirez (Academic Advisor) extended intensive case management to 11th graders and four year graduates that were within 11 credits of graduation.
FY25 Status: All actions from previous years have continued.
FY26 Status: All actions from previous years have continued, and the principal published a historical list of 2025 cohort that has been integrated into the PLC process for consistent review. The historical list is a list of students that should have graduated in FY25 under 4 year grad rate parameters. These students become the 5 year grad rate students in FY26. The historical list includes all2025 students that have an enrollment record within the past 5 years.</td><td></td></tr>
<tr><td colspan="6">Strategy Performance Measures:</td><td></td></tr>
<tr><td>Indicator</td><td>Person Responsible</td><td>Data Source</td><td>Baseline</td><td>Target Year 1</td><td>Target Year 2</td><td>Target Year 3</td></tr>
<tr><td>School 5 Year Grad Rate</td><td>Principal/Advisor</td><td>Academic Advisor Reports</td><td>23%</td><td>67%</td><td>70%</td><td>75%</td></tr>
</table>

ADE 5 Year Grad Rate	Principal/Advisor	ADE A&R Reports	31%	67%	72%	78%

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.1 Pre-year Data Aggregation	Credits achieved by 5 year cohort in data den	Renews each year in July	Virtual Data Den and Transcripts/General Budget	Principal/Advisor	Principal
1.2 Quarter 1 Data Aggregation	Add credits earned by 5 year cohort in data den- Report to school board	Renews each year within 1st week of October	Virtual Data Den and Transcripts/General Budget	Principal/Advisor	Principal
1.3 Quarter 2 Data Aggregation	Add credits earned by 5 year cohort in data den- Report to school board	Renews each year within 1st week of January	Virtual Data Den and Transcripts/General Budget	Principal/Advisor	Principal
1.4 Quarter 3 Data Aggregation	Add credits earned by 5 year cohort in data den- Report to school board	Renews each year within 2nd week of March	Virtual Data Den and Transcripts/General Budget	Principal/Advisor	Principal
1.5 Quarter 4 Data Aggregation	Add credits earned by 5 year cohort in data den- Report to school board	Renews each year within 2nd week of June	Virtual Data Den and Transcripts/General Budget	Principal/Advisor	Principal

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Strategy 1.2 Employ an attendance coordinator to monitor and implement attendance interventions for students that are chronically absent and then offer attendance interventions to students that are randomly absent. (Priority Development Month/Year): August 2023 (FY24)

FY24 Status: The school employed 3 different attendance coordinators, however each coordinator quit employment within two to four weeks of time. While employed however, absences were reduced where attendance improved to any where from 83% to 94%. Without the attendance coordinator attendance ranged from 64% to 76%.

FY25 Status: The school consolidated the meal coordinator position, paraprofessional position and attendance coordinator position in order give the attendance coordinator position to a staff person that has demonstrated stability in employment. As of December 18, 2024, the attendance coordinator role has been consistently filled however the attendance coordinator reported not having enough time sometimes to follow through as desired. The school has seen an increase in the number of credits students are achieving and also an increase in the number of students now working on line. The more the attendance coordinator conducts outreach, the more students are completing on-line coursework. The efforts have not significantly impacted in-person attendance. The school is still seeing an an average absenteeism rate of 26%.

Strategy Performance Measures:

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2

Students with risk of chronic absenteeism will stay after school at a rate greater than those at risk.	Teachers, Registrar and Attendance Coordinator	Intervention logs	22-23 Average of 22.33 students per day	Average of 17 students per day	Average of 10 students per day
Loss of Credit Report will show less students that risk losing credit	Registrar	Loss of credit report	22-23 average of 19.5 students at risk of losing credits	average of 10 students at risk of losing credits	average of 5 students at risk of losing credits

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.1 Teachers will submit intervention logs to registrar	Registrar receives intervention logs daily	Within 24 hours of completed intervention session	After school attendance logs/General	Teachers	Registrar
1.2 Registrar provides Attendance Coordinator with a list of students to schedule for after school or weekend intervention	Attendance Coordinator meets or contacts students to schedule intervention	Within 24 hours of referral	Daily emails with referrals - cc principal	Registrar	Attendance Coordinator
1.3 Attendance Coordinator schedules students for intervention after school or weekend intervention	Teachers Receive Intervention schedules	Within 24 hours of referral	Intervention Schedule and notices-cc principal and registrar	Attendance Coordinator	Teachers

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.1 Registrar submits a list o of list of students at risk of losing credit due to attendance to staff	All staff receive a list of students at risk of losing credits due to attendance	every other day 2 weeks prior to the end of the quarter	Attendance Bank/General	Registrar	Attendance Coordinator, Principal
1.2 Attendance coordinator will intensify case management of 5 year	Students will begin to access intervention	Within 24 hours of report	Intervention Schedules and Logs; daily emails - cc staff;	Attendance Coordinator	Registrar

cohort and 11th grade cohort.					

1.3: Strategy	**If** student council provides every A honor student with a $25 gift card and has a drawing for A-B honor roll, then credits earned for each quarter will be increased **and** students will reach graduation as planned. (Priority Development Month/Year): August 2013 (FY12) **Y22 Status:** Student Council, under leadership of president (Hanna Valdez) and Vice President (Laeyla Martinez) awarded 21 honor roll gift cards in the amount of $25.00 each from student council funds. (Academic Advisor) developed a plan in which to meet with all potential graduates biweekly for any student that was within three credits of graduation. **FY23 Status:** Student Council, under leadership of president of President (Laeyla Martinez) and Vice President (Yanitza Lira) awarded 26 honor roll gift cards in the amount of $25.00 each from student council funds. **FY24 Status:** Student Council, under leadership of president of President (Markel Hernandez) and Vice President (Ashlee Ochoa) awarded 27 honor roll gift cards in the amount of $25.00 each from student council funds. Ms. Ramirez (Academic Advisor) was added as a co-advisor since she was active in the strategy in the FY23 school year. **FY25 Status: S**tudent Council, under leadership of president of President (Markel Hernandez) and Vice President (Natalia Soto) have awarded14 gift cards as of January 12, 2025. There has been a marked increase in the number of students achieving A honor-roll in quarter 2. Eight students achieved A honor roll whereas quarter 4 only had 3 students. The average number of A honor roll students per quarter last year was 3.4 students.

Strategy Performance Measures:

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2
Students achieving honor roll will increase.	Academic Advisor	Honor Roll Report	22-23 an average 8.5 students achieved honor roll each quarter	Increase honor roll average to 12 students	Increase honor roll average to 14 students

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Student Council needs to market strategy	Students will be motivated to attempt honor roll	Mid term of each quarter	Student Council Agendas and Market Material/General	Student Council President	Academic Advisor; Principal
Teachers report eligible students to Academic Advisor.	Academic advisor will be able to prepare a potential list of candidates	two weeks before end of each quarter	Grade Books/General	Teachers	Academic Advisor

Academic Advisor compiles a potential list of candidates	Staff and student council have a preliminary lis to focus on	one week before end of each quarter.	Teacher Reports/General	Academic Advisor	Teachers and Student Council
Teachers submit grades for verification	Academic Advisor receives data that allows to develop actual list of students achieving honor roll	one week into new quarter	End of Quarter Grade Submissions	Teachers	Academic Advisor
Academic Advisor creates honor roll list	Student Council, staff and principal have a list of student council members	Between week 2 and 4 of new quarter	Final honor roll list/General	Academic Advisor	Teachers, Student Council President, Principal
Student council determines quantity of A honor gift cards and A-B honor gift cards	Allocation from Student Council Funds is allocated to pay for gift cards.	Between week 4 and 5 of new quarter	Student Council Monetary Allocation/Student Council Activity Fund	Student Council President	Academic Advisor, Principal
Academic Advisor and Student Council President award gift cards and conduct drawing.	Students that achieved honor roll receive gift cards	Between week 5 and 6 of new quarter	Purchase request and sign off sheet/Student council activity fund	Academic Advisor	Student Council President; Principal

1.4 Strategy **If a vendor is contracted to provide an online high school course program and an online credit recovery program that is aligned to the Arizona Standards**, then credits earned for each quarter will be increased **and** students will reach graduation as planned. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: The school switched from Edynamics online platform to Edgenuity Platform. Edgenuity is a platform that is specifically aligned to the Arizona Standard where Edynamics is aligned to national College and Career Readiness Standards.
FY24 Status: The principal (Brian Grossenburg) facilitated piloted an in-person Edgenuity classes in quarter 4 versus letting Edgenuity being a student self-paced platform. The success of the pilot will be attempted to be duplicated in quarter 1 of FY25 where two teachers each facilitate Edgenuity for one period of the day.
FY25 Status: In addition to offering regular and credit recovery courses to Edgenuity. The school also added courses aligned to students with reading and math disabilities. The continued use of Edgenuity and improvements with school implementation where two classrooms are scheduled for Edgenuity for 1 period a day has increased the rate in which students are achieving credits. Edgenuity seems to fit the popular student attitude of “Just getting school finished”.

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2

Edgenuity Completion reports will display an increase in credits earned online.	Academic Advisor	Edgenuity Course Completion Report	22-23 an average quarterly rate of 12.7 courses were completed each quarter	15 courses will be completed each quarter	20 courses will be completed each quarter

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Renew Edgenuity Contract	Students will have access to the Edgenuity platform for the 23-24 school year	July each year	Renewal invoice/General	Academic Advisor	Principal
Rollout program	Students enroll into Edgenuity program	Continuous	None	Academic Advisor	Principal
Manage program	Academic Advisor will manage the program	Continuous	None	Academic Advisor	Principal
Compile Course completion report	Academic advisor will submit a course completion report to the principal	Within 3 weeks of the end of the quarter	Edgenuity Course Completion Report	Academic Advisor	Principal

1.5 Strategy **If we increase enrollment into the work study program to where at least 20% of student body is in some form of work study or experience** then more points will be earned on CCRI **and** students will gain high school credit while gaining work experience. (Priority Development Month/Year): August 2021 (FY22)

FY22 Status:

1. The school unified all work study, service learning projects, vendor tech programs, STEDY, and AWC enrollments under hte position of the academic advisor position instead of having efforts diversified between principal and academic advisor.
2. The principal (Brian Grossenburg), Contracts Manager (Alicia Huizar), Business Manager (Steve Barba) and Superintendent (Patrick Goetz) amended the FY22 budget to include funding for vendor tech programs and AWC enrollment.
3. The principal he principal (Brian Grossenburg), and Contracts Manager (Alicia Huizar) contracted with Weld-Like a Girl to establish a welding program that would be a precursor to NCCER certification.
4. The Academic Advisor (Paula Ramirez) established a program where students could complete elective credit completion through Jay's Party Supply at no cost to the school.

FY23 Status:

1. The academic advisor (Paula Ramirez) initiated mini-career camps where each quarter professionals from various careers would present a mini-career camp where students could get a deeper understanding of the important elements of each career.

2. The Principal (Brian Grossenburg) started to track the career interest of students and expanded the career interest survey to include non-traditional and careers that fall outside of accepted social norms.

FY24 Status:

1. The principal (Brian Grossenburg) and academic advisor (Paula Ramirez) expanded volunteer program to include Amberly's place, Crossroads Mission, and Saddles of Joy. Only partial student interest was achieved in these expanded opportunities.
2. The Principal (Brian Grossenburg) started to track and aggregate data based on career interests of students.
3. The principal (Brain Grossenburg) piloted a small equipment class where students would receive OSHA safety certification and gain 20 hours of experience on 9 different pieces of driveable equipment under 100 horsepower. The pilot program exposed students to the operation of trenchers, back hoes, skid steers, tractor with loader and implement, heavy all terrain forklift, warehouse forklift, boom lift and scissor lift. 18 students displayed interest with 8 students enrolling and completing the course.

FY25 Status:

1. Academic advisor (Paula Ramirez) and Syrene Lopez will reach out to local businesses, hospitals, non-profits, and organizations to create partnerships and offer work-study opportunities for students. Provide employers with information about the benefits of mentoring students.

2. Academic advisor (Paula Ramirez) and Syrene Lopez will contact local businesses, hospitals, tech companies, non-profits, and other sectors to recruit them as potential employers for work-study students via the Yuma Chamber of Commerce.

3. The academic advisor (Paula Ramirez) will continue with mini-career camps where each quarter professionals from various careers would present a mini-career camp where students could get a deeper understanding of the important elements of each career.

4. The academic advisor (Paula Ramirez) will continue AWC enrollment so that students can earn dual credit. Advisor will continue promoting the STEDY program: CTE educational experiences that lead to an industry recognized certification.

Strategy Performance Measures:

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2
Work Study enrollment will display at least 20 students	Academic Advisor	Work Study Enrollment lIst	22-23 The school had 8 students complete work study	23-24 Twenty students will complete work study	24-25 Twenty-five students will complete work study

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Promote work study at orientation	New students will brief introduction to work study program	Continuous at new student orientation	New Student Orientation Packet/General	Principal	Academic Advisor
Promote wok study program at the start of each new quarter	Student interest will be generated in work study program	Within 2 weeks of the start of each quarter	Work Study Contracts/General	Academic Advisor	Principal
Track work study progress	Academic advisor will communicate on-going progress of work study students	At mid-term and end of the quarter	Work study list/General	Academic Advisor	Principal
Record completion of work study hours	Academic advisor will submit to principal a report of quarterly completed work study.	Within 2 weeks at the end of the quarter	Work Study Report/General	Academic Advisor	Princiapl

1.6 Strategy

If we add credit recovery data to attendance reports for 5 year cohort graduates then more real time credit data will be accessible to staff **and** students will receive more intensive case management. (Priority Development Month/Year): August 2023 (FY24)
FY24 Status: The principal (Brian Grossenburg) developed a virtual data den that contained attendance data, graduation data, anc academic performance data for individual students along with school wide instructional observation data. The academic advisor (Paula Ramirez) added a database to track essential data related to the subgroup populations of ELL students, Special Education Students, and 504 Students. The PLC consistently used the data within the PLC meetings to establish strategies to over come challenges with academic performance, attendance, and graduation.

FY24 Status: The virtual data den was added this year and has been used to house real-time data related to attendance, credit achievement, and Pre-ACT scores.
FY25 Status: The data den has been expanded to include school processes and RTI relevant information for 11th grade students.

Strategy Performance Measures:

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2
Attendance report will display credits achieved for 5 year graduates	Principal	Attendance by cohort list in virtual data den	22-23 No data exists	23-24 Implement and work with strategy	24-25 evaluate for effectiveness

Indicator: Work Study enrollment will display at least 20 students.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Analyze transcripts for credits towards graduation for the 5 year graduation cohort	Develop a list of students that details how many credits they achieved towards graduation	Within two weeks following each quarter then when students enroll	Virtual data den Attendance by Cohort Report/General	Principal	Academic Advisor
Update list each quarter	The credits earned by students will updated each quarter to determine progress towards graduation on a quarterly basis.	Within two weeks of the start of a new quarter.	Virtual data den Attendance by Cohort Report/General	Principal	Academic Advisor
Include credits earned into PLC agenda	Inform all staff about credits achieved towards graduation	Two to three weeks following the start of the new quarter	Virtual data den Attendance by Cohort Report/General	Principal	Academic Advisor
Plan intensive intervention for students that are close to catching up on credits towards graduation.	Students that are close to catching up on credits will have PLC based plan to discuss with student	Two to three weeks following the start of the new quarter	Virtual data den Attendance by Cohort Report/General	Principal	Academic Advisor
Discuss plans with students	Student will meet to determine feasibility of implementing plan	Two to three weeks following the start of the new quarter	Virtual data den Attendance by Cohort Report/General	Principal	Academic Advisor

1.7 Strategy **If we ensure 5 year cohort dropouts re-enroll in diploma based program** then our graduation rate will improve **and** students will recapture the opportunity to graduate with a high school diploma. (Priority Development Month/Year): August 2023 (FY24)
FY24 Progress: The strategy was assigned and defined under the duties of the Attendance Coordinator. The inconsistent employment of the attendance coordinator position did not produce the desired outcomes. The school did see an increase in re-enrollment while attendance coordinators were employed but students that re-enrolled often re-entered into chronic absenteeism or drop-out status.
FY24 Status: No real progress has been made. Attendance coordinator have not focused on enrolling students in other schools.
FY25 Status: Still no real progress. Principal will need to establish a meeting with assistant to the principal and attendance coordinator to develop a list of students to see if that improves strategy success.

Strategy Performance Measures:

Indicator	Person Responsible	Data Source	Baseline	Target Year 1	Target Year 2
Re-enrollment rate of 5 year cohort dropouts	Attendance Coordinator	Re-enrollment report	22-23 nineteen percent of dropouts re-enrolled into a program	23-24 twenty-five dropouts will re-enroll into a program	24-25 Thirty dropouts will re-enroll into a program

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Registrar Notifies attendance coordinator that a 5 year cohort student is dropping out.	Attendance coordinator receives immediate notice that a 5 year cohort has exited school.	Within 24 hours of exciting	Email notification/School Improvement grant and general	Registrar	Attendance Coordinator
Attendance coordinator promotes re-enrollment into various programs that offer a diploma	Attendance Coordinator convinces dropout to continue education with one of a menu of options.	Within 24 hours of receiving notification	Email notification/School Improvement grant and general	Attendance Coordinator	Registrar
Attendance coordinator works with family and students to re enroll into a program.	Student becomes enrolled ino one of many options.	Within one week of receiving notice	Email notification/School Improvement grant and general	Attendance Coordinator	Registrar
Attendance coordinator notifies registrar and principal of result	Registrar and principal receive a notice of students that are still needing re-enrollment	Within 24 hours of meeting with family and student	Email notification/School Improvement grant and general	Attendance Coordinator	Registrar

Principal updates information in virtual data den	Staff have updated information on re-enrollment status of dropouts	Within 24 hours of receiving notice from Attendance Coordinator	Virtual Data Den Attendance by Cohort Report/General	Principal	Registrar
Attendance Coordinator contacts non-enrolled dropouts one more time	Non-enrolled dropouts enroll into a diploma program	Approximately nine weeks following initial visit	Attendance Coordinator Calendar/School Improvement grant and general	Attendance Coordinator	Registrar

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective they were based on data (include any relevant data in the explanation if it is available).

Supports Needed	Supports Provided	Source (school and other organizations)	Effectiveness
Training attendance coordinator on processes related to scheduling interventions and notifications	Training was provided to attendance coordinator by registrar and principal	School	Somewhat effective-Attendance coordinator left employment after 3 weeks.
Train treasurer, vice president, and president on purchase and honor procedures	None yet	School	No effectiveness yet
Need to develop a google sheet that tracks student intervention	None yet	Principal	No effectiveness yet
Need to figure a way out to positively influence work study employers to set reasonable work hours for students	no solution yet	Academic Advisor	No effectiveness yet

Reporting

Implementation Data

Strategy/Action	Success	Challenges
Employing attendance coordinator	When the attendance coordinator was employed ADA improved to 82%. Attendance Coordinator offered position on 3/22/24	1st academic coordinator left employment on 8/17/13 - job search started 8/18/23; interview candidate 9/7; offer on-site visitation to candidate on 9/12/23 ((1/12/24) ; No Attendance Coordinator all of Q3; Absenteeism at 37% (3/11/4); Q4 hired an attendance coordinator but left employment after 2 weeks (6/1/24)
Staff will stay after school to offer tutoring.	Principal has met with all students who are failing. The Academic Advisor contacted all parents regarding low grades and tutoring available after school. Students that are in risk of losing credit to attendance are staying more frequently. The average number of students staying after school has increased from 5.6 students per day to 7.7 students per day. (3/11/24)	Students are not passing classes. Staff are staying but only limited students stay (2/26/24)
Students will be enrolled in Edgenuity to help with credit recovery.	The Academic Advisor has signed up several students to Edgenuity for credit recovery. (9/17/24) Scheduling students with Edgenuity courses for a set period of the day has improved completion of course work. (3/29/24)	Students are arriving at our school with under 3 credits as seniors. Initial on track to graduate report displays only 28 students (2/16/24)
Increase number of students in work study	Currently 10 students enrolled in work study Work study enrollment is now at 27 students (March 29, 2024)	50% are failing one in-person class or more. Currently have 18% of students in work study. Not having affect on positive attendance. (1/18/24)

	AS of Mar 25, 2024 83 students have attend DOL Az@Work Youth Services Orientation.		DOL Az@Work Youth Services fails to track and communicate well with students (3/13/2024)	
Assign intervention for failing students	Consistent Administrator to Student Conference starting 3 weeks prior to end of the quarter. Number of failing students between Quarter 2 and 3 has reduced from 43 students failing one class or more to 23 students failing on class or more (3/18/24)		Inconsistent or lack of teacher to parent notification of students failing or calling to mandate intervention 10/16/23); Teachers report hard to sustain sheer number of students absent (1/18/24). Difficult for principal to keep up with scheduling for intervention (6/1/24)	
Milestone	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Actions Completed (%)	50%	30%	60%	60%
Actions on Time (%)	0%	0%	60%	60%
Actions Behind Schedule (%)	100%	60%	60%	60%
Resources/Budget Used ($)	$1033 Gen Bud$1033 from SIP Grant	$443 Gen Bud/$443 SIP Grant	$0	$842 Gen Bud/$842 SIP Grant
Additional Information/Comments:				

Priority 2 The school must improve attendance in order to meet graduation rate expectations and academic achievement expectations.

Strategy 2.1: **If** we hired an attendance coordinator, then the school will have greater relevant attendance data, **and** students will have improved attendance. (Priority Development Month/Year): August 2023 (FY24)

FY24 Status:

1. The school employed 3 different attendance coordinators, however each coordinator quit employment within two to four weeks of time. While employed however, absences were reduced where attendance improved to any where from 83% to 94%. Without the attendance coordinator attendance ranged from 64% to 76%.
2. The inconsistent employment of the attendance coordinator position did not produce the desired outcomes in terms of re-enrollment into our school or another school. The school did see an increase in re-enrollment while attendance coordinators were employed but students that re-enrolled often re-entered into chronic absenteeism or drop-out status.
3. In order to combat the effects of low enrollment and inconsistent employment, the attendance coordinator duties will be embedded with the duties of the paraprofessional. The paraprofessional will no longer have independent study duties or be required to offer student support within the classroom for 50% of the day.

FY25 Status: The priority will only be monitored as part of Priority 1 as to eliminate duplication of wording and wasting of time.

Strategy Performance Measures: (measuring the **"then"** part of the statement-the adult behavior)

Indicator	Data Source	Baseline	Target Year 1 (23/24)	Target Year 2 (24/25)
Chronic Absenteeism Rate will decrease.	CNA and Registrar Data	37%	30%	27%
Average Daily Attendance	Synergy ADA Reports	42%	30%	27%

Indicator: Chronic Absenteeism Rate will decrease. and ADA will improve

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
2.1 Marketing and Hiring	Hire 1 Attendance Coordinator	6/1/23 - 7/27/23	50% CSI_G and 50% General Budget	HR	Principal , Registrar, Academic Advisor
2.2. Training on systems and processes	Attendance coordinator functions independently	7/27/23 - 9/1/23	50% CSI_G and 50% General Budget	Principal	Principal and Registrar
2.3 3 mos attendance coordinator evaluation	ADA below 30%	11/15/23-12/15/23	50% CSI_G and 50% General Budget	Principal	Principal and Registrar
2.4 6 mos attendance coordinator evaluation	ADA below 30% and Chronic Absenteeism below 30%	2/15/24-3/15/24	50% CSI_G and 50% General Budget	Principal	Principal and Registrar
2.5 A staff person's responsibilities will be assigned to schedule and track students receiving intervention for math and reading	Students' performance will increase as related to Arizona Academic Standards.	June 1, 2024 to to June 30, 2025	15% of Salary of Attendance Coordinator position from Title 1 Funds	Principal and Business Manager	Attendance Coordinator. Teachers. and Academic Advisor

Strategy 2.2: **If** we **implement an attendance notification system that includes generic nudge letters, registrar and attendance coordinator calls, home visits, and attendance conferences,** then school attendance will improve, **and** students will not lose credit for violations of attendance policy. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: The duties were allocated to the principal and registrar. The registrar (Amber Cygan) made consistent phone calls daily to students that were absent and attempted to reach out weekly to students with chronic absences. The principal conduct 72 home visits and made calls when availability occurred. Attendance conferences were sporadic because often students and families were absent for the conferences.

FY24 Status: The attendance coordinator position was given the responsibility of taking the lead on the strategy and added to the strategy. Due to the inconsistent employment of the attendance coordinator position, the principal (Brian Grossenburg) and Assistant to the Principal (Amber Cygan) accepted the duties of the strategy. Results for FY24 were similar to FY24 where only success of the strategy was achieved when an attendance coordinator was employed.

FY25 Status: Home Visits and Phone calls have increased, but nudge letters have still not materialized.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
Contact logs will display an increase in contacts made	Contact logs	22-23 Teachers made minimal contact, principal made minimal phone contact but conducted 72 home visits	23-24 Teachers call 2nd period absent students; Attendance coordinator sends nudge letters, calls and home visits, academic advisor manages online attendance, registrar coordinates activities	24-25 Refine strategy and strategy

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Implementation training	Staff will understand and receive tools to carry out duties	One week at start of year or within one week of employment	School Improvement Plan/Job Specific Funding	Principal	Registrar
Strategy monitoring	Ongoing communications will occur with absent students	Every three weeks	Contact Logs/general	Principal	Registrar

Strategy 2.3: **If** we implement an organizational maturity model where students and families have greater agency then, average daily attendance will improve **and** student motivation to attend school will increase. (Priority Development Month/Year): August 2023 (FY24)

FY24 Status:

1. The Principal (Brian Grossenburg) and PLC Leadership (Juan Lerma, Prabha Nair, and Patricia Rush) began to measure the elements of Instructional Empowerments organizational maturity model. No actions were implemented to increase the organizational maturity inside the classroom.
2. The principal (Brian Grossenburg) and Student Council Co-Adviosr (Paula Ramirez) expanded the leadership role of student council to include reviewing policies and establishing school-wide decision making authority in conjunction with the school board.

FY25 Status: The leadership team developed a staff reduction plan which will decrease the cost of school operations. A teaching position will be eliminated if the school does not achieve an enrollment of 85 students by September 15, 2025.
Note: A teacher left a position on 9/5/25 voluntarily. The enrollment for the school was at 82 students. The position will not be refilled. Students will continue coursework on Edgenuity under the guidance of other teachers and academic advisor. The principal/SPED teacher will assess the ability for the principal to add one more class onto his case load for quarter 2, which starts on October 15, 2025.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
I.E Maturity Model Perception Chart will display greater agency across domains	IE Maturity Model Perception Chart	22-23 Student agency was determined to function within a system of controls	23-24 Perception will move towards self-regulation and intrinsic motivation. and belongingness	24-25 Perceptions will move towards ownership.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Leadership team reviews perception survey results with I.E consultant	An accurate perception is displayed on I.E Maturity Model Perception Char	Within two weeks of every quarter or every 45 days whichever comes sooner	I.E Maturity Model Perception Chart/School Improvement Grant	Principal	Leadership Team and IE Consultant
Annual reporting to school board	Stakeholders will be informed of current state of maturity	At the July Board Meeting for each year of implementation	I.E Maturity Model Perception Chart/General	Principal	Superintendent

Strategy 2.4: **If** staff receive ongoing professional development on building student agency and student relationships then, average daily attendance will improve **and** student motivation to attend school will increase. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: Instructional Empowerment was awarded a contract to build instructional procedures that would develop student agency and student relationships within the classroom. Consultant (Jeffrey Alstadt) was assigned as the school teacher mentor and leadership mentor. Jeffrey completed 19 visits to the school and conducted weekly phone conferences with the principal (Brian Grossenburg). The focus for the year encompassed establishing instruction that provided student evidence to the standards. The principal was given the task of analyzing systems, structure and practices in relation to Instructional Empowerments Organizational Maturity Model. Much of the year was spent analyzing curriculum and cross walking curriculum to the Arizona standards. From February to May, Mr. Alstadt worked with PLC team and principal on the emergence of building student led teams. Mr. Alstadt left instructional empowerment's employment in the month of June.

FY24 Status: Instructional Empowerment was again awarded the contract to build instructional procedures that would develop student agency and student relationships within the classroom, because much of the program had yet to be installed. Consultant (Kevin McDonald) was assigned as a leadership mentor, and consultant (Kara Bentley) was assigned as a teacher mentor and coach. The school still needed to add aspects of organizing students to achieve the standards, and aspects of monitoring for learning. The focus of the year encompassed establishing structures and supports that would lead to student led teams working with autonomy. Growth was slow for most of the year and real student led teams are still in the emergent stages of development.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
PLC Agenda and logs will display ongoing professional development in building instructional structures that lead to student agency and positive student relationships	PLC Agendas and material	22-23 Staff received 20 hours of PD on forming basic structures that increase student agency.	23-24 Staff will receive at least 20 hours of PD that focus on putting in place the structures and tools necessary to carry out student-led teams.	24-25 Staff will receive at least 20 hours of PD that focus on building structures where students can monitor their own learning.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Leadership team works with IE consultant to develop PD calendar and agendas	A calendar is developed to identify dates of PD and assist in structuring PLC topics	Within one week of the new school year	PD and PLC Calendar/School Improvement grant	Principal	Leadership team
IE Consultant provides professional development to principal	Principal is trained on building instructional structures that lead to	Ongoing throughout the year	IE Resources/School Improvement grant	IE Consultant	Principal

	student agency and positive student relationships				
IE Consultant along with principal provides professional development to staff	Teachers and staff receive training building instructional structures that lead to student agency and positive student relationships	One to two times per month	IE Resources/School Improvement grant	IE Consultant	Principal
Principal and staff carry out professional development that reinforces efforts delivered by IE consultant	A system of ongoing professional development occurs that focus on building instructional structures that lead to student agency and positive student relationships	at least biweekly	IE Resources/School Improvement grant	Staff	Principal

Strategy 2.5 **If** student council carries out school events that have interest to the student body, then student motivation to attend school will increase. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: Student Council, under the leadership of president of (Laeyla Martinez), established quarterly events for students. No difference in attendance was evidenced by having 1 event per quarter. Student council conducted a strategic planning session on May 18, 2023 to establish actions and goals for the FY24 year. Student council established a schedule and events that would occur biweekly in FY24.

FY24 Status: Student Council, under the leadership of (Markel Hernandez), adjusted the plan of biweekly events to establish events every 3 weeks. Student Council, under his leadership, decided having biweekly events took much time for planning and the goal of having biweekly events was causing too much stress. In January, advisor (Brian Grossenburg) suggested coordinating with writers club to plan and carry out events and also contract with other students that had special talents to assist with tasks associated with events. In February, President (Markel Hernandez) and Vice-President (Ashlee Ochoa) began meeting with Writer's Club President (Erick Antonio) and Vice President (Mayra Cunningham) to plan and carry out school events. They established a contract with student (Eduardo Arellano) to design and make posters for the events. Hero passes were used as payment.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
School Event Calendar will display student council facilitate events	School event calendar	22-23 Student council hosted one event	23-24 Student council will host 8 events.	24-25 Student council wll host 12 events.

Indicator The School Event Calendar will display student council facilitate events.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Student Council president facilitates a discussion to establish school event goals	8 events are scheduled	Within 3 weeks of electing president	procurement requests, expense sheets, planning sheets/Student Council Activity Funds	Student Council President	STUCO School Event Committee and Principal
STUCO School Event Committee proposes events to STUCO	Student Council approves events	As determined by events committee	procurement requests, expense sheets, planning sheets/Student Council Activity Funds	STUCO School Event Chair	Committee Members, Student Council, and principal
STUCO School Event Committee recruits students and community members to develop events	Well organized events are planned within established time frames	As determined by events committee	procurement requests, expense sheets, planning sheets/Student Council Activity Funds	STUCO School Event Chair	Committee Members, Student Council, and principal
Student Council hosts events	Well organized events are completed within established time frames	As determined by events committee	procurement requests, expense sheets, planning sheets/Student Council Activity Funds	STUCO School Event Chair	Committee Members, Student Council, and principal

Strategy 2.6 **If** students with positive school behaviors are selected to mentor students with poor attendance and new students that are struggling, then student motivation to attend school will increase. (Priority Development Month/Year): April/2025 (FY25)

FY25 Status: At the April 2025 Strategic Planning meeting Trish Rush proposed a mentoring program. The strategic planning team approved the strategy. No one at the school level felt confident enough to implement the program. The principal requested assistance from the superintendent. The superintendent and business manager contracted with Thelma Lundy to lead the school staff in designing and implementing a peer mentorship program

FY26 Status: Ms. Lundy presented 6 hours of training split between August 1 and August 8 of 2025 in which school staff worked together to construct the frameworks to implement a Peer mentoring program. On August 22nd, staff selected 10 peer mentors that would be trained and then provide mentorship to students that had poor attendance and new students that were struggling. The mentors were trained on August 26 and August 27. A mentorship kickoff activity was held with all staff and students attending on August 28. A storm on September 4 and 5 delayed the PLC from assigning mentees to mentors. Mentors and the principal met on September 9 to discuss status of the strategy and discuss logistics.

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective they were based on data (include any relevant data in the explanation if it is available).

Supports Needed	Supports Provided	Source (school and other organizations)	Effectiveness
Staff development on building a mentorship program	Ms. Lundy trained staff on 8/1/25 and 8/8/25 – 6 hrs PD	Az@Work Youth Services	Completed
Mentors need training on program	Peer mentor orientation scheduled for 9/15/25; includes role expectations and empathy training	Pricnipal & Az@Work Youth Services	Completed
Identification of student mentors with positive behaviors	Behavior data reviewed weekly; mentor candidates selected by 9/5/25	School Admin & PBIS Team	Completed

Outreach to students with poor attendance and new enrollees	Attendance team flagged Tier 2 students; welcome surveys distributed to new students	Attendance Intervention Team	In Progress
Ongoing mentor-mentee check-ins and feedback loops	Monthly mentor forums and feedback sessions begin 10/1/25	School Culture Committee	In-Planning
Incentives for mentor participation	Community service hours and recognition at quarterly assemblies	School Leadership Team	Planned

Reporting

Implementation Data

Strategy/Action	Success	Challenges
Attendance Coordinator to improve attendance	During employment reduced absenteeism significantly and tracking and communication of attendance was consistent. 99/27/23)	Loss of attendance coordinated resulted in excessive absenteeism and inconsistent tracking and communication. (1/16/24)
Provide nudge letters to absent students		Registrar did not have ability to take up Academic Coordinator's responsibility to mail nudge letters. (3/13/24)
Intensive case management	Starting 3 weeks to the end of the quarter, staff met with students to discuss daily attendance. Action has continued for 3 quarters. (2/26/24)	Principal has dedicated time to more operation type activities like ASBCS compliance processes and Cognia narratives. (1/25/24)
Career and Technical Experiences	6 students enrolled in Career and Technical Courses; 1 career mini camp with 7 guest career speakers; 3 job visit events (10/12/23). 2 Students and CTE classes, 16 students in work study. (1/12/24) 3 Career Completed, 27 students in work study., 87 students referred Az@Work (3/29/24).	Conflicting schedules with events, lack of funding to access experiences
Peer Mentoring Program		1. Logistics: Space and time availability for mentors to meet with mentees during school

	12 mentors selected based on positive behavior data; mentees identified through attendance and transition flags. Weekly mentor check-ins began 9/22/25. (10/3/25)	day is limited by time availability and space availability. Current design is where each mentor will meet with each mentee individually for 10 minutes during 3rd or 4th period. This equates to each mentor needing a space for about 40 to 45 minutes during 3rd or 4th period 1 day a week. Most mentors are preferring 3rd period. Staff will need to schedule the mentor and mentee times. 2. Logistics: A lunch period will need to be extended where a mentee is assigned with a staff to collaboratively call absent students. There are only 7 staff. 4 staff are needed to support duties during lunch. Leaving 3 staff available to support mentors. Each requiring a private classroom or office to conduct calls. At this point, there is no data to determine how long each staff and mentor partnership will need to make calls. The school has limited common areas to eat lunch.

Priority 3 The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.

Strategy 3.1 **If** we increase services to the 11th grade cohort that includes increased case management, and designating increased individualized services, then staff will have a structure in place to effectively offer interventions to a critical subgroup, **and** the 11th grade academic achievement will increase. (Priority Development Month/Year): August 2023 (FY24)

FY24 Status: The strategy was planned to be carried out by the PLC team however no lead to managing the strategy was assigned. Therefore, interventions for the most in need never occurred because either the student was never informed or the student managed to avoid the intervention session.

Strategy Performance Measures: Increase services to 11th grade cohort that includes increased case management, and designating increased individualized services.

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
SWS Quiz Scores will consistently show improvement to mastery	SWS Data Reports	22-23 No data is available for lack of ACT aligned tool.	23-24 Mastery established at 70% of concepts tested at 70% tested	24-25 Mastery established at 70% of concepts tested at 75% tested.
Pre-ACT Scores will display an increase	Pre-ACT midcycle scores	22-23 8% of the 11th grade displayed mastery	23-24 25% of spring benchmark meets mastery	24-25 30% of spring benchmark meets mastery
ACT scores will display an increase	ACT Student Reports	22-23 6% pf the 11th grade students displayed proficiency	23-24 20% of spring benchmark meets mastery	24-25 25% of spring benchmark meets mastery

Indicator(s) Pre-ACT and ACT Scores will display an increase.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Administer Pre-ACT	staff will real data to plan instruction and interventions	Early SEptember, Early January, Early May	Pre-ACT exams and Reports/general	Academic Advisor	Principal
Identify and record current performance level of students on Pre-ACT in virtual data den	staff will real data to plan instruction and interventions	Early SEptember, Early January, Early May	Pre-ACT exams and Reports/general	Principal	Academic Advisor
Analyze Pre-ACT scores as a PLC group	Plan interventions fo 11th grade students that are close to performance	Early SEptember, Early January, Early May	Pre-ACT exams and Reports/general	Academic Advisor	Principal
Schedule and Carry out interventions for 11th grade students close to performance	11th grade students close to passing will receive intensified intervention	Early SEptember, Early January, Early May	Pre-ACT exams and Reports/general	Academic Advisor	Principal

Administer ACT	staff will have summative data to establish school level performance based on Arizona business rules	Last week of March or 1st Week of April	ACT exams and Reports/general	Academic Advisor	Principal
Identify and record current performance level of students on -ACT in virtual data den	staff will have summative data to establish school level performance based on Arizona business rules	Last week of March or 1st Week of April	ACT exams and Reports/general	Academic Advisor	Principal
Develop performance report for stakeholders	Inform stakeholders of current academic achievement of 11th grade based on school performance and Arizona business rules	First two weeks of June	ACT Reports/general	Principal	Academic Advisor and Leadership teme
Publish and Present Performance Report to school boards and stakeholders	Inform stakeholders of current academic achievement of 11th grade based on school performance and Arizona business rules	First two weeks of June	ACT Reports/general	Principal	Academic Advisor and Leadership teme
Continue a process of Principal coaching of teachers using multiple evidenced based instructional tools that include Cognia's ELEOT tool, Instructional Empowerment Rigor Walk Tool, and Instructional Empowerment's Look and Learn Tool to fulfill the need of applying a system of tools to acquire data that provides actionable coaching information.	Teachers will continually improve instructional practices that promotes an increase in the rate of which students obtain skills and knowledge as defined by the Arizona Standards.	Last week of July each year to the third week of May each year.	Cognia's ELEOT Tool IE Rigor Walk 2.0 IE Look and Learn IE Resource Center	Principal	Teachers and IE Consultants
School Performance Reports will include academic achievement data from all cycle assessments (Short, mid, and long cycle) in order to meet the need of periodically informing all stakeholders of school math performance and growth.	Leadership Team, School Board, PLC and Community will have data that promotes accurate planning of strategies and utilization of resources.	Within 3 weeks of end of each academic quarter.	ACT Data Pre-ACT Data Short-Cycle Assessment Data	Principal	Leadership Team, School Board, PLC and Community

Strategy 3.2: Retired 08/23/24

If we continue to contract with a consultant that is funded through the Comprehensive School Improvement grant to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance, then staff will be able implement effective services and systems; and student achievement and attendance will improve. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: Instructional Empowerment was awarded a contract to build instructional procedures that would develop student agency and student relationships within the classroom. Consultant (Jeffrey Alstadt) was assigned as the school teacher mentor and leadership mentor. Jeffrey completed 19 visits to the school and conducted weekly phone conferences with the principal (Brian Grossenburg). The focus for the year encompassed establishing instruction that provided student evidence to the standards. The principal was given the task of analyzing systems, structure and practices in relation to Instructional Empowerments Organizational Maturity Model. Much of the year was spent analyzing curriculum and cross walking curriculum to the Arizona standards. From February to May, Mr. Alstadt worked with PLC team and principal on the emergence of building student led teams. Mr. Alstadt left instructional empowerment's employment in the month of June.

FY24 Status: Instructional Empowerment was again awarded the contract to build instructional procedures that would develop student agency and student relationships within the classroom, because much of the program had yet to be installed. Consultant (Kevin McDonald) was assigned as a leadership mentor, and consultant (Kara Bentley) was assigned as a teacher mentor and coach. The school still needed to add aspects of organizing students to achieve the standards, and aspects of monitoring for learning. The focus of the year encompassed establishing structures and supports that would lead to student led teams working with autonomy. Growth was slow for most of the year and real student led teams are still in the emergent stages of development.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
Observation tools will display an improvement in instruction based on established criteria.	I.E Rigor Walk Tool I.E Look and Learn Tool	22-23 High evidence of standards based instruction with limited evidence of organizing students into effective teams; and little evidence of established systems of monitoring for learning.	23-24 High evidence of standards based instruction with high evidence of organizing students into effective teams; and some evidence of established systems of monitoring for learning.	24-25 High evidence of standards based instruction with high evidence of organizing students into effective teams; and high evidence of established systems of monitoring for learning
Observation tools will display an improvement in instruction based on established criteria.	Cognia ELEOT Observation Tool	22-23 No Data Exists	23-24 Establish baseline based on Cognia 7(letters A Through	24-25 PLC will establish 45 day goals based on Cognia

			G) categories of instructionalPerformance	Observation tool and IE Tools.

Indicators: IE Tools - Observation tools will display an improvement in instruction based on established criteria.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Conduct and report baseline data	PLC will have have baseline data to establish 1st 45 day goal of year	First two weeks of school	IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant	Principal	PLC team
Provide professional development on changes to Rigor Walk Tool and Look and Learn Tool	PLC will have a rubric to develop 45 goals and carry out instructional planning	First four weeks of school	IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant	Principal	PLC team
Carry out weel;y observation using Rigor Walk Tool and Look and Learn Tool	Establish trends, identify strengths and challenges as related to 45 day goal	Weekly	IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant	Principal	PLC team
Develop PLC topics to improve performance on Rigor Walk and Look and Learn	Instructional changes will occur based on comparing weekly Rigor Walk data and student performance.	Weekly	Virtual Data Den, IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant	Principal	PLC team

Indicators: Cognia ELEOT Tool - Observation tools will display an improvement in instruction based on established criteria.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators

Establish My Journey account and add collaborators	All teachers and principals will have a My Journey and ELEOT account	Mid-September of 2023	My Journey platform/General	Principal	Cognia representative
Principal will receive professional development on using the ELEOT tool	Principal becomes effective in rating instruction base on Cognia expectations.	Early to Mid-October of 2023	My Journey platform/General	Principal	Cognia representative
PLC receives training using the ELEOT tool	PLC team become effective in rating instruction base on Cognia expectations.	Mid-Late October of 2023	My Journey platform/General	Principal and/or Cognia Representative	PLC Team
Principal and superintendent designee carry out ELEOT observation in conjunction with IE Look and Learn tool	Accurate observation of teachers is conducted based on ELEOT tool and Look and Learn Tool	Early November and then Weekly	IE Look and Learn Tool, ELEOT Tool/General	Principal	Superintendent Designee
Teacher is providing coaching based on ELEOT Tool and Look and Learn Tool	Teachers determine instructional change based on Look and Learn nd ELEOT	Early November and then Weekly	IE Look and Learn Tool, ELEOT Tool/General	Principal	Teachers

Strategy 3.3: **If** we Implement a short cycle assessment system that parallels elements of mid-cycle and long-cycle assessments in order to better implement interventions and instructional improvement actions., then instruction will improve to meet industry standards and student performance will improve to increase academic achievement and graduation rate. (Priority Development Month/Year): August 2007 (FY08)

FY22 Status: Short cycle assessment remained in the same format and building structure as in previous years. The English Teacher, Math Teacher, and Principal used AIMS related concepts to construct concept areas of focus and then carry out professional development with the PLC team. Teachers would use the 10 minutes added on to 4th period to teach school wide concepts. On Fridays, during 1st period, students would take a 10 to 15 minute quiz on the concepts developed for the week. The PLC team developed a calendar where concepts would be revisited frequently. 11th grade scores on Pre-ACT remained unchanged in the spring of 2022. The PLC conducted a root cause analysis concerning the short cycle assessment and the PLC team determined two factors were at the root cause, 1) the school lacked mid-cycle assessment that aligned to the Pre-ACT, and 2) the short-cycle assessments did not reflect the rigor of the ACT. The team requested that the principal conduct an analysis of the Pre-ACT to create a map of Pre-ACT items and compare the findings of the map with an error analysis of the ACT. When staff returned at the end of July, the PLC would reconvene and establish structure for the short-cycle assessment based on the Pre-ACT.

FY23 Status: The PLC determined that based on the error analysis some basic concepts were still need of development especially in math. The team also agreed to establish a reading and English section that more reflected the Pre-ACT instead of the AIMS. The English teacher was assigned the task of developing school wide concepts and the math teacher was assigned with developing math concepts. Math concepts stayed the same for the FY23 school year, but greater focus was placed on linear equations. The English portion of the short cycle assessment focused on Key Ideas and Details and Conventions. Again little growth was seen on the ACT in terms meeting proficiency, but the data did display more students were now approaching proficiency. The PLC conducted a root cause analysis of the scores and how the short cycle assessment could be changed for FY24. The team agreed that science needed to be added to the short cycle assessment, as well as eliminating non-rigorous math questions. The team decided the short-cycle assessment needed to include reading questions that also focused on Integration of Knowledge and Ideas as well as Key Ideas and Details. Concepts of Knowledge of Language were also added as well as concepts of conventions. The math teacher requested he have time to look at ACT concepts greater in length, but assured the team he would present a menu of options at the July strategic planning session.

FY24 Status: The PLC team revamped the short-cycle assessment to be truly replicative in structure to the Pre-ACT. A section of science was added to the short-cycle assessment and the science teacher was assigned the lead for that section. The math teacher proposed and the team accepted that Number and Quantity concepts could be embedded with Integration of Knowledge questions. The science teacher proposed and the team accepted that items should be added in the analysis of charts and crafts in structure consistent with the Interpretation of Data concept category of the Pre-ACT. The team decided that the short cycle assessment time frame should be extended to 20 to 30 minutes because of the complexity and length increased. The team also decided that bridging the gap of learning for low learners would be too immense and therefore came up with a plan where for two consecutive Fridays the short cycle assessment would be team based and the third Friday would be individual based. The data from the individual assessment would be published in the virtual data den for PLC review and assigning intervention.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT	Pre-ACT and SWS quiz crosswalk	22-23 No data exists	23-24 The PLC team will crossw-walk SWS items to the Pre-ACT School mastery set at 70% of Pre-ACT concepts assessed with 70% of students achieving mastery.	24-25 The PLC team will crossw-walk SWS items to the Pre-ACT

Indicators: Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Analyze publicly release Pre-ACT assessment	The PLC team will have a tool that allows the team to	July of 2023	20-21 Pre-ACT/General	Principal	Teachers

	to develop SWS short cycle assessments against the Pre-ACT				
Determine Structure of SWS short cycle tool	The team will determine a standard format the tool and protocols for the tool.	Late July of 2023	20-21 Pre-ACT, PreACT analysis; Bank of sample test items/general	Principal	PLC Team
Design SWS short cycle assessments	The PLC team will design the format of the SWS assessment where the Pre-ACT concept is identified along with performance complexity	Day of school mastery based on individual performance	20-21 Pre-ACT, PreACT analysis; Bank of sample test items/general	Lead Member of PLC Team	Principal
Teachers prepare short lessons based on Pre-ACT concepts identified in PLC	Students will become proficient on significant concepts tested within the Pre-ACT	Daily	Teacher developed material/general	English, Math and Science Teacher	Principal
Administer SWS short cycle assessments.	Students will take SWS assessment as established by PLC protocols	weekly	SWS assessment/general	Teachers	Principal
Aggregate cohort data	PLC team will have individual student data and cohort data to make instructional decisions and plan intervention.	at time of individual SWS test event	SWS assessments, Virtual data den/general budget	PLC Teams	Principal
PLC discussion of SWS results for 11th grade students and other cohorts with marked challenges.	PLC team will make instructional decisions and plan intervention.	at time of individual SWS test event	SWS assessments, Virtual data den/general budget	Lead Member of PLC Team	Principal

Strategy 3.4: **If** we establish a data den that houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures, then staff will have immediate and anywhere access to relevant school and student data; and student achievement will improve because staff are able to respond quicker with interventions. (Priority Development Month/Year): August 2022 (FY23)

FY23 Status: The principal (Brian Grossenburg) developed a data den on the inside of his closet door, however to space limitations only Pre-ACT data by grade level could be displayed. Small sticky notes that contained each student name along with the Pre-ACT was placed at the appropriate grade level and then also placed in a manner that displayed the students ranking within the student's grade. The principal categorized students within each grade level as either meeting proficiency, approaching proficiency, or falling below proficiency. Multiple issues were apparent with this form of the data den. First, space was limited to capture data beyond Pre-ACT performance. Second, the PLC team had limited access to the data because it was located inside the office. It was seldom where teachers and the PLC would look at data from the data den. Lastly, because only mid-cycle Pre-ACT data was contained in the data den, teachers only had reliable data to analyze three times per year. Little intervention was based on the data from the den.
FY24 Status: In June of 2023, the principal developed a virtual data den that would be housed within a secure drive located within the agency's Google Workspace. The staff were introduced to the virtual data den in July where they returned from summer break. The data den at the end of the year now contains real time data and information related to short-cycle assessments, instruction, attendance, progress to graduation, school processes, lesson plans, PLC agendas, and Special Needs Populations.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
Virtual data den will be developed to houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures.	Virtual Data Den	22-23 A data den was kept on the inside of the principal's closet door that displayed Pre-ACT Achievement	23-24 A virtual data den will be maintained on the agencies google drive.	24-25 A virtual data den will be maintained on the agencies google drive.

Indicators: Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Establish a shared drive in YPIC google workspace	Staff will access to virtual domain to store and access school and student data	July 2023	Google Workspace/general	Principal	None
Establish folders for academic performance,, attendance, core value measures, and instructional performance measures,	Staff will have categories for which to store information	July 2023	Google Workspace/general	Principal	None

place data documents inside virtual data den	Data will be available to a stakeholders based on roles within the community.	Continuous	Virtual data den/general	Staff	Pertinent stakeholders
Rview data as determined by staff, student, PLC or stakeholder need.	Staff will access data when needed.	Continuous	Virtual data den/general	Staff	Pertinent stakeholders

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

Supports Needed	Supports Provided	Source (school and other organizations)	Effectiveness
Pre-ACT aligned test items to support SWS assessments	Team sharing of resources	PLC Team	Effective to Highly Effective
Continuous staff exposure to the virtual data den	Data Den use has been imbedded into PLC	PLC Team	Effective

Reporting

Implementation Data

Strategy/Action	Success	Challenges
Rigor Walks, Look and Learns,	1 series of Look and Learn Coaching established; 45 day goals for Rigor Walk Met 3 weeks early.	Data analysis, plan development, attendance intervention, and behavior intervention interrupt and interfere with carrying out effective Rigor Walks and Look and Learns.
Pre-ACT aligned Short Cycle Assessment	Weekly short cycle assessments have been given and data entered into virtual den. Successful use in driving next SWS concepts. School consistently achieves 70% mastery or better each week.	There is only a description of Pre-ACT concepts, but no resource that explicitly states the concept category for items. The process of determining Pre-ACT concepts is a PLC activity.

Instructional Empowerment Services to Improve Instruction	Two consultants have each made two sight visits where leadership and teachers were trained on next initiatives. (10/12/23) Two consultants have made 7 site visits. One consultant has made 5 with the other making 2: focus on equitable teaming. 12 hours of PD. (1/12/24)		Data analysis, plan development, attendance intervention, and behavior intervention interrupt and interfere with carrying out effective Rigor Walks and Look and Learns.	
Virtual Data Den established to house easy access attendance and academic information	Virtual data den is established and being used to track progresses of not only student based performances, but also school based performances.			
Milestone	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Actions Completed (%)	0%	0%	0%	100%
Actions on Time (%)	100%	100%	100%	100%
Actions Behind Schedule (%)	0%	0%	0%	0%
Resources/Budget Used ($)	$3.756 Gen Budget/34,250 SIP Grant	$2,924 Gen Budget/34,250 SIP Grant	$3,785 Gen Budget/34,250 SIP Grant	$964 Gen Bud/$34,250 SIP Grant
Additional Information/Comments 2/26/24 - Steady improvement in Rigor Walk data has been noted. In late November of 2023, started using Cognia's ELEOT tool.				

Priority 4 The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.

Strategy 4.1: If we conduct quarterly audits using the published ASBCS Assurance Document and Cognia Diagnostic Tools, then the school will operational data to maintain accreditation and students will have greater college and career opportunities. (Priority Development Month/Year): January 2021 (FY21).

FY21 status: This year the school went through an Interval Review by the Arizona State Board of Charter Schools. Many operational compliance issues were noted by ASBCS reviewers. Issues ranged from lack of assuring all publications contained the most recent vision statement, issues related to open meeting laws, issues identified within the enrollment form, issues identified with the school website. Overall 14 findings were identified. The principal (Brian Grossenburg) and contracts manager (Alicia Huizar), working as the designee of the superintendent (Patrick Goetz) established a plan to correct all items. Shannon Black (ASBCS Reviewer) assisted with providing resources and technical support as Ms. Huizar and Mr. Grossenburg corrected the issues. All issues were corrected by February 12. The school entered into a consent agreement in April where ASBCS would conduct interval reviews annually for three consecutive years.

FY22 status: This year an announced site visit was conducted by ASBCS. Two findings were indicated in the review. 1) The teacher salary posting on the website was for FY21 and not FY22, and 2) the school failed to ensure at the February 2021 board meeting that

vote taken in executive session was conducted publicly. ASBCS staff recommended that the school review Arizona Open Meeting law in regards to executive session and ensure processes would be put in place to ensure compliance with open meeting law occurred. Brian Grossenburg (Principal) reviewed Arizona Meeting Law and developed a script for the board president to follow during occurrences of executive session. Cassie O'Quin(ASBCS Reviewer) assisted with providing resources and technical support as Mr. Grossenburg developed the script. The website was updated before Ms. O'Quin completed her review.
FY23 status: This year an announced site visit was conducted by ASBCS. Two findings were indicated in the review. 1) It took two key strokes to reach the ASBCS dashboard 2) the enrollment form did not adequately identify military families. The issues were completed prior to reviewer Cassie O'Quin completing the review. In April, the leadership team under the urging of parent (Melissa Campa) directed the principal (Brian Grossenburg) to begin investigating processes and entities that provide national accreditation for the school. In May, the principal provided an overview of accreditation processes for North Central Association of Colleges and Schools and Cognia Accreditation Agency. Cognia Accreditation Agency was selected in May to seek accreditation through. Priority 4 was amended to reflect Cognia Standards.
FY24 status:

1. Cognia reviewer (Totsie McCraley) was assigned as the capacity reviewer for Cognia. Ms. McCraley conducted a site visit in October and recommended that the school be determined to have the capacity review process. In Decempber, the leadership team began tasks associated with preparing for the process. Science teacher (Trish Rush) and English Teacher (Prabha Nair) led the PLC in drafting initial narratives required by Cognia. Principal (Brian Grossenburg) completed the Engagement Review Asynchronous Course and ensured accuracy of items produced by the PLC. Ms. Rush, Ms. Nair and Mr. Grossenburg completed the Cognia ELEOT training. Totsie McCraley was assigned as Cognia's Accreditation Engagement reviewer in February. Ms. McCraley provided an overview to Ms. Rush and Mr. Grossenburg of the Accreditation Engagement Review process and elements within the process. In June, Mr. Grossenburg, Ms. Rush and math teacher (Mr. Lerma) began submitted Cognia Assurances, Executive Summary and Stakeholder Feedback Analysis. In July, the team submitted the Student Performance Analysis, Learning Environment Observations Analysis, and submitted evidence into the Accreditation Portfolio. Standards Self-Assessment is still in need of completion.
2. In November, ASBCS review (Cassie O'Quin) and reviewer (Benjamin Minor) conducted an announced review of operations of the school. No issues were identified however ASBCS reviewers made two recommendations. First a recommendation to review documents related to enrollment and more strongly identify that identifying ethnicity or race is optional. Second, a recommendation was made to submit a name change of the school to ASBCS which would add "Charter High School" to the words "Educational Opportunity Center". This is the last year for a review under the consent agreement. The next interval review will occur in FY26. This year ASBCS published an expanded assurance that increased the number of accountability items from 87 items to 118 items. Alicia Huizar (Contracts Manager) and Brian Grossenburg (Principal) have started to accumulate evidence of compliance for each item.
3. In July 2025, the PLC Leadership (Brian Grossenburg, Juan Lerma, and Patricia Rush) added the priorities that came from the Cognia analyses to the School Improvement Plan.
4. In July 2025, the principal conducted an internal review of ASBCS of Charter Compliance Requirements. The principal verified websites were updated as expected, board agendas and minutes complied with open meeting laws, enrollment forms complied

with requirements, calendar and schedules met instructional minute and day requirements, board members appeared as necessary on ASBCS online, but alignment with ACC did not match with ASBCS. Mr. Goetz explained that corporate structure vs. school board structure as pertaining to both ACC and ASBCS. Principal ensured all instruction related and school operation compliance requirements were met.

5. On July 28, 2025 Patrick Goetz explained the ACC and ASBCS misalignment to Patricia Gale of ASBCS. Patricia Gale replied ACC and ASBCS issue was resolved.

Strategy Performance Measures:

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
Cognia evaluator will recommend improvements and make a recommendation for potential accreditation.	*E-prove diagnostic-Schools and Systems Candidacy*	22-23 No data exists	TBD	TBD
Cognia evaluator will recommend improvements and make a recommendation for potential accreditation.	*E-prove diagnostic-Assurances for United States School Systems (including ESAs, ESAs with schools, Charter School Authorizers, Corporations, Corporation Systems, Non-Public Systems)*	22-23 No data exists	TBD	TBD
ASBCS Pop in will indicate no operational findings.	ASBCS Assurances and ASBCS Pop in report	22-23 1 operational finding was identified	23-24 0 Operational Findings	24-25 0 Operational Findings

Indicator: Cognia evaluator will recommend improvements and make a recommendation for potential accreditation.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Principal and possibly superintendent designee need to be trained on Cognia *Schools and Systems Candidacy Tool* and Cognia *Assurances for United States School Systems.*	Principal and identified staff will learn the process for conducting tools.	Feb 27, 2024	*E-prove diagnostic-Schools and Systems Candidacy and E-prove diagnostic-Assurances for United States School Systems*	Principal	Cognia Evaluator
Key PLC Leadership and principal need to trained on ELEOT	Key staff are trained to accurately conduct Cognia ELEOT observations to provide the most accurate data for coaching and CNA	Feb 27,, 2024	Cognia's ELEOT Tool; Training can be accessed through Cognia Events.	Principal	PLC Leadership
Analyses, Executive Summary, Assurances, Standards Self Assessment, and Evidence needs to uploaded into MyJourney Workspace.	Documents are uploaded into Workspace for Cognia team to review.		My Journey Workspace, AER Workbook	Principal	Cognia Evaluator, PLC Leadership

Indicator: ASBCS Pop in will indicate no operational findings

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Principal will submit required ASBCS items into the designated Google folder.	Required items are available for review by ASBCS	Mid to late September	ASBCS Pop in notification/general	Principal	superintendent designee and Superintendent
Principal and superintendent designee will use ASBCS assurance tool to conduct an audit of school operations.	Audit will indicate findings that need	Quarterly	ASBCS Assurances/ General	Principal	superintendent designee and Superintendent

	correction prior to pop in visit				
Principal and superintendent designee will implement necessary changes to correct findings.	Findings are corrected prior ot pop-in visit	Quarterly	ASBCS Assurances/ General	Principal	superintendent designee and Superintendent
ASBCS Pop in	No findings are identified by ASBCS	Unannounced			

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

Supports Needed	Supports Provided	Source (school and other organizations)	Effectiveness
Need 23-24 ASBCS Assurance	None Yet	ASBCS	None Yet
Need Training from Cognia Evaluators and Representatives	Orientation Training and 1st Meeting with Evaluator Complete	Cognia	Effective

Reporting

Implementation Data

Strategy/Action	Success	Challenges
Quarterly ASBCS internal audit	Using 22-23 audit form to prepare for this year. All board agendas meet compliance. Google folder being used to drop information. September 29 activities completed one week early.	ASBCS has not released 23-24 Assurance document.
Initiate Cognia candidacy to become accredited.	My Journey platform was established and Executive Summary Submitted.	

Milestone	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Actions Completed (%)	25%	25%	65%	80%
Actions on Time (%)	25%	50%	50%	70%
Actions Behind Schedule (%)	50%	50%	50%	20%
Resources/Budget Used ($)	$1200 Gen Bud	$1,000 Gen Bud	Gen Bud	Gen Bud

Additional Information/Comments

ASBCS has increased assurance items to 108 items in which many processes will need to be devised (1/12/24)

Priority 5 The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented.

Strategy 5.1: Retired May 17, 2024

If we analyze the school facility and surrounding areas for potential safety risks and designate allocations within the budget to carry out actions to improve the facility, then staff, students, and community will be better prepared to prevent and respond to crises. (Priority Development Month/Year): August 2023 (FY24).

FY24 Status:

1. In August, Crimsafe screens that prevent entrance into the school when doors and windows are secured was installed by Steel Shield Security Doors and MOre, LLC (Michael Maher - mmaher@steelshieldsecurity.com).
2. In August, a contract was awarded to Arizona Southwest Patrol to provide one armed security officer with a metal detector to the school. Presence of officer greatly reduced public and student motivation to become agitated during conflicts. Officer Vasquez was initially assigned as officer however only held the guard guard instead of the IVP card. Officer Roger Cano replaced Officer Vasquez. This year, ASWP officers confiscated two knives, nine marijuana vape pens, and seven tobacco vape pens.
3. In September, Pathways of Yuma was awarded a contract to provide social and emotional services to students and families. However, the school was notified by ADE in November that providers must carry the ADE social worker certificate and not just the AHS social worker certification. Pathways notified the school that no one on staff had the ADE certification. Alicia Huizar (Contract Manager) published another RFQ for services for sixty days. One response was given by Healing Journey however none of the staff of Healing Journey was able to provide the ADE certification. Services with Pathways was terminated in January. No other provider or services were offered or selected.
4. In September, the school board approved a mesh or clear back only policy. The policy began enforcement in October. The school general budget purchased a mesh backpack and vanity case for each student. The practice to purchase mesh backpacks must occur annually.
5. Ten fire drills, four lockdown drills, and three evacuation drills were conducted in addition to training three times a year on the ERP to school staff, and a debriefing of each drill occurred at staff meetings.
6. In June, External CCTV system was installed on the roof each agency building. At this time, human resource manager's office (Adriana McBride) is the only access point to observe the videos.
7. In July, the school board passed a Body Worn Camera policy which permits school staff to wear a body camera in common areas, home visits, and/or with permission. Staff must be trained annually on privacy rights, disclosure and retention of videos, use and operation of cameras, and an overview of the policy annually. Signage must be visible in hallways and rooms.

Strategy Performance Measures: (measuring the **“then”** part of the statement/the adult behavior)

Indicator	Data Source	Baseline	Target Year 1	Target Year 2
School Safety	p. 48-51	22-23 Conduct safety assessment	23-24 SRO Officer, Social Worker, Screens, Metal Detectors and mesh backpacks, Coordinated training between agency leadership and school leadership	External CCTV system, de-escalation training, physical restraint training

Indicator: School Safety

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Seek contracts and establish contract with security service vendor	Have an armed security guard with metal detector at the school	5/15/23 - 6/15/25	General Budget-Estimated $36,000	Safety Committee Chair	Principal, HR, Director, Superintendent, Contracts Manager
Seek and contract with a vendor to place a preventative covering over exterior windows and doors	Exterior Windows and doors will have covering that will prevent an intruder from breaking a window in order to gain entrance into the school	5/1/23 - 8/31/23 Completed	General Budget -Estimated $25,000	Principal	Safety Committee Chair, Superintendent, Contracts Manager
Seek and Contract with an agency to provide social and emotional services	A contract will be established where a social worker will be available for 3 days each school week to provide social and emotional services	7/15/23 - 9/1/23 Discontinued 1/23/24	School Safety-Social Worker Grant-Estimated $56,000	Principal	Safety Committee Chair, Superintendent, Contracts Manager
School board will enact a policy requiring students to transition to mesh or clear backpacks, where school	Concealing of weapons will be more difficult due to less locations to hide weapons.	6/30/23-9/30/23 Completed	General-$800	Principal	Safety Committee, Leadership team,

pays for cost of mesh backpacks.					
Agency Leadership and School Leadership will meet to discuss and cross train on communications and notifications that need to occur in the event of school emergencies	Discussion and training wil ensure parents, community and business receive accurate and timely information during a school emergency.	9/8/23-10/28/23 Completed	General	Principal	Superintendent, HR Department, Director,

Indicators

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Improve ERP	staff and collaborators design a program to put the safety measures in place	8/5/23-8/30/23 Completed	general budget, fliers and posters- demo videos	safety committee chair	principal, HR, director, superintendent, contract manager
Consistent Training and Notification of Emergency Procedures	students and staff are aware of mandated drill for various types of threat	9/1/23-9/15/23 Completed Will Renew FY25	general budget, fliers and posters-demo videos	safety committee chair	principal, HR, director, superintendent, contract manager
Consistent Practice of Emergency Procedures	staff and student practice the drill for various types of threat	9/15/23-5/15/24 Completed Will Renew FY25l	general budget, fliers, and posters-demo videos	safety committee chair	principal, HR, director, superintendent, contract manager
Increase focus on Code Orange drill	staff and collaborators are able to get everyone to safety within the required time frame with least amount of chaos	1/5/24-2/5/24 Completed Will Renew FY25	general budget, fliers, and posters-demo videos	safety committee chair	principal, HR, director, superintendent, contract manager

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

Supports Needed	Supports Provided	Source (school and other organizations)	Effectiveness
The attendance coordinator will make sure that most students are present for required trainings.	Attendance coordinator to monitor student absenteeism and security personal for added safety measures.	Collaborators and Safety Committee	Somewhat effective due to the absence of students on any given day of drills
Training sessions should be increased for students and staff	More frequent drills and training will be conducted	Collaborators and Safety Committee	Not completely effective due to absenteeism rate.
Fliers given out to families	so far no fliers have been designed to be given out to families	Principal and coordinator	Not effective due to lack of family involvement with student
CCTV system covering school grounds	CCTV system has not yet been installed	Collaborators and safety committee	Not effective due to no system in place
Dedicated counselor/therapist	We currently have Pathways in place for emotionally challenged students	Principal, collaborators	Somewhat effective, due to students not showing up for assigned appointments
Security Officer needs to make sure that all students are checked prior to entering the classroom	Currently we have a security officer who checks students belongings daily when they enter the building	Collaborators and safety committee	Very effective, as the security officer is present everyday during school hours
Monitoring perimeter and patrolling the school grounds should be done by staff members on a daily basis	Currently with staff assigned duties, the perimeter and school grounds are patrolled daily during school hours	Principal, coordinator, staff	Very effective as all staff members are patrolling perimeters and school grounds during school hours

Reporting

Implementation Data

Strategy/Action	Success		Challenges	
Reanalyze the Emergency Response Plan	3 year safety plan developed and most 23-24 actions complete (10/15/23)		Coordinating time with agency leadership to cross train on school to agency activities.	
Consistent Training and Notification of Emergency Procedures and train leadership.	Training with Nidia (Director), Miriam (HR specialist), Patrick Goetz (Op Director), and Adriana McBride(HR Manager) (11/9/23). Two orange drills and two red drills completed. Monthly fire drills occurring. Full Code Red Drill with Full School Evac completed on 2/27/24		All schedules extremely time limited.	
Seek and contract with a vendor to place a preventative covering over exterior windows and doors	Project completed (8/12/24)		None	
Seek contracts and establish contract with security service vendor	Contract with SW Patrol implemented. (8/12/23) 2nd Part time security added. (1/12/24) 2nd Part time switched to Full time (2/16/24)		None	
School board will enact a policy requiring students to transition to mesh or clear backpacks, where school pays for cost of	Project completed (10/15/24)		other priorities interfered with immediate implementation.	
communications and notifications that need to occur in the event of school emergencies	Communications within building are effective.		External communication still a challenge	
Increase focus on Code Orange drill	two drills completed			
Milestone	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Actions Completed (%)	33%	40%	70%	100%
Actions on Time (%)	100%	100%	100%	100%
Actions Behind Schedule (%)	0%	0%	0%	0%
Resources/Budget Used ($)	General Budget	School Safety Grant and General Budget	School Safety Grant and General Budget	Agency grants and unrestricted funds
Additional Information/Comments:				

Relinquishing the school social worker contract because the agency can not find a local social worker with the ADE cert. (1/23/24)

Summary of Strategies and Actions that will continue:

1. Continually crosswalk instruction, curriculum, and student tasks to Arizona standards.
2. The assistant to the principal and principal will carry out orientation of new students that plan for in-person enrollment. The principal leads a student team orientation session that focuses on developing student agency, analyzing the staff core values of the school, and the primary policies that are violated most frequently by students. Students are provided the option to attend in-person or receive service through an on-line platform. The principal is permitted to assign students on-line platforms only based on behaviors demonstrated at orientation.
3. Staff are available for intervention after school and on weekends to recapture attendance, catch-up on school work, or receive tutoring.
4. Site administrator makes home visits for excessive absent students.
5. The school still offers proficiency exams in lieu of achieving course credit through seat time.Student council provides every student that makes A honor roll with a $25 gift card and performs a drawing for A-B honor roll.
6. Teachers permit students that have perfect attendance to be excused from taking finals each quarter.
7. Staff receive ongoing professional development on building student teams, student agency and student relationships.

Priorities and Theories of Action Identified By Cognia Process

A. Priorities Established by Stakeholder Feedback Analysis

1. The school will build the capacity of teachers to build relevancy and choice of learning during instruction.
2. The school will build staff capacity towards greater emotional awareness and build structures that recognize achievements and successes.
3. The school will build the capacity where the PLC team has both the time and specific structures in place to build relevancy and choice of learning.

Theories of Action

1. If the school effectively trains instructional staff on higher order thinking skills, then the rigor of the courses will increase and facilitate deeper levels of learning and higher learner performance.

2. If the school creates opportunities for all learners to equitably showcase their skills and success, then the positive culture of the school will increase and create a more equitable environment.

3. If the school creates opportunities for all learners to showcase real life skills and success, then students will have visual and experiential evidence that learning has a connection to the 21st century workplace.

B. Priorities Established by Student Performance Analysis

1. Growth on the Pre-ACT, even though evident, is too small to close the gap with National scores.
2. Student chronic absenteeism is reducing, but still significantly high for the past three years.
3. Little improvement on the ACT has been demonstrated in the areas of English and reading by the 11th grade students.

Theories of Action

1. If the principal applies specific accountability instructional measures that are decided in agreement with the PLC team, then student performance growth will emerge on the Pre-ACT and ACT.
2. If the PLC and school leadership find a way to increase the time teachers have to plan and prepare the supports and structures necessary to reach the rigor of Pre-ACT and ACT, then student performance growth will emerge on the Pre-ACT and ACT.

3. If the staff applies effective and consistent attendance interventions, then students will have the opportunity to gain instruction that leads to improvement on Pre-ACT and ACT.

C. Priorities Established by Learning Environment Observations Analysis

1. Learner engagement that includes verbal interaction with partners or groups is highly evident; however the verbal interactions do little to go deepen the learning beyond validation of learner answers.
2. Students do little to monitor each other or their own learning based on student led learner evidence.
3. Students lack learner engagement in relevant and real world learning activities.
4. The use of technology to support learner engagement is low.

Theory in Action Statements

1. If structures are put in place for students to more equitably voice their learning, then student engagement will increase to demonstrate standards based student evidence.
2. If structures are put in place for students to monitor the learning of their of their peers and their own learning, then learner engagement will improve the depth of learning.

3. If relevant and real world tasks are imbedded in learner engagement, then students will improve the discourse necessary to achieve standards based student evidence.

4. If the opportunities for students to use technology is increased, then learner engagement will increase to use technology to gain learning through technology and increase student engagement to communicate collaboratively with each other in the learning process.

Community Partnerships

1. Yuma County Juvenile Courts
2. Southwest Technical Education agency of Yuma (STEDY)
3. Arizona Western College (AWC)
4. Yuma Southwest Contractors Association (YSCA)
5. Jay’s Party Supply
6. Weld Like a Girl
7. Small Business Development Center (SBDC)
8. The Yuma SHINE Leadership Academy
9. Az@Work
10. Goodwill of Yuma
11. Pathways of Yuma
12. Fostering Hope Yuma (FHA)
13. Instructional Empowerment
14. Wright Web Design
15. Desert Mirage Farms
16. Armed Forces Recruiting Office -Yuma