A. Strength and Stability of the Governing Body

Part 1. Provide a list of current members. Identify the area of expertise (e.g., financial, legal, education, etc.) that the member provides for the governing body or the role filled (e.g., parent, teacher, business member, etc..)

1. **Ms. Maria Chavoya**
   Place of Employment: Campesinos Sin Fronteras (Community Based Organization)
   Position: Chief Operations Officer
   Expertise: Public Relations, Management, Financial, Merchandising and Retail.

2. **Mr. Ed Ford** (Chairman)
   Place of Employment: Arizona Public Service (United Brotherhood Electrical Workers Union #387)
   Position: Electrical Troubleman
   Expertise: Organized labor.

3. **Mr. Steve Miller**
   Place of Employment: Arizona Department of Corrections
   Position: Captain, Yuma Complex
   Expertise: Management, Labor Advisory Council.

4. **Mr. Ken Rosevear**
   Place of Employment: Yuma County Chamber of Commerce
   Position: Executive Director
   Expertise: Management, Public Relations, Financial.

5. **Mr. Tom Tyree**
   Place of Employment: Arizona Department of Education
   Position: Superintendent Yuma County Schools, Member of the Arizona State Board of Education
   Expertise: Education

Part 2. Provide a narrative that describes governing body member recruitment/selection and development. Include the training/orientation process that is provided to all school governing body members.

The members of the Yuma County Workforce Investment Board are appointed by the Yuma County Board of Supervisors. The Board draws membership from the community and is made up of the following areas:

private sector (at least 51% of the total board), organized labor, community-based organizations, education, vocational rehabilitation, public assistance, economic development and public sector employment service.

When a member of the YPIC Board is asked to serve on the Charter School Board they are given an orientation to the Charter High School operations. We also encourage the School Board Members to spend time at the school and meet with school staff to learn more about the school and the day to day operations.

Part 3. Provide a narrative that clearly outlines the governance structure and organization of the school. The narrative must include a description of the role, responsibilities, and mandated obligations, including Open Meeting Law and policy decisions, of the school's governing body. The narrative must also include the structures and systems in place for decision-making at the governing body level.

The Charter High School is overseen by the Charter School Board. All policies and expenditures are approved by the Charter School Board which meets on a monthly basis. The Executive Director and the Operations Director oversee the overall operation of the school with the Charter School Manager providing the day to day responsibility of the school.

The Charter School Board adheres to the Open Meeting Law. All Board Meetings are posted in advance at the Yuma County Administrative Offices. Policy decisions are made by the Charter School Board at regularly scheduled meetings. The Key Personnel develop the policies which are reviewed and approved by the Charter School Board.

Part 4. Describe the role of the governing body in monitoring the school's academic performance.

The governing body is the Charter School Board and monitors the school's academic performance on a monthly basis through reports from key personnel. The Charter School Board is very active in the oversight of the Charter School and through out the year asks for information and reports to ensure academic performance. The Educational Opportunity Center Charter High School is a small school with an enrollment of 105. The governing body, key personnel, and school staff are committed to the students and the success of the school. Therefore, a clear flow of information and accountability is important to ensure success.