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/87694906210
Meeting ID: 876 9490 6210
Phone: +13462487799,,87694906210# US
October 14, 2026
8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Michael J. Sabath called the meeting to order at 8:07 a.m.

II. PLEDGE OF ALLEGIANCE

Brian Grossenburg led the Pledge of Allegiance.

III. ROLL CALL

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

Members Present:	Members Absent:
Salvador Machado (Virtually-8:06 a.m.), Sandra Navarrete (Virtually-8:01 a.m.), Michael J. Sabath (Virtually-7:59 a.m.), Antonio Zuniga (Virtually-8:31 a.m.)	Jesus G. Figueroa (Excused)

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Melissa Long, Accountant II
Nayla Haro, HR Manager
Alicia Huizar, Contracts Manager
Steve Barba, Finance & Accounting Manager
Brian Grossenburg, Principal
Adriana McBride, 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

Michael J. Sabath asked for a motion to approve the September 9, 2026 meeting minutes.

Salvador Machado moved to approve the September 9, 2026 meeting minutes; seconded by Sandra Navarrete. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:08 a.m. (Yes-Salvador Machado, Sandra Navarrete & Michael J. Sabath)

VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

A. Enrollment Summary

- The 40th day ADM is reporting 77.7 students
- Nine students graduated on October 10, 2026
- Four new students were scheduled to begin today
- The school conducted several student recruitment events over the past month

B. FY2027 Q1 Performance Report

Principal Grossenburg presented the FY2027 Q1 Performance Report. Report is attached.

Michael J. Sabath asked what does short cycle assessment mean. Principal Grossenburg replied the school uses three types of assessments to monitor student progress and guide instruction. Short-cycle assessments are administered every two weeks in English, language arts, reading and math to identify areas needing improvement and guide fourth-period instruction. Mid-cycle assessments consist of the Pre-ACT, administered in September, January, and May to measure student growth and overall school progress. The ACT serves as the long-cycle summative assessment to evaluate student achievement and college readiness. Assessment results guide instructional adjustments and interventions for students preparing for the ACT.

Michale J. Sabath asked how the online education program is structured, specifically whether instruction is synchronous or asynchronous and whether students can complete coursework at their own pace. Principal Grossenburg replied the online program is self-paced, allowing students to log in and complete their coursework at any time. However, attendance data showed a significant increase in online activity toward the end of each quarter. Because students have the entire quarter to complete their coursework, Academic Advisor Ms. Ramirez begins notifying students approximately three weeks before the deadline that their accounts may be frozen if they do not complete the required work. As a result, many students who had been absent or inactive began spending four to six hours online daily. To address this pattern, the school discussed implementing a midterm checkpoint. Under this pilot approach, students would be notified that their accounts may be frozen at the midpoint of the quarter if they have not made sufficient progress. The school plans to test this approach to determine whether it encourages students to work more consistently throughout the quarter. If the pilot is unsuccessful, the school will return to the current process.

Michael J. Sabath asked what is the school doing with any kind of education for artificial intelligence with the students or faculty. Principal Grossenburg replied Ingenuity, the school's online provider, has added a course on the ethical use of artificial intelligence (AI). The school has been developing its approach to AI use over the past several years. Students are first required to complete their own original work before using AI to enhance or improve it. Students then review the AI-generated suggestions and reflect on what they found helpful, what they did not find useful, and what they may not fully understand. This process has been particularly beneficial in math, where some students are using AI-generated coding and math notation without fully understanding the concepts. Requiring students to

review and explain the material helped identify gaps in understanding and became an effective instructional intervention.

Faculty spend approximately eight hours during Professional Learning Community (PLC) sessions to integrate artificial intelligence (AI) into classroom instruction. These sessions focus on ensuring the ethical use of AI and expanding its application to provide more personalized instruction tailored to individual student needs.

Michael J. Sabath asked if the school has a policy for AI users. Principal Grossenburg replied the agency has a policy for the use of AI but the school does not have a policy for the general use of AI.

C. Suspension and Discipline Report

Suspension Type	Disruption/ Defiance	Threat/ Intimidation	Aggressive Contact	Drugs/ Alcohol	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
Alternative Learning – Short Term	0	0	0	0	0	0
Alternative Learning – Long Term	0	0	0	0	0	0

D. Next Meeting Date: Wednesday, November 18, 2026 at 8:00 a.m. via Zoom.

VII. CONSENT ACTION ITEMS

A. Student Activities Account for Educational Opportunity Center Charter High School for the period of September 30, 2026, in the amount of $7,165.91.
Adriana McBride recommended the Governing Board of the Educational Opportunity Center Charter High School approve the September 30, 2026 balance of $7,165.91.

Michael J. Sabath asked for the approval of the consent action item as presented. Salvador Machado moved to approve the consent action items as presented; seconded by Sandra Navarrete. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:09 a.m. (Yes-Salvador Machado, Sandra Navarrete & Michael J. Sabath)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending September 30, 2026, in the amount of $255,370

Adriana McBride recommended the Governing Board of the Educational Opportunity Center Charter High School approve the expenditures as presented for the year-to-date period ending September 30, 2026 in the amount of $255,370.

Expenses are at 22%, at 24% of the school year.

Michael J. Sabath asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending September 30, 2026 in the amount of $255,370.

Salvador Machado moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending September 30, 2026; seconded by Sandra Navarrete. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:10 a.m. (Yes-Salvador Machado, Sandra Navarrete & Michael J. Sabath)

B. FY 2026 Annual Financial Report

Adrinan McBride recommended the Governing Board of the Educational Opportunity Center Charter High School approve the FY 2026 Annual Financial Report.

Michael J. Sabath asked for a motion to approve the FY 2026 Annual Financial Report.
Salvador Machado moved to approve the FY 2026 Annual Financial Report; seconded by Sandra Navarrete. The motion passed.

VOICE VOTE: The motion carried 3-0 at 9:11 a.m. (Yes-Salvador Machado, Sandra Navarrete & Michael J. Sabath)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

There was no other information or discussion items.

X. GOOD OF THE ORDER

There was nothing for the good of the order.

XI. ADJOURNMENT

Michael J. Sabath asked for a motion to adjourn the meeting.

Sandra Navarrete made the motion which was seconded by Antonio Zuniga. The motion passed, and the meeting adjourned at 8:37 a.m.

VOICE VOTE: The motion carried 3-0 at 8:37 a.m. (Yes-Sandra Navarrete, Michael J. Sabath & Antonio Zuniga)

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



EOC CHARTER HIGH SCHOOL

Educational Opportunity Center Charter High School

26-27

Quarter 1

Performance Report

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Enrollment and Demographic Data

	Q1
Number of Students with an Enrollment Record	95
Percent Distance Learning Only	**31%**
Percent No Longer Enrolled	11%
Percent that Dropped Out	1%
Percent that Aged Out	2%
Percent that Transferred Out	1%
Percent that Sought GED	0%
Percent Long Term Incarcerated	0%
Percent Deceased	0%
Percent Continuing	89%
Percent that Graduated	6%
Percent with History of Attendance Risks	**94%**
Daily Average Absenteeism	**46%**
Chronic Absenteeism Rate	**38%**
In-person Daily Absenteeism	**35%**
Distance Learning Daily Absenteeism	**51%**
School Percentage Cohort 2030	0%
School Percentage Cohort 2029	0%
School Percentage Cohort 2028	14%
School Percentage Cohort 2027	34%
School Percentage Cohort 2026	**18%**
School Percentage Cohort 2025	14%
School Percentage Cohort 2024	15%
School Percentage Cohort 2023	6%
School Percentage Cohort 2022	**7%**
School Percentage Cohort 2021	1%

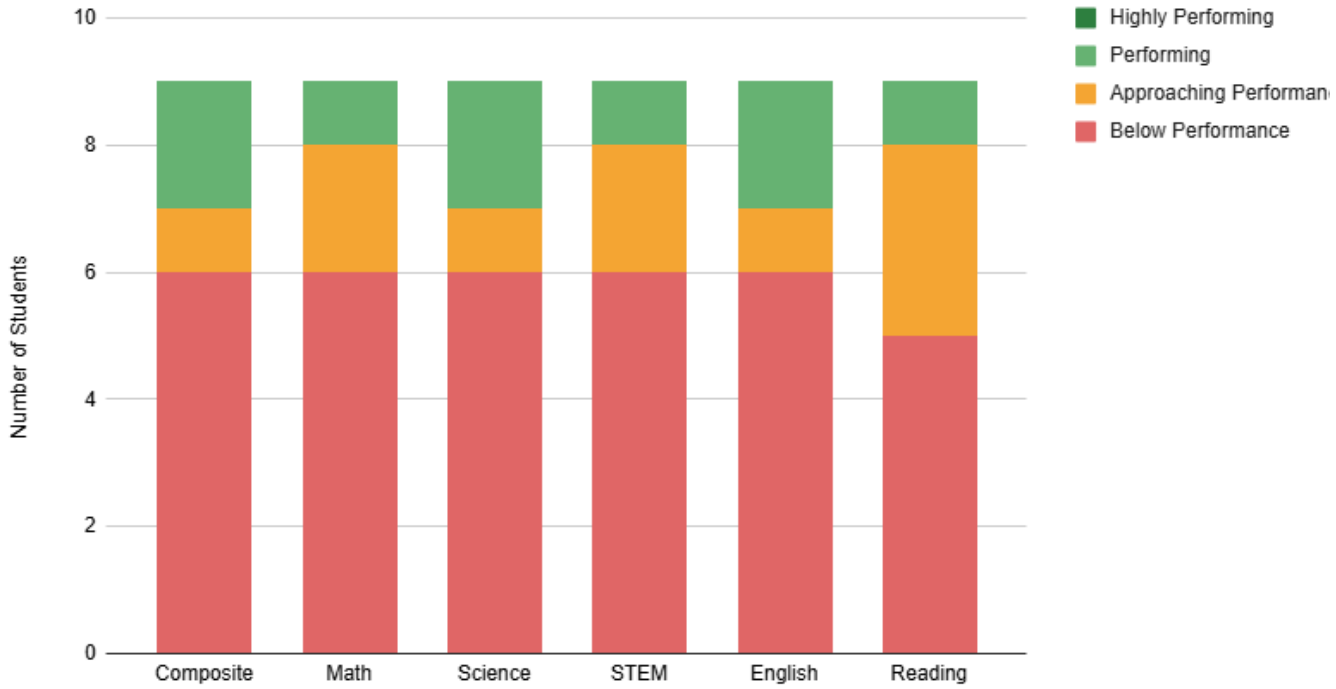
Pre-ACT Data

	Beginning of the Year Benchmark
Grades Tested	11 through 12
Dates Administered	Sep 9-11
Total Tested	67
Grade Level Demographics	9th Grade = 0/0 10th Grade = 0/0 11th Grade = 9/11 12th Grade = 58/67

PreACT Cut Scores			
	P	A	B
Math	19	16	15
Science	20	17	16
STEM	24	20	19
English	16	14	13
Reading	20	18	17

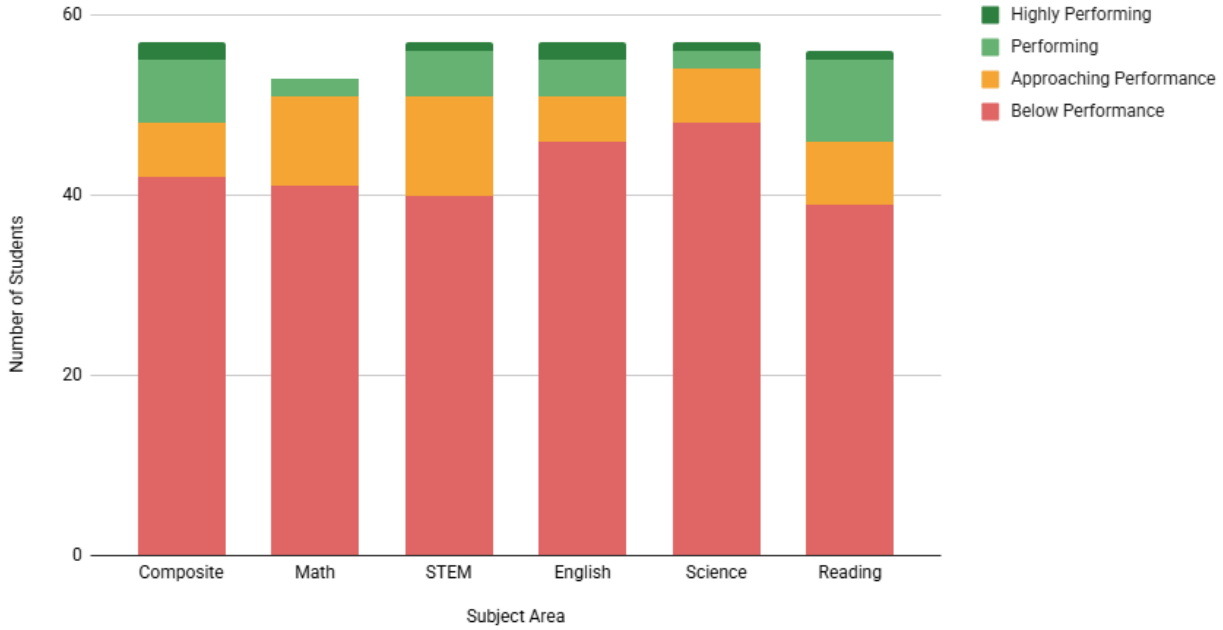
*** Note: PreACT Cut Scores may vary +/-1 point**

11 grade Performance (9 of the 11 Students Tested)



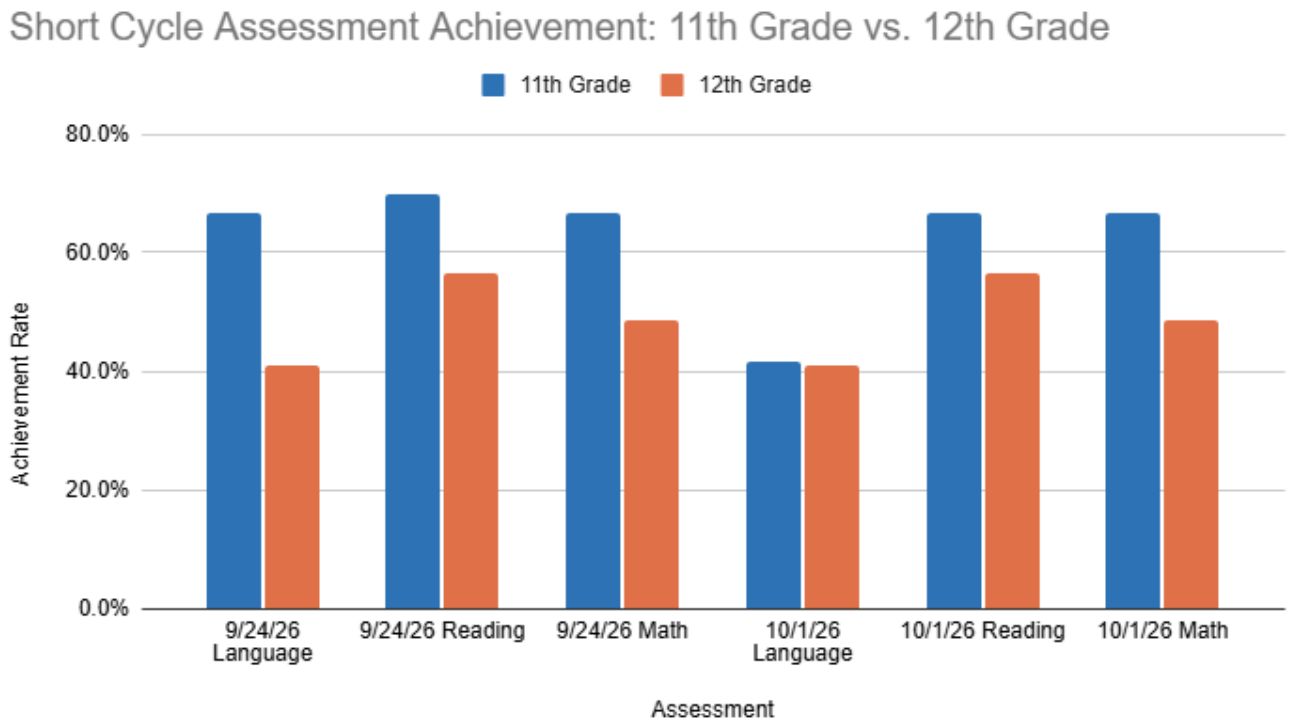
Summary: Approximately 23% of the 11th graders are proficient in English and Science. 13% proficient in Reading and Math. Of the approaching population, 13% are close to performing in math, English, and Reading. The remaining population needs to achieve great gains to reach performing mark.

12th and Above Performance (58 of the 67 Students Tested)



Summary: Approximately 2% of the 12th and above are highly proficient in Science and Reading, while 3% are highly proficient in English. 9% proficient in Reading, 7% in English and STEM, and 2% in math and science. 9% of the 12th and Above are close to proficient in math, science, and STEM. 7% are close to proficient in English and 5% in reading. The remaining population needs to achieve great gains to reach performing mark.

The general distribution trends are highly similar between all grades. A key distinction lies in high performing achievement where zero 11th-grade students reached the "Highly Performing" level. The 12th grade and above cohort shows small percentages of students achieving "Highly Performing" status in every subject except Math. Despite the significant difference in sample sizes (9 students versus 58 students), both groups demonstrate critical proficiency deficits, with only a small fraction of students meeting or exceeding baseline performance standards in any given category.



Summary: 11th grade students consistently outperformed or matched 12th grade students across all three tested subjects, showing the strongest advantages in Reading (66.7%–70.0% vs. 56.4%) and Math (66.7% vs. 48.7%). While 12th grade achievement remained entirely static across both testing dates.

End of Course Exam Performance

Course	11th Grade Percent Scoring 70% or Better	2026 Percent Scoring 70% or Better	All Other 12 Grade Scoring 70% or Better
English	75%	70%	63%
Math	67%	56%	64%
Science	67%	NA	77%
Social Studies	67%	73%	82%

5 Year Graduate Data (Cohort 2026)

Category	Number	Percent
Total Number in Cohort on August 4, 2026	65	100%
Number Eligible for Grad Rate on August 4, 2026	49	75%
Number Eligible for Grad Rate on October 10, 2026	47	72%
August 4, 2026 Predicted Grad Rate	34	69%
October 10, 2026 Predicted Grad Rate	30	64%