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| <p style="text-align: right;">Page 94</p> <p>1 children not only keep their language, but they have 2 to learn English, because they are so disadvantaged 3 when they come into kindergarten as five-year-old -- 4 you know, five years old, and they're already two 5 years behind, that's truly frightening. I think 6 it's a very frightening thing. 7 And I'm expecting that as you have these 8 children as kindergarteners, that they will make -- 9 pretty much be proficient by the end of their 10 kindergarten year because of what you're going to be 11 doing, interventions you're going to be looking at, 12 special ed services, and the kinds of things you're 13 going to be doing. 14 And I guess I'll stop because we're going 15 over. But thank you. 16 THE CHAIR: So thank you for putting up 17 with us. 18 Any member of the public, including the 19 applicants, may submit written input following this 20 hearing. 21 Written comments can be sent to the 22 Commission via Charter.Schools@state.nm.us, mailed, 23 or hand-delivered. The details and addresses are 24 listed on the handout at the back of the room, which 25 I think is actually in the hallway. Make sure you</p> | <p style="text-align: right;">Page 96</p> <p>1 We're in recess. 2 (Proceedings in recess at 11:13 a.m.) 3 THE CHAIR: Thank you. And welcome. 4 We are out of recess, coming back for our 5 second Community Input hearing. And I just -- I'm 6 sorry. I have to just double-check the name, 7 because I want to get it right for the record. I 8 know I've got it handy somewhere. 9 Here we go. Okay. And we are here today 10 to hear from Altura Preparatory School. 11 (A discussion was held off the record.) 12 THE CHAIR: Okay. I just have to get 13 through this. 14 This meeting is being conducted pursuant 15 to New Mexico Statutes Annotated Title 22, 16 Section 8B-6J, 2009. The purpose of these Community 17 Input Hearings that will be held on July 20th, 2017, 18 is to obtain information from the applicants and to 19 receive community input to assist the Public 20 Education Commission in its decision whether to 21 grant the proposed charter applications. 22 According to this section of the law, the 23 Commission may appoint a subcommittee of no fewer 24 than three members to hold a public hearing. 25 According to law, these hearings are being</p> |
| <p style="text-align: right;">Page 95</p> <p>1 identify the school you're commenting on in the 2 drop-down menu; obviously, that's online. 3 Please note that any written input must be 4 received by no later than 5:00 p.m. on the third 5 business day following the hearing on the 6 application on which you -- on which you wish to 7 comment, which makes it the 23rd, which -- 8 MS. POULOS: Is a Sunday. 9 THE CHAIR: -- is a Sunday; so it would be 10 the 24th; Monday, the 24th. I'm sorry. It says the 11 25th. Sorry. The 25th. Yeah. 12 DR. SCOTT HUGHES: Next -- close of 13 business? 14 THE CHAIR: Close of business, yeah. 15 And the Public Education Commission will 16 meet in Santa Fe on September 1st, 2017, to render 17 their decision on approval or denial of this and 18 other new charter school applications. 19 So once again, we thank you very much for 20 all the time and the effort that you have put into 21 this. Thank you. 22 DR. SCOTT HUGHES: Thank you very much to 23 you, Madam Chair, and members of the Commission. We 24 really appreciate your consideration. 25 THE CHAIR: Thank you. We appreciate it.</p> | <p style="text-align: right;">Page 97</p> <p>1 transcribed by a professional court reporter. 2 The total time allocated to each 3 application is 90 minutes, which will be timed to 4 ensure an equitable opportunity to present 5 applications. 6 During the hearing, the Commission will 7 allow for community input about the charter 8 application. The time for public comments will be 9 limited to 20 minutes. If you wish to speak 10 regarding the application, please sign in at least 11 15 minutes before the applicant's presentation. 12 Please be sure that you indicate on the sign-up 13 sheet whether you are here in opposition or support 14 of the charter school. 15 The Commission Chair, based on the number 16 of requests to comment, will allocate time to those 17 wishing to speak. If there are a large number of 18 supporters or opponents, they are asked to select a 19 speaker to represent common opinions. 20 We will try to allocate an equitable 21 amount of time to represent the community's -- the 22 community accurately. 23 The Commission will follow this process 24 for each of the hearings: 25 The Commission will ask each applicant or</p> |

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| <p style="text-align: right;">Page 98</p> <p>1 group to present at the table in front. They will 2 be given 20 minutes to present their application in 3 the manner they deem appropriate. 4 The Commission will not accept any written 5 documentation from the applicant; but the applicant 6 may use exhibits to describe their school, if 7 necessary. However, the setup time for exhibits, 8 et cetera, will be included in the 20 minutes. 9 Following the applicant's presentation, 10 the school district representatives, which includes 11 the superintendent, administrators, or board 12 members, will be given 10 minutes to comment. 13 Subsequently, the Commission will allow 14 20 minutes for public comment, as described above. 15 Finally, the Commission will be given 16 "blank" minutes to ask questions of the applicant. 17 So for the record, if you will please 18 state the name of your school, the names of the 19 founders of the school, and any other person who is 20 here today on behalf of your school, that will be 21 part of the 20-minute presentation. Okay. 22 MS. LISSA HINES: So it's Casey Deraad, 23 Jackie Cusimano, Chamiza -- 24 THE CHAIR: Hold on. You're going to have 25 to spell the last names.</p> | <p style="text-align: right;">Page 100</p> <p>1 founding board and give you an overview of our 2 school and program. 3 Our board members are Casey Deraad of 4 Kirtland Air Force Base; Jackie Cusimano, 5 Albuquerque Public Schools Special Education 6 teacher; Chamiza Pacheco de Alas, attorney and 7 project manager for the UNM Health Sciences Center. 8 Christine Sargent of New Classrooms; Pamela Scanlon, 9 Financial Director at Albuquerque Academy; and 10 Patrick Barnes of Sandia National Laboratories. And 11 Dr. Robert Wilson of New Mexico Orthopaedics will 12 not be able to be with us today. 13 And if all of you are in support -- those 14 of you in support of Altura Preparatory School, 15 would you mind standing? Thank you. 16 (Reporter requests clarification.) 17 MS. LISSA HINES: Lissa Hines. I'm sorry. 18 My apologies. 19 Meaghan Stern and I are the proposed 20 school leaders, and we have both led schools, and 21 our founding board of trustees believes that we have 22 the capacity to implement the program outlined in 23 our Altura Preparatory Charter Application. 24 Throughout this presentation, we will be 25 explaining our core values to you. In our research</p> |
| <p style="text-align: right;">Page 99</p> <p>1 THE REPORTER: All the names. 2 MS. LISSA HINES: Okay. I'm sorry. It's 3 Altura Prep, A-L-T-U-R-A, P-R-E-P. And the first 4 board member is Casey Deraad. C-A-S-E-Y, 5 D-E-R-A-A-D. 6 Jackie Cusimano, J-A-C-K-I-E, Cusimano, 7 C-U-S-I-M-A-N-O. 8 Chamiza Pacheco de Alas. C-H-A-M-I-Z-A, 9 P-A-C-H-E-C-O, space, D-E, space, A-L-A-S. 10 Christine Sargent, C-H-R-I-S-T-I-N-E, 11 Sargent, S-A-R-G-E-N-T. 12 Pam Scanlon, P-A-M, S-C-A-N-L-O-N. 13 Meaghan Stern, M-E-A-G-H-A-N, Stern, 14 S-T-E-R-N. 15 And Lissa Hines. L-I-S-S-A, H-I-N-E-S. 16 THE REPORTER: Thank you so much. 17 THE CHAIR: So you can start. Just so 18 that you know, Beverly is timing; but I'll kind of 19 give you how much time you've got left. 20 (Reporter requests clarification.) 21 MS. LISSA HINES: Okay. Good afternoon, 22 Madam Chair and members of the Public Education 23 Commission. Thank you for the opportunity to speak 24 to you today. 25 I would like to begin by introducing our</p> | <p style="text-align: right;">Page 101</p> <p>1 and learning process, we found that there are 2 significant differences in the quality and number of 3 educational opportunities for students in different 4 parts of Albuquerque. Right now, in our city, a 5 student's ZIP code, in large part, determines his or 6 her educational outcomes. 7 In Southeast Albuquerque, approximately 8 4,000 elementary school students attend a D- or 9 F-rated school. Only one third of those students 10 are on grade level in reading, and about a quarter 11 of those in math. 12 This is a reality. But when we talk to 13 our kids, they tell us they want to be engineers, 14 doctors, lawyers, marine biologists. How many of 15 these professions can they be without demonstrating 16 proficiency in reading, writing, math, or science? 17 We want our school building to be filled 18 with joyful, curious, empathetic, community-oriented 19 kids. If we focus on what truly matters, great 20 academics and social-emotional learning, they will 21 be that way for the rest of their lives. 22 MS. PAMELA SCANLON: And I'm Pam Scanlon. 23 87108 has the second highest poverty rate of any ZIP 24 code in the City of Albuquerque. It also has one of 25 the highest rates of illness, injury, and childhood</p> |

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| <p style="text-align: right;">Page 102</p> <p>1 trauma. Many organizations and entities have pooled 2 their resources over the years in support of 3 families in Southeast Albuquerque, and in the 4 International District, in particular. 5 There are health clinics; there are -- 6 there is support for families that are experiencing 7 homelessness; and there's resources for foster 8 youth. In spite of all of this, though, educational 9 outcomes and educational attainment is still not as 10 highly ranked as it is in other areas of the city. 11 Altura Prep is founded on the belief that 12 while poverty may be a factor in a child's life, it 13 should not determine or limit his or her life 14 opportunities or experiences. 15 If you want to do what's right for 16 Albuquerque's children, and that means all the 17 children here, the family income and where they live 18 shouldn't determine the quality of education that 19 they receive. 20 MS. LISSA HINES: Lissa Hines. 21 Altura Prep's mission is to prepare all 22 students to be successful personally and 23 academically, and to be agents of their own 24 education. Students will be prepared to seek 25 opportunities, persevere through challenges, and</p> | <p style="text-align: right;">Page 104</p> <p>1 Our organization model places a focus on 2 student learning and instruction. Our Director of 3 Academics focuses on ensuring that all teachers are 4 able to be their best selves in the classroom and 5 that each teacher is able to serve all of their 6 students well so that their students are able to 7 develop the skills that they need in order to be 8 successful in their future endeavors. 9 MS. MEAGHAN STERN: And I'm Meaghan Stern, 10 a member of the founding team. 11 Our second core belief is that teacher 12 specialization delivers effective instruction. And 13 the unique feature of Altura Prep's instructional 14 model is that teachers in each grade level 15 specialize in a given content area so that they can 16 best focus on that content and deliver the best 17 possible instruction and learning for their 18 students. 19 We have core content areas of English 20 language arts, mathematics, and a STEAM social 21 studies project-based learning class. We ask 22 students currently in the current context to be 23 really deeply familiar and deeply engaged with the 24 material and apply their knowledge across a variety 25 of areas. And to do that, a teacher needs to have</p> |
| <p style="text-align: right;">Page 103</p> <p>1 succeed at high levels in middle school, high school 2 and post-secondary pursuits. 3 Altura Prep is based on eight core beliefs 4 that are the foundation for our school. Based on 5 research and practice, proven strategies have shown 6 to improve outcomes for all children, including 7 those from high-need areas. 8 MS. JACKIE CUSIMANO: Jackie Cusimano. 9 Our first core belief is that quality 10 teachers deliver quality results. We believe that 11 the quality of teachers delivering daily instruction 12 directly impacts how successful our students will 13 be. 14 Research has shown that a great teacher 15 can impact a student up to three years after that 16 student has left their classroom. And research has 17 also shown that if a -- if a student receives three 18 years of strong teachers, they are going to be 19 25 percent more successful and higher achievement 20 rates three years following those three years. 21 Beyond recruiting and hiring strong 22 teachers, we plan to invest heavily in professional 23 development that supports each Altura Prep teacher 24 as they grow as instructors and as leaders in Altura 25 Prep.</p> | <p style="text-align: right;">Page 105</p> <p>1 the time, the energy, the focus, and the ability to 2 plan really structured and engaging and thoughtful 3 lessons in each content area. 4 Schools across the city and across the 5 country ask teachers to be generalists. They teach 6 four to five -- especially non-elementary schools -- 7 they teach four to five lessons every day that they 8 plan for, they find texts for, they differentiate 9 for. They teach; they figure out what their 10 students know; and then they do it all again for a 11 different content area. 12 At Altura Prep, a teacher focuses on one 13 instructional area -- one or two instructional 14 areas, and really, thoughtfully, is able to plan out 15 what their student needs in order to best grow in 16 that area. And this allows teachers to see trends 17 in student learning, to build relationships with an 18 entire grade level, so that students have at least 19 three adults that they learn from and interact with 20 every single day, so that we have a strong, 21 supportive school community. 22 MS. CHRISTINE SARGENT: Christine Sargent. 23 Our third core belief is that all students 24 deserve personalized learning. In our conversations 25 with family and community leaders across</p> |

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| <p style="text-align: right;">Page 106</p> <p>1 Albuquerque, and particularly in our target ZIP code 2 of 87108, we have repeatedly heard that what parents 3 want for their children is a safe, supportive school 4 environment that acknowledges different learning 5 needs. 6 We believe that one of the best ways to 7 meet the needs of every student is through 8 personalized learning. 9 Personalized learning, at Altura Prep, is 10 based on the idea that we, as a school team, will 11 figure out what each child needs to succeed 12 academically, based on where they are currently. 13 The structures and vehicles for 14 personalized learning will include: 15 Strong relationships between teachers and 16 students, regular and purposeful small-group 17 instruction, individual conferencing with each 18 student, technology applications to practice skills 19 at different levels, and a regular practice of 20 looking at a wide variety of student data. 21 At Altura Prep, students will have more 22 time in small groups with their teacher and their 23 peers working on skills they most need to develop in 24 a given content area. They will conference with 25 their teachers regularly, have chances to work on</p> | <p style="text-align: right;">Page 108</p> <p>1 through weekly Town Hall assemblies, R.E.A.C.H. 2 lessons for each grade level to provide an 3 opportunity for teachers to support students in 4 demonstrating the core values, daily morning 5 meetings, and closeout blocks to provide students 6 and teachers time to reflect on each of their 7 individual academic and character goals, and regular 8 Altura Prep character report cards to really foster 9 the communication between students and parents in 10 demonstrating that these R.E.A.C.H. values should be 11 happening in the classroom and at home, and keeping 12 those lines of communication open. 13 MS. PACHECO DE ALAS: Hi. I'm Chamiza 14 Pacheco de Alas. And thank you for being here this 15 afternoon. 16 COMMISSIONER ARMBRUSTER: Speak a little 17 louder. 18 MS. PACHECO DE ALAS: Chamiza Pacheco de 19 Alas. And thank you for being here this afternoon. 20 So our fifth standard is that families are 21 our most important partner. Our fifth core belief 22 is that families are our most important partner. 23 Those of us who are parents or who were parented by 24 people like that know how important that is. 25 We believe that when families, schools,</p> |
| <p style="text-align: right;">Page 107</p> <p>1 projects that develop their 21st Century skills. 2 Our students will learn to exercise choice 3 in learning opportunities through Genius Hour, where 4 they will direct their own projects and have the 5 opportunity to present to peers and their community 6 more broadly. 7 At Altura Prep, the teachers and staff 8 create partnerships with students and families in an 9 effort to best support each child's individual 10 learning journey. 11 Our fourth core belief is that character 12 development is crucial. Our mission is to prepare 13 all of our students to be successful, both 14 academically and personally. We talk a lot about 15 raising children and students who are productive 16 community members. In order to do this, we 17 intentionally build in opportunities for our 18 students to learn and demonstrate our core values 19 and other essential noncognitive skills, mindsets, 20 and habits each day and week. 21 We will weave our R.E.A.C.H. values of 22 Responsibility, Empathy, Agency, Curiosity, Hard 23 work, and Humor, into our school schedule, and will 24 integrate them into regular conversations with 25 students, teachers, and families. We'll do that</p> | <p style="text-align: right;">Page 109</p> <p>1 and communities come together to help children, 2 children tend to do better in school. 3 Altura Prep families will have the 4 opportunity to invest in the success of their 5 children and to be engaged in their learning, and 6 will be provided with the ongoing communications, 7 tools, and experiences they need to be active 8 partners in their children's education. 9 Home visits, monthly parent coffees, phone 10 calls, and communications journals, and regular 11 school newsletters are just some of the tools that 12 will be utilized to make sure that parents are able 13 to engage in their children. 14 Monthly events, such as Family Literacy 15 Night, STEAM Night, Math Night, Genius Hour, and 16 Expositions of Learning will provide families with 17 the tools they need to support the academic and 18 social-emotional growth of their children. 19 Throughout the year, intentional family 20 experiences will be created so that the parents can 21 experience a day in the life of their child. So 22 they'll visit a local college campus, or they'll 23 attend a family night at a local museum. These 24 hands-on learning processes for the entire family 25 build shared experiences, and they create beautiful</p> |

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| <p style="text-align: right;">Page 110</p> <p>1 lasting memories for families. And they're 2 experiences that many of these families might not be 3 able to afford without them being presented to them 4 in a school environment. 5 Our sixth core belief is that data drives 6 all decisions. This happens at all levels at 7 Altura Prep, from instruction and student-level 8 outcomes, to leadership-level outcomes, to 9 board-level and evaluation and outcomes. 10 We will regularly gather student data 11 through formal and informal assessments, and 12 teachers and school leaders will use this to 13 identify students' specific learning needs to create 14 groups for the different rotations and intervention 15 accelerations, and to provide families with regular 16 process updates. 17 So each child is really getting an 18 individualized education, and each parent knows 19 what's going on with their child. 20 We'll set aside days in the weekly and 21 yearly schedule to allow teachers to have time to 22 analyze the student work and data to best plan what 23 the students need to grow. And this time -- 24 everyone in my family is in education; so the time 25 to do that analysis will be key -- except me.</p> | <p style="text-align: right;">Page 112</p> <p>1 Our seventh core belief is a diverse 2 learning environment fosters a strong community. At 3 Altura Prep, we believe that education should be 4 equitable and that all children deserve the same 5 opportunities and expectations. Students across 6 Albuquerque, regardless of their socioeconomic 7 status or their ZIP code, have a right to a quality 8 education. We will actively recruit a student body 9 from a wide range of experiences and backgrounds, 10 because we believe that diversity across the student 11 population will help to prepare all of our students 12 for a future in which diversity is the norm. 13 We are committed to a very strong outreach 14 program, which will be directed at a broad array of 15 families and students throughout the city, with an 16 eye toward serving students in our target area of 17 the Southeast Heights; the International District, 18 in particular. We believe that this is a critical 19 part of our mission and that it will support our 20 school team with serving a broad and diverse 21 population of students in Albuquerque well into the 22 future. 23 MS. CASEY DERAAD: Hello. Thank you, 24 Madam Commissioner and Commission. 25 I'm Casey Deraad, the one with the double</p> |
| <p style="text-align: right;">Page 111</p> <p>1 It is our belief that Altura Prep -- that 2 students are more engaged when they are able to know 3 the end goal, what they did, and the actions they 4 can take to improve. So students are going to set 5 goals with their teachers during ELA and Math Walk, 6 and they'll be able to communicate these goals to 7 their teachers and families in conferences. And if 8 you were to come visit, the goal would be that they 9 can communicate their goal and their steps in the 10 goal to you which, as a mom, I think is really an 11 invaluable skill. 12 We also commit to demonstrating the belief 13 that data drives decisions at the leadership and 14 board levels of the school. Our school leader and 15 board evaluation process will include holistic 16 measures of the school with multiple metrics. We 17 believe that we need clear and current data in order 18 to make the best decisions about academics, 19 organization, finances, and leadership. 20 And so the school remains a strong 21 organization, a bedrock in the community, and so 22 we're able to support high levels of student 23 achievement and success. 24 Thank you. 25 MS. PAMELA SCANLON: Pam Scanlon again.</p> | <p style="text-align: right;">Page 113</p> <p>1 A's. 2 Anyways, our eighth core belief is, 3 "Structure and joy make achievement possible." 4 We believe in creating a positive and 5 joyful community where every child feels safe to 6 take academic risks. As an engineer, that's very 7 important that the students have that. We operate 8 under the premise that every instructional minute is 9 precious and maintain high behavioral expectations 10 for every individual at Altura Prep. We sweat the 11 small stuff and make structure and culture a 12 priority. And that's both academically -- 13 THE CHAIR: There's five minutes. 14 MS. CASEY DERAAD: Pardon? 15 THE CHAIR: There's five minutes. 16 MS. CASEY DERAAD: Oh, okay. 17 Both academically and socially. And these 18 structures include -- we have a teacher summit -- a 19 teacher summer institute. And that's where the 20 teachers have 13 days prior to the first week -- 21 first day of school, where they grow as a team 22 through learning, practice, giving and receiving 23 feedback, and preparing for a strong year. 24 We have two half- -- a kindergarten 25 academy, where the kindergarteners come a couple of</p> |

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| <p style="text-align: right;">Page 114</p> <p>1 days early and get used to the routine. 2 Student orientation is the first week of 3 school, where the -- it allows the teachers to build 4 culture and ensure the students understand 5 expectations, solidify systems and routines and get 6 ready for that personalized instruction. 7 There's morning meetings, as discussed, 8 and "Daily Chants and Cheers"; and, on Friday 9 afternoons, the weekly Town Hall, in which all 10 the -- they celebrate the students who have 11 performed and met their goals. 12 MS. MEAGHAN STERN: Meaghan Stern, to 13 close. 14 We know that it's critical to create a 15 compelling mission and rigorous academic goals. And 16 a high-quality school needs these essential 17 components. 18 We also recognize that a great school has 19 to be a great organization. It has to be 20 effectively managed and held accountable toward 21 reaching those lofty and ambitious academic metrics. 22 It's the dream of this community that we 23 have a great school. And we know that a dream 24 without a plan is just a wish. And we're a group of 25 planners; and we like to know what's coming up, and</p> | <p style="text-align: right;">Page 116</p> <p>1 So we applied through a really highly 2 competitive process for a grant from an organization 3 called New Schools Venture Fund, which is a national 4 organization that funds innovative school programs 5 across the country. And their mission is to 6 reimagine public education through powerful ideas 7 and passionate entrepreneurs so that all children, 8 especially those in underserved communities, have 9 the opportunity to succeed. 10 This was a natural fit with our mission 11 and our desired outcomes for our students in an 12 underserved area, and it matches up with actually 13 what we heard from the Commission the other day at 14 the Charter School Leadership Conference, that we 15 want charter schools to be hubs of innovation that 16 can share practices across schools and across 17 communities, so that all children can be successful. 18 So through this great process, we were 19 actually the first school in New Mexico to 20 receive -- or -- excuse me -- first proposed school 21 in New Mexico to receive funding, a \$215,000 grant 22 from the New Schools Venture Fund. 23 And as a result, we are able to send 24 members of our founding team to ongoing professional 25 development to help us refine our proposal, hone our</p> |
| <p style="text-align: right;">Page 115</p> <p>1 we like to know how we're going to get there. 2 And the key for ensuring that the school's 3 plan for implementation comes to fruition is a 4 strong planning year, a strong Year Zero. And the 5 planning year is critical for creating the systems 6 and setting the foundation for the school to be 7 academically and organizationally successful. 8 In our capacity interview, one of the 9 questions that we were asked, and that all 10 applicants are asked, is, "How are you going to open 11 the school without federal start-up money?" 12 And knowing this, we have put together, 13 hopefully, a plan that will help us be successful in 14 our founding year, or in our start-up year, that's 15 with money that will allow us to execute some of the 16 tasks that we need to execute in order to open for, 17 hopefully, 198 students on our first day of school. 18 We learned from the Native American 19 Community Academy, as the charter organization from 20 a couple of districts, Las Cruces and the 21 Albuquerque Public Schools, actually, that new 22 schools and new programs, to do them well, take 23 start-up funds. And all of these organizations 24 provided the model for seeking funding for those 25 start-up processes.</p> | <p style="text-align: right;">Page 117</p> <p>1 skills, and open our school with the best possible 2 team we can put together for our students. 3 And because we're a school that's by the 4 community and for the community, we're looking, 5 also, obviously, to build up our roots in New Mexico 6 and make sure that we are dedicated and determined 7 to serve the kids in the community that we have put 8 our school building in. 9 We believe that our application and our 10 founding team have the ability to be a solidly 11 governed and solidly managed organization and a 12 high-quality school option for families in Southeast 13 Albuquerque. 14 We know right now that many of our 15 students are living with the consequences of a 16 public education system that has determined their 17 opportunities based on their neighborhood; that's 18 how it's set up. And that's great. 19 And we think all kids should be able to 20 live near a school that does what they need it to do 21 for them, and that they can get to easily, and that 22 they can go, and the families can feel confident 23 that their kids get the outcomes that they deserve, 24 and not just because of where they live. 25 THE CHAIR: Thank you. So five seconds</p> |

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| <p style="text-align: right;">Page 118</p> <p>1 left; because she was moving pretty fast there at 2 the end. 3 I had shades of living "Back East." 4 Thank you. 5 MS. MEAGHAN STERN: Thank you. 6 THE CHAIR: Is there -- we will now move 7 to the Public Comment -- I'm sorry. Is there anyone 8 here from Albuquerque School District? 9 Okay. We'll now move to the Public 10 Comment. And do we have -- oh, here it is. All 11 right. 12 All right. We have seven people that have 13 signed up on various pieces of paper to speak. 14 So everyone will have around three 15 minutes, if you wish. 16 So the first one on my list is Lisa 17 Versie. 18 You're going to have to come forward so 19 that -- 20 COMMISSIONER ARMBRUSTER: This is not 21 taking your time. We don't count moving. 22 THE CHAIR: Good morning. 23 FROM THE FLOOR: Thank you for inviting me 24 to speak. I was hoping and praying I would not be 25 the first one standing here.</p> | <p style="text-align: right;">Page 120</p> <p>1 sure not to spend -- we made sure we spent money to 2 make sure she had the best education, like private 3 tutoring, Kumon, and outside school support. It 4 just made me grateful we had the opportunity to be 5 able to afford to do that for our child. 6 To me, a quality school has all students 7 in school with areas they need most support. If 8 Samantha would have went to Altura Prep, I believe 9 it would have made a more supporting need for her, 10 especially in math. 11 Right now, she's receiving special 12 education support to support her in math. While I 13 know she would have done well, I cannot help but to 14 think it would have been more early on if she would 15 have went to Altura Prep. 16 I know I'm not the only parent from a 17 hard-working family who believe that their child 18 deserves the very best educational options. I know 19 that I'm fortunate to have the opportunity to spend 20 our money on education support, because we have, in 21 order to provide the best for her. I believe that 22 all children should have the opportunity to have the 23 best, even if they do not have the money. 24 Knowledge is power. Altura Prep is a 25 quality school to have our future leaders succeed in</p> |
| <p style="text-align: right;">Page 119</p> <p>1 THE CHAIR: Could you identify yourself 2 for the record? 3 FROM THE FLOOR: Okay. Good morning. My 4 name is Lisa Versie. My husband and I just 5 celebrated 24 wedding anniversaries; so we started 6 our family late in life. After our first daughter 7 passed away, our second daughter was a preemie with 8 some medical conditions. 9 We decided we were going to do whatever it 10 took to make sure she had a great life. So Samantha 11 is our only child. She currently is a student at 12 APS. We wanted the best for her, something that we 13 strive to her to work hard and achieve her very 14 best. 15 We moved here when my husband had a career 16 opportunity to move here to Albuquerque, New Mexico. 17 We based our move on our school opportunity. There 18 was really, like, one or two options, and we wanted 19 her to go to a quality school. 20 It would have been very nice for our 21 daughter to have more strong support early in 22 school, especially in math, because she was having a 23 tough time. We also wanted her to be -- okay. Hold 24 on. 25 We also wanted her to be nice and make</p> | <p style="text-align: right;">Page 121</p> <p>1 life. Thank you. 2 THE CHAIR: Thank you so much. 3 (Applause.) 4 THE CHAIR: Next on the list, I'm pretty 5 sure the first name is "Chris." The last name I 6 believe begins with an "S." And that's as far as 7 I'm going. 8 COMMISSIONER TOULOUSE: From now on, 9 please print and write legibly. 10 FROM THE FLOOR: Madam Chair, members of 11 the Commission, penmanship was never my strong 12 point. 13 With that, Christopher Saucedo. I am here 14 to speak in support. Frankly, I've known Lissa 15 Hines for many years as an educator. And when she 16 first talked to me about this, I was very excited. 17 I was very excited because it's kind of 18 where I am from. I come from a high school, public 19 school, Southern New Mexico, Southern Doña Ana 20 County, 98 percent Hispanic, 98 percent low-income, 21 more than 50 percent -- I don't know what it is 22 now -- but certainly, when I was there, more than 23 50 percent came from homes in which English was not 24 the language spoken. 25 I was blessed in that I did come from an</p> |

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| <p style="text-align: right;">Page 122</p> <p>1 educated family. Many of my classmates did not have 2 that advantage. When we would talk in class, it was 3 very clear that we just had different ideas of what 4 education was and what it could be. 5 I see the Southeast part of Albuquerque as 6 having many of those same challenges, having many of 7 those -- the schools in that area having many of the 8 same challenges that my school had; and that is, 9 that there are many needs to address. 10 There are many kids you need to touch; 11 there are many kids who you're just trying to get to 12 the point that they will be able to have a good job, 13 because maybe they're just -- they're trying to 14 learn English for the first time; they're the first 15 to go to college. They have many other needs. 16 I think back, though, to some of my 17 classmates. And when I was here listening earlier, 18 I thought of a friend of mine, Eddie, which is kind 19 of funny, because he's now in his mid-40s. But he's 20 "Eddie." 21 Eddie was brilliant, absolutely brilliant. 22 But he had challenges, in that English was his 23 second language. He had a very strong accent. He 24 didn't quite understand all the instruction. But he 25 was so smart, and he still got good grades; not</p> | <p style="text-align: right;">Page 124</p> <p>1 charter applications and recommending approval or 2 denial. After leaving APS, I was a contractor for 3 PED, reviewing charter applications for a number of 4 years while I returned to the grass roots of working 5 with charter schools directly. 6 All of this to say I have read many 7 charter applications and have recommended both 8 approval and denial. 9 In the course of my work, I have also met 10 with a myriad of leadership teams. I am happy to 11 say the charters over the years I have recommended 12 for approval have gone on to have very successful 13 schools. As I've said to many potential schools, 14 the application may be difficult; but I assure you 15 that starting up and running a school is much more 16 difficult. 17 As you're probably aware, Altura obtained 18 the highest score in history on their charter school 19 application. In addition to their application, the 20 leadership team has a track record of success in 21 Oakland, California and in Tennessee, with the same 22 challenging populations they hope to serve in 23 Albuquerque. 24 The opportunity of having STEM education 25 for K-through-5 students in New Mexico is very</p> |
| <p style="text-align: right;">Page 123</p> <p>1 great, good. But because of that, he was lost. He 2 was lost in the mix, because he wasn't a problem. 3 He was doing well; but he was also never at the top. 4 I saw Eddie a few years ago, and he's 5 doing good. But he's repairing buses. The truth 6 is, this guy is a brilliant mind, and that's being 7 wasted there. 8 I see this school as an opportunity for 9 kids who are doing well who have that potential to 10 be enormous contributors to the community and giving 11 them an option for something else. 12 So I am strongly in support. I thank you 13 for your time. 14 THE CHAIR: Thank you so much. 15 (Applause.) 16 Connie Dove. 17 FROM THE FLOOR: Good afternoon, 18 Madam Chair, Commissioners. I am Connie Dove, owner 19 and qualifying broker of Dove Property Advisors. I 20 represent and consult with a number of charter 21 schools across the state on facility issues, 22 management, and governance. 23 When I came to New Mexico in 2006, I was 24 in the charter school office of APS, overseeing the 25 37 charter schools there at the time, reviewing all</p> | <p style="text-align: right;">Page 125</p> <p>1 exciting. As many of you know, I helped open and am 2 also one of the directors of ASK Academy, a STEM 3 charter middle and high school in Rio Rancho. We 4 had a difficult time getting students caught up to 5 be able to do the rigor of STEM education. 6 Altura will prepare New Mexico students 7 for the rigor of middle and high school STEM 8 curriculum, and, eventually, post-secondary STEM 9 education for some, creating a pipeline of students 10 to fulfill the high-paying jobs in biomedical 11 sciences and engineering in New Mexico, contributing 12 to the future tax base, and filled by New Mexicans. 13 This is exciting for New Mexico; but it is 14 particularly exciting to target the low 15 socioeconomic areas Altura is proposing to serve. I 16 highly recommend and support the approval of 17 Altura Prep as a PEC-authorized charter school. 18 Thank you very much. 19 (Applause.) 20 THE CHAIR: Joe Lujan. 21 FROM THE FLOOR: Is here fine? 22 THE CHAIR: Yeah, that's fine. 23 FROM THE FLOOR: Hi. I'll be brief. 24 Sounds like there's a whole lot of support for 25 Altura Prep. I'll be brief so we can hear from</p> |

1 everybody.

2 I'm Joe Lujan, a lifelong New Mexican here
3 in support of Altura Prep. I'm also a Board member
4 for Excellent Schools New Mexico, and our board is
5 in unanimous support of this endeavor.

6 It's fantastic to have two New Mexicans
7 come back that have had such great track records and
8 come back and try to get back to New Mexico and
9 New Mexico kids. And we couldn't be more excited
10 for -- for the opportunities that these kids might
11 have.

12 And so I would urge you guys to approve
13 the charter school. And, again, we're in full
14 support of it, and we'll lend any support that we
15 possibly can to help in their endeavor.

16 So thank you.

17 THE CHAIR: Thank you.

18 (Applause.)

19 Bill Keleher.

20 FROM THE FLOOR: Good afternoon. Thank
21 you very much. I, too, will be brief.

22 And I'm -- I grew up -- my name is Bill
23 Keleher. I grew up in Albuquerque. I have raised
24 my kids in Albuquerque. I've been practicing law
25 here for 30 years. I've got a small business. And

1 the -- the management team, the board they've put
2 together, it's -- it's a sure win. And I hope that
3 you all agree.

4 THE CHAIR: Thank you.

5 (Applause.)

6 Maureen Gannon.

7 FROM THE FLOOR: Good afternoon, Madam and
8 Commissioners, and thank you for this opportunity.

9 I just want to also extend my support for
10 Altura. I've known Lissa for many years, Lissa
11 Hines. She was -- I have three boys who were
12 educated through the Albuquerque Public School
13 system. And Lissa was their teacher for many years,
14 and then a mentor to my children even afterwards.

15 And they attended New Mexico State, and
16 all are thriving beyond our expectations, and I
17 think Lissa had a lot to do with that. I also know
18 Meaghan's father very well. I worked with him for a
19 number of years. And I know that both are
20 absolutely committed to -- you know, to the
21 principles they've laid out, as well as raising the
22 bar within Albuquerque.

23 And I think a charter school like this
24 really -- its effects are not just within the
25 community that it serves; but, really, is pervasive

1 this -- the reason I say that, I love Albuquerque.
2 It's a great place. But I don't need to tell you
3 everything is not going as well as it should in
4 Albuquerque. And we could list all of the issues.

5 One of them -- or a lot of these, you
6 trail it back and it comes back to education. And
7 it can almost seem overwhelming if you read in the
8 paper.

9 This is a chance to take a small step in
10 an underserved part of Albuquerque and help that
11 small population have the chance they deserve, a
12 chance at a good education with the STEAM
13 curriculum, you know, Science, Technology,
14 Engineering, Arts, Math, all of those things. Put
15 them all together, and you're going to do better.

16 You just -- you need that -- that base,
17 and need a chance for the kids to have a chance.

18 You know, it's a little late for me to go
19 into engineering. And thank goodness I don't need
20 to; but it would be too late. But these kids, they
21 have the chance now. Or we can give them the chance
22 now and build a better Albuquerque one student at a
23 time, and just -- you know.

24 And when you hear that presentation, when
25 you hear about their application, when you look at

1 through -- through all of the educational system in
2 Albuquerque and across New Mexico.

3 So I just want to lend my support and tell
4 you guys what a great job you've done so far. The
5 materials I've received, the organization, the --
6 you know, the process, the well-thought-out steps, I
7 haven't seen anything like that before.

8 So I appreciate very much being a part of
9 this. So thank you.

10 (Applause.)

11 THE CHAIR: Thank you. How much time do
12 we have left?

13 MS. POULOS: Eight minutes.

14 THE CHAIR: There's eight minutes left.

15 There's one person that put a question mark next to
16 whether they wanted to speak; so -- and I think it's
17 a "Joe." I'm not exactly sure.

18 FROM THE FLOOR: It's me. Shall I speak?
19 Yeah. So my name is Sue Rzendzian,
20 R-Z-E-N-D-Z-I-A-N. I come from a public school
21 background. One of my children went to the public
22 schools here in Albuquerque. I feel like he fell
23 through the cracks a little bit, and my daughters
24 attended Albuquerque Academy.

25 I've known Meaghan from Albuquerque

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| <p style="text-align: right;">Page 130</p> <p>1 Academy. I know several of you from there. After 2 working at the academy for 20 years, I am now the 3 Development Director for a nonprofit called 4 "Saranam." 5 I'm not sure if you're familiar with 6 Saranam; but we serve homeless families. And our 7 approach is we put them in a community where they 8 live together for two years while we increase their 9 education and their community and their life skills. 10 And it's a two-generational approach. So 11 we also give academic support to the children. We 12 have an on-site children's center. A school like 13 this -- as we're looking at expanding, we looked at 14 this at the board meeting last night. When we look 15 at different sites -- because we need 50 units 16 instead of 20 for expansion. We look at the schools 17 and they all have D and F, D-and-F ratings. 18 Our children will be living there. If our 19 children -- we're fortunate, because we can give 20 them the academic support on site. We give them 21 tutoring; we give them enrichment skills. However, 22 if we had schools like this to partner with, the 23 progress our children could make would be 24 tremendous. 25 As you know, children who come out of</p> | <p style="text-align: right;">Page 132</p> <p>1 their classroom in a way that I was thrilled to see. 2 So they're investing in professional development and 3 have an extensive plan for making that come to the 4 forefront. 5 They also are putting project-based 6 learning and STEAM initiatives into their work in a 7 way which prepares our students now in a really 8 exciting way. My kids got the most excited about 9 project-based learning in my classroom. 10 But it also prepares them for 11 opportunities later on, because we know that careers 12 are growing in STEAM. 13 The other thing that I love about this 14 organization and group of individuals that are 15 coming together, they provide a healing that I see 16 and an opportunity in New Mexico that I think is 17 really, really unique. 18 So I, actually, am from Los Angeles -- 19 which I'm going to expose myself as not being as 20 deeply rooted. But the reason that I came to 21 New Mexico is that I wanted to have an impact with 22 an outsider's perspective of what that would look 23 like. 24 Then I got here, and I saw the richness in 25 the communities and the incredible work that's being</p> |
| <p style="text-align: right;">Page 131</p> <p>1 homelessness academically are far, far behind. To 2 get this individualized attention and to work with 3 our parents would be incredible. 4 So, thank you. 5 (Applause.) 6 THE CHAIR: Thank you. Is there -- we've 7 got -- 8 FROM THE FLOOR: Sorry. I don't know. I 9 thought I signed up. 10 THE CHAIR: She can't help herself. 11 FROM THE FLOOR: I did. It's exciting 12 stuff. 13 Okay. Thank you, Madam Chair. Thank you, 14 Public Education Commissioners, for giving me the 15 opportunity to speak. Again I spoke a little bit 16 earlier. But I'll resay it. I'm Susan Estrada. I 17 work for Teach for America. I'm a board member of 18 Six Directions, and before being on staff with Teach 19 for America, I taught in Gallup, New Mexico. I 20 taught fifth-grade elementary school. 21 I'm excited to support Altura Prep because 22 they have an innovative model that I saw move things 23 in my classroom in a really, really phenomenal way. 24 Their unique model is incredible, and supporting 25 teachers and acting as if teachers were an asset to</p> | <p style="text-align: right;">Page 133</p> <p>1 done. And it changed me. It made me want to be 2 part of that. It also made me want to be part of 3 the immense healing that's possible. And I see a 4 plan for healing with this charter, which is one of 5 the main reasons I'm excited to stand with them. 6 The other thing that I really, really 7 respect about this group, in particular, you've 8 advised me personally in ways to be innovative and 9 to be strong and healthy as a board member. And I 10 see that you drive innovation. And I think that 11 this would be a, like, a wonderful investment for 12 innovation in our area. 13 So thank you. 14 (Applause.) 15 THE CHAIR: Thank you. 16 MS. FRIEDMAN: You've got four minutes. 17 FROM THE FLOOR: Good afternoon. I'm 18 Jeffrey Griffith. I'm currently a senior adviser to 19 the Dean of the School of Medicine and the 20 Chancellor of the UNM Health Sciences Center. 21 My wife, Barbara, and I have lived here in 22 Albuquerque for 35 years. During that time, I've 23 had a diverse set of experiences in education: Been 24 a faculty member at the School of Medicine for 25 35 years. I was the chairman of the Basic Science</p> |

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| <p style="text-align: right;">Page 134</p> <p>1 Department for ten years, where every day, we were 2 encountering students who had dreams of moving into 3 professional careers in science and in health 4 sciences. And for five years, I was the Executive 5 Vice Dean of the School of Medicine, where I also 6 oversaw the educational programs of the school. 7 In addition to that, I've been active at 8 all levels of Science Fair, and I've seen the 9 enthusiasm in young children and when they have 10 those "ah-ha" moments, when they have this moment of 11 discovery that I think really gives them experiences 12 and confidence that last a lifetime. 13 Unfortunately, those types of experiences 14 are all too uncommon for students in New Mexico. We 15 all know about the poor ratings of a number of 16 schools. We've heard about the challenges for the 17 children in the International District, the low 18 proficiencies in reading, in mathematics and so 19 forth, stories about children like Eddie that have 20 fantastic intellect, enthusiasm, but just did not 21 have the appropriate preparation and provided 22 barriers that never allowed them to achieve their 23 real-life potential. 24 And reading about the children in the 25 International District and some of those problems in</p> | <p style="text-align: right;">Page 136</p> <p>1 had a -- they develop a -- a record of success and 2 achievement. They're not intimidated by those 3 specialties. 4 Clearly, the team, between the two 5 co-founders, who are very experienced and 6 accomplished educators who have done this at some 7 level, their success with the scores that they've 8 achieved on the charter application, their success 9 in a national competitive environment to achieve 10 funding, just shows clearly that they have a very, 11 very high likelihood of success. 12 And with their success will go, likewise, 13 the success and improved chances for these kids in 14 the International District. I strongly support this 15 and very respectfully, I will ask you to do the same 16 thing. 17 THE CHAIR: Thank you very much. 18 (Applause.) 19 Thank you. Your time is up. Before we 20 start, we're just going to take a short break. 21 (Recess taken, 12:54 p.m. to 1:06 p.m.) 22 THE CHAIR: Okay. So we have 23 approximately 40 minutes for our questions. We'll 24 try to -- try to do well to keep to it. 25 But before we do -- and I didn't do this</p> |
| <p style="text-align: right;">Page 135</p> <p>1 the schools, it's clear to me that these kids are 2 highly at risk. And they not only need, they 3 deserve, a better shot so that five years from now, 4 ten years from now, it's not going to be a story 5 like Eddie where the student could have been an 6 engineer; they could have been a physician; they 7 could have been all of these different professions 8 that currently are under-represented with students 9 that have come from the wrong ZIP code, that have 10 the wrong socioeconomic background. 11 And having read through the charter of the 12 Altura Preparatory School, I think this provides a 13 bold intervention to help these kids. The mission, 14 which is to provide an inclusive and comprehensive, 15 student-centered curriculum, where all students can 16 succeed, to focus on science, technology, energy, 17 arts, mathematics, in a -- an environment that also 18 encourages personal accountability, personal 19 achievement, and where a standard goal is that by 20 the third grade, all students will be at proficiency 21 levels, at expected levels, both in reading and 22 math, which is so critical for students to develop 23 the tools so that they're not falling behind, so 24 that they -- they're exposed to science; they're 25 exposed to all of these different areas, where they</p> | <p style="text-align: right;">Page 137</p> <p>1 for the first one -- if we could just go around and 2 briefly introduce ourselves so that people know who 3 we are and what ZIP code we come from. 4 COMMISSIONER CRONE: I'm Tim Crone. I'm a 5 lifelong higher education professor of Sociology and 6 Anthropology in Texas, Kansas. And I've been at 7 Northern New Mexico College for more than 40 years. 8 COMMISSIONER JOHNSTON: I'm Danielle 9 Johnston, and I represent District 8 on the 10 Commission. And I'm from ZIP code 81035; that's 11 Torrance County, very needy county. 12 I taught and was an administrator for 13 29 years in Torrance County and Moriarty and 14 Estancia, at two charters. Head of School at 15 East Mountain Charter High School and at Public 16 Academy for the Performing Arts. 17 And I spent my last four years as the 18 Education Superintendent for the Juvenile Justice 19 System of Children, Youth & Families, working with 20 the students who are committed to facilities, the 21 teenagers. Very, very rewarding position; so... 22 COMMISSIONER ARMBRUSTER: And I am Karyl 23 Ann Armbruster. I represent District 4, which has 24 parts of everywhere, apparently: Santa Fe, 25 Los Alamos, Corrales, Rio Rancho, some part of</p> |

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1 Albuquerque -- I don't know -- and Jemez.
 2 So I have been a public education teacher
 3 for 39 years. I started when I was five. And I've
 4 always taught special education. I taught 22 years
 5 in California and 17 years in Los Alamos. And I'm a
 6 former AFT president. And I've been on this
 7 Commission for --
 8 THE CHAIR: Two -- three years.
 9 COMMISSIONER ARMBRUSTER: Started in 2015.
 10 THE CHAIR: Two-and-a-half years.
 11 COMMISSIONER ARMBRUSTER: Yes. Have to
 12 remember that.
 13 THE CHAIR: Hard to keep track when you're
 14 having fun.
 15 I'm Patty Gipson. And I represent
 16 District 7, which is all of Doña Ana County and a
 17 smidgen of Otero County. I'm a lifetime educator,
 18 history education; and I also did contract
 19 enforcement for NEA.
 20 COMMISSIONER PERALTA: Good afternoon. My
 21 name is Gilbert Peralta. This is my seventh year on
 22 the Commission. And I represent District 6 --
 23 District 6, which is the Central and Southwest part
 24 of the state.
 25 COMMISSIONER TOULOUSE: I'm Carmie

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1 Toulouse. I am from ZIP code 87108. I represent a
 2 good part of Albuquerque, the bulk of Albuquerque
 3 and where the majority of charter schools are. And
 4 your school would be in my district.
 5 I am a long-time New Mexican. My family
 6 goes back to the French fur trappers and traders.
 7 And they weren't all literate; but we can trace
 8 members in and out of here in the 1700s and on, and
 9 maybe farther, if they'd all been able to write and
 10 do something.
 11 But I'm related to a good part of Northern
 12 New Mexico and part of the South. So I tend to have
 13 to recuse myself from a number of our votes.
 14 But I'm -- my background is I was trained
 15 as an anthropologist; but I decided to adopt, as an
 16 adult. Both of my newborns were given to me at
 17 birth.
 18 Then I worked for 30 years in the Human
 19 Services Department, am very familiar with
 20 low-income. I am also on the Board of the
 21 Albuquerque Indian Center, which is right in your
 22 district. And I am aware of the population that is
 23 out there. And I think you've underestimated what
 24 it is when you do statistics.
 25 We have 30 Indian tribes registered at the

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1 Center, the majority of them living in that part.
 2 We have Cambodians; we have Vietnamese; we have a
 3 number of Cubans still registered in that area. So
 4 it's a much more diverse area than the one we heard
 5 this morning, which is this Downtown area. And it's
 6 also -- has a much higher crime rate and a much
 7 higher poverty rate and homeless rate.
 8 And you're going -- where you want to work
 9 with families, you may have a hard time finding
 10 them. We run -- at the Center, we run Indian
 11 programs for the students, mostly Indian-based; but
 12 we have all kinds of kids who come into our Center
 13 for programs. We used to do more till the State
 14 quit funding us. But they're still supposed to.
 15 The money just doesn't come through. We're still
 16 waiting nine months since the award was given, and
 17 we still have not received the money.
 18 Now, there's a new Secretary of Indian
 19 Affairs; so who knows if we'll ever get it. We've
 20 been there 20 years, and we keep working. So I'm
 21 well aware of what you're trying to do.
 22 COMMISSIONER CABALLERO: My name is
 23 Ricardo Carlos Caballero. I represent District 1,
 24 which is West Albuquerque. A lot of my area is
 25 towards -- towards the south, which is 81121 --

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1 87121; also, I don't think it's as bad as you-all's
 2 area; but it's pretty comparable, a lot of poverty.
 3 We have the highest immigrant population
 4 now. That area had a lot of homeowners and also has
 5 the highest foreclosure in the last five years. So
 6 it is an area in flux because of that.
 7 And I understand exactly what your
 8 population is, as I lived through that myself. I'm
 9 a retired teacher from higher education. Education
 10 is my passion, and I love what all teachers are
 11 doing in the public schools and in charter schools.
 12 Charter schools are not going to go away.
 13 I'm committed to the quality and to support. If
 14 they're here, if they're authorized, we should
 15 support and give them the resources to succeed. So
 16 that's what I'm about.
 17 COMMISSIONER RUIZ: And I'm Trish Ruiz,
 18 and I'm the District 9 Commissioner, which is kind
 19 of the right hand of the state, Union, Otero, Quay,
 20 Harding, Chavez, Roosevelt, Curry, Eddie, and Lee
 21 Counties.
 22 THE CHAIR: Don't give us all the ZIP
 23 codes.
 24 COMMISSIONER RUIZ: I don't know the ZIP
 25 codes except mine, 88240. I live in Hobbs. I am a

1 new Commissioner, and I am a counselor and Test
2 Coordinator for the Hobbs High School, and I'm just
3 excited to be here and to work with this Commission.

4 THE CHAIR: Okay. I started off the last
5 round. So I'll let someone else start off, because
6 I might have taken a little too much time. So I'll
7 let someone else start off.

8 COMMISSIONER CABALLERO: Yes.

9 THE CHAIR: Certainly.

10 COMMISSIONER CABALLERO: We all know, and
11 you described your population very well. And I got
12 a glimpse of what you want to do.

13 I lived through that type of environment.
14 And I know my parents couldn't help me after school.
15 They couldn't. They -- you know, they just didn't
16 have the education or the language to help me out.
17 So I was pretty much on my own.

18 I was very fortunate to have older
19 brothers. And immigrants would stick together. We
20 would help each other out, as we weren't hung up on
21 individualism. We -- we pretty much cooperated with
22 each other. That's very Mexican.

23 What -- what do you want to do with --
24 with your students that cannot really count on
25 parent help for -- for homework or for continuing or

1 supporting the kids' education?

2 MS. LISSA HINES: So I'll take that
3 question. You know, I think that it is the
4 responsibility of the school system to provide the
5 best -- in our case, what we are proposing is an
6 8:00-to-4:00 school day. The majority of what I
7 believe -- the learning that should happen should
8 happen at school, because you don't know what kids
9 are going home to at night and if they will get that
10 support.

11 I also believe that kids should have the
12 opportunity to, once they get home -- and, again,
13 this is all children -- they should have a chance to
14 be able to just have some downtime and explore
15 things on their own and play with Legos or go
16 outside and play with rocks and sticks, you know,
17 getting back to -- to being kids.

18 So I don't think that, as educators, that
19 we should be bombarding them with -- with the type
20 of homework that you're describing, where it's
21 really dependent on mom or dad or grandma or auntie
22 sitting next to them to get that done.

23 So, again, I think the best instruction
24 happens at school. And it's your responsibility, as
25 educators, to give them the best education during

1 the school day.

2 THE CHAIR: I want to say I applaud your
3 decision to concentrate the teachers' talents into
4 subject areas. That was a case that I actually had
5 to fight through labor court, because our school
6 district went after teachers that chose to do it
7 voluntarily, because they knew they wouldn't get the
8 support. They were doing it on their own.

9 And it was -- it was an ugly fight. So I
10 appreciate that -- that thoughtfulness that you put
11 into that; because I do think it -- yeah, students
12 are going to learn best when the talents are -- of
13 the teachers are concentrated best.

14 Commissioner Ruiz?

15 COMMISSIONER RUIZ: Okay. A couple of
16 things here. Some of the things I wanted to applaud
17 you on is, first of all, all the time and effort
18 that you put into your application. It's very
19 thorough, and I know that's time-consuming; so I
20 appreciate that.

21 A couple of things I noted, that -- I love
22 your belief system, your eight-step belief system.
23 I really like System Five, where you incorporate
24 family communications, and you have -- I believe
25 it's called Genius Night and Family Night, and that

1 you're planning on incorporating that, that very
2 crucial part of education, which is the family;
3 because you know as well as I do, a lot of kids
4 don't have that support. And so anything that you
5 can offer them is wonderful.

6 The other thing that I liked was your
7 extended calendar. The school this morning is doing
8 the same thing. I think that's wonderful. We are
9 on an extended calendar, an extended day, and it has
10 proven very beneficial.

11 I like Child Find, which is addressing
12 your kids with special needs and disabilities prior
13 to them ever arriving there. I think that's
14 wonderful that you look at the list of where they've
15 been expelled, or -- you know, if they've had
16 issues. I think that's a great thing that you're
17 doing.

18 Equally important is that you identify
19 your ELL students within the first 30 days,
20 especially because of where we live. That's very
21 vital for our kids who are in need of those
22 services. And, also, that you have a goal set to
23 have them grow one academic year. I think that's to
24 be applauded, and I hope that that really comes to
25 fruition.

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|---|---|
| <p style="text-align: right;">Page 146</p> <p>1 Okay. And then there's two questions I 2 had. And one of them was -- and maybe the 3 Commissioners here can show that -- or clarify 4 that -- what district is this charter actually in? 5 THE CHAIR: APS. 6 COMMISSIONER RUIZ: APS. So within this 7 district, are there other charter schools, I mean, 8 right in that close proximity? 9 No? 10 COMMISSIONER TOULOUSE: Not elementary 11 schools. 12 COMMISSIONER RUIZ: Okay. 13 COMMISSIONER TOULOUSE: There have been; 14 but there are not now. I'm not sure about APS. 15 There is a high school on the far edge of it, the 16 Technology Leadership school. But in general, there 17 are schools -- you have to go to -- to get to 18 another elementary, you have to get down to Cien 19 Aguas, which was ours, or where MAS is. 20 COMMISSIONER RUIZ: And I'm not from here. 21 I'm from Hobbs. That was one of my questions I had, 22 is because there are a lot of charter schools 23 currently here in the Albuquerque area. So what 24 sets you apart from the other charters? And what do 25 you feel that you offer students, and, you know, the</p> | <p style="text-align: right;">Page 148</p> <p>1 doing it, and to continue learning from and sharing 2 with other schools. 3 And I think that's something that also 4 sets us apart is our kind of collaborative mindset 5 and willingness to learn at all levels of the 6 organization and push ourselves, from the student 7 level to the teacher level to the leader level to 8 the board level, and what is working and what is 9 great practice; because if we're successful at all 10 levels, it ultimately helps our students and our 11 community. That's what we're all about. And I 12 think that sets us apart, as well. 13 COMMISSIONER RUIZ: Okay. Thank you. 14 MS. MEAGHAN STERN: Thank you. 15 THE CHAIR: And you can -- I'm sorry if 16 this is in here; because I just don't remember. 17 Do you have a curriculum model that you're 18 going to use for your PBL? 19 MS. MEAGHAN STERN: So thank you for the 20 question. And, yes and no. To be completely 21 honest -- and I believe fully, anybody that knows me 22 knows that I'm about being honest and what's right 23 is right. 24 And so we are in the process of exploring 25 the different models of PBL that we will use. And</p> |
| <p style="text-align: right;">Page 147</p> <p>1 community, that's not currently being offered? 2 MS. MEAGHAN STERN: Thank you for the 3 question. And I think the thing -- as you said, 4 there are no current elementary school charters in 5 the general area that we're -- that we're hoping to 6 operate in and serve. So I think that sets us 7 apart, first. 8 The second is our model of teacher 9 specialization, where each teacher focuses on a core 10 content area, one or two core content areas that 11 they are the expert in, and that they teach to the 12 full grade level. So that's something that no other 13 school in that area -- and based on my research, and 14 who we've been able to talk to as a group, that -- 15 in the City of Albuquerque, where I think one or two 16 teachers may be working on that as their own kind of 17 pocket development, but not as a system-wide, 18 school-wide model. 19 The third thing that sets us apart is that 20 the elementary-school level, the focus on STEAM, 21 project-based learning and social studies 22 project-based learning. PBL is something that's 23 being done in other schools and has shown great 24 results, and we think that if it's working, we 25 should figure out ways to improve it and to continue</p> | <p style="text-align: right;">Page 149</p> <p>1 part of what's been great about our partnership and 2 our work with the New Schools cohort is that they 3 are able to push us and share with us models that 4 are working to serve similar populations. And so 5 that's what we're exploring right now. 6 THE CHAIR: Because I think one of the 7 biggest challenges is when you start to deal with 8 having to start to individualize instruction. So it 9 becomes way more challenging to hold onto that 10 model. And it is -- I think the challenge that we 11 often see is there's this misunderstanding between 12 PBL and hands-on. 13 MS. MEAGHAN STERN: Yes. And, if I may, 14 activities and projects are not the same as 15 project-based learning related to standards and 16 broken down to address specific skills and 17 competencies. I totally agree between you. 18 COMMISSIONER TOULOUSE: I just -- I had, 19 publicly, a comment more -- but it may require an 20 answer. 21 Your uniforms. Now, I'm absolutely in 22 favor of leveling the playing field and doing 23 uniforms. But I also know the population you are 24 targeting may not even have any money to buy them. 25 And I know you said you'll try to find lower income</p> |

1 or what. But I know, again, at MAS, their
2 Foundation provides the polo shirts for all of their
3 kids, so there is not an issue.

4 They figure the kids can all get black
5 pants; but the shirts -- because many of these kids
6 are going to get their clothes at clothing banks and
7 donated.

8 And I just -- have you thought about being
9 able to fund the uniforms? Because it is a great
10 idea, and I like it in schools. But the population
11 you're serving is where my problem comes in.

12 MS. LISSA HINES: Absolutely. Again, I
13 think we're in the middle of establishing a
14 501(c)(3), so that we can have another board to help
15 us with some of that fundraising that's going to be
16 required.

17 And I -- and I agree with you 100 percent.
18 Having taught at La Mesa Elementary School in the
19 International District, I'm fully aware that we are
20 going to have to provide clothing. And some of the
21 things that we have explored -- and when we've
22 talked to other high-performing charter schools
23 around the country -- it's just, what are the
24 systems that they have in place in order to -- to
25 have uniforms for their students.

1 one of those may be low-income; but there's very
2 different dynamics in the populations and in what's
3 available in the area.

4 And so I applaud you for trying this. But
5 I think there's a reason we haven't had that many
6 elementary schools in there; plus, finding a
7 location. Hope you guys can find one, because it's
8 important to keep it close enough to home that even
9 if you bus kids or whatever, you've got to be able
10 to get them to school and get them home in a
11 reasonable time.

12 Or, literally, some schools -- I know MAS
13 is one -- if the kid doesn't show up, and they have
14 their own buses, the teacher may go pick that child
15 up and bring them in, because they were not able to
16 get there. If you've got -- in your major area, it
17 will be helpful.

18 So I do commend you. I really don't have
19 many other questions. I think this is -- both of
20 the ones we've seen are some of the best-prepared
21 applications I've seen. And I think -- but I think
22 that's also your points. I congratulate you on the
23 points. But the points are only a part of all of
24 this. I've never seen this high of points. But
25 I've also not seen quite as professionally done.

1 And they do provide -- most of them --
2 provide uniforms for at least three, and -- you
3 know, two or three, so that the kids will have those
4 readily available, because we know funding is going
5 to be an issue. So we will be fundraising our tails
6 off; I can assure you of that.

7 COMMISSIONER TOULOUSE: I just was -- your
8 response in your application is what I was -- but
9 your application says that you will try to find ways
10 to fund or reduce prices. But it doesn't
11 specifically address that. And I just -- I had
12 those concerns.

13 My niece teaches at Apache Elementary; so
14 I also listen to frequent accounts of what she deals
15 with with her kids, who are not in charter schools;
16 so -- but I -- I just -- I want you to be
17 successful. But I think your very easiest part was
18 writing this.

19 I'm not -- I'm serious, again. And I'm
20 not -- I hope you succeed. I want you to succeed.
21 I'm not as hopeful of your success as I am of the
22 one I heard this morning. But you both have a good
23 shot at doing it.

24 And, again, it's because of the areas you
25 chose and the populations you're looking at. Each

1 You folks had the time, the ability, and the help,
2 through Excellent Schools New Mexico, to get this
3 done right.

4 And so I want you to know, this is your
5 piece of cake. Now, if we vote to give you your
6 school September 1st, be prepared to have a lot of
7 frustration and beating your heads, getting upset
8 with each other, and getting over it, before you
9 even get your first student in the door.

10 MS. LISSA HINES: Yes, ma'am. Thank you.

11 THE CHAIR: Commissioner Armbruster?

12 COMMISSIONER ARMBRUSTER: I have several
13 little things to say, not that they are connected.

14 I do commend you for starting the
15 project-based learning. That's been a part of
16 this -- in Los Alamos, they were talking about this
17 XQ Project that was from Steve Jobs' wife, Lorraine.
18 So I'm sort of aware of the 21st Century learning,
19 that you have to look to technology, which I am not
20 a part of. And I like that.

21 But I just have to make this one comment
22 because I'm old, which is, when you were talking
23 about innovative -- and, of course, I was reading
24 this off my computer, and I didn't write down where
25 this was -- but there was some question about,

1 "Well, they don't really need to know the spelling."
 2 And I have to say, "Yes, they do need to
 3 know how to spell"; because I can also tell you most
 4 of my students --
 5 THE CHAIR: And grammar.
 6 COMMISSIONER ARMBRUSTER: And grammar
 7 would be good.
 8 One of my students -- "They found this
 9 under the Liberia."
 10 Because when he spell-checked what he
 11 spelled, and how he spelled, rather than coming up
 12 "library," he came up "Liberia." And he, of course,
 13 didn't know the difference. So I'm just a spelling
 14 thing, and that has nothing to do with my vote or
 15 anything.
 16 The second thing is that I -- I just want
 17 someone to say this to me, because I really don't
 18 understand it.
 19 We're saying -- and you were at La Mesa;
 20 that's why I'm going to say it to you -- is that
 21 you've talked about why you want to start a charter
 22 school. So I'm assuming it's because where you were
 23 in La Mesa wasn't -- they were not doing what you
 24 felt was necessary for success. Although you
 25 probably were; but probably everyone was not.

1 And then people would use -- and you're
 2 not the only ones who say, "Students were
 3 underserved." And I'm actually not sure what that
 4 means. I mean, really, I'm not trying to beg the
 5 question. I really don't understand what that
 6 means.
 7 MS. LISSA HINES: So I think that when we
 8 are using the term "underserved" -- and it's not a
 9 critique at all. It's just that there are so many
 10 needs. And those of us that have taught in
 11 high-poverty schools know that we have kids that
 12 come to us with so many challenges before they even
 13 walk through our doors.
 14 And so we have to be -- as educators, we
 15 have to be everything. We wear a lot of hats. We
 16 are social workers; we are teachers; we are -- you
 17 know, we are everything. We are surrogate parents
 18 to these children.
 19 So I think by -- and it's a lot to ask.
 20 And it's a lot to ask within the time period -- I
 21 mean, just within the time period that the kids are
 22 at school.
 23 So, you know, again, I think it's making
 24 sure that you know each and every one of your
 25 students when they walk through -- through your

1 doors and what their needs are, from -- you know,
 2 from day one, using that -- that data to really
 3 drive instruction and give them the personalized
 4 learning that they need; because, again, kids are --
 5 you know, they're not cookie-cutters.
 6 We are -- we have to individualize what
 7 they have, because every child is coming to us with
 8 different skills and skill deficits.
 9 And so I think, often -- and for those of
 10 us who have had the privilege of teaching in charter
 11 schools and in traditional public schools, we often,
 12 in our public schools, have to follow a curriculum
 13 of fidelity. And we're not given a lot of leeway.
 14 Well, part of what is innovative about
 15 charter schools is that we are given a little more
 16 leeway. And with that comes higher accountability.
 17 So I would expect that you all would
 18 expect from us that we are going to serve these
 19 kids, that we are going to make a difference, and
 20 that we are going to personalize their learning;
 21 because we are allowed to do things in an innovative
 22 way and differently. And sometimes you don't have
 23 that flexibility within the traditional public
 24 school system.
 25 COMMISSIONER ARMBRUSTER: So that answers

1 that. I really -- I've sort of always wondered what
 2 people meant by that; because, you know, there are
 3 laws, and you have to serve children.
 4 So when you were writing your application
 5 process, I mean, who helped you get all this
 6 together so well? Did you have outside people who
 7 helped you? Or just the two of you? Or --
 8 MS. LISSA HINES: So, again, we -- when I
 9 first was even -- when I first moved here -- so just
 10 so you know, my husband received a job at the
 11 University of New Mexico this past year. We had
 12 been living in Oakland, California, and we were
 13 super-excited to move back closer to my in-laws and
 14 have my girls grow up around Grammy and Papa. And
 15 started working in the schools and wanted to meet
 16 some people that were doing some cool, innovative
 17 new things here in New Mexico.
 18 And I met with Scott Hindman and -- who is
 19 the Director of Excellent Schools New Mexico. And
 20 he introduced me to Meaghan. And Meaghan and I just
 21 went and had coffee, and we just started
 22 chitchatting away about, just, schools and where we
 23 had been, and, just -- it was very evident from that
 24 first conversation that we had very -- a like-minded
 25 approach and same mission and vision towards serving

1 at-risk youth, and just got this -- this bug and
2 decided, "Hey, let's start a school."

3 So let's -- you know, let's bring in some
4 of our expertise from -- from things that we've
5 learned. Again, I started my career in Albuquerque
6 Public Schools. And I'm darned proud of that. I
7 have to tell you, even living in Oakland, they would
8 always say, "Where did you go to college?"

9 "University of New Mexico and College of
10 Santa Fe, where they did a great job of preparing me
11 as a teacher and as a leader."

12 And, you know, I always did New Mexico
13 proud in California, and it is my intention -- and I
14 think our intention -- to do that here.

15 So Meaghan and I worked ad nauseam on this
16 application from January to June 1st, lots of -- we
17 had no weekends for a very long time. And that can
18 be -- you can ask my kids, poor things that suffered
19 through that. So, no, we worked our tails off. And
20 we did a lot of research, a lot, a lot of research.
21 But it also helps, too, that -- you know, that we're
22 working in the public school system, too. So we had
23 access to some of that data.

24 MS. MEAGHAN STERN: And I'd just like to
25 add, because I think it might be appropriate for me

1 those support meetings from Katie and her team,
2 which were extremely helpful. And Lissa did those.
3 That was, I think, the professional development that
4 went into making sure that we actually knew and
5 understood all the requirements that go into
6 starting a school. It was very helpful through the
7 Public Education Department.

8 COMMISSIONER ARMBRUSTER: It's a very good
9 application. I commend you for keeping it together.
10 And the depth, not a lot of -- or, no, actually --
11 cutting and pasting and -- from the website.

12 THE CHAIR: It wasn't just law that was
13 cut and pasted and thrown in there. "This is what
14 we have to do, the special ed law. So here it is."

15 MS. MEAGHAN STERN: I think you have to
16 give a lot of credit to the Charter School Division
17 team in taking us through and making sure we
18 understood, actually, that that's not acceptable.
19 To start a school like that, you need to have very
20 specific ways about how your community is going to
21 be addressed in the application. So I wanted to
22 appreciate them for that.

23 COMMISSIONER ARMBRUSTER: I'm glad --
24 that's good feedback for them, too. Thank you.

25 THE CHAIR: Commissioner Johnston?

1 to say, that Scott mentioned earlier today to the
2 Commission that we've been dating for a while. We
3 actually moved back at the same -- he moved before I
4 did. I finished the school year in Memphis, where I
5 was assistant principal at a transformation middle
6 school, and then I moved back last August around
7 when I met Lissa.

8 I would love to say -- because we put a
9 lot of effort as a team into this, I would love for
10 it to be considered as our work; because, although
11 their board is supportive of our work as put forth
12 in the application, it was our -- it was our team's
13 work, and our team did the research and put forward
14 the application and actually did the work that went
15 into it.

16 And so I would just love for this work to
17 be separate from Excellent Schools of New Mexico.

18 So they have been and have said in this
19 meeting that they're supportive of the work and
20 that's been helpful; but it's the Altura Prep's
21 application put forth in that.

22 COMMISSIONER ARMBRUSTER: And you had some
23 support from CSD -- because you went to those
24 trainings.

25 MS. MEAGHAN STERN: We went to all of

1 COMMISSIONER JOHNSTON: Yes. Thank you.
2 The first, you answered a question; because I
3 thought that Scott had deserted you. Because he was
4 here for the first -- I know.

5 MS. MEAGHAN STERN: He'd better not.

6 COMMISSIONER JOHNSTON: I know. I
7 thought, why isn't he here to support this
8 application? Because he stood back there this
9 morning.

10 And I thought to myself, "You stinker.
11 Where did you go?"

12 So now you answered it. Thank you. I had
13 not made that connection.

14 So Scott, now, you're forgiven. It's all
15 right.

16 MR. SCOTT HINDMAN: I missed the sign-up
17 sheet this time.

18 COMMISSIONER JOHNSTON: Uh-huh. That's
19 all right. It was better. You were being
20 diplomatic.

21 MR. SCOTT HINDMAN: Thank you.

22 COMMISSIONER JOHNSTON: First of all,
23 because this is such a pointed conversation, and
24 this morning, I didn't -- I didn't -- wasn't as
25 clear about the accolades -- because that was an

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| <p style="text-align: right;">Page 162</p> <p>1 excellent application, also; this has been a great 2 day -- the first thing that I read in your 3 application that just jumped out to me was your plan 4 for healing. 5 And I quote from your application, because 6 the first thing you'd have to do before you can 7 educate anyone is you have to -- second word that 8 jumped out was "intentional." You have to 9 intentionally have a plan. It can't be just so that 10 everybody feels good. It's that -- it has to be 11 research-based; it has to be focused; it has to be 12 practiced, all of those things. 13 The first thing I saw was that plan for 14 healing. 15 The second thing was that everything have 16 an intentional education program that is focused, 17 research-based, and rigorous. 18 And the word "rigor" has many definitions. 19 My definition of "rigor" is that we meet the 20 essential content standards that Common Core, bless 21 their hearts -- and they had to drag me kicking and 22 screaming at the beginning; because I was a teacher 23 for ten years in a classroom in a high-poverty area, 24 and you learn what's essential. And this is in high 25 school. But you learn what's essential, and that's</p> | <p style="text-align: right;">Page 164</p> <p>1 okay. 2 The second thing I wanted to ask you 3 was -- and I may have misread it. I'm a language 4 arts teacher. 5 So history -- we have some history 6 teachers on this panel. Social studies is -- I 7 guess I should call it -- is the blend of 8 project-based with science and the social studies 9 blending of the teachers using the STEAM; is that 10 correct? Did I read that -- do I understand? 11 MS. MEAGHAN STERN: It's a great question 12 and definitely worth clarifying. 13 COMMISSIONER JOHNSTON: It excited me. 14 MS. MEAGHAN STERN: The initial -- we're 15 all about -- I think, as an organization, about 16 innovating and making sure what we're doing is 17 working for our students. 18 The original plan is that's a STEAM social 19 studies class; so it's project-based and 20 project-based-oriented, where STEAM units and social 21 studies units are actually alternated throughout the 22 year. 23 So students will have a STEAM unit on 24 electricity, and -- where they basically experience 25 and work on a project related to that area. And</p> |
| <p style="text-align: right;">Page 163</p> <p>1 what you teach. And you teach it in an order so 2 that kids learn how to persevere. 3 There's a word, "persevere," so that they 4 have grit, because they have to understand, they 5 have to have self-confidence to get through these 6 things that can be very foreign to them. 7 Your positive approach -- I think I made 8 myself a list. I like your beginning-of-the-year 9 orientation, the time for the families and the 10 students, and time at school, where we're not doing 11 school; we're getting to know each other. I liked 12 that. 13 I have some questions. The first one 14 that -- that I ask -- and I wanted to ask it -- I 15 asked it this morning, too -- is what made you 16 select a State charter application instead of an APS 17 application? 18 MS. LISSA HINES: Okay. The process 19 was -- when we decided to do this, the process was 20 very clear and delineated online. And it just -- to 21 us, it was -- it seemed like the way to go. And, I 22 mean, again, it was just a very clear and 23 outlined -- 24 COMMISSIONER JOHNSTON: And APS is still 25 developing their process. And this was online; so,</p> | <p style="text-align: right;">Page 165</p> <p>1 then they'll shift gears, and they will -- the 2 teacher will design a project around a specific 3 component of civics or history, where that's woven 4 together as a next project. And then they'll shift 5 back to a STEAM-oriented project, and then shift 6 back into a social studies project that are all 7 grade-level-appropriate, based on the standards and 8 woven together so that it's not like they're 9 separate islands. 10 But -- okay, so we're going to shift from 11 energy into the different inventors, and we're going 12 to talk about the inventors that relate back to the 13 projects that we did. 14 So there's threads woven through; but 15 also, it's really clear to students and to teachers 16 the skills and the outcomes that kids are supposed 17 to get from each unit. 18 COMMISSIONER JOHNSTON: And it blends it; 19 because you can't teach literature without teaching 20 it in the historical context. That just really 21 excited me. 22 I really, really liked -- you have sort -- 23 and I guess, because I taught high school, I like 24 that -- that secondary-school approach to 25 specialties.</p> |

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1 How would you identify a teacher's
 2 strengths? Will the teacher self-identify it as you
 3 interview? Or how will you determine?
 4 MS. LISSA HINES: I think during the
 5 interview process, we'll definitely have -- you
 6 know, whether it's demo lessons or through
 7 conversations or fishbowl activities as part of the
 8 interview process, to make sure that we are putting
 9 people where they want to be; but also their own
 10 passions, you know.
 11 COMMISSIONER JOHNSTON: Uh-huh.
 12 MS. LISSA HINES: I think that one of the
 13 things, especially -- I think about some of the
 14 teachers that I've had that have taught; for
 15 example, haven't felt super-confident in math. And
 16 what ends up happening is that their children --
 17 their students don't feel that confidence, either
 18 because the teacher might say, "Oh, I'm not very
 19 good at math. But I'm fine. Look. I can do this
 20 now."
 21 We want people that are going to get in
 22 front of them and show their passion and their love
 23 for that subject matter. And I think that this
 24 approach, too, will get some of those teachers that
 25 really want to do that content specialization in

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1 middle school and high school to get them to come to
 2 the younger grades.
 3 There are a lot of people that are just,
 4 like, "I don't want to do that. I'd have to be a
 5 jack-of-all-trades teacher and teach everything."
 6 This will get us some of those
 7 content-level experts in a younger setting. So
 8 we're excited about that.
 9 COMMISSIONER JOHNSTON: Very exciting. I
 10 learned the hard way what you articulated about no
 11 homework. Homework can tear families apart. And
 12 I've seen it do it. I've seen it done as a -- I've
 13 seen it done as a teacher when I assigned homework.
 14 And I finally -- your extended school day
 15 is an excellent thought for that. If you're in a
 16 high-poverty area, if you're in an area that
 17 students are worried about much more than what
 18 happens during the school day -- "What am I going to
 19 eat? Am I going to be warm tonight" -- just send
 20 them home even with the simplest worksheet, and the
 21 parents, who really want their students to do it,
 22 but aren't able to help them, end up in high school,
 23 take away all their privileges, everything. And the
 24 kid just gets madder and madder and madder.
 25 And I learned through personal experience.

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1 That's a great thing, saying, "We are going to do
 2 this," your extended calendar and your extended day.
 3 Another thing that I learned that I
 4 learned too late is all about academic vocabulary
 5 and the focus and the intention -- if I'm a student,
 6 and the language in which I'm being taught is not my
 7 first language, I can be absolutely conversant and
 8 understand everyday life but that academic
 9 vocabulary and acquisition of that vocabulary.
 10 My daughter has a Master's in Spanish
 11 Linguistics, and she called me on the telephone
 12 during her Master's program and said, "I have an
 13 academic vocabulary in Spanish that I can't
 14 translate into English."
 15 And I went, "Wow," because it hit us.
 16 How are you going to intentionally teach
 17 academic vocabulary and meta-cognition, so I can
 18 think about what I'm thinking about?
 19 COMMISSIONER CRONE: Don't use words like
 20 that.
 21 COMMISSIONER JOHNSTON: That's good stuff.
 22 I'm sorry. How are you going to do academic
 23 vocabulary? What are you going to do with that?
 24 MS. MEAGHAN STERN: I can take this. We
 25 can both tag-team. But thank you for the question,

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1 also.
 2 And we -- having -- I think both of us
 3 have taught in areas where students acquiring
 4 academic vocabulary has been either what helps them
 5 be successful or what holds them back; and so we
 6 definitely understand and appreciate the need.
 7 And one of the benefits of our rotation
 8 schedule during the day is that students are
 9 actually in a class for 105 minutes. Then they have
 10 a short transition. But that block is a long time.
 11 And it allows for teachers in English, math, and the
 12 STEAM social studies class to develop -- to devote
 13 specific time to explicitly teaching the vocabulary
 14 that connects to the content that students are
 15 working on.
 16 That's very, very important when you think
 17 about a STEAM lesson or a social studies lesson
 18 where there are all these words we call "vocabulary
 19 words" that are related to the content, and then
 20 Tier 1 words that are high-level words, but more
 21 common. And so that opportunity within that
 22 105-minute block -- and actually, in our
 23 application, there's an outline what a possible
 24 block for each of those subjects would look like.
 25 And there's time for vocabulary built into

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| <p style="text-align: right;">Page 170</p> <p>1 each one of those, to make sure that kids actually 2 get explicit instruction. "Here's the word, here's 3 what it means, and here's how we use it." So 4 building that into each block. 5 Specifically, the project-based and ELA is 6 a critical part of those -- that curriculum and that 7 instructional program. 8 And there's also, within our small-group 9 rotational model, where a teacher is working with a 10 small group of kids, a teacher could figure out, or 11 they would figure out ahead of time, that this group 12 of students really needs more practice with this set 13 of Tier 1 words. We can work that into their text, 14 or into their questions, or into what they're 15 working on for that day. 16 COMMISSIONER JOHNSTON: And time to rest 17 and laugh in between all of that. 18 MS. LISSA HINES: Absolutely. I think 19 there has to be joy at school. And I think a school 20 without joy is not a place where I would want to 21 send my own child. And that has always been at the 22 forefront of everything that I do. And I think 23 Meaghan and I believe firmly that -- that you want 24 to create a school where you would send your own 25 children.</p> | <p style="text-align: right;">Page 172</p> <p>1 grant could potentially go into the 2018 school 2 year. So how do you -- how do you see that 3 impacting your budget? 4 MS. MEAGHAN STERN: Sure. So the -- we 5 received a grant for our Planning Year Zero. And so 6 the duration of that grant is basically from this -- 7 the end of this summer through to actually prior to 8 the proposed opening of the school. 9 And as a part of that year, we have, as 10 grantees for this first year, the opportunity to 11 apply for a second grant. And so that is -- we're 12 able to apply for it if we are able to show our 13 meaningful progress toward opening the proposed 14 school. 15 And so that funding, as it would come from 16 New Schools Venture Fund, a nonprofit, would impact 17 our budget by adding an additional unknown amount of 18 dollars to our opening year budget. And in the case 19 that -- I think that's what that is. 20 MS. LISSA HINES: And we are going to try 21 like mad to get that grant; so -- 22 THE CHAIR: My question is, what impact 23 will it have on -- what are you looking -- what do 24 you foresee that that money will be used for? 25 MS. MEAGHAN STERN: Yeah.</p> |
| <p style="text-align: right;">Page 171</p> <p>1 And I was just going to add -- the only 2 thing I was going to add was, really, the attention 3 also in the fourth and fifth grade to Greek and 4 Latin stems and roots, and teaching students how to 5 dissect the language is super-important, because 6 those are skills that they will be able to take with 7 them to all their content classes as they move to 8 middle school and beyond. 9 COMMISSIONER JOHNSTON: And I had one more 10 question about the word "rigor" truly applies to the 11 adults in this setting. We too often apply it to 12 the children. But the adult rigor is the 13 requirement, and clean curriculum with essential 14 content identified. You did -- there's a language 15 arts curriculum you referenced in here. 16 MS. LISSA HINES: Uh-huh. Reading 17 Horizons. And then the Columbia Teachers 18 Reading/Writing Project that has guided reading and 19 writers' workshop. 20 COMMISSIONER JOHNSTON: So you have that 21 ID'd. And there was also a math one, wasn't there? 22 MS. MEAGHAN STERN: Yes. It's called 23 "Eureka Math." 24 THE CHAIR: I have just one quick question 25 about the grant; because it's mentioned that the</p> | <p style="text-align: right;">Page 173</p> <p>1 MS. LISSA HINES: Oh, like, as far as, 2 like, some of the engineering, it's elementary 3 curriculum, some of the things that we wouldn't 4 otherwise be able to -- to purchase, like, right 5 away. Definitely some -- you know, some of those 6 big-ticket wish items that you would want that would 7 enhance a program. That's what we would probably -- 8 MS. MEAGHAN STERN: And specifically 9 related to the projects we would be able to do in 10 our STEAM program, we would be able to add some 11 robotics and some more specifically 12 technology-related components with that funding that 13 would be able to help us boost that program. 14 THE CHAIR: Okay. Thanks. 15 Commissioners, any other questions? 16 Then we're going to say thank you very 17 much. We appreciate all the time and absolutely all 18 the effort that you've put into this. And I'll give 19 you my closing speech. 20 MS. POULOS: Madam Chairwoman, there's one 21 thing that I just wanted to say is one of the pieces 22 of training that we did do with these applicants, 23 and all applicants that were there for the 24 financial, is a good understanding of how that 25 foundation money can and can't be used.</p> |

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| <p style="text-align: right;">Page 174</p> <p>1 THE CHAIR: Right. Okay.</p> <p>2 MS. POULOS: So I know that was kind of</p> <p>3 what you were getting at. And that is something</p> <p>4 that we have, in fact, covered and been clear with</p> <p>5 not just our new applicants, but all of them.</p> <p>6 COMMISSIONER JOHNSTON: And, Madam Chair,</p> <p>7 this will be a short question; but I apologize. But</p> <p>8 I just got so caught up and excited. EdTec, your</p> <p>9 relationship with EdTec, a large company.</p> <p>10 When you said "budget," I apologize.</p> <p>11 How -- what do you see this relationship,</p> <p>12 this financial fiscal relationship?</p> <p>13 MS. MEAGHAN STERN: So do you want to</p> <p>14 start?</p> <p>15 MS. PAMELA SCANLON: Sure. We did a lot</p> <p>16 of work looking at ways to staff up the organization</p> <p>17 from an accounting standpoint, financial standpoint.</p> <p>18 Having worked at a school, I know exactly what goes</p> <p>19 into that. It's quite complex.</p> <p>20 Compliance is a huge issue. There's a lot</p> <p>21 that would have to be done in the first year by</p> <p>22 these two, the founding directors. So it seemed</p> <p>23 important to take some of that load and put it to a</p> <p>24 group that might have more expertise, across the</p> <p>25 board, to get us started.</p> | <p style="text-align: right;">Page 176</p> <p>1 Thank you very much, once again. And we</p> <p>2 appreciate your time and effort.</p> <p>3 (Proceedings concluded at 1:54 p.m.)</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> |
| <p style="text-align: right;">Page 175</p> <p>1 I think we have a strong board. We will</p> <p>2 be looking very closely at everything produced by</p> <p>3 EdTec. But over time, it is our intention to</p> <p>4 transition from EdTec to our own business manager.</p> <p>5 It just seems like this would be the best bang for</p> <p>6 the buck the first year or two, so that we don't</p> <p>7 have all of that on our plate at the same time as</p> <p>8 we're opening the school; but there is a goal of</p> <p>9 transitioning.</p> <p>10 COMMISSIONER JOHNSTON: Thank you.</p> <p>11 THE CHAIR: Okay. Thank you.</p> <p>12 Any member of the public, including the</p> <p>13 applicants, may submit written input following this</p> <p>14 hearing. Written comments can be sent to the</p> <p>15 Commission via Charter.Schools@state.nm.us, mailed</p> <p>16 or hand-delivered. The details and addresses are</p> <p>17 listed on the handout in the hallway.</p> <p>18 Make sure you identify the school you're</p> <p>19 commenting on in the drop-down menu, provided you're</p> <p>20 doing that online. Please note that any written</p> <p>21 input must be received by no later than 5:00 p.m. on</p> <p>22 the third business day following the hearing on the</p> <p>23 application on which you wish to comment. For both</p> <p>24 charters today, that would be July 25th, 2017, at</p> <p>25 5:00 p.m.</p> | <p style="text-align: right;">Page 177</p> <p>1 BEFORE THE PUBLIC EDUCATION COMMISSION</p> <p>2 STATE OF NEW MEXICO</p> <p>3</p> <p>4</p> <p>5 REPORTER'S CERTIFICATE</p> <p>6 I, Cynthia C. Chapman, RMR, CCR #219, Certified</p> <p>7 Court Reporter in the State of New Mexico, do hereby</p> <p>8 certify that the foregoing pages constitute a true</p> <p>9 transcript of proceedings had before the said</p> <p>10 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the</p> <p>11 State of New Mexico, County of Bernalillo in the</p> <p>12 matter therein stated.</p> <p>13 In testimony whereof, I have hereunto set my</p> <p>14 hand on July 31, 2017.</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25 Job No.: 7863L (CC)</p> |

1 RECEIPT

2 JOB NUMBER: 7863L CC Date: 7/20/19

3 PROCEEDINGS: Community Input Hearing Proceedings

4 CASE CAPTION: In Re: Albuquerque Collegiate Charter

5 School, Altura Preparatory Charter School

6 *****

7 ATTORNEY: MS. BEVERLY FRIEDMAN, NMPED

8 DOCUMENT: Transcript / Exhibits / Disks / Other _____

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13 DOCUMENT: Transcript / Exhibits / Disks / Other _____

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17 ATTORNEY:

18 DOCUMENT: Transcript / Exhibits / Disks / Other _____

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20 REC'D BY: _____ TIME: _____

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22 ATTORNEY:

23 DOCUMENT: Transcript / Exhibits / Disks / Other _____

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