Yuma Private Industry Council, Inc.

EOC Charter High School

Data Self Analysis

I. School Mission Statement: The mission of the Educational Opportunity Center is to provide an exceptional learning opportunity that will maximize student achievement and success through a high support environment to enable students to become productive, contributing, and successful citizens.

II. School Academic Goal:

The school will increase grade equivalency scores by more than 1.5 grade equivalencies as measured by the Test of Adult Basic Education.

III. Analysis Process:

Members of the analysis team included the following: Juan Lerma teacher, Alees Langford counselor, Ernestina Velarde parent, Brian Grossenburg principal, Pat Romant superintendent, program director.

Our analysis team used multiple resources to compile the Data-Self Analysis. The major resources used in the analysis are listed below:

- State Achievement Data
- District Level Achievement Data as Reported by the Test of Adult Basic Education (TABE)
- Evaluation of Achievement of Academic Credits
- Graduation Rate based on both Cohort and Non-Cohort Data
- Attendance Data
- School Safety and Discipline Data
- Parent Involvement Data
- Professional Development Measures and Surveys
- Student Self Perception Surveys
- Student Demographic Data
- School Infrastructure and Transportation Data
- Categorical Spending Data

EOC Charter High School

Data Self Analysis Abstract

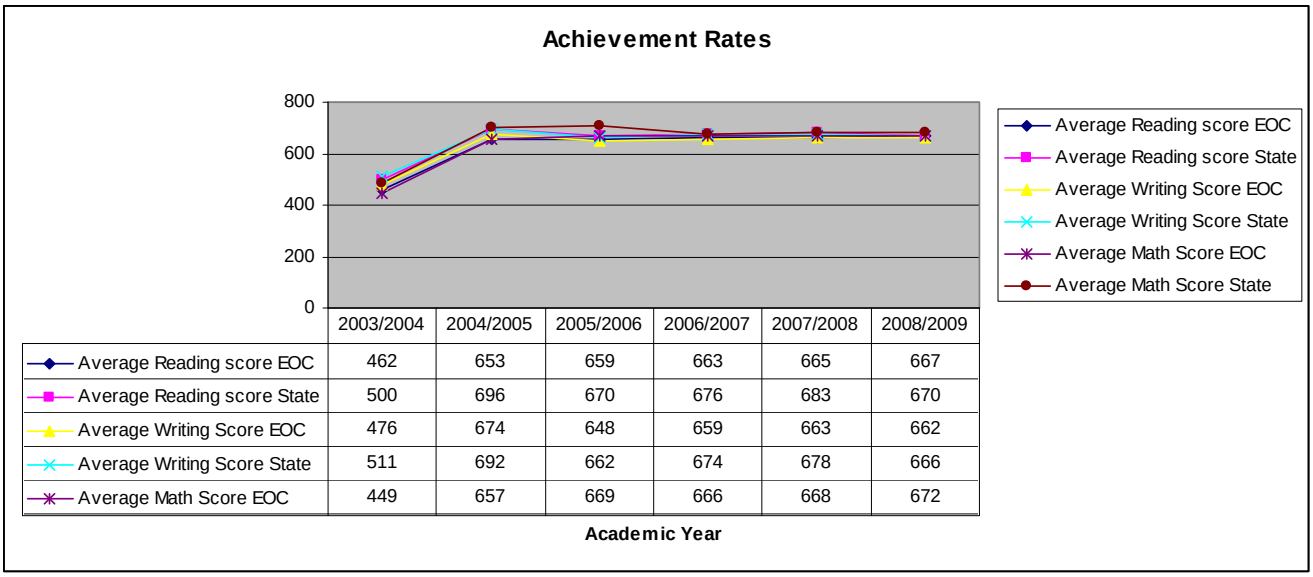
Summary of greatest need for each category:

Category 1: Student Achievement	Severe academic deficits exist with newly enrolled students especially in math. The average grade level of incoming students is around the early 6th grade where the overall population has a grade level of about 8th grade equivalency. Math has to be the greatest area of need. 99% of the students that enroll for the 1st time at EOC Charter High School are at least 2 years behind grade level. Our small tenth grade population (6 annual total) entered the school anywhere between 7.1 and 3 years behind grade level with an average lag of 5 years. In addition to severe academic lag, The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.
Category 2: Attendance	The school has a large transient population. One of the main reasons why students were not successful in previous schools is directly related to the student's sporadic enrollment/attendance. Stricter guide-lines for attendance neither positively nor negatively affected the attendance rate or drop-out rate, which leads the team to believe other factors are controlling the mobility of the population.
Category 3: School Safety and Behavior	The school greatly reduced the number of repeat offenders this year. The main behavior challenge is minor classroom disruptions and defiance. The school had 1 incidence of fighting this year.
Category 4: Parental Involvement	Parental involvement is very limited at the school. Only a few number of parents display an outward interest in the education of the student.
Category 5: Teacher Readiness/Performance	The school has 1 teacher that is highly qualified in language and math. The other teachers either have a deficit in reading or math. This is a crucial challenge because the schools math and language remediation programs are school wide programs.
Category 6: Community Demographic Population	The student population is marked by numerous risk factors: sporadic enrollment, parenting youth, juvenile/adult offender, low or little income, homelessness, family history of limited education. Students perceive themselves to be less capable than students that attend other high schools.
Category 7: School Schedule	Students report that night classes and weekend classes would assist with work schedules.
Category 8: Transportation	The school has significantly reduced transportation costs and services are improving through YCAT. The greatest barrier this year was the lag time between the time a student paid for their YCAT ID and the time they received the ID.
Category 9: Teacher Salaries and Benefits	Teacher salaries are somewhat lower than local salaries due primarily to the limited experience of the teachers and the lower funding rate of charter schools. This disparity has decreased over the past two years.
Category 10: School Budget Analysis	The school budget has stayed consistent over the years. Equalization tends to remain stable or either decreases slightly while Federal Program dollars tend to increase slightly.

Data Self Analysis

Category 1: Student Achievement
The following is information compiled over the past years based on the AIMS (State Assessment), TABE (District Assessment) and Graduation Rate and Drop Rate Comparison.

AIMS Review



	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Average Reading score EOC	462	653	659	663	665	667
Average Reading score State	500	696	670	676	683	670
Average Writing Score EOC	476	674	648	659	663	662
Average Writing Score State	511	692	662	674	678	666
Average Math Score EOC	449	657	669	666	668	672

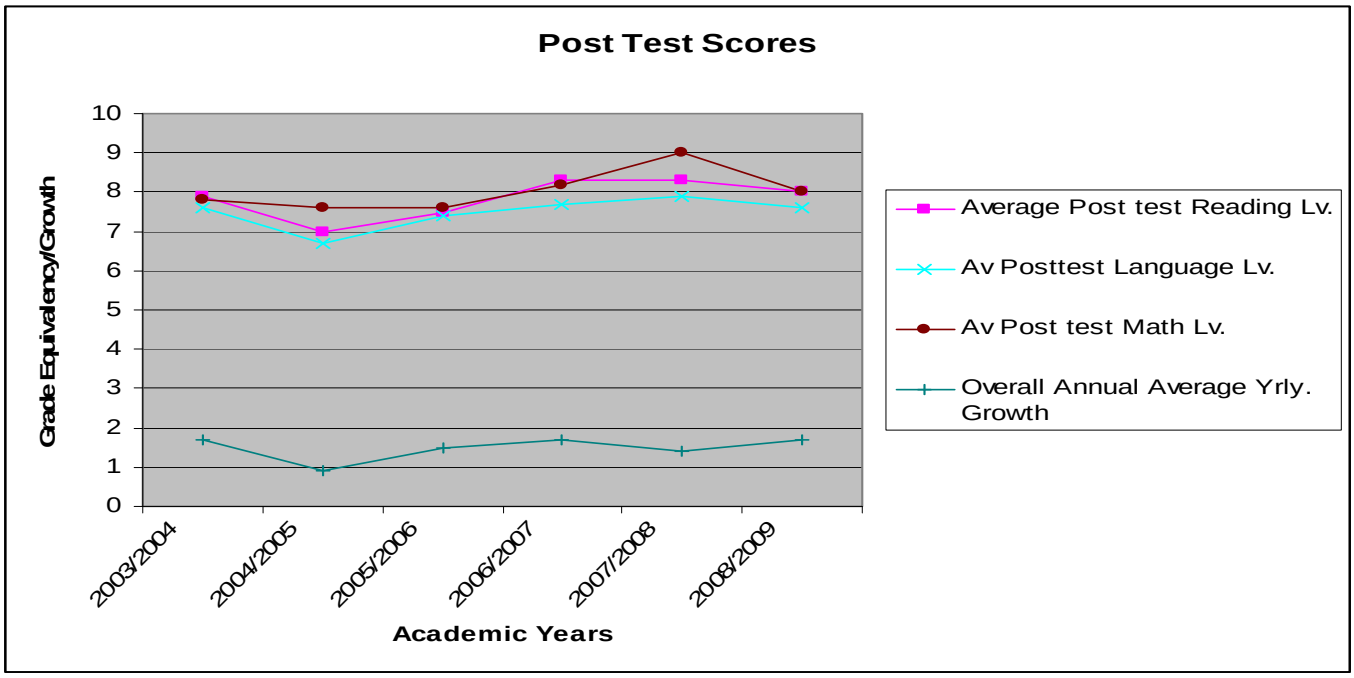
*Percent Passing All 3 Categories were not reported in 2008/2009

The AIMS achievement rates, though at a lower level, tend to stay at a consistent trend with the State. The scores parallel in both growth and regression. EOC scores have improved each academic year for each category assessed by the AIMS. This past year the school had an average growth trend of 1.6 points for all 3 categories while the state had an overall reduction of -7 points overall.

The greatest concern, in regards to the AIMS assessment, is the large number of EOC students that are not passing all 3 categories of the AIMS. This year of 8 documents scored, 0 of our 2011 (tenth grade) cohort passed the Math AIMS. Only 2 out of 7 of our tenth graders passed the reading and 0 passed the writing. Of this population only 2 started the school year at the school. **A large transient population and low academic achievement upon enrollment are the best possible functions concerning students not passing the AIMS.** The school replaces about 50% of the population during a school year. This means the student population at the beginning of the year emerges into a totally different population at the end of the year. Also, students upon entering the school, have an average grade level around the mid 6th grade.

TABE (District Assessment) Review

Academic Year	Av. Pre-test Reading Lv.	Average Post test Reading Lv.	Av. Pre-test Language Lv.	Av Posttest Language Lv.	Av Pre-test Math Lv.	Av Post test Math Lv.	Overall Annual Average Yrly. Growth
2003/2004	6.0	7.9	5.8	7.6	6.1	7.8	1.7
2004/2005	6.4	7.0	6.3	6.7	6.4	7.6	.9
2005/2006	6.0	7.5	6.0	7.4	6.2	7.6	1.5
2006/2007	6.4	8.3	6.44	7.7	6.5	8.2	1.7
2007/2008	6.9	8.3	6.7	7.9	7.3	9.02	1.4
2008/2009	6.2	8.02	6.3	7.6	6.2	8.01	1.7
2009/2010	7.9		6.4		6.8		
7 year change in scores	**1.9**		**.6**		**.7**		



Graduation and high transition of the student population create an effect where each in-coming student body has a grade equivalency around the 6th grade. According to the district assessment the average academic level of the student body increases markedly during each year. Uniquely, this past fall the school made instructional changes to match the higher reading achievement rates of the in-coming student body. This years student body achieved reading entrance scores similar to the exiting student body (-.4 g.e. difference). A major part of instruction still focused on building foundations through direct instruction but greater time was dedicated to building higher level skills through cooperative grouping and directed inquiry methods.

Progress Based on Credits

EOC Required Credits for Graduation*

Language Arts	4 Credits
Social Sciences	3 Credits
Mathematics	3 Credits
Lab Sciences	3 Credits
Health and Physical Education	1.5 Credits
Fine Arts	1 Credit
Elective Credits	6.5 Credits
Total Credits	**22 Credits**

*Special Needs students' graduation requirements are met through the development of Individual Education Plans.

Area of Need Based on Credits:

Numbers in the chart identify areas of greater to lesser need. A 1 signifies an area of greatest need. A 7 signifies an area of least need.

	Language Arts	Social Sciences	Math	Lab Sciences	Health & PE	Fine Arts	Elective Credits
2003	1	4	2	3	7	6	5
2004	2	4	1	3	7	5	6
2005	3	4	1	2	7	6	5
2006	2	4	1	3	7	6	5
2007	2	3	1	5	7	4	6
2008	2	5	1	4	7	4*	3*
Average	2	4	1.16	3.33	7	5.4	5.4

* This year many students needed fine arts and technology credit. The need for the technology credit boosted the categorical need. Math and Language Arts still remain the priority.

Percentage of Students Behind 2 or more Credits Based Upon Time of Enrollment

Academic Year	Percentage
2006/2007	**94%**
2007/2008	**98%**
2008/2009	**97%**

Overall Graduation Rate and Drop-out Rate Comparison:

Academic Year	Number of Graduates	Number of drop-outs during the year	Number of Returning Students from previous year	Number of Promoted Students at the end of the year	Number of 12th graders that did not graduate
2003/2004	**47**	**37**	**71**	**46**	**NO DATA**
2004/2005	**40**	**58**	**38**	**68**	**NO DATA**
2005/2006	**31**	**56**	**62**	**80**	**NO DATA**
2006/2007	**43**	**55**	**78**	**83**	**NO DATA**
2007/2008	**54**	**47**	**93**	**52**	**41**
2008/2009	**59**	**48**	**70**	**66**	**39**
Average	**43**	**50.6**	**68.4**	**65.8**	**40**

2008/2009 Drop Out Rate

Academic Year	Drop Out Rate
Quarter 1	23
Quarter 2	24
Quarter 3	22
Quarter 4	24
Annual	**23**

Cohort Graduation Rate

Academic Year	Graduation Rate
2003/2004	**72**
2004/2005	**81**
2005/2006	**17**
2006/2007	**4**
2007/2008	**26**

The greatest need of the school is to find creative ways to increase our cohort graduation rate. **The reason for the high rate of graduation in 2003/2004 and 2004/2005 are due to school error. The school reported graduation rate by grade level not actual cohort. So these numbers are based on credit attainment instead of actual years in high school.** EOC, for a maximum enrollment, has an incredible graduation rate. The school graduates about 40 to 60 percent of its capacity enrollment* each year. Last year 21 percent of the complete enrollment** graduated and met the competencies established by AIMs. This year 26% percent of the complete enrollment graduated and met the competencies established by AIMs The school also continues to move students forward through the grade levels. With an average graduation rate of 43% and promotion rate of 66%, even with high transient population, the school is graduating and promoting more students than the maximum enrollment.

The greatest concerns to the graduation rate are the high number of students that drop-out during the school year and the number of graduates that do not graduate in their cohort year. Because the school does not enroll students until they turn 16 years of age, most of the students arrive at EOC at least 1 year behind on credits. Most of the students that drop out will return to the school at some point in their educational career, but the time away from academic instruction deters their academic skill levels and their educational progress towards graduation. This past year the school lost 102 students and enrolled 102 new students in their absence.

*Capacity Enrollment: Refers to the number of students the school receives funding from Arizona Department of Education. The school receives a maximum funding of 105 students.

**Complete Enrollment: Refers to the actual number of students that enroll at the school. This year 230 students entered the school for at least one day.

Category 2: Student Attendance

Attendance Review

Academic Year	Overall Attendance rate
2003/2004	92
2004/2005	96
2005/2006	89
2006/2007	92
2007/2008	96
2008/2009	91
Average	**92.67**

For an alternative school the overall attendance rate is sound. The school has interventions in place that allow students some scheduling flexibility. Most of the time slotted to receive instructional support is on as needed basis. With many of the students entering far below grade level, the school must be concerned with the attendance rate of the students during topic driven lessons.

During quarter 4 of this year, the school experimented with tighter guidelines on attendance to investigate if a greater impact would be made to increasing the attendance rate. For quarter four we did see an improvement for students attending classes. The tighter guidelines on make-up time did not seem to alter drop-out results. Very little difference existed between the four quarters. The only down side to tightening attendance practices is our overall attendance rate dropped to 91 percent.

Category 3: School Safety and Behavior

The school has many mechanisms in place to manage the conduct, behavior and procedures of students. From maintaining strict consequences for inappropriate behavior, to teaching desired behaviors and character skills, to maintaining a school wide incentive plan, the school encompasses a comprehensive discipline plan.

Review of Inappropriate Behaviors:

Inappropriate Behavior	**03/04**	**04/05**	**05/06**	**06/07**	**07/08**	**08/09**
Possession/Use of Firearm or destructive device	0	0	0	0	0	0
Possession/Use of a weapon other than a firearm	0	0	0	0	0	0
Possession/Use of illegal drug	10	5	0	13	9	18
Possession/Use of Alcohol	0	0	0	0	0	1
Possession/Use of Tobacco	3	2	8	11	13	12
Rape or Sexual Assault	0	0	0	1	0	1
Hate Crime	0	0	0	0	0	0
Bullying or Harassment	9	1	6	9	28	16
Motor Vehicle Theft	0	0	1	0	0	0
Physical attack/fight	1	0	3	2	1	1
Threat of attack/fight	2	0	12	13	19	9
Robbery	0	0	0	0	0	0
Theft	1	0	6	4	6	5
Sexual Harassment	0	0	2	1	0	0
Vandalism/criminal damage	1	1	3	3	8	6
Cheating	18	32	17	8	12	16
Disruptive Behavior/ Defiance	75	105	100	120	118	113
Sleeping in Class	12	29	48	35	31	36
Ditching	88	71	97	124	118	98
Bus Violations	5	1	3	8	0	0
Computer Misuse	1	3	0	3	0	8
Dress Code	92	115	104	146	112	79
Other	79	92	83	71	85	83

Review of Suspensions and Expulsions:

Academic Year	Expulsions	Suspensions 1+ yr	Suspensions 10- dys	Suspension 1- dy
2003/2004	0	2	5	20
2004/2005	0	2	0	43
2005/2006	0	3	5	75
2006/2007	0	2	8	96
2007/2008	0	1	7	49
2008/2009	0	8	6	67

Review of Repeat Offender (RO) Data:

Definition of Repeat Offender: A student that displays inappropriate behavior on 4 events or more. No correlation between behaviors needs to exist.

Academic Year	Number of RO	Number of RO that displayed no decrease in behavior	Number of RO that displayed a decrease in behavior	Number of RO that extinguished inappropriate behavior
2003/2004	Unv	Unv	Unv	Unv
2004/2005	28	3	17	6
2005/2006	29	8	15	6
2006/2007	24	4	18	2
2007/2008	43	18	25	0
2008/2009	14	5	2	7

Most inappropriate behaviors are mild in origin. The most significant inappropriate behavior is disruptive class behavior/defiance. It is the inappropriate behavior exhibited the most by both repeat and non-repeat offenders. The school has only had 8 aggressive events in the past 6 years occur on campus. Most of the inappropriate behaviors were demonstrated by repeat offenders. Repeat offenders account for 67% of the inappropriate behaviors. The school is successful at decreasing the number inappropriate behaviors displayed by students and made great achievements this year to extinguish behaviors. See Behavior Management and Modification section for description of methods and practices that resulted in the extinction of inappropriate behavior.

Category 4: Parental Involvement Activities and Responses

The following is compiles information over the last 6 years based on parental involvement activities.

Parental Involvement Activity	03/4	04/05	05/06	06/07	07/08	08/09
# attended Orientations	21	13	32	27	12	18
# attended Fun Nights	18	15	15	31	25	29
% Parent/Student Handbook/Compact Signature page returned	82%	91%	99%	94%	96%	98%
# attended Parent conferences	18	12	24	31	19	17
# assisted w/ Fundraising	0	0	1	3	0	5
# participated as Field trip chaperons	2	2	1	3	0	0
# participated as Room parents	0	0	0	0	0	0
# participated as Classroom volunteers	0	0	1	1	0	0
# shared special talents in classrooms	0	0	1	1	0	1
# Assisted in orientations	0	0	1	1	0	0
# acted as tutors for remediation	0	0	0	1	1	0
# participated in parent/community classes	0	0	4	6	5	9
# participated as Member of Development Teams	4	4	4	3	3	2
% of parents that attended IEP conferences	96%	84%	87%	95%	100%	96%

Parent involvement is still a major challenge at EOC because many of our students live away from home or have little support from home. We are in our third year of our parenting class that focused on reestablishing communication with teens. Initially the class started with 14 parents. Nine parents successfully completed the class.

Category 5: Professional Development Needs Assessment:

The professional development needs assessment is a multiple measures evaluation program. The district uses data from administrative generated information, teacher generated information, and student generated information. Teachers complete surveys and interviews annually to determine professional strengths and challenges. Data from the District assessments and AIMS are gathered to determine student academic needs; which is then translated into a major component of the professional development plan. The district uses a comprehensive evaluation program to assess the performance of teachers. Staff meets to review data and determine the main focuses for professional development.

Under agency policy, staff performance data must be collected at three months of employment, six months of employment and annually there after. Every teacher in the agency is assessed on their performance skills and corporate value attributes. Performance skills evaluate the teacher based on specific tasks related to teaching. Corporate values assess the teacher on basic attributes that are necessary to remain a positive member of the learning community. At assessment interviews teachers complete a survey that will be used in the full development of the professional development plan. The chart below lists the specific attributes assessed by each assessment:

Performance Skills	***Corporate Value Attributes***
Facilitate Collaboration of Services	Integrity
Document Educationally Pertinent Information	Consistency
Prepare Lesson Plans and Advance Work	Initiative
Deliver Instruction in the Classroom	Quality of Work
Evaluate, Grade & Document Student Learning	Quantity of Work
Provide Individual Student Assistance	Timeliness and Reliability
Perform School Support Responsibilities	Organizational Contribution
Complete Professional Development Activities	Open Communication
	Professionalism
	Learning
	Flexibility
	Creativity

Data on teacher instruction is collected through an evaluation tool referred to as the Professional Competency Assessment (PCA). The PCA examines key components necessary to effective instruction. Teachers provide a 45 minute uninterrupted video each month for review. As a group, staff review 1 teacher's video to identify strengths, weaknesses and provide opportunity to establish instructional changes. In addition to the PCA, the administrator chooses 2 videos from each teacher and submits those videos to a contracted evaluator. The evaluator meets with the teacher to provide input. The principal and an outside evaluator complete random formal observations using the Sheltered Instruction Observation Protocol (SIOP) to evaluate teacher effectiveness. This protocol assists the reliability of other professional assessments.

The agency also evaluates student data to determine professional development needs. The agency reviews AIMS concept data and District data to determine student academic challenges. Professional development activities are then implemented to better assist students in overcoming those challenges. For example, district and AIMS assessment reveal our greatest barrier to progress in math is "Number Sense". All teachers attended training on Mathematical Reasoning. The training focused on scientific methods that assist students in seeing the big picture of why math operations are performed. The training instructed teachers in strategies that would take the student beyond the standard algorithms. After the training, the staff redefined lesson formats to incorporate the strategies and the strategies became evaluated on the PCA.

Summary of Teacher Survey and Interview:

Instructional Topic	Teacher Percentage
1) Teaching critical thinking skills	74%
2) Using technology to enhance learning	64%
3) Active learning strategies	74%
4) Teaching difficult or complex skills	70%
5) Instructional strategies	
Reading	74%
Writing	74%
Math	88%
6) Increasing student motivation	74%
7) Designing effective assessment	64%
8) Class management systems	74%
9) Self assessment of teaching skills	64%
11) Student learning styles	55%
12) Teaching strategies for adult learners	54%
13) Using PowerPoint effectively	34%
14) Teaching portfolios	52%
15) Mentoring for new teachers	52%
16) Intellectual property	32%
17) Team teaching	51%
18) Developing learning communities	50%

Instructional development in teaching math is a major interest. During interviews, teachers relayed they feel students have difficulty remembering algorithms because the students fail to see the number concepts being applied. They believe the instructional strategies for teaching the algorithms are sound but lack the component that reveals the "big picture" to the student.

Teacher development is key to the success of the school. Currently 20% of the teaching staff meets the definition of Highly Qualified. 80% of the teachers are qualified in the main area they teach, but due to the math/reading remediation program our content area teachers are required to teach math and reading remediation. Administration at the school is still requiring all teachers to seek certification in areas they teach. Certification is accomplished by receiving a passing score on the state's professional competency exam or receiving 24 credit hours in subject area and by holding a minimum of a bachelor's degree.

When looking at the elements of effective instruction, teachers display solid to outstanding performance in all areas. Teacher effort is the reason why EOC students continually display growth each year. Teachers at EOC are able to continually produce growth where other schools have continually produced stagnation. Teachers still need to continue their outstanding performance in all categories and focus on improving their monitoring techniques and verbal interactions with students.

Category 6: Community Demographic Population

Basic Information:

1. Maximum of 105 enrollment
2. Ages 16-21
3. Resident of Yuma, Somerton or San Luis

Cultural Heritage

	2004	2005	2006	2007	2008	2009	Average
White of European Descent	8	7	8	9	6	9	**7.83**
African American	4	8	5	4	3	3	**4.5**
Hispanic	87	84	85	86	91	83	**86**
American Indian	1	1	1	1	0	1	**0.83**
Asian	0	0	1	0	0	1	**0.33**
Other White	0	0	0	0	0	0	**0**
Other	0	0	0	0	0	0	**0**

Demographic by Gender

	Male	Female
2004	46	54
2005	42	58
2006	49	51
2007	57	55
2008	64	46
2009	52	48
Average	51.67	52

Total Special Needs Population and Categorical Disabilities

Year	Total Population	Learning Dis	MMR	Other Type
06/07	21	21	0	0
07/08	29	29	0	0
08/09	18	15	3	0

ELL Population

The school uses the AZELLA test of language aptitude to measure English Proficiency. The school does not have a population that qualifies for ELL services.

Demographics by Risk Factor:

Student Risk rate is increased due to factor that Yuma, Somerton and San Luis are considered to be areas of high-growth population. The Center for Research on the Education of Students Placed At Risk (CRESPAR) has found a correlation exists between the academic success of a community and the rate at which the community grows.

Risk Factor	**2005**	**2006**	**2007**	**2008**	**2009**	**Average**
Low Income	87	96	89	90	92	**88**
Drop-Out/Expelled	89	86	84	88	94	**88.2**
Single Parent Family	73	58	62	64	79	**64.8**
Homeless or other than nuclear family	41	35	39	33	6	**37**
History of Juvenile Offender	17	23	22	24	28	**23.6**
Parent w/ less than HS Diploma	51	53	48	50	48	**50.5**
Working youth of more than 15 hrs weekly	36	28	41	43	19	**37**
ELL	14	0	0	0	0	**2.8**
SPED	14	17	15	10	18	**15.4**
Parenting Youth	36	31	46	47	35	**35.8**
Current Juvenile/Adult Offender	24	21	18	17	28	**21.6**
Incarcerated Parent for More than 3 days	25	18	17	16	21	**19.4**
Substance Abuse	26	34	27	33	38	**31.6**
Chronic Illness w/ need for accommodation	6	9	7	3	4	**5.8**
Mobility Rate of Student Population	73	46	47	50	52	**53.6**

Based on data, the school meets criteria for school within a high poverty area based on the number of low income students that attend the school. A factor that contributes or correlates with the high poverty rate is the rate of students that reported to have single parent family background. The school is still attracting most of the school population from students that have dropped out or have been expelled. This population enters the school with many attributes that caused failure at former schools. The population exhibits intermittent attendance patterns which is evident by the high mobility rates. The school has been able to establish solid attendance by ensuring there is always new student applicants to replace transient students. Approximately 25% of the population will be a juvenile/adult offender. A major concern of our parenting youth is access to affordable and flexible daycare. The school has a moderate number of SPED students, but the academic levels of most SPED students are comparable to the levels of the general population. The school seems to have a small population of students that have severe medical needs in which accommodations are necessary.

Post Secondary Transition Survey:

In March of 2009 the school completed a post-secondary transition survey to measure the perception rate our students have of themselves in comparison to students at other schools in the area with regards to post-secondary activities and goals. The school handed out 105 surveys. Of the 105 surveys 77 were returned and scored. Below is a chart that summarizes responses by each question.

	2008/2009		2009/2010	
Question	% Yes	% No	% Yes	% No
1. Do you believe you can perform academically at the same level as another student that attends a different school in the area?	13%	87%	94%	6%
2. Do you believe you are as employable as a student that attends another school in the area?	26%	74%	98%	2%
3. Do you know anyone that works that could help you get started in the work community?	23%	77%	62%	38%
4. Have you ever attended a career fair, employment training/conference or leadership training/conference?	8%	92%	34%	66%
5. Do you believe you have the same resources to attend career training and college as students from other schools?	13%	87%	84%	15%
6. Do you have a family member that has completed college or completed a training program past high school?***	52%	48%	65%	35%
7. Do you believe you are able to achieve a college degree?	18%	82%	86%	14%
8. Do you believe finances are the greatest barrier to achieving a college degree?	47%	53%	55%	45%
9. Do you believe you are too low academically to achieve a college degree?	26%	74%	17%	83%
10. Do you believe it is family responsibilities or other responsibilities that are your greatest barrier to getting a college degree?	27%	73%	27%	73%

According to the ***Post Secondary Transition Survey***, 87% of the students that attend EOC Charter High School believe they do not perform or can perform at the same levels academically as students from other high schools. 77% believe they have no connection with the work community. 74% perceive themselves to be significantly less employable than peers that attend other schools. 92% of students state they have never participated in a structured community experience that dealt with career or professional development. These negative self perceptions must significantly impact students that come to school each day. In a nut shell, many of our students don't believe they can succeed after high school – so performing well in high school is not priority.

Category 7: School Schedule

Monday through Thursday Schedule

Activity	**Time**
Breakfast	*8:50-9:10*
Period 1	*9:10-10:00*
Period 2	*10:05-11:30*
Lunch	*11:30-12:00*
Period 3	*12:00-1:25*
Period 4	*1:30-2:55*

Friday Schedule

Activity	**Time**
Brunch	*8:40-9:00*
* Period 2	*9:00-10:16*
Period 3	*10:23-11:38*
Period 4	*11:45-1:00*

Survey results display most students prefer the intensified instructional day and calendar. The schedule and calendar allow students the most instructional minutes in the shortest amount of time. Students are able to achieve the required "seat hour" for half a credit in 9 weeks by only having to dedicate 6 hours at the school site for a full day instruction. This has been achieved by keeping lunch time and breaks to a minimum and isolating elective classes, fine-art, health and PE classes to Mornings and Fridays. Needs assessment display that elective classes are the academic areas of least need.

This year, Friday's end time was extended from 11:45 to 1:00 pm to accommodate new state attendance counting regulations. The school is able to accommodate students that have excessive needs in the areas signified for Friday classes through individualized plans. Students reported, through surveys, a need of evening classes. They stated even though the school offers independent learning from 3:00 to 4:30 – they stated work and day care needs often require more flexible scheduling. Funding from Title 1, stimulus may supplement funding an evening program.

Including transfer credits, evidence suggests it takes students approximately two years to graduate from EOC charter high school.

Category 8: Transportation

Prior to the 2007/2008 school year, the school, with other agency departments, employed three part time bus drivers and lead coordinator. Drivers and coordinator also had custodial and agency responsibilities. The cost of driver's and coordinator was approximately $54,000. This amount was 104% of the original $50,000 budgeted for. Other transportation fees were absorbed into an agency user fee of approximately $10,000 annually. This fee is based on use of all YPIC equipment available to the school – ranging from desks, computers, audio-video equipment to buses. The charter utilized two agency buses for transportation. One bus held 18 students and the other bus held 40. The school had a maximum capability to transport 58% of the population. At the time, approximately 38% of the population was in need of transportation services. Since the school serves a vast geographic area, the average annual miles for our buses is approximately 27,261 miles. Transportation costs were consuming 9 percent of EOC budget, compared with 4 percent nationally.

In 2007/2008, the school contracted with Yuma Community Area Transit (YCAT) to provide transportation services to students. The school purchased YCAT bus passes for students who needed

transportation. The passes allowed students unlimited access to YCAT services (every day of the week on any YCAT route). Each student in need of transportation will receive a YCAT logo that is imprinted on the school I.D. card. The student will need to present the ID card prior to boarding the YCAT bus. Loss of ID card or sticker or failure to present ID card or sticker will prohibit the student from boarding the YCAT bus. **The cost of an ID card is $12.00**. Replacement cards also cost $12.00. By switching to YCAT transportation, the school spent a total of $31,664 on transportation services. This reduced cost by $22,336 which is a 41% reduction in costs. In addition to reducing transportation costs, the amount of time needed for drivers were also reduced so the over all operations and maintenance of the school also reduced by 8% which is approximately $8,000.

In 2008/2009, through the use of YCAT, the school reduced transportation cost to approximately $17,376.

Category 9: Teacher Salaries and Benefits

Yuma Union High School Teacher Salary Range

Teacher High School	10th%ile	Median	75th%ile
Yuma, AZ 85364	**$38,863**	**$42,638**	**$59,480**

Yuma Averages Comparable to EOC Experience: Salary **$38,863** benefits **$11,387**

	Median Amount
Base Salary	$38,863
Social Security	$2,099
Disability	$272
Healthcare	$3,148
Pension/401K	$2,293
Time Off	$3,575
Total	**$50,339**

Figures have been calculated from most recent information posted on salary.com

EOC Averages: Salary **$33,034** benefits **$19,714**

Base Salary	$33,034
Social Security	$2,248
401k/403b	$2,093
Disability	$378
Healthcare	$4,785
Time off	$6,710
Incentives	$3,500
Total with salary	**$52,748**

Data displays that EOC teachers receive more district contribution towards benefits when compared to Yuma averages. Through returning incentives, performance salary increases, matching 401 K funds and performance incentives the school made great gains in equalizing teacher pay when compared to schools in Yuma. The school still somewhat lags behind other Yuma schools but not as significantly as figures before 2006/2007. The main factor to the disparity is the reality that charter schools do not receive the same student funding ratio as a regular public school. Charter schools receive an amount equivalent to 80% of what a regular public school receives.

***See EOC Budget Analysis for further Information**

Category 10: School Budget Analysis

Income

	03/04	04/05	05/06	06/07	07/08	08/09
State Equalization	$589,761	$604,693	$624,488	$641,198	$647,646	$710,509
Federal and State Project	$52,313	$51,478	$80,904	$66,125	$51,939	$141,115
Prop 301	$36,364	$39,490	$53,244	$47,670	$53,554	$50,173
Other (Local)	$250	$250	$1,300	0	$4,698	$3,977
Total	$678,688	$695,911	$759,936	$754,993	$775,728	$905,774

Expenses as Percents of Total Equalization Income

Departmental Categories	**03/04**	**04/05**	**05/06**	**06/07**	**07/08**	**08/09**	**Average**
Instruction Salary & Benefits	42%	43%	42%	46%	40%	42%	43%
Student Support Services	11%	11%	12%	13%	12%	12%	12%
General Admin	9%	8%	5%	5%	3%	3%	6%
School Admin	10%	13%	11%	12%	12%	12%	12%
Operations and Maintenance	8%	11%	15%	12%	11%	11%	11%
Pupil Transportation	8%	10%	5%	8%	4%	4%	7%
Business	6%	6%	5%	9%	8%	8%	7%
Percent Carried Over to following year	4%	-2%	5%	-3%	8%	8%	3%

Detail Analysis Across Departmental Categories:

Item Name	**2004/2005**	**2005/2006**	**2006/2007**	**2007/2008**	**2008/2009**	**Average**
Salaries	49%	53%	57%	51%	49%	52%
Benefits	21%	17%	17%	17%	11%	17%
Purchased Services	23%	26%	27%	30%	24%	26%
Supplies	5%	2%	3%	2%	7%	4%
Extracurricular Programs	2%	2%	1%	0%	1%	1%

Over the past 6 years, the school has an average total income of about $73,3051 which is about a $3,000 increase over last years average income. In-classroom spending, which is the combined departmental categories of Instruction Salary & Benefits along with Student Support, accounts for 53.6% of the schools expenses. Based on the Fiscal 2005 Auditor Generals report, Arizona calculated in-class room spending at 58.4%. EOC's in classroom spending is comparable to other local school districts. Benefit expenditures across school categories is less than the Yuma average, however the benefits for school staff is above the Yuma average. Approximately 11% of the schools budget goes towards district support which is comparable to local, State and National averages.

Purchased Services tend to account for about a quarter of school expenses. Purchased services include rental fees for the building, utilities, property tax, insurances, contracts with daycare, contracts with school psychologist, contract with school evaluator, trainings, transportation expenses, etc.