

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

Yuma Private Industry Council, Administration Building

3834 W. 16th Street, Yuma, AZ 85364

Meeting Link: <https://zoom.us/j/96381051483>

Meeting ID: 963 8105 1483

Phone: +1 (253) 215-8782 US

February 10, 2021

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

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

II. PLEDGE OF ALLEGIANCE

Steven M. Miller led the Pledge of Allegiance.

III. ROLL CALL

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

<u>Members Present:</u>	<u>Member Absent:</u>
Judith Castro (Virtually-7:55 a.m.)	
Jesus G. Figueroa (Virtually-8:07 a.m.),	
Blanca Garza (Virtually-7:55 a.m.),	
Steven M. Miller, (In Person-7:45 a.m.)	
Antonio Zuniga (Virtually-7:50 a.m.)	

Thereby, a quorum was established.

Staff Present:

Brian Grossenburg, Principal

Martha Camacho, Accounting Manager

Patrick Goetz, Superintendent/Operations Director

Nidia Herrera, Executive Director

Beatriz Aguilar, Clerk of the Board

IV. CALL TO THE PUBLIC

There were no comments from the public.

V. APPROVAL OF MINUTES

Steven M. Miller asked for a motion to accept the minutes from the January 13, 2021 meeting. Judith Castro moved to approve the minutes from the meeting of January 13, 2021; second by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 4-0 (Yes-Judith Castro, Blanca Garza, Steven M. Miller & Antonio Zuniga)

VI. SCHOOL PRINCIPAL'S REPORT

Brian Grossenburg reported the following:

A. Enrollment

Principal Grossenburg informed enrollment is at 110.

B. Arizona State Board of Charter School Determination

Principal Grossenburg reported the following regarding the Arizona State Board for Charter Schools determination.

- Recently completed the interval review for the State Board for Charter Schools

- The compliance issues were presented to the State Board for Charter Schools on Monday, February 8, 2021
 - Board meeting minutes
 - Enrollment forms
 - Handbook
 - Website
- Principal Grossenburg presented the practices that are in place to eliminate future errors from reoccurring to the State Board for Charter Schools
- State Board for Charter Schools voted to place the school on a consent agreement, the school will go thru the interval process on an annual basis for the next three years
- The school has not received the consent agreement from the State Board for Charter Schools but is expecting it in the next few weeks, the agreement will require signatures and will need to be returned
- Implemented a recording practice were the time a board member enters into the meeting is recorded into the minutes, there will also be a collective review of draft minutes to ensure the drafts are in compliance and consistent with the number of members voting
- Recently reviewed the enrollment forms, the State Board for Charter Schools has supplied documents to review the enrollment forms, also looking into all the electronic versions of the documents being right protected therefore there can't be an unintentional change to the documents
- Next review date to reconcile enrollment forms will be June 2, 2021, October 11, 2021, December 20, 2021 and March 14, 2022
- State representative who assisted the school with the interval review sent confirmation that she will continue to work with the school to make sure the school is in compliance
- Principal Grossenburg is proposing an additional change to the enrollment form, therefore he has emailed a state level specialist
- Before any changes are made to the enrollment forms a person from administration has to approve the change and will also be reviewed by a state level resource
- Research is being made to contracting a compliance officer to review enrollment forms
- Principal Grossenburg reached out to state agencies, Aztec High School and Yuma Union High School District to find out who reviews their enrolment forms
- Any changes made to the handbook must be presented to a state level resource and must be reviewed by legal counsel or compliance officer before any change is proposed to the Board
- The next review window for the handbook is from March 16, 2022 to June 4, 2021 due to the handbook being lengthy, the school also wants to make sure the review period time is enough to review the handbook in detail
- An agency staff person must evaluate the change in addition to the state level representative

- Will also establish a chain of custody for both the enrollment forms and handbook. Any change made will be logged into a record to know when the change was made, who it was proposed by and what was the outcome of the suggestion

Jesus G. Figueroa joined the meeting virtually at 8:07 a.m.

- The school now has access to state level resources to evaluate the school’s website to know what should be posted on the website
- The next review for the website is on June 2, 2021, October 11, 2021, December 20, 2021 and March 14, 2022
- Will keep a proactive check for compliance that is in line with the interval review guide
- A project management tracking system has been developed for the facility and inspections, staff can input all inspections and the system will automatically send out a thirty day reminder notice
- Inspections have been added to the emergency response log

C. January TABE Benchmark Report

Principal Grossenburg presented the TABE Benchmark report. Report is attached.

During the presentation Mr. Miller asked if the percentage decreased compared to last year. Principal Grossenburg replied yes, the Board must remember the school is enrolling changes consistently every year. During this benchmarking period, 26% of the students were not the same students that took the first benchmark this year and over a quarter of the students have changed over from the first benchmark. Also because of the increase in the pandemic the school only had about 40% of the students complete this benchmark based on the first year benchmark. A second testing window has been created and opened on January 31, 2021 and continues to be open for student coming in for testing.

Mr. Miller commended the contact for submitting school work needs to be added to the ongoing reports and action plans.

D. Suspension and Discipline Report

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

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

E. **Next Meeting Date:** Wednesday, March 10, 2021, at 8:00 a.m. via Zoom.

VII. CONSENT DISCUSS / ACTION ITEMS

A. Student Activities Account for Educational Opportunity Center Charter High School for the period of January 31, 2021, in the amount of \$4,764.42.

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

Judith Castro moved to accept the consent item as presented; seconded by Antonio Zuniga. The motion passed.

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

VIII. DISCUSSION / ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2021, in the amount of \$575,644.

Patrick Goetz reported that expenses are at 55%, and are at 58% of the school year.

Steven M. Miller asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2021 in the amount of \$575,644.

Antonio Zuniga moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending January 31, 2021; seconded by Blanca Garza. The motion passed.

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

IX. OTHER INFORMATION OR DISCUSSION ITEMS

There were no other information or discussion items.

X. GOOD OF THE ORDER

There were no comments for the Good of the Order.

XI. ADJOURNMENT

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

Antonio Zuniga made the motion which was seconded by Judith Castro. The motion passed, and the meeting was adjourned at 8:27 a.m.

VOICE VOTE: 5-0 (Yes-Judith Castro, Jesus G. Figueroa, Blanca Garza, Steven M. Miller & Antonio Zuniga)

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



Educational Opportunity Center Charter High School
Student Achievement Data Report
20-21 2nd TABE Benchmark Report

Administration Data

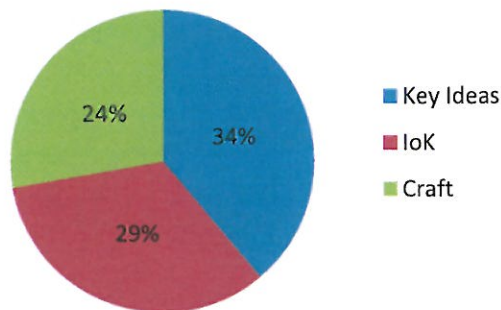
	Beginning Year Benchmark	Benchmark #2
Grades Tested	10-12 (No 9 th Graders were enrolled)	Grades 9 - 12
Dates Administered	Sep 9 - Sep 27	Jan 6 – Jan 29

ELA Data By Grade Level

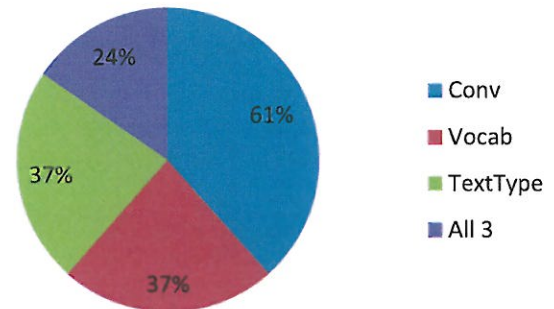
Grade	Beginning Year Benchmark			Benchmark #2		
	P	PP	MP	P	PP	MP
9 th	NSE	NSE	NSE	50% (1 out of 2)	0	50% (1 out of 2)
10 th	33% (1 out of 3)	33% (1 out of 3)	33% (1 out of 3)	0% (0 out of 2)	50% (1 out of 2)	50% (1 out of 2)
11 th	6% (1 out of 18)	22% (4 out of 18)	72% (13 out of 18)	8% (1 out of 12)	33% (4 out of 12)	58% (7 out of 12)
12 th	14% (11 out of 78)	23% (18 out of 78)	62% (49 out of 78)	32% (8 out of 25)	24% (6 out of 25)	44% (11 out of 25)

NSE = No Students Enrolled

Analysis of Reading Concepts



Analysis of Written Language Concepts



Reading Descriptors:

Key Ideas:	Cite Strong Evidence, Identify central idea, Determine theme, and analyze sequence of events.
Integration of Knowledge (IoK)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; and identifying false statements and fallacious reasoning.
Craft and Structure (Craft)	Determine the meaning of words and phrases, Analyze in detail how an author's ideas or claims are developed, Determine an author's point of view

Language Descriptors:

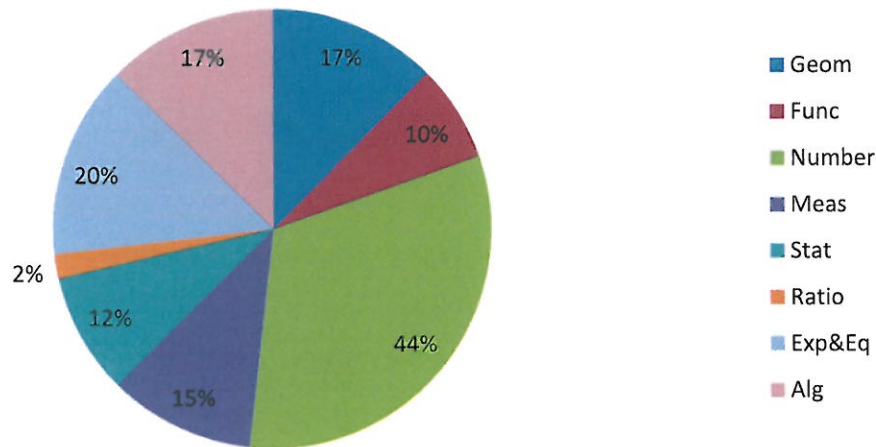
Conventions (Conv)	Grammar and punctuation
Vocabulary (Vocab)	Clarify meaning of unknown words and accurately using academic words
Text Type	Using most relevant evidence in writing
Knowledge of Language (KoL)	Knowledge of Language; use knowledge of language and its conventions

Math Data By Grade Level

Grade	Beginning Year Benchmark			Benchmark #2		
	P	PP	MP	P	PP	MP
9 th	NSE	NSE	NSE	0% (0 out of 2)	0% (0 out of 2)	100% (2 out of 2)
10 th	33% (1 out of 3)	33% (1 out of 3)	33% (1 out of 3)	0% (0 out of 2)	100% (0 out of 2)	100% (2 out of 2)
11 th	11% (2 out of 18)	16% (3 out of 18)	72% (13 out of 18)	8% (1 out of 12)	25% (3 out of 12)	66% (8 out of 12)
12 th	9% (12 out of 78)	19% (15 out of 78)	65% (27 out of 78)	32% (8 out of 25)	20% (5 out of 25)	52% (11 out of 25)

NSE = No Students Enrolled

Analysis of Math Concepts



Math Descriptors:

Geometry (Geom)	Scale Drawings, translations, formulas, supplementary/complimentary angles, and Pythagorean Theorem
Functions (Func)	linear functions, vertical line test, and increasing vs decreasing linear function
Number Sense (Num)	integers, fractions, decimals, and equivalency of numbers
Measurement (Meas)	measures of time, units of length, volume, scale, area, and application of number line
Statistics and Probability (Stat)	measures of central tendency, and application of finding the probability of occurrences.
Ratio and Proportions (Ratio)	Use ratio and rate to solve problems, recognize and represent proportions
Expressions and Equations (Exp&Eq)	order of operations, combine like terms, perfect squares/radicals, integers, scientific notation, substitution, analyzing slope, and systems of equations
Algebra (Alg)	Identify term, factor and coefficients, math properties, factor quadratic, graphing quadratic, solving linear equations, and solving inequalities

2nd Benchmark Patterns and Trends

Overall: Students that are in program continue to outperform students recently started within the program. The school is still experiencing fluid enrollment. 26% of the students in the 2nd benchmark had an enrollment of 3 months or less.

Across all grades and subgroups we saw the following trends:

1. **Reading:** Key Ideas and details items still tend to cause the greatest challenge for students. Students fail to accurately identify which evidence provides the best support in written work.
2. **Math:** Number sense items significantly became the schools greatest math barrier. This barrier appeared in 44% of students tested. This test group lacked skills in integers, fractions, decimals, and understanding the equivalency of numbers.
3. **Language:** Items that measure conventions and grammar still rank as the number one barrier to written language skills.

This barrier appeared in 61% of students tested. Two other barriers also stood out significantly.

Items that tested vocabulary appeared as a barrier 37% of the time and Text Purpose appeared 24% of the time.

A direct parallel between Key Idea items and Text Purpose is definitely correlated. Also, the three lowest skill areas (Conventions, Vocabulary, and Text Purpose) appear in conjunction with each other 24% of the time.

The school was not able to make any grade level comparisons in 9th or 10th grade due to the limited number of test takers in these categories. However, our 11th grade and 12th grade data confirm that that longer exposed to our academic programs the better achievement we will see.

2nd Benchmark Contributing Causes

1. Because vocabulary analysis is so connected to identifying supporting evidence, lack of vocabulary analysis is a major contributing factor in reading and writing. It also appears that requiring students to independently identify main supporting evidence is low. Students avoid this activity until the teacher applies error correction procedures.
2. At this time, it appears explicit instruction of conventions is not having an significant impact. All teachers need to investigate the pedagogy of convention instruction.
3. Because a connection exists between identifying critical information in text and using critical evidence in writing, cross curriculum instruction of the reading and writing process has to be imbedded in all core areas.
4. The marked increase in students with lagging number sense skills identify the need for school wide math to shift to mathematic foundations. An improvement in foundations and supported with higher level math processes should result in a positive impact to math scores.
5. The spiraling of higher level concepts is having a positive impact on students being able to apply math processes accurately.

Planned Changes for the 3rd Benchmark Period

1. Teachers will participate in professional development of how to improve our students' ability to identify and use critical evidence.
- 2 Teachers of ELA driven classes need to submit how they are implementing the teaching of conventions and provide the pedagogical evidence for the basis of that instruction.
3. The school administrator will need to design scope, sequence and instructional content that focus improving number sense on a school wide level.
4. Observations and peer reviews need to explicitly look for vocabulary instruction that goes beyond definitions and synonyms and includes some demonstration of teaching vocabulary in context and generalization of vocabulary.
5. Because professional development of increasing student engagement has been completed, school administration needs to continue to measure the amount contacts teachers have made and the production rate of students.

(Note: The school made a system change where every teacher conducts a home visit to their first period students that haven't submitted work twice a quarter. This initiative has increased student engagement and production.)