

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/87360138247>

Meeting ID: 873 6013 8247

Phone: +17193594580,,87360138247#

December 10, 2025

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Michael J. Sabath called the meeting to order at 8:06 a.m.

II. PLEDGE OF ALLEGIANCE

Adriana McBride led the Pledge of Allegiance.

III. ROLL CALL

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

<u>Members Present:</u>	<u>Members Absent:</u>
Jesus G. Figueroa (Virtually-8:02 a.m.), Michael J. Sabath (Virtually-7:58 a.m.), Antonio Zuniga (Virtually-8:05 a.m)	Judith Castro (Excused) Tonya Tacker (Excused)

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Salvador Machado, WDB Member
Melissa Long, YPIC
Alicia Huizar, Contracts Manager
Adriana McBride, Human Resource Manager
Steve Barba, Finance & Accounting Manager

Brian Grossenburg, Principal
Patrick Goetz, 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 November 14, 2025 meeting minutes.

Jesus G. Figueroa moved to approve the November 14, 2025 meeting minutes;
seconded by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:07 a.m. (Yes-Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

A. Enrollment Summary

Principal Grossenburg provided the following information,

- Enrollment is at 78
- Enrollment has decreased slightly due to several students graduating
- Three new students enrolled during the current week; however, with the 100th day of school occurring on January 14, 2025 and approximately 10 school days remaining before that date, limited changes to Average Daily Membership (ADM) are anticipated
- Enrollment is expected to remain relatively stable at 78 students

B. Semester 1 Academic Performance Report

Principal Grossenburg presented the Semester 1 Academic Performance Report. Report is attached.

Jesus G. Figueroa asked what does the y-axis represent? Principal Grossenburg replied the y-axis represents ACT scores and the highest possible score is 33. Mr. Figueroa also asked if 11th graders attend more than 9th, 10th, or 12th graders? Principal Grossenburg replied yes, 11th graders attend interventions at a greater level.

Michael J. Sabath asked if ACT scores affect the school's funding? Principal Grossenburg replied partially, scores do not impact equalization funding, but schools in the bottom 5% statewide (school improvement) may become eligible for additional grant funding. Dr. Sabath asked how does the school compare to the state on ACT scores? Principal Grossenburg replied based on last year's ACT results, the school is about 3% below the state proficiency rate (25% vs. 28%). The school is not in the bottom 5%.

C. Suspension and Discipline Report

Principal Grossenburg presented the summary of suspension for November 2025. The report is as follows:

Suspension Type	Disruption/ Defiance	Threat/ Intimidation	Aggressive Contact	Drugs/ Alcohol	Gang Identificati on/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, January 14, 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 November 30, 2025, in the amount of \$6,426.52.

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the November 30, 2025 balance of \$6,426.52.

Michael J. Sabath asked for the approval of the consent action item as presented. Jesus G. Figueroa moved to approve the consent action items as presented; seconded by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:33 a.m. (Yes-Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending November 30, 2025, in the amount of \$455,505

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 November 30, 2025 in the amount of \$455,505.

Expenses are at 42%, at 44% 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 November 30, 2025 in the amount of \$455,505.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending November 30, 2025; seconded by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:34 a.m. (Yes-Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

Michael J. Sabath asked if the school has filled the absentee coordinator position? Principal Grossenburg replied, yes.

X. GOOD OF THE ORDER

Principal Grossenburg provided the following information to the Board,

- The school's interval review pop-in visit is scheduled between February 9, 2026 and February 20, 2026. All requested items for review focus on operations and academic systems and must be submitted by December 19, 2025.
- The Student Council is raffling a \$50 Harkins ticket for \$5 each, if Board members are interested in participating please contact the school, the drawing is scheduled for December 17, 2025 at 11:30 a.m.

Michael J. Sabath asked if the school follows education or employment status with the graduates once they leave. Principal Grossenburg noted that the school does not officially track graduates' post-graduation outcomes, except for special education students, for whom the post-school outcome survey is required. While informal follow-up occurs with other students, no systematic data is collected. It was suggested that gathering feedback from graduates a year after graduation could help improve services and support during students' final year. Nidia Herrera commented that if students are co-enrolled in the WIOA program, the program follows up for one year, and data on these individuals is maintained.

Michael J. Sabath expressed appreciation to Salvador Machado for attending and looked forward to his participation as a valuable addition to the group.


XI. ADJOURNMENT

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

Jesus G. Figueroa made the motion which was seconded by Antonio Zuniga. The motion passed, and the meeting adjourned at 8:44 a.m.

VOICE VOTE: The motion carried 3-0 at 8:44 a.m. (Yes-Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

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



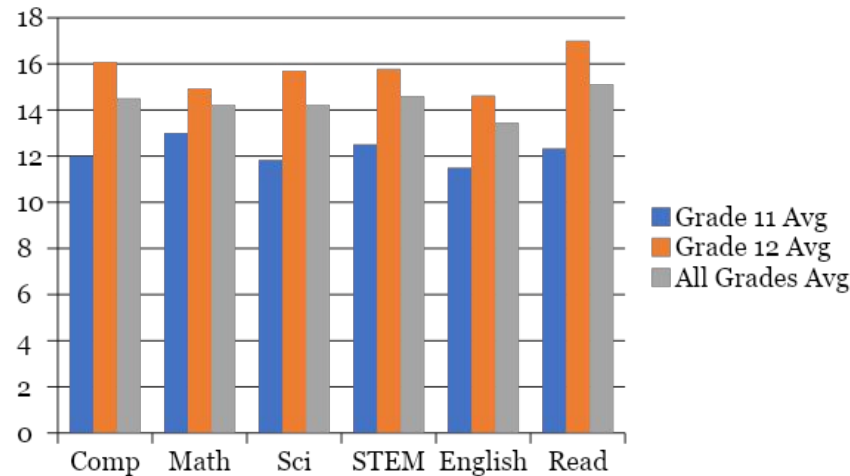
FY26 Semester 1 Academic Performance Report

**Prepared by:
Brian Grossenburg**

Overview

- September Pre-ACT Data
 - November 11th Grade ACT Data
 - Semester 1 Short Cycle Data with Trend Lines
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- Compares the 11th Grade to Other Grades

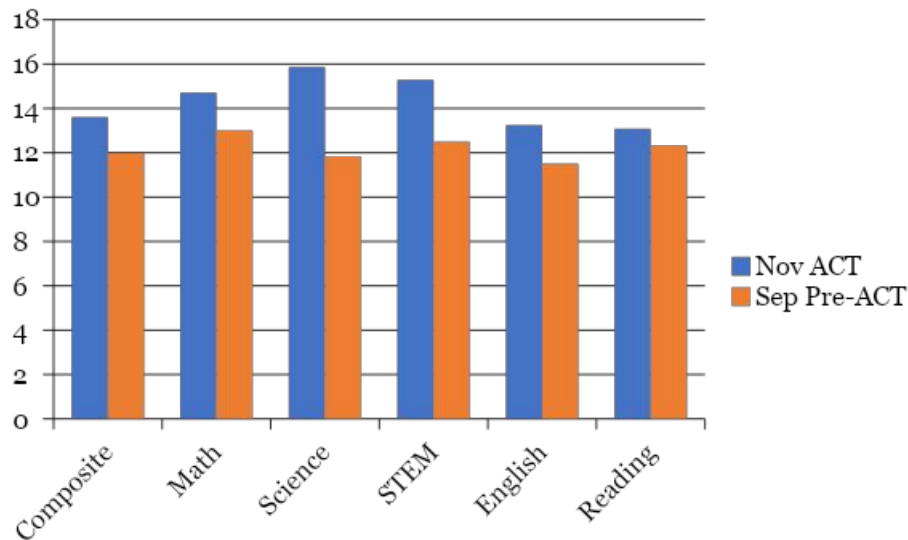
September Pre-ACT Data



Key Insights

- 61 out of 81 students tested; Only 1 of 2 ninth graders tested; 0 of 2 tenth graders tested.
- **Grade 12 consistently outperforms Grade 11** across all subjects, with the most dramatic gains in **Reading** and **Science**.
- **Reading (15.33 overall)** is the standout achievement area, showing the strongest growth and highest average.
- **English (13.43 overall)** lags behind other subjects, suggesting a potential area for targeted instructional support.
- **Math (14.22 overall)** displays close achievement between Grade 12 and Grade 11, indicating similar growth levels in mathematical concepts.
- **STEM composite (14.59 overall)** reflects balanced improvement across Math and Science, aligning with overall achievement trends.
- The **Composite score (14.5 overall)** indicates that Grade 12 performance is driving school-wide averages upward.

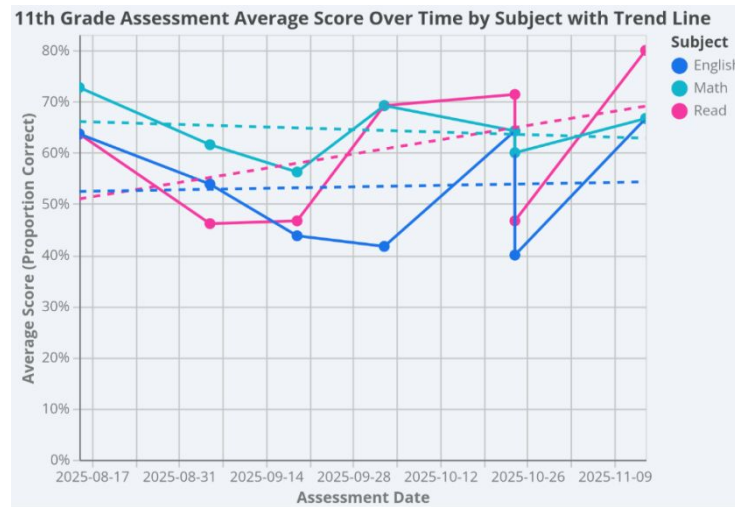
November 11 Grade ACT Data



Key Insights

- **14** out of **17** students tested
- **Science saw the most dramatic improvement**, suggesting effective instructional shifts and student engagement.
- **STEM and Math scores rose significantly**, aligning with your school's emphasis on ACT-aligned short cycle assessments and math intervention.
- **Reading showed the smallest gain**, which may warrant targeted support and strategy refinement. Renewed focus on marginal annotations leading to analyzing author purpose, inferences, and central themes.
- The **overall Composite score increase** confirms that 11th grade students are progressing between mid-cycle and ACT benchmarks.

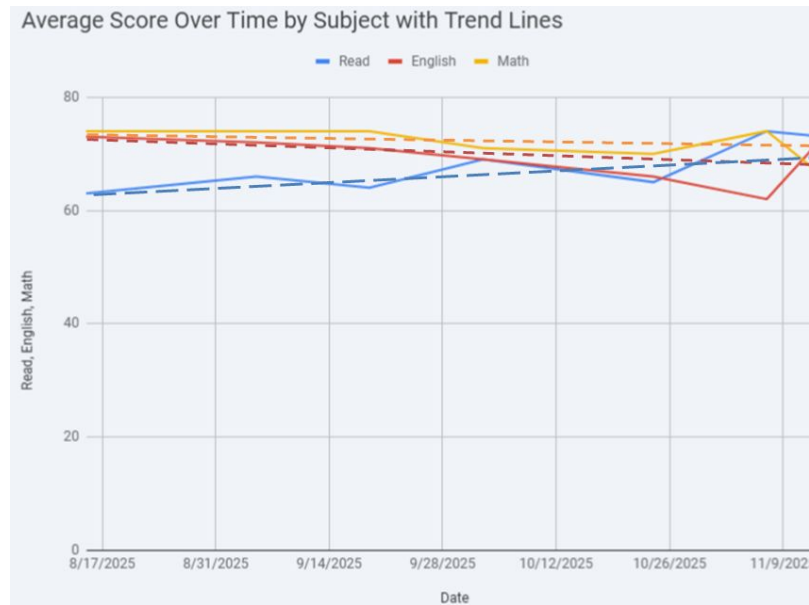
11th Grade Short Cycle Data and Trends



Key Insights

- Additional ACT concepts as the school displays mastery. New concepts are added at 75% school wide mastery.
- **All three subjects show upward trends**, confirming again that 11th grade students are progressing over time.
- **Reading had the highest peak**, but also the most fluctuation—potentially tied to text complexity and student test engagement.
- **English and Math show steadier growth**, reflecting strong instructional alignment with short cycle goals.
- The **November scores are the highest across all subjects**, validating the impact of mini-lessons and extended 4th period instruction.

Cycle Data and Trends of Other Grades



Key Insights

- Additional ACT concepts as the school displays mastery. New concepts are added at 75% school wide mastery.
- **Reading is the strongest growth area**, with scores trending upward across the cycle.
- **English shows the only downward trend**, which may warrant targeted support or curriculum adjustment.
- **Math performance is steady**, but lacks the upward momentum seen in Reading.
- Compared to 11th grade trends, **non-11th grades show less fluctuation**, suggesting more stable instructional pacing or assessment design.

Instructional Planning based on Short Cycle

Insights for Instructional Planning

- **11th grade shows stronger growth across all subjects**, especially in Reading and English — likely reflecting targeted ACT prep and extended 4th period support.
- **Other grades are more stable**, but English decline signaled a need for curriculum review and greater intervention focus.
- **Math is consistent across groups**, but only 11th grade shows upward movement — suggesting short cycle assessments are driving gains. The team noted 9, 10, and 12th grade are not a targeted group for improvement at this time.

Comments and Questions



**Comments
and Questions**