

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

BEFORE THE
PUBLIC EDUCATION COMMISSION
SANTA FE, NEW MEXICO

TRANSCRIPT OF COMMUNITY INPUT HEARING
STUDENT ATHLETE HEAD QUARTERS (SAHQ)
August 19, 2014
1:19 p.m.
MCM Elegante
2020 Menaul Boulevard, Northeast
Albuquerque, New Mexico

REPORTED BY: Susan M. Hilton, CRR, CCR 108
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, Northwest
Suite 1630
Albuquerque, New Mexico 87102

(1163L) SMH

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

APPEARANCES

COMMISSIONERS:

- MS. CAROLYN SHEARMAN, Chair
- MR. EUGENE GANT, Vice Chair
- MR. VINCE BERGMAN, Secretary
- MR. J. TYSON PARKER
- MR. JAMES CONYERS
- MS. CARMIE TOULOUSE
- MS. MILLIE POGNA

STAFF:

- MR. MATT PAHL, Interim Director, Charter Schools Division
- MR. ED WOODD, Education Administrator, Charter Schools Division

I N D E X

1	Call to Order	3
2	Roll Call	3
3	Student Athlete Head Quarters	7
4	PEC Comments	29
REPORTER'S CERTIFICATE		75

1 CHAIR SHEARMAN: This hearing is before the
2 Public Education Commission. This meeting is being
3 conducted pursuant to New Mexico Statutes Annotated,
4 Title 22, Section 8B-6(J) 2009. The purpose of these
5 Community Input Hearings that will be held from
6 August 18 through August 21, 2014, is to obtain
7 information from the applicant and to receive
8 community input to assist the Public Education
9 Commission in its decision whether to grant the
10 proposed charter application.

11 According to this section of the law, the
12 commission may appoint a subcommittee of no fewer
13 than three members to hold a public hearing.
14 According to law, these hearings are being
15 transcribed by a professional court reporter.

16 At this point, I would like to stop in this
17 presentation and ask Commissioner Bergman to do a
18 roll call to be sure we do have enough people here.

19 COMMISSION BERGMAN: I'll do this off the
20 cuff because I put all my stuff in the car.
21 Commissioner Parker.

22 COMMISSIONER PARKER: Yes.

23 COMMISSION BERGMAN: Commissioner Pogna.

24 COMMISSIONER POGNA: Yes.

25 COMMISSION BERGMAN: Commissioner Toulouse.

1 COMMISSIONER TOULOUSE: I'm present.

2 COMMISSION BERGMAN: Commissioner Conyers.

3 MR. CONYERS: Here.

4 COMMISSION BERGMAN: Commissioner Gant.

5 COMMISSIONER GANT: Here.

6 COMMISSION BERGMAN: Commissioner Shearman.

7 CHAIR SHEARMAN: Here.

8 COMMISSION BERGMAN: Mr. Bergman is here.

9 And Madam Chair, you have seven members present. You
10 do have a quorum.

11 CHAIR SHEARMAN: We have a quorum, and we
12 do meet statutes.

13 Before we go any further, I do want to
14 thank you-all for being here today. I know that we
15 are beginning a little late. Our meeting this
16 morning ran a little long. It didn't run a little
17 long. It ran way long. So we appreciate you being
18 here and working with us on starting a little late.

19 Let me continue. The total time allocated
20 to each application is 90 minutes which shall be
21 timed to ensure an equitable opportunity to present
22 applications. Commissioner Gant will be our official
23 timer. During the hearing, the commission will allow
24 for community input about the charter application.
25 The time for public comment will be limited to 20

1 minutes as Mr. Pahl said. If you wish to speak
2 regarding the application, please be sure you have
3 signed up on the sheet, and I believe there's an area
4 to put a check mark by your name, if you wish to
5 speak.

6 Again, we ask -- there are lots of you here
7 this afternoon. If any of wish to speak, you might
8 want to appoint a spokesperson so you would have a
9 little bit longer for each person to speak. But it
10 will be limited to 20 minutes overall.

11 The commission will follow this process for
12 each Community Input Hearing. The commission will
13 ask each applicant or group to present at the table
14 in front. They will be given 20 minutes to present
15 their application in the manner they deem
16 appropriate. The commission will now accept any
17 written documentation from the applicant, but the
18 applicant may use exhibits to describe their school,
19 if necessary. You're already set up. We're thankful
20 for your forward thinking.

21 Following the applicant's presentation, the
22 local school district representatives, which includes
23 the superintendent, administrators, and board
24 members, will be given 10 minutes to comment.
25 Subsequently, the commission will allow 20 minutes

1 for public comment as has been described above.

2 Finally, the commission will be given 40
3 minutes or perhaps more to ask questions of the
4 applicant. We would rather not limit the amount of
5 time that the commission has to ask questions of the
6 applicant. We want -- if there's anything not clear,
7 any information that we're -- that we want additional
8 that we think we need to help us make a decision, we
9 want to get those questions asked. So if we run over
10 a little bit, I hope you'll bear with us.

11 If commissioners -- and by the way, I
12 appreciate you putting up with us eating our lunch
13 while you-all are here. We didn't finish the other
14 meeting until the time for this one to start.

15 So if everybody is ready, let's go ahead
16 and get started. The applicants are at the table.
17 For the record, please, each one of you state your
18 name, the name of the founders of the school and any
19 other person who is here today on behalf of your
20 school. After the introductions are made, you will
21 have 20 minutes to make your presentation about your
22 application.

23 Good afternoon. And please use the
24 microphone so that the reporter and everyone else can
25 hear you.

1 MS. RODE: Do I need to push in order to
2 have --

3 CHAIR SHEARMAN: I think it should be on.

4 MS. RODE: It's on. My name is Charlotte
5 Rode, and I'm one of the founders -- one of the many
6 founders of SAHQ Academy. And SAHQ stands for
7 Student Athlete Head Quarters. And so that is what
8 we are. And I know sometimes people don't kind of
9 have the understanding of what SAHQ means, but we are
10 a family already. We have been a nonprofit
11 organization for a couple of years, and so we already
12 have a program going as Student Athlete Head
13 Quarters. And this is an extension of what we do
14 within the community as an all-volunteer
15 organization.

16 And so we had -- just as an introduction
17 before I introduce the other founders, we had a
18 choice when we wanted to write this charter. It's
19 something that we have been working on for awhile.
20 And we could have either gone with someone who would
21 write the charter for us, pay them a lot of money,
22 and have all the Ts crossed and the Is dotted to make
23 sure that it matched the policy because they come
24 from the PED. Typically, people that you have as
25 evaluators will charge a fee, and we could hire them

1 to write the charter, or we could have partnered with
2 an international organization that does this and has
3 departments and people full-time who write the
4 charter for us.

5 But what we chose for ourselves and what we
6 really felt to be in the best interest of the kids
7 that we serve is to get phenomenal teachers and to
8 really get people who have invested their lives in
9 New Mexico and invested what they do, how they spend
10 their time and energy and have already spent their
11 lifetime devoted to kids in New Mexico. We are all
12 volunteers. Everything that we have done has been
13 financed by us.

14 So I'm a mother of seven, grandmother of
15 two, and I have been an education advocate and a
16 basketball coach for almost 30 years, and I am very
17 much energized by serving kids and seeing them
18 succeed in life.

19 And I'll just let everybody go down the
20 row. We can start here, and then go down as far as
21 the rest of the teachers go.

22 MR. McAFEE: I'm George McAfee. I've been
23 doing this education for -- I'm on my 37th year. She
24 told me to go ahead and tell you who I am a little
25 bit. I've coached also. I see a familiar face who I

1 coached against. I taught at St. Pius for 16 years.
2 I was the head baseball coach, head girls basketball
3 coach, head football coach and athletic director. I
4 also then moved to New Mexico Highlands University.
5 I was the head baseball coach there, and I was the
6 lead chair there also. I'll just mention that I
7 taught science at St. Pius High School. I also
8 graduated from St. Pius High School.

9 Then I moved on. I went to Casa Grande
10 High School in Arizona and coached there for three
11 years, football and the head baseball coach. Then I
12 came back to Albuquerque, and I started teaching at
13 APS. I've been at APS for 15 years. Albuquerque
14 High, Valley High and presently at Sandia High
15 School, department chair in science.

16 So one thing I have also done and why I got
17 involved in this is because I think it's a new way, a
18 new experience, a new transformation of education.
19 And just looking at my point, I coached girls, I
20 coached boys, high school, college, public school,
21 private school, so I have done everything. So I have
22 an idea of all the things that work and maybe don't
23 work. So I'm really jazzed about this opportunity.
24 Thank you.

25 MR. VIGIL: Good afternoon, Madam Chair.

1 My name is Michael Vigil. I'm a CPA. I am the owner
2 of the Vigil Group. I'm helping the school with its
3 financial aspects, its budgets and stuff for the
4 school applications.

5 MR. MADONIA: Hello. My name is Mike
6 Madonia, one of the founders here. I'm a project
7 management consultant to Sandia National
8 Laboratories, project management professional by
9 certification. I am also a parent of a daughter who
10 has participated in the SAHQ community for over a
11 year and has really seen the benefits of being there.
12 And what I would like to bring to the group and what
13 I'm trying to is my organizational management skills.
14 Thank you.

15 CHAIR SHEARMAN: Thank you very much.

16 MR. ZUBER: Hello. Phil Zuber. 41 years
17 teaching experience. I've been an administrator, a
18 coach, doing what I love most, being in the
19 classroom, creating curriculum, been at St. Pius for
20 over 30 years. Just excited about working with young
21 people and glad to be part of this group. Thank you.

22 MR. KOVARIK: David Kovarik. Retired
23 recently. 36 years at St. Pius and two years in a
24 district in Ohio. Looking forward to bringing the
25 band back together, and hopefully, we can launch this

1 project and help a lot of kids.

2 MR. LANDAVAZO: I'm Fred Landavazo. I'm
3 the rookie teacher. I've only been teaching since
4 2001. Training as an engineer, worked as an
5 engineer, project management, bring some of that to
6 this. My kids all went through public schools. I've
7 taught in public schools. I've taught in private
8 schools as well. Now it's my grandkids and my nieces
9 and nephews. I'm doing this for them. Part of the
10 community, bringing them into it, this is a good
11 thing.

12 CHAIR SHEARMAN: I know you've got a lot of
13 people.

14 MS. RODE: I know. She'll be real quick.

15 MS. KERWIN: I'm Lindsey Kerwin. And I've
16 only been teaching for two years here in Albuquerque,
17 but I've been a part of the SAHQ family for the past
18 three years. And I love what they're doing, and I'm
19 really excited about the future.

20 CHAIR SHEARMAN: Thank you. Whenever
21 you're ready.

22 MS. RODE: All right. As I mentioned
23 before, our program, the Student Athletic Head
24 Quarters, SAHQ, has been in existence for a couple of
25 years. And so when we look at developing the school,

1 it is not as much a start-up as it is an extension of
2 what we are already doing for the community. Within
3 our program, we tutor, we monitor the kids' academic
4 progress. Lindsey's team -- she's a phenomenal math
5 teacher, by the way. Lindsey's team, who is a
6 traveling competitive team, this last summer went to
7 Oklahoma. From her team, they have to submit grades.
8 There are two Bs out of the entire team, and the rest
9 of them are As. They really do stress the academic
10 portion of our performance when we deal with our
11 athletes.

12 What I want to do is just give you a little
13 taste of what we do as a program and then go into our
14 evaluation and our application to go over the budget,
15 the educational plan and the curriculum very quickly,
16 but if you wouldn't mind watching this video real
17 quick. And as you can see, from the people that are
18 able to make it in the middle of the day, we have a
19 lot of support. But also these that I can't submit
20 to you today, we have over 300 postcards from people
21 who are -- who participate within our programs or are
22 affected by our programs that support our charter
23 application that will be submitted to you as well.

24 (Video played.)

25 MS. RODE: And this, by the way, is our

1 facility. We already have a facility, and that has
2 already been approved by the PSFA and is zoned for a
3 charter. It's been used as a school.

4 So I want to emphasize the expertise that
5 we have both from an academic standpoint as well as a
6 community standpoint. And I know I'm not able to
7 submit the paperwork to you, but -- today. But what
8 I want you to know is that we have -- within our
9 application, we went extensively into how we were
10 going to go about finding our governing council and
11 appointing -- or not appointing, but recruiting our
12 governing council. That portion of our application
13 was scored well. And what happened was that because
14 we didn't actually have a governing council in place,
15 we had a phenomenal board in place, but we didn't
16 have a governing council in place, we were actually
17 marked a zero for that portion of it. But what we do
18 have is we have a list of people who have agreed to
19 be on the governing council. But as it was explained
20 in our application, we felt it very important to be
21 able to be approved and then have the council itself
22 be a part of that process.

23 So I think there's a danger both in having
24 a principal by themselves to appoint a governing
25 council or to find a governing council or for a

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 founding member to find a governing council and so
2 that their allegiances are all in one direction. And
3 so what we tried to emphasize within our application
4 is that that would be the first order of business
5 when our charter was approved was to have a few
6 people who were on board as the governing council
7 members, and then they would form a committee that
8 would then be ongoing. So they would identify, like
9 these members that we have here, people who have the
10 technical expertise which we listed in our
11 application as having somebody in finance, we also
12 wanted to have somebody in higher education because
13 of our academic goals and also a parent of a current
14 SAHQ Academy student. So those three were identified
15 in our application.

16 But we felt as though that the autonomy of
17 the governing council itself was important to create
18 checks and balances, that it was not something that
19 we could identify the people who were involved in
20 writing the charter, but that step towards governing
21 council should be taken after the approval with
22 members identified that were qualified, which we do
23 have and I will submit to you.

24 The budget was another area in which there
25 was some issues with the application that they had a

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 little bit of contradiction between the application
2 itself that did not really identify why they scored
3 us the way they did except for mentioning one thing
4 about the special education numbers. Then when we
5 went to the capacity hearing, and Mr. Vigil was able
6 to converse and explain what those numbers meant and
7 what the purposes were, the report from the capacity
8 hearing from the Charter School Division actually
9 said the finance section was comprehensive, clear,
10 and reasonable. And so I wanted to make sure that
11 there was the connection between the actual scoring
12 that they did at the beginning versus after they were
13 able to discuss those concerns with us and with
14 Michael Vigil.

15 I also wanted to take the time to show you,
16 which we'll submit, the pie charts which show where
17 our priorities lie. And again, going back to our
18 investment into the application and why we're doing
19 this, none of us do this for financial reasons. And
20 in fact, most of us are volunteers 100 percent. And
21 so what was important to me and to the rest of the
22 founders is that we run a lean ship. I'm the mother
23 of seven. That's all I've ever known. So it's
24 something where you want to get as much money into
25 the classroom as possible and you want to avoid

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 pitfalls that take money out of the classroom.

2 So by looking at the pie charts that we
3 have submitted that mirror our budget, we have a huge
4 investment into direct instruction. And so I want
5 you to be comfortable with the fact that it's
6 diagrammed, and it's not something that, even though
7 they mentioned in the CSD report that we were
8 administratively heavy, that doesn't reflect our
9 budget. It reflects our structure.

10 COMMISSIONER GANT: Ten minutes.

11 MS. RODE: So within the structure of the
12 school, we have an academic team that's completely
13 invested and responsible for academics and then the
14 administrative team who is more like an executive
15 director. So even though structurally we have
16 administration and academics, financially those
17 people who are contract or maybe falling under
18 administration, they still have direct involvement in
19 the classroom, and that's where our money is going.
20 So I wanted to make that emphasis.

21 Also, our facility, we're not a start-up.
22 We have already invested a lot of money into our
23 facility, and so it has already been approved by the
24 PSFA as is. We scored very well. We were told that
25 our 18-month plan would only have to have a small

1 amount of work done in order to bring that up to par,
2 and so that's a hurdle that we won't have to cross
3 that most charters do financially. And it shows some
4 stability within our program that we have been able
5 to manage for two and a half years within our
6 facility without a school there. And so it's
7 something that I want to give you confidence in the
8 fact that our finances are very strong right now.

9 As far as the educational plan goes, now,
10 one of the things is that we are very innovative in
11 what we're doing, but at the same time we are
12 complying with the state rule, the administrative
13 rule as it regards to online education. We have a
14 three-tier system. We have what is called
15 foundational knowledge where we use digital delivery
16 to provide the basic foundational skills. It's just
17 the basic. It's just the bottom floor. So what
18 we're doing is that we're using online education to
19 have every single student go at their own pace to be
20 able to get the foundational knowledge that they need
21 so that they can participate intellectually with the
22 teachers with that basic knowledge.

23 Now, when I say their own pace, that
24 doesn't mean they can wait until the last week of the
25 semester, and they can do their thing. What we have

1 is called a lowest acceptable standard, and every
2 student is paced throughout the year. So each
3 student -- if you come in and you're an A student,
4 we're not going to accept Cs from you. That's going
5 to be your lowest acceptable standard. If you're an
6 A student and you want to go to Harvard, there's a
7 difference if you're struggling in a certain topic
8 and you want to go to CNM. So that pace that we have
9 and your progress towards graduation is going to be
10 based on that minimal acceptable standard. And so
11 you can do that with digital learning. You can do
12 that with online learning.

13 Now, what we do with that online learning
14 is that once you get the grasp of a subject, once you
15 get the grasp of the English 9 course, then Coach
16 Zuber, who is a phenomenal writing teacher, can
17 dynamically group those kids and take those kids and
18 put them in either really high dose tutoring for
19 those kids who are in need or dynamically group them
20 to accelerate or to address a certain need. So when
21 you're talking about curriculum, you have online
22 schools which are everywhere right now, by the way,
23 and they are self-contained. And it's very check the
24 box, I'm getting it done type of thing. It's not
25 something that really digs into their intellect.

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 So what we have done is we have used that
2 just as a foundation. It is completely contained.
3 The curriculum abides by New Mexico state standards
4 and by Common Core, but what we do is we take it the
5 next step. And our tier two is that high dosage
6 tutoring and that dynamic grouping, seminars, cross
7 curricular projects, and that curriculum is all
8 designed by our expert teachers to address individual
9 needs. It's not prepackaged. So you have basically
10 a catalog of resources and curriculum available to
11 the teachers to be able to meet the individual needs
12 of the students after they have completed their
13 foundational knowledge.

14 Then we take it a third step, and we go
15 into experiential where they're actually integrating
16 into the economic sector. So we're taking what
17 they've learned in their foundational knowledge,
18 applied in their level two skills, and then we're
19 putting them into the economic sector so they can
20 understand how what they have learned actually makes
21 a difference in their life, how they can actually
22 apply to what they have learned to a job and to a
23 career and maybe even opening up a business.

24 So that's what makes us different. Most
25 online schools, they operate off of a half day, four

1 days a week. That's their function. If it's the
2 typical schools that are digital delivery, that's how
3 they function. What we do is we actually want to get
4 more out of each hour. We want to get more hours out
5 of the day. Our school day is from 7:00 a.m. to 5:00
6 p.m., and we have also intra curricular --

7 COMMISSIONER GANT: Five minutes.

8 MS. RODE: Okay. Intra curricular
9 athletics. So nutrition, health, athletics, they're
10 all built into the school day. We are a very active
11 group, and it keeps the kids motivated and inspired
12 because it uses that lens to inspire them to learn
13 and to grow and to achieve.

14 The thing that makes this so unique is that
15 we're a family, and it's built by individual
16 relationships. So when you walk into our door, you
17 have a team of stakeholders that will evaluate where
18 you are as a student, what your goals are, and what
19 your path will be towards graduation. That path
20 towards graduation is monitored on a daily basis by a
21 teacher called a success coach. That success coach
22 has 20 to 25 students that they are responsible for
23 throughout their entire career at SAHQ Academy. So
24 there's no -- the buck stops with them. And it
25 creates an environment of inspiration because I don't

1 know how many of you guys played sports, I know at
2 least one of you did, but the kind of relationships
3 that you build with team members, the kind of wanting
4 to please a coach or wanting to not let down a team
5 or the fact that you're not just out there to do your
6 very least, you're out to do your very best so you
7 have more to offer the team.

8 So it's something that that team dynamic is
9 used, and our mission specific goal of being able to
10 monitor their progress towards graduation on a daily
11 basis is -- starts with the fact that they are
12 meeting with their team every day. Every morning
13 they are meeting with their success coach and their
14 teammates. Every day the professional team, which is
15 the team of teachers, is meeting to discuss how they
16 can meet the needs of individual students. So it's
17 very relational. It's very much where you're
18 building relationships, and you're trying to inspire
19 people based on those relationships.

20 So I want to just extend to you that this
21 is innovative, it is something that takes what has
22 been successful in other places, and it expands both
23 in the application and the hours of the day, the time
24 that we're spending with those kids. But it is
25 proven to work. And I want you to be able to ask any

1 questions you have because it's not the typical
2 program. It's not the typical system. So whatever
3 questions you might have to clarify that to you, for
4 us who are coaches, for us who have been in the
5 sports environment, sometimes this stuff seems to be
6 second nature to us.

7 But if you have any questions about how the
8 pieces fit together, we also have a chart that I'll
9 send you that has a typical day for a student, so
10 what their day looks like as they go through and
11 manage online learning, face-to-face tutoring,
12 dynamic groupings. And we have that available to you
13 so that you can visualize what a typical day would
14 look like for a student, and how we are going to go
15 above and beyond to meet the needs both of the
16 traditional student. But we also scored very high in
17 our special education and ELL services because of the
18 way it's natural, it's our normal system of meeting
19 individual needs, that it's just a progression of
20 what we're already doing that we're meeting those
21 needs of special students.

22 And I just can't say enough about the
23 people that we have already involved, and I'm really
24 looking forward to finding that dynamic principal who
25 is just going to drive all of this boring stuff that

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 you guys talked about all morning long and to be that
2 solid rock and foundation for all of the compliance
3 and the policy that has to take place because it is
4 very important. Your job is very important. And I
5 appreciate the fact that we're learning how to
6 address these issues now and over the past several
7 years, so that when it comes to sitting in front of
8 you as a school, that we have got it down.

9 And coaches don't take your criticism
10 poorly. Coaches take your criticism as a way to
11 improve. Athletes take your criticism as a way to
12 improve. So we really appreciate the job that you
13 do, and we recognize that we have a responsibility on
14 our end. Thank you.

15 CHAIR SHEARMAN: Thank you.

16 COMMISSIONER GANT: You have 30 seconds.

17 CHAIR SHEARMAN: That was good. We would
18 ask that you-all step away from the table so we can
19 have another group come up. We will ask you to come
20 back in just a few minutes.

21 Is there anyone here from the local school
22 district? Anyone from the local school district?
23 Seeing none, Mr. Woodd, do we have a sign-up sheet,
24 please.

25 MR. WOODD: Commissioner Toulouse has it.

1 CHAIR SHEARMAN: Three?

2 COMMISSIONER TOULOUSE: No. One of them
3 signed twice and marked twice.

4 CHAIR SHEARMAN: So we only have two people
5 who have signed up to speak. The first one on the
6 list I see is Christine Aragon. Would you come up to
7 the table, please? Are you the only one going to
8 speak?

9 MS. ARAGON: I'm the only one going to
10 speak.

11 CHAIR SHEARMAN: Please be seated. Since
12 there are two people to speak today, you will have 10
13 minutes.

14 MS. ARAGON: I won't need that long. I'm
15 Christine Aragon. This is my husband Santos. We
16 volunteer at the SAHQ organization right now helping
17 to grow the family there with the kids as well as the
18 adults who are part of the kids' lives. We have seen
19 over the last year how much these kids' lives have
20 been changed by the people that are around them and
21 the positive environment that they're introduced to
22 on a daily basis. These kids are the future of
23 Albuquerque and our community, and we are very
24 excited to see what the future holds for them with
25 this organization, and that's why we do what we do.

1 That's why we volunteer to be a part of this
2 organization because we believe in exactly what
3 they're trying to instill with these children, the
4 positive vibes, the positive attitude, the hard work,
5 the determination, and more than anything,
6 perseverance and commitment to something.

7 When you're an athlete, you have to be
8 committed to whatever it is that you're trying to
9 achieve. And these days, it's hard to come by.
10 Dedication, commitment and hard work is hard to come
11 by with the youth. And that's what we try to instill
12 in the children these days. And having my own child
13 who is in school right now -- she's seven -- having
14 her around these kids and the positive environment
15 that she's around every day with the SAHQ
16 organization has completely changed our focus in her
17 future. So we do believe in what Charlotte and her
18 committee is trying to achieve here, and we back them
19 100 percent. Thank you.

20 CHAIR SHEARMAN: Thank you very much. Next
21 to speak is Lisa Rodriguez.

22 MR. PAHL: Thank you, Madam Chair. We did
23 have one more that wanted to speak.

24 CHAIR SHEARMAN: Would you be willing to
25 share your time with this gentleman?

1 MS. RODRIGUEZ: Of course. I don't need
2 ten minutes.

3 CHAIR SHEARMAN: All right. Please give us
4 your name and make sure the reporter gets it.

5 MS. RODRIGUEZ: My name is Lisa Rodriguez,
6 and today I'm speaking as a parent for my daughter
7 who has attended the Student Athlete Head Quarters
8 for a little over a year.

9 My daughter participates in soccer and
10 basketball and has been with Charlotte and her team
11 for the past little over a year and a half. And the
12 amount of dedication and commitment she has now from
13 when she started going into the program has been
14 tremendous, but not only that, when it comes to her
15 education.

16 The focus that she's gotten from Charlotte
17 and her team has been just great. She has
18 volunteered on her own to ask for extra tutoring, and
19 the commitment that she has from these teachers is
20 great. My daughter is already in the gifted program
21 currently with APS, and she wanted to make sure she's
22 a standout in her first year of middle school. So
23 she took it upon herself to ask for extra tutoring
24 from Lindsey, and all summer she was working hard to
25 make sure she was ready to have a successful year in

1 school. And being a parent, that's just amazing for
2 an 11 year old to do.

3 And as far as the commitment to this
4 organization, I just want to state that Charlotte and
5 her team here are just a tremendous group of people,
6 and the level that they're going to give the
7 community in athletics as well as education is going
8 to be beneficial to our whole community in general.
9 Thank you.

10 CHAIR SHEARMAN: Thank you very much.
11 Richard?

12 MR. TARANGO: Yes. Thank you.

13 CHAIR SHEARMAN: And your last name?

14 MR. TARANGO: Richard Tarango.

15 CHAIR SHEARMAN: Thank you very much.

16 MR. TARANGO: I just want to sit here and
17 say to you that I totally support Charlotte and the
18 school that she's trying to build there. My son's
19 been involved with Charlotte and her family in some
20 way, you know, SAHQ wise since probably eighth grade
21 when he went to San Diego to work out with Brie. And
22 I think the one thing that I would like to mention to
23 you about SAHQ and what we have got is, like
24 Charlotte said, it's truly a family situation there.
25 My son went in. He was your typical eighth grade

1 kid. He needed motivation in this way or that way.
2 And now he's graduated from high school. He's a
3 freshman at Pacific University. He's on the football
4 team there. And he got there because of the
5 character that he learned and the hard work and
6 discipline that he learned at SAHQ and being around
7 Charlotte and the instructors there. Sorry I'm a
8 little nervous. I wasn't really expecting to speak
9 today.

10 So I just want to kind of mention that
11 besides the education that these kids will be getting
12 there, they're also going to get a chance to build
13 their character. I think the two things that my son
14 learned the most during his whole time, like I said,
15 even longer than since he was in eighth grade, was he
16 learned that hard work does pay off because he was
17 expected. He got put -- he was given goals and he
18 was set standards that were pretty high, and he
19 worked towards those goals through the encouragement
20 of the instructors at SAHQ.

21 So I would say, not to ramble on too much,
22 the two things that he got there, which I think a
23 lot -- every kid that goes through there, they will
24 learn that hard work does pay off because it paid off
25 for him, and just a matter of character building.

1 It's a really character building place. And I'll
2 work with Charlotte and whatever she needs there, and
3 I just want to kind of give you my two cents.

4 For my son who started off kind of probably
5 an average student, through what he learned, through
6 the character building that he had at SAHQ, he got
7 accepted into a very, very good school, and he's
8 learned that hard work pays off, and he learned it
9 there. So thanks for your time.

10 CHAIR SHEARMAN: Thank you very much. I
11 want to just ask one more time. Is there anyone here
12 from the local school district? I don't want to
13 overlook anyone. Is there anyone who wanted to speak
14 that we didn't give an opportunity to?

15 I think we're ready to move on to PEC
16 commissioners' questions, so if the founders could
17 come back up to the table, please. Again, I would
18 ask that you use the microphone so that all of us can
19 hear and the reporter gets the official record
20 correctly.

21 Commissioners, you've heard the
22 presentation. Do you have questions? Commissioner
23 Gant.

24 COMMISSIONER GANT: Madam Chair, members
25 and founders, it may seem we're getting picky, but we

1 really need to know what's going on. Page 5 of your
2 application. This is goal indicator No. 1,
3 Commission of the School. It indicates that students
4 and faculty will all have to take a BMI; is that
5 correct?

6 MS. RODE: Yes, it is.

7 COMMISSIONER GANT: There is no state
8 requirement for that.

9 MS. RODE: There's no state requirement?

10 COMMISSIONER GANT: No, there is not.

11 MS. RODE: Okay. And certainly if it's
12 within this application, we have stated repeatedly
13 that we will abide by all state and federal laws. So
14 if there is something that is prohibiting us from
15 including them in the health environment of our
16 school, then we can address that. But the intent, of
17 course, was to include them in the -- not necessarily
18 the data, but in the culture. So we wanted to make
19 sure. And honestly, it's already changed their
20 habits. They have already changed. Maybe we have to
21 separate the data, if that might be an option, but
22 certainly we will abide by whatever the state law
23 requires.

24 COMMISSIONER GANT: Madam President and
25 members, the way I read it is it's part of the

1 indicators for your mission, so it is something that
2 we would probably be looking at as something that
3 would be graded, if you want to use that term. So
4 that's why I bring it up. I also know that in some
5 instances parents and kids, students and faculty
6 were -- in some schools, this has really caused a lot
7 of problems because it just makes some students stand
8 out where they don't want to be stood out.

9 And also, it's an indication that you're
10 going to include them as part of the 90 percent of
11 the students and faculty on Page 5. Your BMI will be
12 considered. Faculty, you're going to do that for
13 your staff and make them meet certain standards?

14 MS. RODE: If it is allowed by law, it will
15 improve our culture, and it will improve their
16 capacity to teach, and it will improve their health,
17 which I think are overall very good goals for any
18 kind of school.

19 COMMISSIONER GANT: Oh, I understand the
20 health. When you get to my age, you begin to worry
21 about it.

22 MS. RODE: And just so you know, as far as
23 BMI and charts go, there are different ratings for
24 age and health, and so it's not a one size fit all
25 type of formula. So there are very easy ways to

1 accommodate someone who needs a knee replacement or
2 has some health issues that might affect their BMI
3 score as well as athletes. We have an Olympian who
4 trains with us that won the Silver Medal in Japan,
5 and she trains with us regularly, and she's nothing
6 but muscles and bones. So there's a BMI index for
7 someone who is extremely fit as well.

8 COMMISSIONER GANT: I have lost the page
9 number, but it was indicated, I thought, on Page 8,
10 but maybe not, it states, "In addition, 90 percent of
11 graduates will," four letter word will, "earn
12 acceptance into post secondary institutions." That's
13 one of your goals. That's one of your measurable
14 goals.

15 MS. RODE: Right. That's correct. And
16 that would include a junior college or any post
17 secondary education. So a junior college or anything
18 that would apply to skills training. So any post
19 secondary.

20 COMMISSIONER GANT: What if the student
21 says, No, not me, I'm not going to post secondary of
22 any kind. I'm not going into the military. I'm just
23 going to go out and work.

24 MS. RODE: What it does say is that they
25 will be accepted. It doesn't mean that they will

1 attend.

2 COMMISSIONER GANT: That's part of their
3 grade?

4 MS. RODE: Correct. That they will be
5 accepted, that they have to apply and be accepted.

6 COMMISSIONER GANT: What I'm saying is,
7 applied and accepted to an institution?

8 MS. RODE: Correct.

9 COMMISSIONER GANT: And that's what you're
10 going to be graded on, whether they are accepted or
11 not?

12 MS. RODE: Correct. That is our goal.

13 COMMISSIONER GANT: In your application,
14 you talk in several places about the online learning,
15 the curriculum, online curriculum. But nowhere, at
16 least I didn't see it, my old eyes did not see, who
17 are you buying it from?

18 MS. RODE: In the application, we did say
19 that it would be going out to bid. So we have
20 already contacted four different companies that have
21 the curriculum that would meet our needs. And then
22 based on their bid when we put it out for an RFP,
23 which was stated in the application, that it would be
24 put out to a competitive bid, then we would decide
25 based on the price and the specifications of those

1 online curriculum.

2 We did also state within the application
3 that we would not seek out any kind of curriculum
4 that did not meet the New Mexico State standards or
5 the Common Core standards that we are required to
6 abide by. Within the packet that I had for you
7 today, I included a sample letter from one of the
8 companies and also a course listing for New Mexico
9 State standards that they have available, that they
10 are aligned with.

11 COMMISSIONER GANT: Have you mentioned any
12 of those companies by chance?

13 MS. RODE: The one that actually sent me
14 the paperwork was called Edgenuity. They used to be
15 called E2020. And there's another one. GradPoint
16 was another one that we had contacted. But there was
17 a total of four that we had looked into so far.

18 COMMISSIONER GANT: I'm glad I didn't hear
19 K12 Connection. That's all I'm glad of.

20 I'm kind of looking at your budget. I
21 didn't kind of look at it. I did look at it. I'm
22 going to keep this to a minimum because I tend to ask
23 too many questions. On Line 319 of the budget,
24 Function 1,100, Object Code 53,414 says \$90,000 for
25 professional services, but that's all. What is that

1 \$90,000 specifically for? It's all five years.

2 MR. VIGIL: So Madam Chair and Commissioner
3 Gant, can you tell me what the function number was?
4 Is that Function 2,500?

5 COMMISSIONER GANT: Hang on a minute. Let
6 me find it. It's Function 2,500, Object 53,414.

7 MR. VIGIL: So that is the budget that's
8 set aside for -- Function 2,500 is your business and
9 IT services and state chart of accounts. So for that
10 53,414 is professional services. The \$90,000 is for
11 business management, IT services, STARS reporting and
12 those type of services.

13 COMMISSIONER GANT: So what I'm hearing,
14 Mr. Vigil, is one 50,000 for you; is that right?

15 MR. VIGIL: Approximately, correct.

16 COMMISSIONER GANT: So why are we
17 contracting STARS? Are you doing the STARS
18 reporting?

19 MR. VIGIL: We would be contracting some of
20 the IT services and some of the STARS. So no, we
21 would not be doing that. When we were putting
22 together the budget for the school, we were trying to
23 align the budget with what was being brought to us.
24 So at this point, for this purpose of this budget, we
25 would be looking for a service provider that would

1 provide the IT services and STARS reporting so that
2 it would be correct according to Santa Fe.

3 COMMISSIONER GANT: I must admit, Madam
4 Chair and members, this is the first time I have
5 heard of anybody contracting STARS. I'm serious. I
6 just never had heard that before.

7 CHAIR SHEARMAN: Well, I have to tell you
8 that I have a friend who contracts to do STARS
9 reporting for several small school districts.

10 COMMISSIONER GANT: All right.

11 MR. VIGIL: Madam Chair and Commissioner
12 Gant, there's a group here in Albuquerque that
13 contracts with 72 charters and 20 some districts for
14 STARS.

15 COMMISSIONER GANT: Frankly, that's just my
16 opinion, put it on the record or not. I just think
17 the school should be doing it because that belongs to
18 them, not to a contractor. So that's my opinion.

19 On your Line 330, Function 2,500, again,
20 supplies, Object Code 56,113, software \$18,000. What
21 are you buying for \$18,000?

22 MR. VIGIL: Madam Chair and Commissioner
23 Gant, all schools are required to have a financial
24 software system that's compatible with the State of
25 New Mexico's operating budget management system. So

1 approximately \$10,000 of that is for that software.
2 It's a license basically. School districts use a
3 different system. Charter schools are using a system
4 called AptaFund. That would pay for Aptafund.

5 And in addition, the additional \$8,000 is
6 for the student information system which maintains
7 the STARS information, and that's called Power
8 School, Power Max. There's different versions.
9 There's about three or four different providers.
10 That usually runs about \$8,000. So that's what that
11 would pay for.

12 COMMISSIONER GANT: All right. My last
13 question because I don't want to hog this floor --
14 and I'm tired of talking, I've been talking too much
15 today -- on Line 57, Function Code 1,100 --
16 correction, 1,000, Object Code 56,112, textbooks,
17 \$40,000 a year.

18 MR. VIGIL: Madam Chair, Commissioner Gant,
19 what we have done with the budget initially was
20 because the school will not have its planning grant
21 money, this would be a way -- the school will be
22 receiving funds of 14,000 which is the instructional
23 materials allocation. However, that is not adequate
24 in itself to provide the textbooks, whether it's
25 online or whether it's actual textbook for the

1 school. So what we have done is we used the
2 operational fund to supplement the instructional
3 material fund. And so this money will be taken from
4 operational to pay for those textbooks, whether
5 they're online or actual textbooks.

6 COMMISSIONER GANT: All right. My last
7 question, I promise, Madam Chair and members, your
8 facilities, who owns those facilities?

9 MS. RODE: The nonprofit owns the
10 facilities, and they are under a real estate
11 contract.

12 COMMISSIONER GANT: Okay. Thank you.

13 CHAIR SHEARMAN: Other questions,
14 commissioners? Mr. Bergman.

15 COMMISSIONER BERGMAN: Thank you, Madam
16 Chair. Page 3 of the application right at the top
17 where it talks about the mission specific indicator,
18 you see in big print the word academics. You
19 yourself mentioned academics numerous times in your
20 talk, and yet the application asks you to put forward
21 two specific mission indicators, and neither one of
22 them has anything to do with academics. The second
23 one says you're going to keep your kids on track to
24 graduate. PED assumes that every school in this
25 state is doing everything they can to keep their kids

1 on track to graduate.

2 So my question would be, since you did not
3 mention academic, you have no academic goals, how am
4 I supposed to tell as a commissioner exactly what
5 you're doing in the area of academics, how well are
6 your students performing, and are they actually
7 performing academically?

8 MS. RODE: Right.

9 COMMISSION BERGMAN: Would you address
10 that, please?

11 MS. RODE: I will definitely address that.

12 And I appreciate that because what it shows is my
13 inability to communicate how academic that mission
14 specific goal really is. And what I want to start
15 out with is that in order to come out with an
16 individual student's taste or their progress towards
17 graduation or what is expected of them upon
18 graduation, they meet with their stakeholders upon
19 admission or registration into SAHQ Academy.

20 When they establish what their goals are
21 academically, which typically you don't do when you
22 sign up for high school, you don't go in as a
23 freshman and tell them what you want to do after high
24 school and then build an education based on that
25 goal, but what we do is that we actually take the

1 individual, take their past performances, take what
2 their goals are, take what their capacity is, and we
3 build an education specifically designed for them.
4 So the trajectory that one student might take might
5 be very different than another student might take.
6 In a normal school environment, you might meet with a
7 teacher at the end of each semester and go over a
8 plan that has really no teeth in it. And I've done
9 this over and over and over with my kids at their
10 schools, and basically, it's called a next step plan,
11 and it's performed by a teacher that doesn't --
12 rarely knows them, that doesn't know their academic
13 performance, doesn't have any intellectual investment
14 into that student. And it's simply a box to check.

15 The way our system works is that once you
16 set their graduation goals, then you set a map, a
17 course map for that person, and you set the lowest
18 acceptable standards in order to meet that goal. So
19 when you have a student's trajectory and then that
20 student is assigned to a success coach, their team,
21 that success coach is held accountable on a daily
22 basis to make sure that that student is meeting their
23 academic goals every day, and so that they are
24 staying on pace, that they're getting the grades, and
25 they're also resourcing the necessary support either

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 to remediate or to accelerate. So you might have a
2 student that is doing very, very well and needs to be
3 fed more or needs the reins let go and let them just
4 go, or you may have a student who came in maybe from
5 a school that didn't grade them properly or according
6 to their actual capacity, and you need to make an
7 adjustment.

8 So the benefit about a school like ours,
9 being small and being very relational is that we can
10 pivot. We can make very quick turns with a student
11 where you can't do that in a normal school. So
12 academically, when you have someone who is being
13 encouraged and monitored and held accountable on a
14 daily basis, basically technology wise it's called
15 realtime, when they're being held accountable in
16 realtime, you don't lose any space in educating them.
17 How many kids do we know who are undereducated? Not
18 just that they're not educated, not the kids who are
19 dropping out, but who are undereducated because we
20 couldn't meet their needs. They might be bored in
21 school. They might not be pushed when they could.
22 They may just ride the line so they can play
23 football. And they can -- they never really meet
24 their potential.

25 So this really is the only way that you can

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 meet an individual student's needs academically. It
2 is the most rigorous academic goal that we could have
3 because we are not putting all of our students into a
4 box. We're not saying that this is our graduation
5 requirement, and by the way, we'll check the first
6 semester of your senior year to make sure you're on
7 track. We are from day one making sure that those
8 students are where they need to be individually, and
9 we are giving them the encouragement, the tutoring,
10 the attention, the support, sometimes a kick in the
11 rear to get them to go where they need to go. So as
12 far as an academic goal, this is the most stringent
13 and academic goal that we could come up with as a
14 group.

15 COMMISSION BERGMAN: That's all well and
16 good, excellently said. We still have to have
17 something in writing that allows us to make a
18 decision, Are you really reaching your kid? And I'll
19 just say this. It's ironic that I am so adamant
20 about academic goals now because when I was in high
21 school -- and believe it or not, I was in high school
22 some years ago -- I had one goal. I didn't have any
23 motivation from anybody else. And my one goal was to
24 get out of high school as quickly as I could. So
25 you're going to have students that think that way. I

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 assure you every school in this country has got kids
2 that think that way. They're not getting the
3 motivation either at home or in the school to perform
4 academically. I know because I was there.

5 So you have to motivate those kids. You're
6 going to have to do it, and you're going to have to
7 have both an institutional goal or goals that you can
8 say, Guys, this is what PEC expects us to do
9 academically, and we have got to do it. And as you
10 have said, every one of your students is going to
11 have to have individual academic goals. And I'm not
12 seeing this in here. I'll tell you. You've got a
13 plan, but I didn't see it in there. You could have
14 done a thousand page application, and we're trying
15 not to do that either, so we have streamlined this
16 process. But it's something that I want you to at
17 least think about. It's got to be thought about.

18 And I have had numerous discussions with
19 Mrs. Pahl's predecessors in the CSD about this very
20 thing, and that I wish more scores -- the two that's
21 required by Senate Bill 446. I wish the legislature
22 set 10 goals as far as I'm concerned, but they
23 didn't. They didn't ask my input when they did the
24 bill. But I would have hoped that you would have at
25 least put some reading and some math because you're a

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 charter school.

2 As I read through this, I kept asking
3 myself, Are they doing an athletes' training camp or
4 are they doing a charter school? This is a charter
5 school that you're applying for, not an athletic
6 thing. I know that's your make-up. I understand
7 that's in your mission, but every charter school is
8 academics. That's what's important in a charter
9 school, and athletics come second. Would you like to
10 address that then?

11 MS. RODE: I would. And thank you very
12 much. And I think there's a little bit of a focus
13 difference. And I think that what you're focusing on
14 is the numbers at the end of the road whereas from a
15 coaching perspective and a team perspective, what we
16 focus in is on the practice, and the end result is a
17 natural consequence of what you do in practice.

18 So the English, the math, the science, all
19 of the core courses which we focus on primarily, and
20 that's demonstrated in our application, is that core
21 fundamental foundational knowledge that we build on
22 and we go deeper into. But the natural consequence
23 of maintaining a daily rigorous schedule, addressing
24 pace on a daily basis, ensures that those outcomes at
25 the end of the road are achieved. It's when you

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 focus on the end of the road that you lose sight of
2 the day-to-day steps. So a coach doesn't go in and
3 say, My goal is to win 30 games. Their goal is to
4 prepare the athletes to win 30 games. If they don't
5 prepare practices properly, if they don't teach the
6 skills needed on a regular basis, the kids can't show
7 up at the end of the season and perform. So we take
8 the focus away from the end result and we put it on
9 to the daily character, the daily responsibilities.
10 And not only is that responsibility put on the
11 students' shoulders for their performance, it's put
12 on the teachers' shoulders to make sure that they
13 are -- have a controlled group. They don't have 200
14 students they have got to see and be responsible for.
15 It's a controlled group. And they are held
16 accountable for the performance of those kids.

17 So I think you and I are saying the same
18 exact thing. You and I have the same goals and the
19 same purpose and the same vision, but your focus is
20 at the end, and my focus is on the day-to-day,
21 minute-by-minute instruction that's going on. It
22 creates the same result. I mean, the same result is
23 what we're after, but it's just the focus of where
24 we're putting those mission specific goals. Because
25 if we don't hold ourselves accountable on a daily

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 basis, at the end of the road you go, What happened?
2 Why didn't we graduate 90 percent? Why didn't 90
3 percent go to college? You can't figure that out
4 from the end. You can only figure that out from
5 where you are right now and being a small school
6 making those adjustments to meet the needs of the
7 students today, not next semester or next year.

8 COMMISSION BERGMAN: That's perfectly
9 valid. The reality of the real world, though, is
10 that if you are approved as a school, in five years,
11 you will come back and sit there again and be asking
12 us to renew your charter, and then the end results
13 based on those goals is what we're going to judge you
14 on. That's the sad fact of the real world. It's not
15 how you got there. It's not what you did in
16 December. It's those bottom line final results.
17 That's what you're going to be judged on. So that is
18 a part of the equation. But I understand what you're
19 saying.

20 Let me switch gears here.

21 MS. RODE: Sure.

22 COMMISSION BERGMAN: Commissioner Gant
23 touched on it just briefly. You talked about online
24 learning, but later on you mentioned in at least two
25 places blended learning. Now, nowhere in this

1 application -- maybe I didn't see it -- what is your
2 mix of online learning and what's going to be your
3 face-to-face, brick and mortar school teaching? Do
4 you have a percent?

5 MS. RODE: It's 100 percent brick and
6 mortar as far as the kids being at school. You know,
7 we have -- our day is from 7:00 a.m. to 5:00 p.m. So
8 7:00 a.m. to 5:00 p.m. is the academic day which
9 blends also the sports training in there as well as
10 the online learning and the tier two which is the
11 high dosage of tutoring and the dynamic grouping and
12 all of that. So when you're talking about a blended
13 model -- and that is actually in our mission, and
14 it's in our vision, and it's explained really
15 throughout the entire academic portion of our
16 application is that it's three tiered.

17 So for example, a student would come to
18 school, they would have physical training, they would
19 meet with their academic team. They would go to a
20 computer lab, do their foundational work. They would
21 meet with a teacher for small dynamic groupings.
22 They would meet with a group to do a cross curricular
23 project. They would have lunch. They would maybe go
24 to a nutrition class. And then at the end of the
25 day, they would have a sports class. So that's

1 something that -- it's all contained. And what it is
2 is that when you do online learning, it's very
3 completion based. It's not complete. It's check the
4 box, I got it done. And so what we're doing is that
5 we're taking that two steps further. And so we want
6 them to get the online learning done so they have a
7 basic fundamental understanding of the subject
8 matter. But the next step is to interact with
9 someone intellectually and to really dig deeper in
10 that knowledge and teach them something.

11 And I think I'll let Coach McAfee speak a
12 little bit about his tools that he uses in a
13 classroom to really get to a student individually.

14 MR. McAFEE: Mr. Bergman and commission, I
15 want to really emphasize -- I know you brought up the
16 academics, but we're really here because of the
17 student part. We were going to rename this Student
18 Scholar Athletes Head Quarters Academy. I've been
19 doing this for 37 years. Every person we've picked
20 here have been the top teacher at these schools and
21 have been department chairs.

22 So let me explain how that would work.
23 Every day the student would come and they would have
24 digital delivery. One of our founders, who is not
25 here teaches at the Albuquerque Academy, calls it

1 meat and potatoes. What we don't have at some of
2 these schools -- we have 35 kids in a classroom. By
3 the time you introduce the lesson and they go through
4 it, bell rings, you don't have time to go back and
5 see if the kids got it or not. The way we have it
6 set up, the digital delivery will be ongoing
7 throughout the day, if you can visualize that. And
8 from there, our job, the teachers will, we call it,
9 pull-out sessions. This will be going on all the
10 time. Percentage is, we're going to say all the
11 time. It's blended. It's going on all the time.
12 And what we'll do -- and this is what's unique about
13 us -- we love the rapport with the kids. And that's
14 why we all have been doing it over 37 years. That's
15 very important, not just the textbook. The kids need
16 to know that you care, and you're in it with them.

17 What we're going to do when we pull them
18 out, we're going to do a seminar, and there will be
19 10 kids sitting, Hey, we are talking about the Battle
20 of Blue Run today. They're working on the Civil War
21 section. But our social studies teacher will be
22 pulling kids out like a lab. But instead of saying
23 we're going to do lab, we will be pulling kids out,
24 set up, organized. We have a chart here that she
25 will submit to you what a day looks like. And every

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 day, our class will be blended all the time with
2 digital delivery and face-to-face. So therefore, it
3 could be a lab looking at the microscopes in biology.
4 We could have a pull-out session for the math, people
5 who are going through statistics, but they're going
6 to do it in small groups to make sure the kid knows
7 that we're there helping them, not just walking
8 around saying, Did you get that? Okay. I'll keep
9 moving on. That's what happens now. We're not going
10 to allow that or we wouldn't be a part of this.
11 Every day there's digital delivery going on, and
12 that's what we call the meat and potato part.

13 From that part, there's going to be a
14 direct one-on-one relationship with our kids that
15 we're working with them. It could be a seminar. We
16 are calling them seminar, kind of like what we're
17 doing right here, round table discussion group.
18 There could be a lab going on, or we have what
19 Charlotte has been mentioning, dynamic grouping.
20 That's different. See, in our high schools now, we
21 have done it through the time when we pull out and do
22 a project, it's 10 juniors in the same class.
23 Dynamic means in our SAHQ Academy, the students that
24 really are interested in a certain aspect are going
25 to have different projects set up. Ninth graders

1 will be working with tenth graders or eleventh
2 graders. That's what we mean by dynamics, always
3 moving. It's not stagnant with the same kids doing
4 the same thing. You do the work and I'll copy. So
5 when the project comes up at the end, we have what we
6 call something called a round table. They're going
7 to come in with their project base project, and they
8 will sit down and discuss it and tell us about their
9 project.

10 So the blending part is we're taking all
11 aspects of all the research that's been what's the
12 best for kids retaining and educating them, we are
13 taking the information. And now I love the digital
14 delivery now because before we were limited. We were
15 the information person. But now, they can get a lot
16 more information than we can get, go, seek. And
17 that's digital delivery. We can enhance and extend
18 the lesson. But they still need that one-on-one to
19 see if they understand. Let's apply it now. That's
20 where our goal is coming from. We're going to work
21 with that. And that's what coaching is all about.
22 Hey, if you can't -- you're having a little trouble
23 with your curve ball. We'll take the cannon and
24 throw it and work on that aspect with you, and the
25 others can keep on moving.

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 So that's what we're going to do. So like
2 she said basic needs. I think the one thing that
3 really needs to be conveyed, the parents are going to
4 be involved with this. We sit down with them and set
5 the goals with what we call the stakeholders and the
6 lowest standard accepted. I want my student to go to
7 Harvard, so I want them to be 80 percent. So we're
8 going to make sure that they learn at 80 percent.
9 That's the minimum standard we accept. We'll shoot
10 for 100. But you know that any time you aim high, if
11 you aim real high, you're a little -- you don't hit
12 quite as high, you still get a pretty good goal
13 because you're pretty high. Instead of perfection,
14 you get excellence. So that's what we're trying to
15 push with all these kids, that idea. That's
16 something the families came up with at SAHQ,
17 motivating kids. That's where we come in. And
18 that's it.

19 CHAIR SHEARMAN: Are there other questions?

20 COMMISSION BERGMAN: I've got a couple, but
21 I'll step back now and let some of the other
22 commissioners jump in here.

23 CHAIR SHEARMAN: Commissioner Toulouse.

24 COMMISSIONER TOULOUSE: Thank you, Madam
25 Chair. I've had experience with grandson and digital

1 learning, and he does not do it. He can look at a
2 screen and go through the whole thing. He can answer
3 all the questions. And this is a teenager. And
4 there's no retaining it. And sometimes they're the
5 right results, and sometimes they're not. And so I'm
6 concerned when you get students who do that. I mean,
7 they're diligent. They're sitting there, and they're
8 doing it. How are you going to know, since you said
9 you're not going to be on them all the time about it,
10 that they have actually internalized it here so they
11 can go to one of your round tables or one of your
12 one-on-ones before you're four or five weeks into
13 something and they looked at four or five weeks of
14 screens and punched a lot of buttons in? I learned
15 not off a screen. I learned individually. I mean, I
16 can work on a computer, but I've read the studies,
17 too, that show that you retain more information when
18 it's not on a screen backlit coming at you. So I
19 would like to know what your plans are for those
20 kids.

21 MS. RODE: That's a great question because
22 there are different types of learning styles for
23 kids. One of the wonderful things about technology
24 is that it creates realtime data. And so it's not
25 something that you can let a kid go by for five

1 weeks. We just had this long discussion about as far
2 as a daily monitoring of their progress towards
3 graduation. What online learning does is it provides
4 that summative and formative assessments to the
5 teachers in realtime. And what realtime means is
6 right now, like when they're doing it, when they're
7 online doing the learning.

8 So when you have a minimum acceptable
9 standard that is set for a student, if your son or
10 your grandson has an intellect to be a B student, and
11 they're really struggling with this online learning,
12 then we can adjust the percentages of material that
13 they get based on their performance and online
14 because we get immediate feedback. If they're just
15 simply getting stuck at a certain topic or they're
16 losing their attention, then we can address those
17 needs. But those are something that we get in a
18 realtime world.

19 So you can't really get that in a classroom
20 because you're dealing with 30 kids, so you can't
21 connect with each student and really know what's
22 going on inside their head and what their questions
23 are, what their struggles are. But with digital
24 delivery, it's automatic because technology is so
25 amazing that you can actually get that immediate

1 feedback and meet their individual needs right now.

2 So I hope that that answered your question.

3 COMMISSIONER TOULOUSE: Well, in a sense,
4 but I'm not going to take everybody else's time. But
5 I do have a concern that there is a group of students
6 out there, and they may or may not be getting it day
7 to day. But are they retaining it? Are they using
8 it? Are they, six months from now when they're on to
9 another unit, remembering what they did before and
10 applying it? And that's where my concerns are.

11 MS. RODE: Excuse me. I'm sorry.

12 COMMISSIONER TOULOUSE: I also just wanted
13 to point out, I know you have an athletic focus and
14 that's what you're doing, but athletics and sports
15 and coaching are not the only way to build team
16 building with people.

17 MS. RODE: Sure.

18 COMMISSIONER TOULOUSE: And I think the
19 team is much more important than the final outcome.
20 As you say, you try to win, but you don't. But it's
21 that team that I think is important and a lot of
22 people today don't have. And I would rather have an
23 emphasis on team rather than the coach and the
24 athlete kind of thing as opposed to a team and a team
25 leader and team builder. That's my personal thing.

1 So that was just a comment.

2 And on the other, it was a comment, too. I
3 just think that it's something that you need to think
4 about, that there's short-term learning and long-term
5 learning. And a lot of what you're dealing with on
6 the digital basis and what you're talking about is
7 more the short-term.

8 MS. RODE: Right. And that's why we don't
9 leave it at the digital delivery. Digital delivery
10 is the first tier of our educational plan. So we
11 have the digital delivery, which is the foundational
12 knowledge, and then like you said, because that's
13 very important to us, and most kids are like that,
14 most kids do not get what they need out of just a
15 computer screen. They have to dig deeper. So that's
16 where our second tier comes in. The teachers do pull
17 out a student like that and interact with them either
18 through remediation or acceleration. And then
19 something that we haven't mentioned yet is the third
20 tier of then you take that knowledge that they learn
21 and you teach them how to apply it to real life.

22 So we absolutely agree with you that
23 digital learning is not the end-all and not
24 self-contained and is harmful, I think, to a lot of
25 kids if you do it in isolation. And so that is not

1 part of our plan, and it is not what we are about at
2 SAHQ Academy. We don't just leave them to their
3 online learning and then let them go.

4 COMMISSIONER TOULOUSE: Thank you.

5 CHAIR SHEARMAN: Thank you.

6 COMMISSIONER PARKER: Madam Chair and
7 commissioners, I am intrigued by this idea of
8 athletics being integrated into more of a classroom
9 environment. However, I guess this is more of a
10 comment than a question. As far as this preliminary
11 scoring goes, there was a lot of points left on the
12 table. And so you had mentioned that -- for
13 something else that it may have just been the fault
14 of you not expressing yourself as well as you should
15 have. I'm kind of curious if it was just across the
16 board or if there's areas that you think that the
17 application is large. So I guess I'm not really
18 looking for a case-by-case scenario, but more of an
19 idea of why was there that big discrepancy.

20 And then also, the concern that
21 Commissioner Bergman had about the measurable codes
22 on there. I realize that you're doing a semester
23 case evaluating and making sure the kids were on that
24 graduation path or career path. How are you going
25 to -- what are you using to measure that in terms of

1 are they going to the classes or are they getting
2 their grades? But what is your measurable -- what is
3 your --

4 MS. RODE: Well, I can deal with a couple
5 of those. First of all, as far as the application
6 goes itself, we have over 200 years of teaching
7 experience and understanding of rubrics and going
8 through an application. And we really did feel as
9 though the way that the application was reviewed in a
10 sense sometimes left us wondering whether or not they
11 put together one section with another. For instance,
12 they said that we didn't mention our teachers on the
13 overall chart. And when we name our teachers,
14 success coaches and the group of teachers or
15 professional team, and we put that on there, and they
16 don't recognize it and count it off, it makes it
17 difficult for us because we -- it was very
18 repetitive. But when you have a rubric that you're
19 trying to meet in every single section, so you're to
20 make sure that you repeat yourself over and over and
21 over and over again through the entire application.
22 And so sometimes we felt as though maybe we didn't
23 repeat ourselves with the right material even though
24 it had been mentioned earlier in the application and
25 it wasn't repeated in that specific area.

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 As far as the financial portion of it goes,
2 which we scored very low, in conversations with them
3 since then, they have a very high opinion of our
4 financials. In one case, they said that we didn't
5 put ELL on the budget. There's no line item for ELL
6 on the budget. And so what we did is that it is part
7 of the methodology. It's not a line item item.

8 One of the other concerns that they had was
9 that we have a merit pay that is part of our salary
10 base, but they said that we didn't put that in our
11 budget. But what happened with that is that because
12 there is no line item for -- merit pay is not
13 considered to be salary, and so there's no line item
14 for you to put the additional income on the budget.
15 And so what we did is we estimated our salaries very
16 high. So we put our average salary at \$50,000. And
17 so in order to project to simplify it, so that we're
18 not getting into dollars and pennies on our budget,
19 but to have a very conservative view of our budget
20 and to estimate those salaries high, but to make sure
21 that we ensure that we have the money available to
22 have the salary schedule that has already been
23 approved. The salary schedule that we submitted has
24 already been approved by the PED.

25 And so it's something that, I think, when

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 you have different groups of evaluators evaluating
2 different applications, one group might pick this out
3 of this application and not pick that out of that
4 application, which I think happens sometimes, and
5 then you don't have really the opportunity to
6 explain. When you have an innovative program, we
7 spent a great deal of time explaining our academic
8 program just now, and yet because it's unfamiliar,
9 it's not being understood even though it's innovative
10 and where we have just explained it, there's certain
11 aspects of it that still need to be dug into by
12 certain individuals because it is new.

13 And so I think that may be where we have
14 lost some of our points is that it wasn't -- we
15 spent -- I spent four years on this. We have spent
16 months and months. And they all are very good at
17 reading and editing and understanding. And they're
18 teachers. That's all they have done for 35 years,
19 and so --

20 CHAIR SHEARMAN: You're running short on
21 time.

22 MS. RODE: I think that's enough. What was
23 the second question that you had? I'm sorry.

24 COMMISSIONER PARKER: Just as far as the
25 evaluation to make sure the kids are meeting those

1 goals, how are you measuring that exactly?

2 MS. RODE: The measurement is like what
3 would be an IEP. Each individual student has their
4 course map. And so when you have an IEP, it's very
5 measurable, and you can every semester be able to
6 measure where that student is in regards to the goals
7 that are on the IEP.

8 So that's the best correlation I can make
9 because when they meet with the stakeholders at the
10 beginning and you set that course map, then you are
11 guaranteeing that they are meeting those daily goals
12 to be on pace. So it's the pacing that determines
13 whether or not they're meeting those goals, and then
14 you determine that at the end of the each semester.
15 If they have completed their course work at the grade
16 level which is their minimum acceptable standard on
17 time, then you know that they're on pace to graduate
18 on time. So it is very measurable.

19 CHAIR SHEARMAN: Let me ask a couple. I
20 know we're running short on time. You mentioned your
21 merit pay, and I'm looking at your salary schedule
22 for merit pay. You-all are teachers, or many of you
23 are teachers. Have any of you been rated highly
24 effective? Anybody highly effective by the current
25 system? One.

1 MS. RODE: We only have two in APS, I
2 think.

3 CHAIR SHEARMAN: My concern is, this is a
4 really new system of rating. It has many, many
5 questions around it. Lots of people are very upset
6 by it. Some say the data didn't get put in right.
7 Some say the data got put in right. What did you do
8 with it? I would hate to see you -- truly if you're
9 going to do merit pay, I would hate to see you base
10 it on this system until this system is more proven.
11 That's just my concern, just my concern. A word of
12 caution.

13 MS. RODE: I believe how that is stated is
14 that it's not up to the states. It's up to the
15 administrator. It's not the state who rates them.
16 It's the administrator who rates them in regards to
17 their rating within our school.

18 CHAIR SHEARMAN: Not the state rating?

19 MS. RODE: Not the state rating, and that's
20 how the merit pay is valued. And I can tell you that
21 as somebody who wrote this application with an
22 amazing group of people, I feel their pain when it
23 comes to an evaluation. I really do. And I've heard
24 it. It's a tough situation.

25 CHAIR SHEARMAN: It's a tough situation.

1 Let me just ask you a hypothetical question. If
2 Mr. Vigil and his group went away today this
3 afternoon, do you understand the budget? Do the
4 founders understand? I don't want Mr. Vigil to
5 answer. I want you to answer. Do the founders
6 understand the budget well enough to carry on without
7 Mr. Vigil or someone like him? How well do you
8 understand this budget is my question.

9 MS. RODE: I think that we understand the
10 budget as well as we can being non CPAs and being
11 very committed to study and to capacity and to fiscal
12 responsibility. I think that it is necessary. I
13 mean, listening to just the hearing before we were
14 here and having nobody speak but a lawyer, that it is
15 very important that you have people on board who are
16 very experienced and knowledgeable about their
17 portion of compliance.

18 And so I think that it's important for us
19 to understand it at the level in which we can, but I
20 also think it's important to have those people on
21 board both in the principal position, on the board of
22 directors, and in the financial management that are
23 experts.

24 CHAIR SHEARMAN: Just again a word of
25 caution. A lot of schools get in trouble with their

1 finances, and it's because in many cases the board
2 does not truly understand what's going on.

3 MS. RODE: Sure.

4 CHAIR SHEARMAN: So if you rely 100 percent
5 on Mr. Vigil or on someone like him, or group, and
6 just it's all going well, it must be fine, it will
7 come back and bite you.

8 MS. RODE: In our application, we did state
9 very clearly that that was a qualification for the
10 principal, and it also was a qualification for a
11 board member. So that not only do we have the
12 expertise, but we have the checks and balances.

13 CHAIR SHEARMAN: Good.

14 Now, I do have a question for Mr. Vigil.
15 On the totals, on the year totals, year three is \$2.4
16 million, and it's 250 students. Year four, \$2.035
17 million, and the same amount in year five. Why does
18 it go down in year four and five?

19 MR. VIGIL: Chairman Shearman, what happens
20 is with the funding formula, once you reach certain
21 plateaus, you lose your small school size, you lose
22 your growth, so you have a tendency to plateau in
23 your revenue numbers.

24 CHAIR SHEARMAN: So it's the growth?

25 MR. VIGIL: Yes. So it's the way the

1 formula factors come out.

2 CHAIR SHEARMAN: Sure. You said you were
3 going to have computer labs, and that's where the
4 students are going to do their online work. Where is
5 that in the budget to buy those computers?

6 MR. VIGIL: Madam Chair, what we have done
7 is we put in for supply assets, I believe in Function
8 11,000 and 1,000 -- I'll have to look up the
9 number -- 332, there is money set aside for -- the
10 state calls it supply assets. And those are the
11 computer labs because each one is under \$5,000. It's
12 the way the state has us account for them.

13 CHAIR SHEARMAN: Okay. I'm not going into
14 this a lot. Are your teachers going to be paid for
15 the extra hours they work per week? Because you're
16 saying 40 to 50 hours per week for teachers. Is
17 there some formula in there that if they actually are
18 required to work 50 hours, they're going to get paid
19 more?

20 MS. RODE: What we have set up is -- I
21 don't know if you're familiar with like Pappas where
22 they have a dance school, and so you have different
23 people come in to fill in different parts of the day
24 as far as contract work. So the teachers are not
25 there necessarily from 7:00 a.m. to 5:00 p.m.,

1 although coaches a lot of times are familiar with
2 having practices before or after school, and they
3 receive a stipend for that work. There will be
4 stipends made available depending on what their roles
5 and responsibilities are. But the main instructional
6 hours for the course work they have are between 9:00
7 and 3:00. And so a lot of the other types of
8 activities that we do are before and after and will
9 also utilize contract workers that is noted in the
10 budget as well.

11 CHAIR SHEARMAN: Okay. Thank you. I have
12 to say I like the idea of this school. I'm not an
13 athlete. You can tell that by looking at me. But my
14 children were. And I think you struggle with finding
15 a place for each individual child. Of course, in
16 Artesia, you go to one school. But you have the
17 super student who also wants to be an athlete, and of
18 course, they take care of themselves. They balance
19 just fine. You have the super athlete who says, I go
20 to school, I'll pass every one of those classes.
21 I'll do all that work so I can play football, and
22 I'll play baseball to fill the time until football
23 comes back around.

24 So a school like yours, I think, would
25 speak to those kids who really, really are so

1 involved in athletics that whatever it takes to be
2 involved in that athletic situation they will do.
3 And so, if they get a good education just sort of,
4 it's, Oh, by the way, yea, that's great. It's not as
5 easy as it sounds, and I know it's not. But I like
6 your idea. There may be a few bumps in the road.
7 There may be some bumps in this application, but
8 overall, I really do like the idea. I think there's
9 a group of kids out there you speak to.

10 MS. RODE: Thank you.

11 CHAIR SHEARMAN: I like it. Other
12 questions?

13 COMMISSION BERGMAN: Does anybody else want
14 to say something that hasn't had a chance yet? This
15 is more informational than a question. I noted at
16 least twice in the application you stated you're
17 going to weight your enrollment towards eighth
18 graders. You can't do that statutorily. You have to
19 accept all applications because you can't tell ninth
20 or tenth graders, Well, we're taking eighth graders.
21 I just want you to be aware you can't. Up to your
22 cap, you have to accept all applications. And if you
23 go over your cap, you've got to do the lottery, which
24 you understand.

25 MS. RODE: Sure.

1 COMMISSION BERGMAN: So as much as you
2 would like to weight your enrollment towards eighth
3 graders, statutorily you just can't do that.

4 MS. RODE: Thank you for that information.

5 COMMISSION BERGMAN: Thank you, Madam
6 Chair.

7 CHAIR SHEARMAN: Thank you.

8 COMMISSIONER PARKER: Madam Chair and
9 commissioners, you remind me of something, and I want
10 to bring it up at least once every time we meet is
11 the minimum instructional hours. A lot of schools
12 will hover around that minimum. And some people have
13 heard me say that that's the least amount of
14 education you can give a kid without breaking a law.
15 And so you guys are up around 14 or 1,500, somewhere
16 in there. Is that increased classroom time like book
17 stuff or is that athletic time, training? What's
18 that increase consist of?

19 MS. RODE: Well, one of the things that is
20 wonderful about having a school like this is that
21 learning is integrated into the sports. So we have
22 basketball coaches who will teach trajectory or
23 percentages or whatever we're doing inside our
24 building is going to relate to learning. So when
25 you're talking about instructional hours, we also

1 have partnerships where we have what's called
2 training table that isn't in the budget, but they're
3 through partnerships that we had training table for
4 additional tutoring at night, we have SAHQ Saturdays
5 for additional support on the weekends.

6 We will encourage -- because of the online
7 learning and the proximity our building is to CNM, we
8 will also encourage students to be taking courses
9 during the summer whether they be online or at the
10 university. So we are very much in agreement that
11 it's not about getting into the minimum, but it's
12 actually about reaching the students' potential. And
13 so encouraging that learning, but not in a way where
14 you're just sitting a kid in a chair and drilling
15 them for another hour or two a day, but you're
16 actually using what inspires them to get them to want
17 to learn. And that's what we're about. And our
18 building is open year-round. We have programs for
19 the community 12 months out of the year. And so it's
20 something that we will stay engaged with the students
21 on a year-round basis, and we will encourage learning
22 opportunities for them.

23 Like the kids said here, during our summer
24 program, our summer program goes from 9:00 in the
25 morning until 9:00 at night. And we have some kids

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 who are there all day long. And those kids also
2 bring their work, and they do studies, and they have
3 tutoring available to them.

4 CHAIR SHEARMAN: Commissioner Pogna.

5 COMMISSIONER POGNA: Yes. I really love
6 the concept because I had three super athletic
7 daughters, and that's when APS had real honest to
8 goodness PE in schools, and they got a lot of track
9 and so on. And then later on, they were in diving
10 and swimming. But they would have to go to -- they
11 would get up at 6:00 in the morning to go to UNM for
12 the swimming pool or to Valley High School. And we
13 lived way up in the Northeast Heights. And then they
14 also belonged to -- at that time, there was an
15 Olympic track club in Albuquerque.

16 MS. RODE: I was on it.

17 COMMISSIONER POGNA: That was their lives.
18 They just loved it and really worked at it. So they
19 would get home late at night and go to diving early
20 in the morning. There was no time for trouble.
21 There was never any time. They ate supper late and
22 had breakfast, and that was it. It was just
23 tremendous. Unfortunately, in high school, they
24 didn't have athletics for girls. And so that's when
25 they really enjoyed the track club. But it was

1 tremendous. And to this day, they are very athletic,
2 and that's part of their lives. I love it. Besides
3 that, they're also very good students.

4 CHAIR SHEARMAN: Thank you. Commissioner
5 Gant.

6 COMMISSIONER GANT: Madam Chair and
7 members, you have online training or online education
8 and whatever you want to call it. You're at school
9 from 7:00 to 5:00 daily, and you have your computer
10 labs and all that. Are you expecting students to do
11 some work online at home?

12 MS. RODE: That really depends on them.

13 COMMISSIONER GANT: I'm asking you. Are
14 you expecting them? I don't care what the kids
15 expect. What do you expect?

16 MS. RODE: Right. Our expectation is that
17 they stay on pace. So if they are not on pace, then
18 they are required to do work at home or to have
19 additional time at school, additional seat time that
20 they have to stay on pace. So that goes back to our
21 mission specific goal is that if you have a student
22 who is really applying themselves and they are on
23 pace, then their requirements at home would be less
24 than if you have kids who are coming and spacing out
25 in front of a computer screen and not getting the

1 work done, and then their requirements at home would
2 be a greater burden than those kids who are taking
3 care of business.

4 COMMISSIONER GANT: With that stated, Madam
5 Chair, with that stated, and it is your curriculum,
6 not theirs, the students, what do you give them in
7 the way of hardware, software, so they can do their
8 work at home?

9 MS. RODE: It is our intent to meet the
10 needs of individual students. So if there are
11 students that have those needs for hardware, then we
12 will assist them in doing that.

13 COMMISSIONER GANT: Does that include the
14 internet connection?

15 MS. RODE: If that's what it takes. When
16 it comes to coaches, you do whatever it takes to help
17 those kids.

18 COMMISSIONER GANT: That's not in the
19 budget, is it?

20 MS. RODE: For equipment, there is money in
21 the budget for some equipment, but it's not for
22 everyone. We do not have it in the budget. We also
23 have a 501(C)(3) that we have already established at
24 the beginning of this year called SAHQ Backers. So
25 through that 501(C)(3), we would hope to be able to

1 raise additional support to address the needs of
2 kids. Within our program even now, we have kids from
3 all spectrums of the socioeconomic world. And what
4 we do is that money is never an issue.

5 I was also just asked to be on a board at
6 Presbyterian that has to do with chronic illnesses
7 and addressing chronic illness within the poor
8 communities of our state and access to programs. So
9 we are very sensitive to that and making sure that
10 kids have access not only to the academic portion of
11 it, but to those things that are going to make them
12 healthy and those activities that are going to keep
13 them healthy.

14 CHAIR SHEARMAN: Ladies and Gentlemen, it's
15 almost 3:00, and we have another school coming up.
16 So unless someone has just an absolutely vital
17 question, I would recommend that we call halt right
18 now. We thank you-all very much for being here.

19 MS. RODE: Thank you.

20 CHAIR SHEARMAN: Let me just finish with my
21 little instructions here, and then we'll take a few
22 minutes break.

23 Any member of the public, including the
24 applicant, may submit written input following this
25 hearing. Written comments may be sent to the

1 commission via the PED website, mailed or
2 hand-delivered. The details and addresses are listed
3 on the handout at the back of the room. So if you
4 haven't picked one of those up, it's got a schedule
5 of our hearings on the front and the addresses and so
6 forth on the back side. Please make sure you
7 identify the school you're commenting on in the
8 drop-down menu if you're e-mailing. Please note that
9 any written input must be received by no later than
10 5:00 p.m. on the third business day following the
11 hearing on the application on which you wish to
12 comment. And for the SAHQ school, that would be
13 Friday, August 27, 2014, at 5:00 p.m.

14 I now say we are in recess for 10 minutes
15 until the next group is in. And we thank you-all
16 very much for being here.

17 MS. RODE: Thank you.

18 (The hearing concluded at 2:58 p.m.)
19
20
21
22
23
24
25

1 STATE OF NEW MEXICO)
) ss
 2 COUNTY OF BERNALILLO)

3

4

REPORTER'S CERTIFICATE

5

6

7

8

9

10

I, Susan M. Hilton, New Mexico Certified
 Shorthand Reporter, DO HEREBY CERTIFY that I did
 report in stenographic shorthand the testimony set
 forth herein, and the foregoing is a true and correct
 transcription of the proceeding had upon the taking
 of this hearing.

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

I FURTHER CERTIFY that I am neither employed by
 nor related to any of the parties or attorneys in
 this case, and that I have no interest whatsoever in
 the final disposition of this case in any court.

Susan M. Hilton

Susan M. Hilton
 BEAN & ASSOCIATES, INC.
 NM Certified Court Reporter #108
 License expires: 12/31/14

(1163L) SMH
 Date taken: August 19, 2014
 Proofread by: LR

SANTA FE OFFICE
 119 East Marcy, Suite 110
 Santa Fe, NM 87501
 (505) 989-4949
 FAX (505) 843-9492

**BEAN
& ASSOCIATES, Inc.**
 PROFESSIONAL COURT
 REPORTING SERVICE

MAIN OFFICE
 201 Third NW, Suite 1630
 Albuquerque, NM 87102
 (505) 843-9494
 FAX (505) 843-9492
 1-800-669-9492
 e-mail: info@litsupport.com