

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

Yuma Private Industry Council, Administration Building
3834 W. 16th Street, Yuma, AZ 85364

Meeting Link:

<https://us06web.zoom.us/j/88489554768?pwd=VWIXaVhQQlp3V2d0OE8wU0Y1dWpqQT09>

Meeting ID: 884 8955 4768, Passcode: 715182

Phone: +1 253 215 8782 US

November 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> Judith Castro (Virtually-7:56 a.m.), Jesus G. Figueroa (Virtually-7:56 a.m.), Steven M. Miller, (In Person-7:45 a.m.)	<u>Member Absent:</u> Blanca G. Garza (Excused) Antonio Zuniga (Excused)
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Thereby, a quorum was established.

Staff Present (Virtually):

Brian Grossenburg, Principal
Alicia Huizar, Contract Manager
Nidia Herrera, Executive Director
Gary Gammel, I.T. Staff
Shavon Knox, I.T. Staff

Steve Barba, Finance & Accounting Manager
Beatriz Aguilar, Clerk of the Board
Patrick Goetz, Operations Director
Jay Parke, Walker & Armstrong LLP (In Person)

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 October 1, 2021 meeting.

Judith Castro moved to approve the minutes from the meeting of October 1, 2021; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:02 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

VI. SCHOOL PRINCIPAL’S REPORT

Brian Grossenburg reported the following:

A. Enrollment Status

Principal Grossenburg informed enrollment is at 108. School staff will brainstorm ideas to improve enrollment before the 100th day of school.

B. School Performance 1st Benchmark Report

Principal Grossenburg presented the School Performance 1st Benchmark Report. PowerPoint is attached.

C. Comprehensive Needs Assessment Progress Report

The leadership team has finished analyzing the first principle on school leadership and will continue to the second principal which is on instructional practices.

D. Most Valuable PEA Award Announcement

The school was recognized by Arizona’s Department of Education. The award goes to schools that have excellent and post-secondary outcome of their special education students.

E. Suspension and Discipline Report

Principal Grossenburg provided the summary of suspension for October 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

F. Next Meeting Date: Wednesday, December 8, 2021, at 8:00 a.m. via Zoom.

Steven M. Miller asked regarding the email from the Arizona Auditor General. Principal Grossenburg replied the Accounting Department was able to submit the COVID-19 Reporting Form by the deadline date.

VII. CONSENT ACTION ITEMS

A. Student Activities Account for Educational Opportunity Center Charter High School for the period of October 31, 2021, in the amount of \$4,614.42.

Patrick Goetz recommended the Educational Opportunity Center Charter High School approve the October 31, 2021 balance of \$4,614.42.

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

Judith Castro moved to accept the consent item as presented; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:28 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending October 31, 2021, in the amount of \$333,769.

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the expenditures as presented for the year to date period ending October 31, 2021 in the amount of \$333,769.

Expenditures are at 26%, at 19% 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 October 31, 2021 in the amount of \$333,769.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending October 31, 2021; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:29 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

B. Acceptance of the 2020-2021 Audit prepared by the Firm Walker & Armstrong LLP

Jay Parke from Walker and Armstrong LLP presented the Educational Opportunity Center Charter High School 2020-2021 Audit Report.

- Three deliverables were issued related to the audit,
 - Audited Financial Statements
 - Agreed Upon Procedures Reports
 - Required Communications
- Issued an unmodified “clean” opinion on the financial statements
- The Arizona Charter School Board recommends 30 days of expenses in unrestricted cash, the school has 36.2 days of expenses in unrestricted cash
- Had no exceptions on the two Charter School questionnaires

Patrick Goetz recommended the Educational Opportunity Center Charter High School Board approve the 2020-2021 Audit prepared by the Firm Walker & Armstrong LLP.

Steven M. Miller asked for a motion to approve the 2020-2021 Audit prepared by the Firm Walker & Armstrong LLP.

Jesus G. Figueroa moved to approve the 2020-2021 Audit prepared by the Firm Walker & Armstrong LLP; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:48 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

C. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Jesus Garcia as a Charter Holder Governance

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

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

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

VOICE VOTE: The motion carried 3-0 at 8:49 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

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

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

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

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

VOICE VOTE: The motion carried 3-0 at 8:50 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

E. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Steven M. Miller as a Charter Holder Governance

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

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

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

VOICE VOTE: The motion carried 3-0 at 8:50 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

F. Authorization to submit documentation to the Arizona State Board for Charter Schools to add Antonio Zuniga as a Charter Holder Governance

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

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

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

VOICE VOTE: The motion carried 3-0 at 8:51 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

Alicia Huizar informed the Board, the Compliance of Assurance and Program of Instruction were approved by State.

X. GOOD OF THE ORDER

There were no comments for the Good of the Order.

XI. ADJOURNMENT

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

Judith Castro made the motion which was seconded by Jesus G. Figueroa. The motion passed, and the meeting adjourned at 8:52 a.m.

VOICE VOTE: The motion carried 3-0 at 8:52 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Steven M. Miller)

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



Educational Opportunity Center Charter High School
Student Achievement Data Report
21-22 1st Benchmark Report

TABE Data

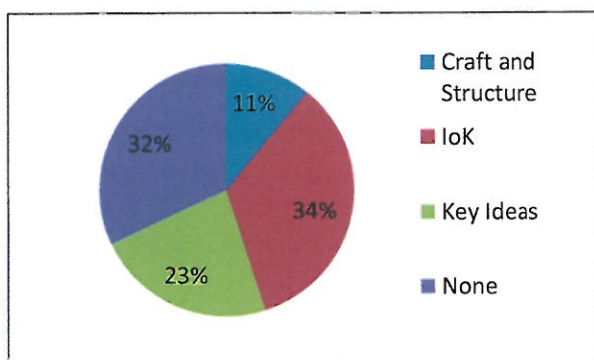
Administration Data

	Benchmark #1	Benchmark #2	Benchmark #3
Grades Tested	10-12 (two 9 th grader and six 10 th Graders)		
Dates Administered	August 24 – Sept 3		
Total Tested	88		
Grade Level Demographics	9 th Grade = 2 10 th Grade = 6 11 th Grade = 13 12 th Grade = 67		

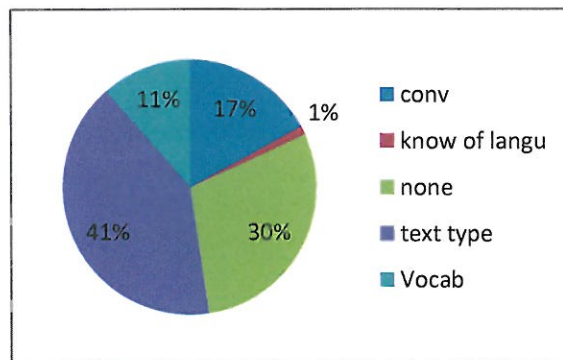
ELA Data By Grade Level

Grade	Beginning Year Benchmark			Benchmark #2			Benchmark #3		
	P	PP	MP	P	PP	MP	P	PP	MP
9 th			100%						
10 th	17%	67%	17%						
11 th	0%	15%	85%						
12 th	9%	31%	60%						

Analysis of Reading Concepts



Analysis of Written Language Concepts



ELA Descriptors:

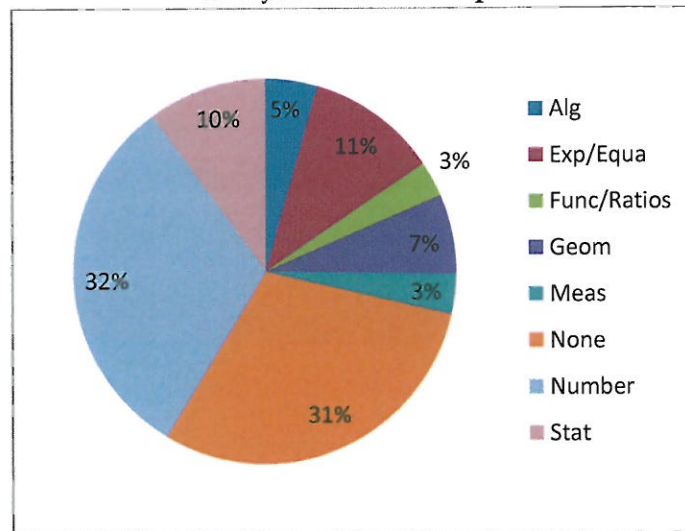
Key Ideas:	Cite Strong Evidence, Identify central idea, Determine theme, and analyze sequence of events.
Integration of Knowledge (IoK)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; and identifying 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
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	Benchmark #1			Benchmark #2			Benchmark #3		
	P	PP	MP	P	PP	MP	P	PP	MP
9 th	0%	0%	100%						
10 th	0%	0%	100%						
11 th		8%	92%						
12 th	1%	27%	72%						

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

Returning vs. New Student TABE Data

Note: Beginning year enrollment data displays the student body being comprised of 52% returning students and 48% new students.

Average Grade Equivalency	Reading	Math	Written Language
Returning Students	5.9	5.1	5.3
New Students	4.9	4.4	4.0

Graduation Rate Data

Total Percent of School Capable of Graduating this Year	38%
Cohort 2022 4 year On-track	30%
Cohort 2021 5 year On-track	48%
Cohort 2022 On-Track to Graduate by 2023	80%
Total Percent of School Beyond Achieving 5 Year Grad Rate	60%
9 th Grade Average Credits Needed to Graduate	22
10 th Grade Average Credits Needed to Graduate	15
11 th Grade Average Credits Needed to Graduate	13.75
12 th Grade Average Credits Needed to Graduate	8.4

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. About 48% of the school is comprised of new students. Returning students tend to be a grade level ahead of newly enrolled students.

Across all grades and subgroups we saw the following trends:

1. **Reading:** The school is observing a decrease in Key Ideas and details items as being the lowest skill demonstrated at the school. The first benchmark displays that items that measure integration of knowledge present the greatest challenge. Establishing evidence to support conclusions still tends to cause a challenge for students. Students fail to accurately identify which evidence provides the best support.
2. **Math:** Number sense items still display a significant challenge for students, especially for newly enrolled students, but the challenge is decreasing. Based on an analysis of minimally proficient concepts, number sense challenges have decreased by 11%. There are a significant number of 12th graders scoring in the partially proficient area which skews the school wide results where 32% of the school does not have a minimal proficient level in math at the 1st benchmark.
3. **Language:** Conventions has been a historically challenging task set for students. However based on 1st benchmark data, the greatest challenge to written language is items that focus on measuring student's ability to recognize Text-type and Purpose. This challenge correlates to the challenge being exhibited in reading key ideas and details.

The link between Key Idea items and Text Purpose is not as strong on 1st benchmark data. Only 17% of those tested displayed a dual correlation between Key Idea Items and Text Purpose Items versus 37% of the time as appeared during the 20/21 school year.

1st Benchmark Contributing Causes and Strategies to Implement For 2nd Benchmark

Integration of Knowledge (IoK): Because vocabulary and phrase 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.

Strategy Implementation:

1. Continue explicitly teaching vocabulary in context.
2. Continue to promote high oral use of vocabulary.
3. Implement items into course assessments that require evidence based support.
4. Implement items into school wide skills that require evidence based support.
5. Continue explicit instruction of teaching conventions.
6. Explicitly teach expository writing across the curriculum.

Text Type and Purpose: Current research has shown that comprehension and analysis of text and question types, readers' word recognition, vocabulary and background knowledge may account for low scores on items that assess text type and purpose. Other language characteristics such as semantic and syntactic awareness and inferencing have been connected to establish recognition of text type and identifying the purpose in writing.

Strategy Implementation:

1. Continue to build background knowledge prior to teaching content. This may not have a direct impact to improving text type and purpose success, because in order for back ground knowledge to have impact test items on standardized tests need to reflect similar content which is not always predictable.
2. Continue explicitly teaching vocabulary in context.
3. Continue to explicit instruction of reflecting on text and author purpose.
4. Explicitly teach text types in all content areas.

Number Sense

Number sense is the greatest challenge for 43% of our newly enrolled student compared to only 29% of our retuning students. Low number sense impacts all math skills because low ability in analyzing numbers accurately limits the mathematical planning solve more complex math challenges.

Strategy Implementation:

1. Continue to develop number sense skills on a school wide basis.
2. Continue intervention classes that build number sense knowledge in Algebra, Algebra II, and Geometry.
3. Reduce reliance on technology tools to solve simple numerical operations.
4. Implement visualization and modeling within instruction and intervention.

Graduation Rate:

Ninety-four percent of the students that enroll at the school are behind by 1 credit or more. The school is designed to recapture credit over time. Currently, based on scheduling and calendar, students are able to acquire 2 more credits in an academic year than in a traditional high school if the student doesn't do anything else than maintain full time enrollment and pass scheduled classes.

Strategy Implementation:

1. Continue to offer courses outside the normal school day.
2. Continue to offer incentives for honor roll and perfect attendance.
3. Continue to offer and promote intervention to improve grades.
4. Increase student and family contact for students falling behind in courses.
5. Expand the normal day schedule to offer one more course for two periods of the day.
6. Promote course proficiency exams versus seat time in order to gain academic credit.
7. Investigate leasing an additional classroom to offer one more section of math.
8. Investigate offering one additional course of each core subject area (English, Math, Science and History) outside of the school day.