

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/83395550570>

Meeting ID: 833 9555 0570

Phone: +16699006833,,83395550570# US

June 10, 2026

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Michael J. Sabath called the meeting to order at 8:00 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:

<u>Members Present:</u>	<u>Members Absent:</u>
Jesus G. Figueroa (Virtually-7:58 a.m.), Salvador Machado (Virtually-7:59 a.m.), Michael J. Sabath (Virtually-7:58 a.m.), Antonio Zuniga (Virtually-7:56 a.m.)	Sandra Navarrete (Excused)

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Nayla Haro, HR Manager

Melissa Long, YPIC

Alicia Huizar, Contracts Manager

Steve Barba, Finance & Accounting Manager

Brian Grossenburg, Principal

Adriana McBride, Deputy Administrator

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 May 13, 2026 meeting minutes.

Salvador Machado moved to approve the May 13, 2026 meeting minutes; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:02 a.m. (Yes-Jesus G. Figueroa, Salvador Machado, Michael J. Sabath & Antonio Zuniga)

VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

A. Student and Community Perception Report

Principal Grossenberg noted that the report compares the current-year’s data with data from previous years. This information will get transferred into the Comprehensive Needs Assessment and will help direct the School Improvement Plan. Principal Grossenberg also noted that the upcoming year will be the final year of the current plan before a comprehensive revision is required. Beginning in July, staff will initiate a review and analysis of existing priorities to determine whether they remain aligned with the data and identified needs.

Principal Grossenberg presented the Student Perception Report. Report is attached.

Michael J. Sabath asked when is the survey administered? Principal Grossenberg replied surveys are administered four times a year. Parent and community surveys are conducted annually. Cultural barometer data is collected monthly.

Dr. Sabath asked, was the student and community connectedness survey conducted before or after students participated in community-based learning activities? Principal Grossenberg replied the survey was administered at the beginning of the community engagement activities during the fourth quarter. Dr. Sabath noted that administering the survey after participation may have a greater impact on their responses.

Dr. Sabath asked regarding the parent concern on absenteeism, is that a survey that is done by parents or students? Principal Grossenberg replied the responses are primarily provided by parents. Staff noted that many students enroll with significant attendance challenges, and parents may view even modest improvements in attendance as success, which can influence their level of concern regarding absenteeism. Principal Grossenberg indicated that attendance will be a topic of discussion during upcoming leadership meetings with parents. The goal is to identify effective ways to communicate the importance of regular attendance, even when a student's attendance has improved compared to previous school experiences.

Jesus G. Figueroa asked what types of “other” absences fall under the reasons for absences category? Principal Grossenberg replied, one example that students listed was sleeping patterns.

B. Suspension and Discipline Report

Principal Grossenberg presented the summary of suspension for May 2026. The report is as follows:

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

C. Next Meeting Date: Wednesday, July 8, 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 May 31, 2026, in the amount of \$6,212.97.

Adriana McBride recommended the Governing Board of the Educational Opportunity Center Charter High School approve the May 31, 2026 balance of \$6,212.97.

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 Salvador Machado. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:43 a.m. (Yes-Jesus G. Figueroa, Salvador Machado, Michael J. Sabath & Antonio Zuniga)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending May 31, 2026, in the amount of \$963,671

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 May 31, 2026 in the amount of \$963,671.

Expenses are at 87%, at 90% 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 May 31, 2026 in the amount of \$963,671.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending May 31, 2026; seconded by Salvador Machado. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:44 a.m. (Yes-Jesus G. Figueroa, Salvador Machado, Michael J. Sabath & Antonio Zuniga)

B. FY 2026-2027 Proposed Budget

Adriana McBride recommended the Governing Board of the Educational Opportunity Center Charter High School approve the FY 2026-2027 Proposed Budget for the Educational Opportunity Center Charter High School.

Michael J. Sabath asked for a motion to approve the FY 2026-2027 Proposed Budget for the Educational Opportunity Center Charter High School.

Antonio Zuniga moved to approve the FY 2026-2027 Proposed Budget for the Educational Opportunity Center Charter High School; seconded by Jesus G. Figueroa. The motion passed.

Michael J. Sabath inquired whether the budget approved by the Board reflects estimated revenues, estimated expenditures, or both? As the revenue figure is higher than the expenditure figures. Steve Barba explained that the preliminary budget projects total revenues of approximately \$1.057 million and total expenditures of approximately \$1.054 million, resulting in expenditures being lower than revenues. It was noted that expenditures should remain below projected revenues. The budget presented is preliminary and reflects only regular operational expenditures currently anticipated for the upcoming fiscal year. Mr. Barba indicated that student enrollment counts are still being finalized and that the adopted budget presented at the next Board meeting may be adjusted based on updated enrollment data.

VOICE VOTE: The motion carried 4-0 at 8:48 a.m. (Yes-Jesus G. Figueroa, Salvador Machado, Michael J. Sabath & Antonio Zuniga)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

There is no other information or discussion items.

X. GOOD OF THE ORDER

Principal Grossenburg thanked everyone who attended the EOC Charter High School Graduation.

XI. ADJOURNMENT

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

Antonio Zuniga made the motion which was seconded by Jesus G. Figueroa. The motion passed, and the meeting adjourned at 8:51 a.m.

VOICE VOTE: The motion carried 4-0 at 8:51 a.m. (Yes-Jesus G. Figueroa, Salvador Machado, Michael J. Sabath & Antonio Zuniga)

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

**2025/2026 Student and Community Perception
Report**



**Educational Opportunity Center
Charter High School**

2025/2026 Student and Community Perception Report

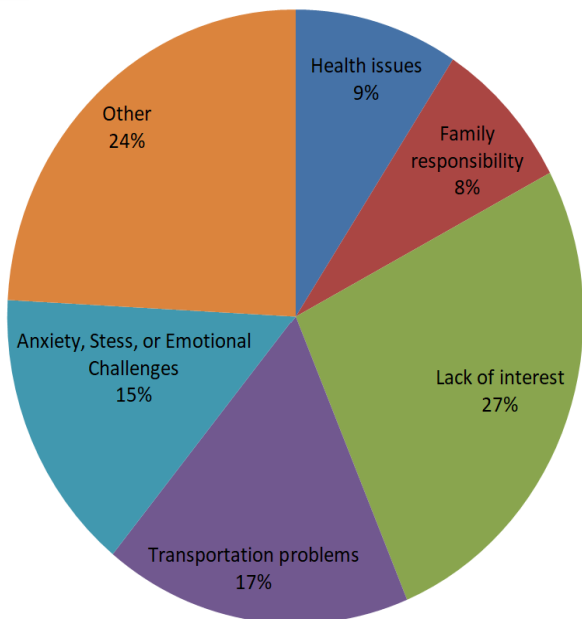
Student is represented by a return of 57 out of 83 possible students that attended the 2025/2026 school year.

Student Perception of Connectedness

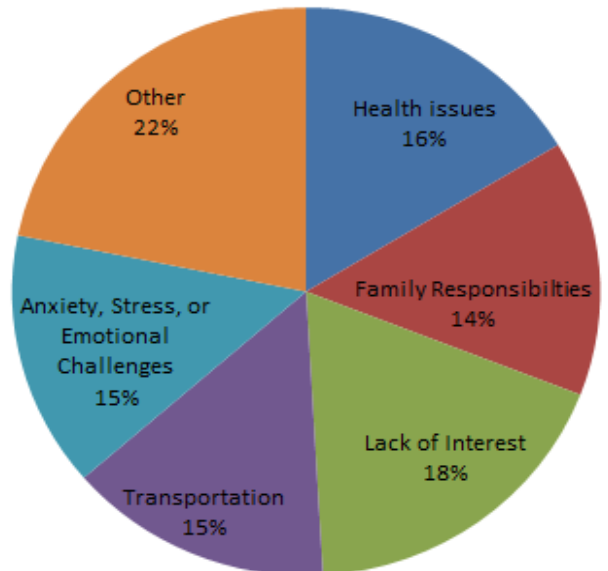
#	Item Description	FY25 Average Score	FY26 Average Score
1	How many days per week do you attend school on average?	3.4	3.5
2	How do you feel about the current school environment and its impact on your attendance? 1 representing very negative and 5 representing very positive . A 3 represents a neutral feeling.	3.8	4.3
3	How supportive do you find your teachers in addressing your academic and personal needs? 1 representing very unsupportive and 5 representing very supportive . A 3 represents a neutral feeling.	4.1	4.6
4	How would you rate your relationships with teachers and school staff? 1 representing very poor relationship and 5 representing very positive relationship . A 3 represents a neither negative nor positive relationship.	3.5	4.4

**Reasons for Absences
FY25**

art Area

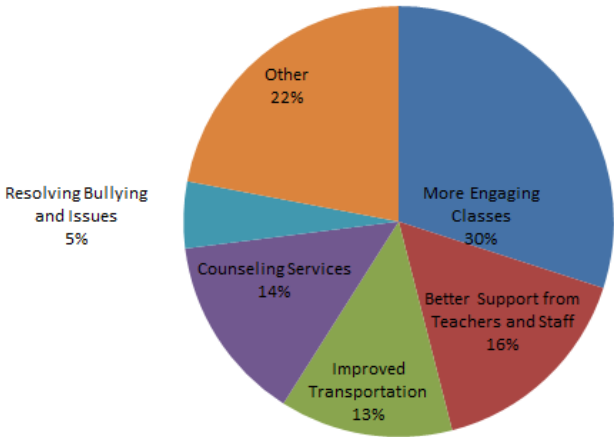


**Reasons for Absences
FY26**

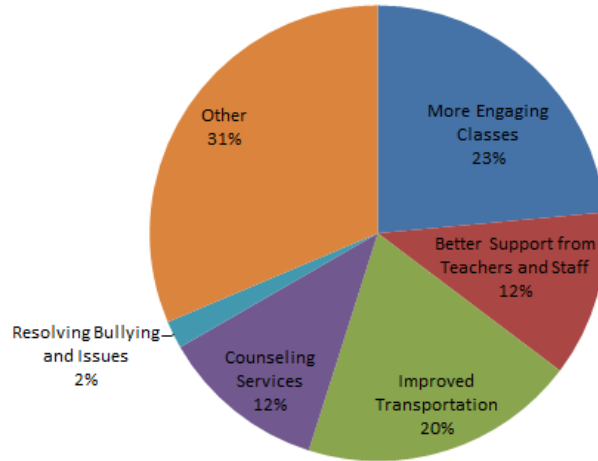


2025/2026 Student and Community Perception Report

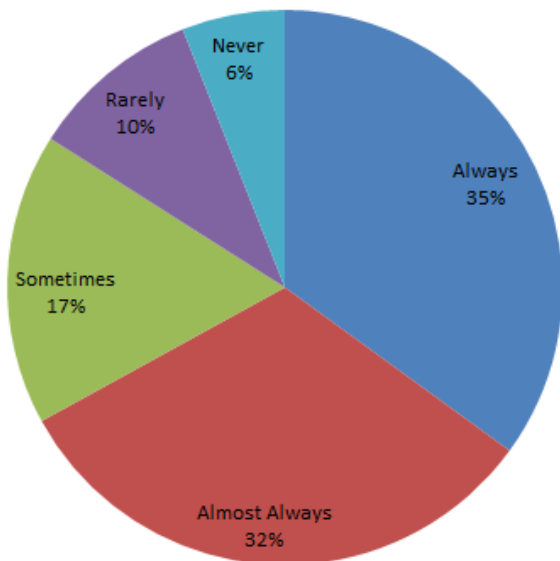
**Student Request to Support Attendance
FY25**



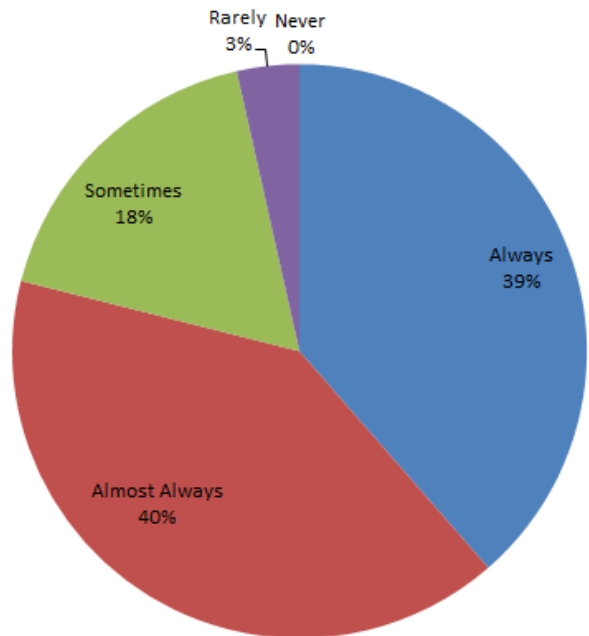
**Student Request to Support Attendance
FY26**



**Perception of Feeling Supported and Safe
FY25**

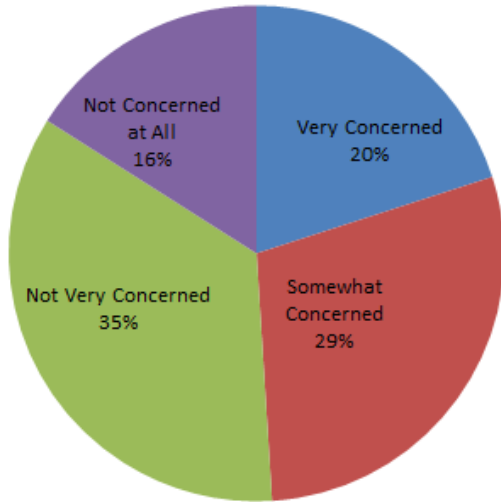


**Perception of Feeling Supported and Safe
FY26**

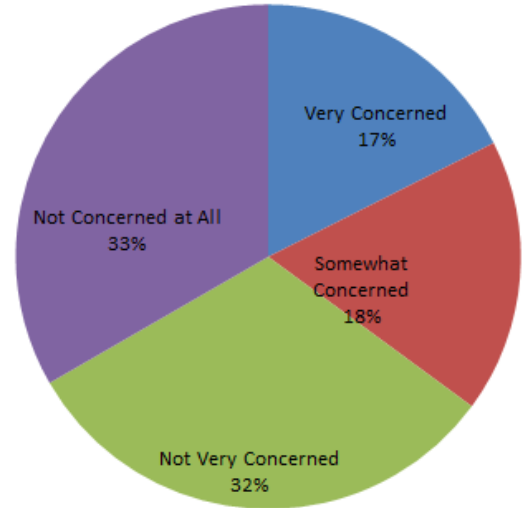


2025/2026 Student and Community Perception Report

Parent Concern Regarding Absences FY25



Parent Concern Regarding Absences FY26



Perception of Parent-Teacher-School Satisfaction is based on a Likert Average Rating Scale from 1 through 5.

Item #	Item Descriptor	FY26	FY25	FY24	FY23	FY22
	Number of Responses	26	41	33	38	21
1	Overall satisfaction with the school	4.8	4.5	4.5	4.2	4.3
2	Overall satisfaction with course material	4.2	4.4	4.2	3.3	3.8
3	Satisfaction with ability to be involved in overall school decision making process	3.8	3.7	3.7	3.4	3.3
4	Satisfaction with ability to be involved in the selection and review of course materials.	4.6	4.8	4.8	4.8	4.9
5	Satisfaction with accessibility of teachers.	4.6	4.8	4.7	4.2	3.2
6	Satisfaction with accessibility to school support staff (i.e. counselors, registrars, translators)	4.8	4.8	4.7	3.8	4.1
7	Satisfaction with accessibility to school administrator.	4.6	4.7	4.3	4.4	3.7
8	Satisfaction with accessibility to agency administrators.	3.7	3.3	3.3	2.9	2.6
9	Overall satisfaction with school staff	4.7	4.8	4.6	4.7	4.7
10	Overall satisfaction with teachers	4.7	4.8	4.8	4.8	4.9
11	Overall satisfaction with school safety	4.7	4.62.	4.7	3.6	3.3
12	Overall satisfaction with school appearance	3.8	3.1	3.7	3.8	3.2
13	Overall satisfaction with the security and safety of the school.	4.8	4.7	4.3	3.8	3.2
14	Satisfaction with the protection offered to students on the way to and from school.	3.6	3.3	3.1	3.2	2.9
15	Satisfaction with the protection offered to students in classrooms and common areas.	4.6	4.4	4.3	3.7	3.8
	Average	4.4	4.3	4.2	3.9	3.7

2025/2026 Student and Community Perception Report

Qualtrics® Student Perception Survey Results

School Value Perceptions – Perception of Hope

Quantity: Q1 = 63 Total Number; F24 = 58.75 Average; F23 = 58.4 Average

Item	Description	Not Very			Somewhat			Very		
		F26	F25	F24	F26	F25	F24	F26	F25	F24
1	Value of High School Experience	2%	2%	2%		15%	43%	83%	77%	56%
2	Value of Things Learned in High School	2%	5%	15%	48%	44%	51%	50%	51%	34%
4	Topics in School are Interesting.	2%	5%	6%	57%	65%	74%	41%	30%	20%

Item	Description	No Effort			Some Effort			Great Effort		
		F26	F25	F24	F26	F25	F24	F26	F25	F24
10	Student effort given to succeed	F26	F25	F24	F26	F25	F24	F26	F25	F24
	<i>Total Number</i>	5	2	4	22	25	25	30	37	39
	<i>Percent</i>	19%	3%	6%	39%	39%	36%	53%	58%	57%

Item	Description	FY27	FY26	FY25	F24	F23
3	Overall Belief that school staff care	-	96%	90.7%	88%	94%

Self Perception of School Success - Perception of Hope

Item #	Self Belief About School Success	F26	F25	F24	F23	F22
5	Never Been Successful and Don't Believe in Self	11%	7%	2%	2%	8%
5	Never Been Successful but Can Get Diploma	14%	16%	10%	12%	5%
5	Never Been Successful and Losing Desire	3%	2%	15%	2%	13%
5	Somewhat Successful but Don't Believe in Self	12%	7%	4%	5%	5%
5	Somewhat Successful but Losing Desire	10%	19%	8%	36%	15%
5	Somewhat Successful but Can Do Better	18%	2%	30%	19%	28%
5	Been Successful but Don't Believe in Self	6%	7%	0%	0%	5%
5	Been Successful and Will Get Diploma	26%	35%	31%	24%	21%

The five-year trend shows a **clear shift away from “never successful” mindsets** and a **growing concentration of students who believe they can graduate**, but also perceptions indicate **persistent pockets of low self-belief and motivation loss** that signal risk for disengagement.

The main reasons our students say they are losing desire are 1) Lack of quick or immediate way to obtain credits 2) Failing due to attendance, and 3) Lack of opportunity outside of school.

2025/2026 Student and Community Perception Report

Student Perception of Teacher Performance

Student Perception of Teacher Effectiveness Based on Likert Average Rating Scale from 1 through 7

Likert Scale Coding: Scale 1.0- 3.6 Perception of ineffectiveness; Scale 3.7-5.7 Perception of typical effectiveness; Scale of 5.8 – 7.0 Perception of high effectiveness.

Item #	Item Descriptor	Lerma			Nair			Rhodes			Grossenburg		
		F26	F25	F24	F26	F25	F24	F26	F25	F24	F26	F25	F24
	<i>Number of Responses Per Teacher</i>	23	34	43.3	27	27	44.3	32	33	41.7	21	16	ND
7	Teacher Effectiveness Rating	6.9	6.9	6.7	6.5	6.2	6.2	6.5	6.0	6.0	6.6	6.9	ND
8	Course Relevancy	5.8	6.8	5.5	6.1	6.3	5.8	6.1	6.3	5.8	6.2	6.6	ND
9	Teacher Pushes Students to Learn	6.9	6.9	6.8	6.6	6.6	6.7	6.0	6.4	6.3	6.6	6.2	ND
	Average	6.5	6.9	6.3	6.4	6.3	6.2	6.2	6.2	6.0	6.5	6.6	ND

Percent of Teacher Effectiveness Based on Yes Responses

Item #	Item Descriptor	Lerma			Nair			Rhodes			Grossenburg		
		F26	F25	F24	F26	F25	F24	F26	F25	F24	F26	F25	F24
	<i>Number of Responses per Teacher</i>	23	34	43.3	27	21	44.3	32	33	41.7	21	16	ND
11	Teacher Recognizes when Something is Bothering a Student	73%	69%	91%	89%	93%	65%	63%	55%	59%	95%	83%	ND
12	Teacher Demands Full Effort	94%	97%	94%	89%	89%	86%	84%	78%	91%	90%	100%	ND
13	Teacher asks questions to ensure students are following instruction.	96%	100%	99%	78%	92%	92%	69%	87%	94%	90%	100%	ND
14	Teacher recognizes when students are not understanding.	93%	97%	97%	89%	81%	82%	72%	77%	90%	90%	89%	ND
15	Students get bored in the teacher's class.	36%	41%	36%	41%	50%	64%	63%	61%	62%	38%	43%	ND
16	Teacher attempts to make boring stuff interesting	94%	90%	72%	89%	88%	54%	63%	75%	62%	91%	93%	ND
17	Students learn every day in class.	100%	97%	98%	89%	80%	92%	91%	93%	95%	81%	94%	ND
18	Teacher permits too many students to misbehave.	4%	10%	0%	7%	16%	8%	6%	21%	7%	14%	18%	ND
19	Teacher pushes students to complete work.	98%	94%	97%	78%	86%	90%	84%	86%	87%	100%	93%	ND
20	Teacher tries to make sure students understand what was taught before students leave the class.	94%	91%	99%	74%	78%	84%	78%	79%	84%	95%	93%	ND
21	Teacher really cares about each student.	98%	89%	92%	89%	86%	88%	91%	77%	90%	100%	83%	ND
22	Teacher allows students to leave early frequently.	0%	9%	1%	7%	7%	4%	19%	23%	5%	10%	21%	ND
23	Teacher tries their best to teach the information.	100%	97%	98%	89%	90%	86%	97%	88%	96%	95%	94%	ND
24	The teacher is available outside of school.	98%	94%	98%	67%	71%	89%	91%	87%	98%	100%	82%	ND
25	The teacher is really dedicated.	100%	94%	99%	89%	86%	92%	97%	77%	96%	100%	100%	ND
26	The teacher is good at explaining things.	94%	94%	96%	81%	86%	75%	81%	86%	91%	81%	89%	ND

2025/2026 Student and Community Perception Report

Staff Perception of Principal Performance

Description: Perception survey for the principal is based on a Likert scale of 1 through 5 where 1 is rated as “strongly agree” and 5 is rated as “strongly disagree”. Average scores between 1 and 2.4 are considered to represent a perception of high effectiveness in the area. An average score of 2.5 to 3.4 is considered to represent a perception of average effectiveness in an area. A score of 3.5 to 5 is considered to represent a perception of needed improvement in an area.

Principal Name: Brian Grossenburg (*bgrossenburg@ypic.com*)

Item	Description	F26	F25	F24	F23
	<i>Number of Responses</i>	8	8	7	9
1	Principal maintains a focus on student needs when discussing issues and making decisions	1.5	1.3	1.6	1.9
2	Principal maintains a focus on the priorities of the school improvement plan.	1.8	1.4	1.4	1.4
3	Principal has established himself as the building leader.	1.3	1.3	1.0	1
4	Principal confronts problems honestly. I can trust my principal.	1.8	1.4	1.11	1.43
5	Principal has the ability to lead the school on the path of continuous improvement.	1.9	1.3	1.57	1.23
6	Principal communicates effectively with the school community.	2.8	1.7	1.25	2.3
7	Principal demonstrates purposeful attention to curriculum, instruction, and assessment data.	1.6	1.0	1.78	1.46
8	Principal is open to new ideas that improve the school no matter who suggests them.	1.1	1.3	1.27	2.3
9	Principal demonstrates caring for colleagues and staff members.	1.1	1.3	1.48	2
10	Principal challenges staff members to improve teaching and learning and provides support to meet the challenges presented.	2.3	1.3	1.76	1.54
11	Principal is an instructional leader.	1.1	1.3	1.39	1.3
12	Principal is an effective leader.	1.8	1.3	1.2	1.3
13	Principal is interested and responsive to needs	2.8	1.8	1.41	2.3
14	Principal is a good problem solver and is able to mediate, synthesize, and filter issues that come from parents, students, staff members.	2	1.7	1.64	2.3
15	Principal is goal oriented and communicates agency and school goals effectively to the staff.	1.1	1	1.91	1.6
16	Principal models positive character traits for the school community to emulate.	1.3	1.3	1.41	1.8
17	Principal interacts well with students in a variety of situations.	1.1	1.3	1.51	1.46
18	Principal is a lifelong learner and promotes a culture of ongoing professional development.	2.8	1.3	1.19	1.6
19	I can communicate freely and say what I am really thinking and feeling to my principal	2.8	1.7	1.36	2.3
20	I am comfortable talking to my principal about my problems and concerns.	2.8	1.7	1.7	1.8

2025/2026 Student and Community Perception Report

FY26 Cultural Barometer of Vision, Mission and Core Values

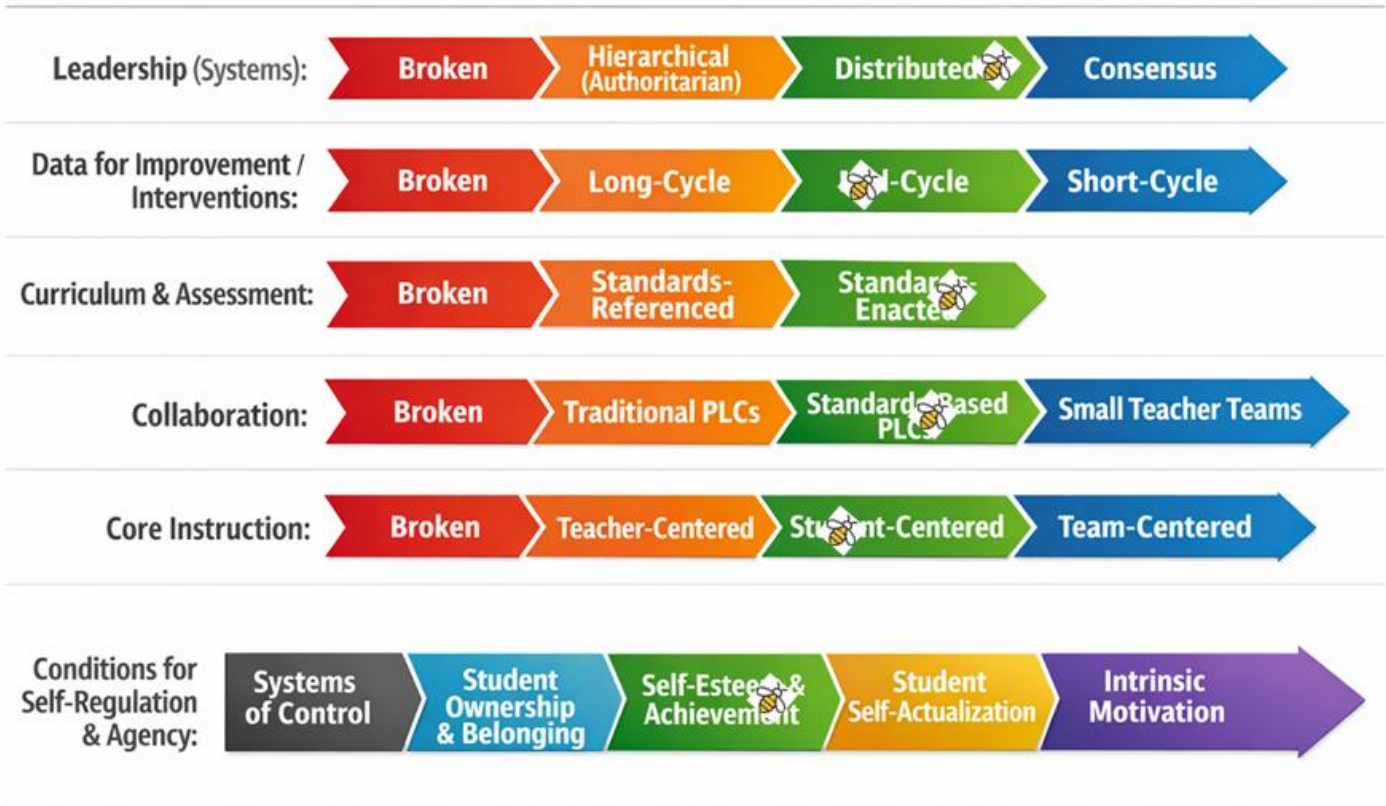
Average Score Based on Likert Scale of 5
(1= not present/5 = high present)

		8/20	9/24	10/22	11/20	2/25	3/25	4/22	5/14	Avg
Vision	The vision of our school is to provide at-risk students with a calm, safe learning environment where they feel they belong , and are capable of earning a diploma .	3.7	4.72	4.78	4.63	4.72	4.82	4.85	4.83	4.63
Mission (M)	At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors.	3.71	4.8	4.8	4.55	4.58	4.82	4.7	4.83	4.60
ELD Vision	Our English Learners will become English proficient citizens through targeted and integrated instruction that utilizes classrooms that are student centered where students collaborate to reach content learning targets and English Language Learning targets.	4.2	5	4.8	4.8	4.78	4.84	4.82	4.67	4.74
CV1	With sensitivity for all , we must apply the policies of the handbook to ensure our students are prepared to meet the expectations of the workplace, society, and other controlled environments .	3.48	4.63	4.72	4.8	4.66	4.66	4.75	4.72	4.55
CV2	We must be committed to getting everyone to graduation while ensuring we have not reduced basic expectations of our school board .	3.71	4.52	4.48	4.63	4.66	4.82	4.82	4.48	4.52
CV3	With our limited staff and resources, we must commit to focus our instruction on developing workplace teaming and social skills as well as the skills required by Arizona Academic Standards .	3.86	4.3	4.44	4.62	4.3	4.64	4.1	4.33	4.32
CV4	With our limited staff and resources, we must commit our services and actions to increase career awareness and to building community membership .	4.27	4.27	4.42	4.2	4.6	4.74	4.82	4.64	4.50
CV5	We must always be caring and inviting and look for opportunities to give students voice and choice when our student body as a whole displays the maturity to be given the choice and voice with the priority to keep our school safe and calm .	4.67	4.74	4.67	4.63	4.72	4.82	4.82	4.62	4.96

2025/2026 Student and Community Perception Report

FY26

School Instructional Maturity Model®



Author: Michael D. Toth

Summary

Student and community feedback for the 2025/2026 school year shows strong, positive movement in school climate, relationships, and overall satisfaction. Student connectedness improved across every measure, with students reporting slightly higher attendance (from “3.4 days per week” to “3.5 days per week”), stronger feelings about the school environment, and significantly better relationships with teachers and staff. Ratings of teacher support rose from 4.1 to 4.6, and relationships with adults on campus increased from 3.5 to 4.4, indicating a more trusting and supportive school culture.

Parent and community satisfaction also remained high, with most items scoring between 4.2 and 4.8 on a 5-point scale. Families expressed strong confidence in school safety, staff accessibility, and overall school quality. The average satisfaction rating increased to 4.4, continuing a multi-year upward trend. Parents

2025/2026 Student and Community Perception Report

consistently rated the school's ability to involve them in course material selection at the highest levels, with scores between 4.6 and 4.9 over five years.

Student perception data from the Qualtrics "Hope" survey shows that most students view high school as valuable and believe they can succeed. A large majority rated their high school experience as "very valuable," with 83% selecting the highest category. However, a subset of students continue to report low motivation or declining desire to persist. As the report notes, "*the main reasons our students say they are losing desire are 1) lack of quick or immediate way to obtain credits, 2) failing due to attendance, and 3) lack of opportunity outside of school.*" These areas represent ongoing risks for disengagement and require targeted intervention.

Self-belief and hope indicators show a five-year shift away from "never successful" mindsets and toward students believing they can graduate. The proportion of students identifying as "been successful and will get diploma" increased to 26%, while categories reflecting discouragement or loss of desire declined compared to earlier years.

Teacher effectiveness ratings remained exceptionally strong across the school. On a 7-point scale, average teacher effectiveness scores ranged from 6.0 to 6.9, placing them firmly in the "high effectiveness" range. Students consistently reported that teachers care about them, push them to learn, and ensure understanding before students leave class. High percentages of students agreed that they learn every day, that teachers try their best, and that instruction is explained clearly.

The Cultural Barometer results show that staff perceptions of the school's vision, mission, and core values strengthened throughout the year. Scores across all indicators remained between 4.3 and 4.9, reflecting a shared understanding of the school's purpose and a strong alignment with expectations for safety, belonging, and high-quality instruction. The school's vision score averaged 4.63, and the mission averaged 4.60, demonstrating consistent reinforcement of core beliefs.