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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

IN THE MATTER OF:

SOUTH VALLEY PREPARATORY SCHOOL

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL PUBLIC INPUT HEARING
August 26, 2009
11:22 a.m.
5600 Eagle Rock Avenue, NW
Albuquerque, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR, CCR #219
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A P P E A R A N C E S

COMMISSIONERS:

- MS. CATHERINE SMITH, Chair
- MR. M. ANDREW GARRISON, Vice Chair
- MS. MILLIE POGNA, Secretary
- MS. KATHRYN KRIVITZKY
- MS. CAROLYN SHEARMAN
- MR. VINCE BERGMAN
- MR. JEFF CARR

STAFF:

- DR. DON DURAN
- MR. SAM OBENSHAIN
- MR. MICHAEL C DE BACA
- MR. RUDOLPH ARNOLD, Attorney for PED
- MS. PATRICIA BUSTAMANTE, Attorney for PEC
- MS. MARJORIE GILLESPIE
- MS. CORINA CHAVEZ

1 THE CHAIR: I believe we are -- I've got
2 to find my cheat sheet here. Get the right one
3 here. I'm going to repeat. The purpose of this
4 hearing is to solicit both written and oral input on
5 the proposed charter. In accordance with the
6 Charter School Act, the Commission shall receive
7 applications for initial chartering and renewals of
8 charter for charter schools that want to be
9 chartered by the State and approve or disapprove
10 those charter applications.

11 And that's a citation from 22-8B-16,
12 New Mexico Statutes Annotated, 1978.

13 In addition, the Charter School Act states
14 that, quote, "The chartering authority shall hold at
15 least one public hearing in the school district in
16 which the charter school is proposed to be located
17 to obtain information and community input to assist
18 in its decision whether to grant a charter school
19 application. Community input may include written or
20 oral comments in favor of, or in opposition to, the
21 application from the Applicant, the local community,
22 and, for State-chartered schools, the local school
23 board and school district in whose geographic
24 boundaries the charter school is proposed to be
25 located." End of quote. And that's a citation from

1 22-8B-6, New Mexico Statutes Annotated, 1978.

2 The Applicant at this time will be the
3 South Valley Preparatory Charter School. They are
4 present, and for the record, will you please state
5 the name of the school, the name or names of the
6 founders of the school, the proposed grade levels to
7 be served and membership projection of the school.
8 We request that you state for the record a brief
9 description of the school, the reasons you believe
10 the school will benefit the children and the
11 citizens of this community, and any other
12 information that you would like the Commission to
13 know about your application.

14 You have 15 minutes, so please be as
15 precise as you can during this time. And you may
16 begin now. Thank you.

17 MS. TRUJILLO: Thank you. Good morning.
18 We're excited to be here, and we're very, very
19 honored to have this opportunity to present and to
20 tell you our story.

21 My name is Charlotte Alderete Trujillo.
22 C-H-A-R-L-O-T-T-E. "Alderete" is A-L-D-E-R-E-T-E.
23 Trujillo, T-R-U-J-I-L-L-O. We are here on behalf of
24 South Valley Preparatory School. We're a proposed
25 middle school serving sixth through eighth grade in

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1 the South Valley.

2 MS. MONTEZ: My name is Carmela Montez.
3 C-A-R-M-E-L-A, M-O-N-T-E-Z.

4 MS. JARAMILLO-BARNWELL: My name is Yvette
5 Jaramillo-Barnwell. Y-V-E-T-T-E, J-A-R-A-M-I-L-L-O,
6 hyphenated, B-A-R-N-W-E-L-L.

7 MS. COUVILLION: Tiffany Couvillion,
8 T-I-F-F-A-N-Y, C-O-U-V-I-L-L-I-O-N.

9 MS. TRUJILLO: We have an additional
10 founder that's not here. He broke his foot and is
11 laid up and unable to make it.

12 Again, my name is Charlotte Alderete
13 Trujillo, one of five -- only four present here --
14 authors of the charter application for the South
15 Valley Preparatory School. South Valley Preparatory
16 School is a proposed middle school that will be
17 located in the South Valley and proposes to serve
18 students primarily from the South Valley.

19 Our mission is to provide a small, safe
20 learning community so that students in the
21 South Valley can engage in a rigorous and relevant
22 curriculum. We believe that it's within this small
23 community and in this family framework that
24 individual students' strengths can be cultivated,
25 while expanding academic horizons and fostering

1 active citizenship.

2 Our school is built using three distinct,
3 yet integrated, strategies or best practices that
4 have already proven successful as a middle school
5 model in the South Valley. Our first strategy is to
6 stay small. We want to create a small learning
7 community. As unfortunate as it is, it is not
8 uncommon for students in the South Valley to face
9 multiple outside challenges. Those challenges can
10 include anything from gang and domestic violence,
11 substance abuse, a constantly changing family
12 structure, and a high rate of poverty.

13 We believe that by supporting a small
14 school environment with components such as family
15 advisories, we will be better equipped to address
16 the complex needs of the typical South Valley middle
17 school student.

18 Who is that student? Well, generally,
19 that student comes to the table with a low
20 socioeconomic status and a lack of proficiency in
21 English, regardless of their ethnicity. A small
22 school increases our ability to support a routine
23 free from distractions and allows teachers and staff
24 the ability to supervise students closely, which
25 will help us to keep our school and our kids safe.

1 Research shows that small schools support
2 the development of authentic personal relationships,
3 not only between students and teachers, but, between
4 teachers and parents as well. In essence, we want
5 our school to become an extension of the family.

6 During the first year of operation,
7 South Valley Prep will serve a total of 78 students
8 using 4.5 teachers. Three of those will serve as
9 homeroom teachers for 26 children in each class at
10 sixth, seventh and eighth grades. Additional staff
11 will include a fine arts, special ed teacher, and a
12 halftime PE health teacher.

13 Within five years, South Valley Prep
14 intends to add one other core strand of students.
15 We will not exceed 156 total students at one site in
16 order to preserve the small school setting. After
17 five years, if feasible, we will explore opening a
18 second small site in another part of the
19 South Valley.

20 This small school model has already proven
21 successful over the last seven years as the
22 Kit Carson Middle School Academy. As founders, we
23 know that this model supports the academic and
24 social needs of our students.

25 The second best practice that we want to

1 implement in our model is looping. And looping is a
2 strategy that's not typically -- it's rarely ever
3 used in the middle school setting, but we found it
4 to be significant. Students at South Valley Prep
5 will loop with the same three core teachers for
6 sixth, seventh, and eighth grades. Our students
7 will have the same teacher for the same core
8 subject, for something such as math, for all three
9 years.

10 This strategy is extremely advantageous to
11 both the student and the teacher. And, again, it's
12 a strategy that we've -- that's been proven
13 successful over the past seven years. This model
14 affords the opportunity for students and teachers to
15 interact and build authentic personal relationships
16 over a three-year period. It enables us, as core
17 teachers and staff, to provide consistent
18 instruction and implement instructional strategies
19 specific to individual student needs across the
20 curriculum.

21 We believe that by staying small and
22 looping our kids, that we are better able to
23 identify their learning needs and we are better able
24 to respond to those needs in a timely manner.

25 Having the same team of teachers all three

1 years contributes to a sense of community and
2 belonging for our students and their families. And
3 this is particularly important for students that we
4 see as the most at risk for failure and dropout.

5 The third unique and most critical
6 strategy is the implementation of a 90-minute block
7 of direct instruction in reading every single day
8 for all three years. This instruction will be
9 provided by the same three core content teachers.
10 This is undoubtedly the most crucial component of
11 our curriculum. We all know that academic success
12 is heavily dependent upon a student's ability to
13 read. And that includes their ability to understand
14 what they have read and to be able to communicate
15 that understanding, both verbally and written.

16 The instruction -- this instruction is
17 critical for the typical South Valley student who
18 continues to show a lack of proficiency in English.
19 A lack of proficiency in English for immigrant
20 students is no surprise. We come across those kids
21 all the time. It's not uncommon. However, over the
22 last seven years, we have seen a significant
23 increase in the number of native, or nonimmigrant
24 students, who also show a lack of proficiency in
25 English.

1 Explicit and direct reading instruction
2 supplies an opportunity for all our students,
3 regardless of their primary home language, to
4 acquire the cognitive academic language they need in
5 order to achieve high academic standards. This is
6 what sets us apart from the traditional middle
7 school model. And the data results from students
8 that have been in -- in a type of school like this
9 in a small-school setting receiving this type of
10 instruction sets them apart as well.

11 These students consistently have met or
12 outscored the state on math -- the district and the
13 state on state-mandated assessments. These are kids
14 that are continuing on past high school and into
15 college. There is no doubt that the implementation
16 of a similar model using the same strategies has
17 produced well-rounded students, most of which have
18 continued on into college.

19 However, despite that success, that small
20 learning community had to be closed. This closure
21 left a noticeable void for families and students in
22 the South Valley. And these are students that are
23 some of the most at-risk students in the city.
24 These students and families no longer have a choice,
25 other than the large, failing schools in their

1 community.

2 Approval of our charter will meet a public
3 need. And it will offer our families a choice. For
4 the last seven years, we have worked nonstop to
5 develop relationships, both within and outside of
6 our community, to support our students. That work
7 will continue. We will continue to develop new
8 relationships that help us to serve our kids.

9 We are diligently recruiting members for
10 our governing council. Those members will include
11 businesspersons, residents, and other educators from
12 within and -- and outside of the South Valley. One
13 of those commitments comes from Mr. James Maestas.
14 And Mr. Maestas is a member of the South Valley
15 community and is an active member in numerous
16 organizations. He is currently the president of the
17 South Valley Regional Acequia Association as well as
18 a board member for the Dragon Farm, which is an
19 organization that benefits the South Valley Academy,
20 which is a charter high school in our community. We
21 believe that his experience will help our school
22 move in a positive direction.

23 We have been working closely with
24 Commissioner Art De la Cruz' office, with State
25 Representative Miguel Garcia, State Senator Eric

1 Griego, and the Atrisco Heritage Foundation to help
2 us build new relationships and to help us identify
3 additional prospective council members.

4 The members that we seek are those who
5 share our vision and our philosophy and have the
6 same desire to move our school in a direction that
7 will continue to make a positive impact on our
8 community.

9 The governing council for South Valley
10 Prep will function within all state rules and
11 regulations. It will establish and approve all
12 major operational policies, approve the school's
13 budget and oversee the school's financial affairs.
14 With their oversight, we can insure that the school
15 will meet its fiscal and ethical responsibilities
16 and will adhere to all applicable laws.

17 A site administrator selected by the
18 governing council will handle all the day-to-day
19 operations. They will serve as an instructional
20 leader and will evaluate the staff. The principal
21 will develop -- we expect the principal to develop
22 and support a collaborative working relationship
23 with the governing council, the community, and the
24 staff, to support the mission of our school.

25 South Valley Prep will continue to work

1 with the New Mexico Coalition for Charter Schools to
2 provide the administrators, teachers, staff, and
3 governing council with any and all available
4 professional development, as required by the needs
5 of our school, as well as required by the state.
6 This working relationship will include contracting
7 with the Coalition's business management services
8 for all our financial and business needs. We are
9 confident that South Valley Prep, along with the
10 Coalition's business management service, headed by
11 Michael Vigil, are fully competent in making sure
12 that the school fulfills its fiscal and ethical
13 responsibilities.

14 We know that working with the business
15 management service will help us to align our budget
16 and our spending so that we fully support the
17 mission of our school from start-up to well into the
18 future.

19 We are also working with the Coalition's
20 real estate partners to secure a facility that will
21 meet all adequacy standards. We are fully aware
22 that our budget must align and support the needs of
23 our students with everything from textbooks and
24 furniture to our staffing.

25 Our first year staffing plan includes one

1 site administrator, 4.5 teachers, and an
2 administrative assistant. Within five years, the
3 teachers employed by South Valley Prep will double
4 from 4.5 to 9. The founders that you see before you
5 have seven years of experience in implementing the
6 middle school model that is proposed in our charter.
7 I have no doubt that they are more than qualified
8 and more than competent in providing high quality
9 instruction for a very deserved population of
10 students.

11 We will insure that our students
12 participate in all mandated assessments. We are
13 experienced in using student result data to guide
14 and identify needs from the school level to the
15 individual student level. We are experienced in
16 implementing and training other staff in the use of
17 the continuous classroom improvement strategies,
18 whether that will be at the school level or at the
19 classroom level. And we are experienced in using
20 data to drive instruction and to set school goals.

21 In our charter, our current goals call for
22 a 10-percent increase of students scoring proficient
23 or advanced each year in math -- math, science, and
24 social studies. In reading, however, because the --
25 because of the continued success we've had with the

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1 reading framework and our ability to replicate it,
2 our reading goal calls for 60 percent of our
3 eighth-graders to score proficient or advanced, as
4 measured by the New Mexico Standards Based
5 Assessment.

6 The current state assessment results show
7 that traditional middle schools in the South Valley
8 scored anywhere between 33 and 38 percent proficient
9 in reading for all students in sixth through eighth
10 grade. Results from the same assessment from the
11 small learning community that we have experience
12 with and the one that we wish to implement show
13 71 percent of all of our students in sixth through
14 eighth grade scoring proficient and advanced in
15 reading. 81 percent of our eighth-graders alone
16 scored proficient or advanced in reading. Students
17 in this small learning community outscored the
18 district and the state.

19 We have a plan in place to address all
20 learners at South Valley Prep. That includes any
21 student that comes to us below grade level, that
22 needs intervention, to those students that exceed
23 grade level and require enrichment. It's no secret
24 that the South Valley struggles to provide a
25 consistent and successful education at the middle

1 school level.

2 By continuing to send our students to high
3 school unprepared, we are continually setting them
4 up for failure. We cannot afford to be patient any
5 longer for initiatives and reforms by the district
6 to be put into place. And the state, we feel,
7 cannot afford to overlook a middle school model that
8 we feel works. Thank you.

9 THE CHAIR: Does that conclude your
10 presentation?

11 MS. TRUJILLO: That concludes our
12 presentation.

13 THE CHAIR: Thank you very much.

14 MS. TRUJILLO: Thank you.

15 THE CHAIR: We're down to the place in our
16 agenda that we -- here it is. Here it is. To hear
17 from the local school board and district
18 representatives. Dr. Diego Gallegos of the
19 Albuquerque Public School system was here earlier
20 today. He left with us a letter that will be
21 entered into the record, and I think probably for
22 each individual application, that it will be.

23 He made comments early today. And he
24 requested that we give the essence of his letter.

25 And I think the first paragraph certainly does that.

1 And it says, "The Albuquerque Public
2 Schools cannot support authorization of any of the
3 new charter applications within our district
4 boundaries. We have reviewed each of the eight new
5 charter applications to the New Mexico Public
6 Education Commission, and we want to acknowledge the
7 applicants' desire to create new charter schools.
8 It is clear that they have worked hard to identify
9 what they believe to be unique needs and unique
10 responses to those needs. The Albuquerque Public
11 Schools extends an invitation to them to present
12 their ideas to us as possible inspiration for future
13 magnet schools within the district."

14 And there is an additional five
15 paragraphs, I guess. But I think that covers the
16 essence of it. At this time, though, I will ask, is
17 there anybody on the Albuquerque Board or from the
18 Albuquerque -- are you from the Albuquerque --

19 SENATOR GRIEGO: No, ma'am.

20 THE CHAIR: Just trying to be certain that
21 I'm recognizing the district and being certain that
22 the district is recognized. If that's -- with that,
23 then, we will move to the community input. And the
24 public comments and observations regarding the
25 application will be heard at this time. There will

1 be a four-minute time limit per presenter. Persons
2 from the same group and having similar viewpoints
3 are asked to select a spokesperson to speak on their
4 behalf. Multiple and repetitious presentations of
5 the same view will be discouraged.

6 So, at this time, we have community input.
7 Yes, sir. Dr. Duran has fixed this nice podium over
8 here.

9 MS. BUSTAMANTE: I would like you to know
10 if you did receive -- the founders have received the
11 letter from the Albuquerque --

12 SENATOR GRIEGO: Thank you. Madam Chair,
13 and members of the Commission. My name is Eric
14 Griego. E-R-I-C, G-R-I-E-G-O. I am the New Mexico
15 State Senator for District 14, where the proposed
16 school resides, not far from my house. I have a
17 little bit of an allergy here, so I'll try to be as
18 loud and clear as I can.

19 I do not usually come to these sort of
20 bodies, and I hope you'll indulge me because I want
21 to preserve the process. So I don't usually weigh
22 in on -- there are a lot of applications. But this
23 particular school -- and I don't know the founders
24 personally. I've heard about them through
25 reputation and so on.

1 But I really come here today to ask for
2 your support as a Commission, because I think this
3 is the kind of school that the South Valley needs.
4 I'm a proud product of APS in the South Valley
5 schools. I didn't go to Rio Grande. I went to
6 Albuquerque High, which has caused some
7 consternation in my district. But I did go to
8 public schools in this area.

9 And, you know, South Valley kids are more
10 likely to be represented on every one of those
11 negative indicators that we think about, whether
12 it's graduation -- not just graduation, teen
13 pregnancy, substance abuse, gang membership. So
14 when I think of the reason why the state has
15 embraced the idea of innovation in the public school
16 system -- and I'm a strong supporter of strong
17 public education in New Mexico -- the reason why I
18 believe that policy-makers decided that we need to
19 figure out how to improve the public school system,
20 especially in areas where kids are consistently
21 underperforming and are underrepresented and,
22 frankly, are not achieving where they should be. So
23 I'm not a person who is a blanket, bring me any
24 application, I think it's a good idea.

25 I frankly think there are some charter

1 applications that are a little half-baked out there
2 that might be really well intentioned, but do not
3 understand that running a school is a very serious
4 agenda, running a school is a very serious business.
5 And one of the things that I would not be here if I
6 didn't think that these founders had thought through
7 what it's going to take to financially
8 administratively and ethically run a school, even a
9 school as small as this one.

10 I was on the founding board of Amy Biehl
11 Charter School before I was in the legislature. I
12 helped a couple of other charters get off the
13 ground. And I've been very clear that I don't
14 believe that every charter should stay in business
15 if they aren't doing what they're supposed to be
16 doing for our kids.

17 I believe this school and these founders
18 have really thought through what they're doing. I
19 believe, where they didn't have the expertise,
20 they've sought it out. I've talked to the
21 Coalition. They have reviewed the application.
22 This is one of the stronger applications that I
23 believe they've seen.

24 And I just want to say real quickly. You
25 know, the model of a small school, especially in a

1 population like this, is really, really crucial.
2 Seventy-five to 80 kids in mid-school, really at a
3 turning point in the development of their
4 educational future, is really the kind of
5 intervention and innovation that we ought to be
6 thinking about for a population like this. These
7 are kids that are really -- most of them are really
8 going to be struggling to defy the odds. And so I
9 hope that you'll think about that in terms of the
10 larger context of charter schools as a way to
11 innovate.

12 A couple of quick last thoughts. You
13 know, the founders mentioned accountability. I
14 believe that one of the things that struck me about
15 their plan is they have really set very specific
16 goals for how they're going to innovate. And I
17 think that's what we need to call for in all these
18 applications. I know you see a lot of these. And I
19 know -- and I think that you are -- in your
20 responsibility, you need to take a hard look at
21 whether they have a real plan -- not just a great
22 idea, not just something that tugs at your
23 heartstrings -- but something that is achievable.

24 I think this is that type of school,
25 exactly the population that charters were meant for.

1 And I really believe they will succeed because
2 they've also formed the right connections.

3 The last thing I'll say. There's a couple
4 of models they have worked closely with.

5 South Valley Academy, which is a high school which
6 has done amazing work. It's shared by Senator Lopez
7 and myself. (Timing signal.)

8 That's my sign to stop. They have a close
9 relationship with that school, an important example
10 of how serious they are. Please take a hard look at
11 it. I think you'll find that this is exactly what
12 charter schools are supposed to be doing.

13 THE CHAIR: Thank you. Anybody else that
14 would like to come forward? Yes, ma'am.

15 MS. ORTEGA: Thank you, Madam Chair and
16 Commissioners. My name is Carolyn Ortega.
17 C-A-R-O-L-Y-N, O-R-T-E-G-A. I am a director -- the
18 program director for the Atrisco Heritage
19 Foundation, and I'm here today to show our support
20 for the South Valley Preparatory Academy. They are
21 applying to become a charter school located in the
22 South Valley.

23 As a program director of the Atrisco
24 Heritage Foundation, I represent 30,000-plus heirs
25 of the Atrisco Land Grant, many of whom live in the

1 South Valley. Additionally, in my role as the
2 program director of the Atrisco Land Grant, my
3 responsibility is to fulfill our mission by pursuing
4 worthy goals which further the educational
5 opportunities of heirs of the Atrisco Land Grant, as
6 well as the Land Grant community as a whole.

7 The Land Grant area comprises the majority
8 of the South Valley and much of its west side. At
9 the Atrisco Heritage Foundation, we have been an
10 integral part of many educational projects,
11 including funding school textbooks, supporting the
12 Atrisco Heritage Academy High School and offering
13 numerous scholarship opportunities. All of these
14 and many more are examples of our commitment to
15 education within our Land Grant boundaries.

16 Recently, we have come to know a group of
17 educators who are seeking to become a charter school
18 and currently an applicant in front of the PEC. We
19 believe their education service delivery is a worthy
20 ambition and one that is sorely needed in our
21 community.

22 Currently, we have seventeen charter
23 schools in the Albuquerque area. However, only one
24 is located in the South Valley quadrant. Just one.
25 Moreover, on the average, the median household

1 income area is the least capable of supporting
2 private school tuitions for their children as
3 compared to other parts of Albuquerque.

4 Consequently, mid-school educational
5 options, beyond Polk, Harrison, and Ernie Pyle
6 Middle Schools for South Valley parents, for all
7 practical purposes, almost -- are almost
8 nonexistent. Equity in education is currently being
9 underserved. It is an unfortunate fact that most
10 South Valley parents are at a disadvantage because
11 they are least able to afford alternatives such as
12 private schools.

13 This condition is further aggravated due
14 to the disproportionate distribution of school
15 choice. Children of families with the greatest
16 academic needs must travel the greatest distance to
17 be able to take advantage of school choice. Given
18 the socioeconomic status of these families, the
19 choice then, by default, is to attend one of the
20 local middle schools.

21 The South Valley Preparatory Academy
22 provides some drastically needed options to the
23 parents and the community and also represents, to
24 some degree, a form of educational equity that is
25 currently lacking in the southwestern quadrant of

1 our city.

2 I am here today to exhibit Atrisco
3 Heritage Foundation's support and our commitment to
4 South Valley Preparatory Academy in their effort to
5 become a charter school. We hope that you will give
6 this group of educators and their progressive
7 educational model your serious consideration. Thank
8 you for your time.

9 THE CHAIR: Thank you. Is there anyone
10 else? Yes, sir -- yes, ma'am.

11 MS. RIMBERT: Hi.

12 THE CHAIR: Hello.

13 MS. RIMBERT: Madam Chair and members. My
14 name is Monica Rimberty. M-O-N-I-C-A, R-I-M-B-E-R-T.
15 I am the very proud mom of four wonderful boys; a
16 first-grader, a fourth-grader, a sixth-grader, and a
17 ninth-grader. I have lived in the South Valley
18 community for 28 years. It is a community that I am
19 very proud of.

20 My boys have always attended school in our
21 community. My ninth-grader, Robert, now attends
22 Rio Grande High School. He had the opportunity to
23 attend the Kit Carson Middle School Academy. At
24 Rio Grande, he is now enrolled in honors math and
25 honors English classes. The high quality education

1 that he received at the middle school academy was
2 aimed at developing a social, mental, and physical
3 awareness. It prepared him for high school
4 experiences and challenges.

5 What he learned at the Academy cannot be
6 taken away from him. It has become a part of the
7 way he learns, and he has transformed into a bright,
8 confident, and responsible young adult.

9 I represent some 100 families,
10 unfortunately, that could not join us today due to
11 work schedules and lack of transportation. But they
12 have had the opportunity of the experiencing
13 education from a small middle school setting as
14 well. The atmosphere of a small middle school
15 setting gives every student the opportunity to set
16 and achieve goals.

17 Children in our South Valley community are
18 not given many educational options and would greatly
19 benefit from being able to attend a small middle
20 school setting that offers this to every student.
21 Soaring SBA test scores from this type of
22 small-school setting have proven that these teachers
23 have passed on their knowledge and values to our
24 children. They have served as adult mentors, and I
25 believe they will be able to model this achievement

1 for our middle schools.

2 I'd also like to mention that, at one
3 point, it was mentioned that students that were
4 coming from small, middle school settings would have
5 difficulty transitioning into high school. And my
6 ninth-grader that is enrolled in the honors math and
7 English classes, his math honors class consists of
8 probably about 20 to 25 percent of students that
9 came from a small, middle school setting.

10 And these students that came from this
11 small, middle school setting and are in this honors
12 school class, part of the -- part of their grade in
13 the honors math class, they have to tutor other math
14 students. And the students that they are tutoring
15 have come from large, public, middle school
16 settings.

17 So thank you. Thank you all for
18 listening. And please give the children in our
19 community the opportunity to achieve their goals.
20 Thank you.

21 THE CHAIR: Thank you. Is there anyone
22 else? Yes, sir.

23 MR. MONTEZ: Hello. My name is James
24 Montez. J-A-M-E-S, M-O-N-T-E-Z. And I am a member
25 of the community of the South Valley. I grew up

1 there. I attended the public schools in that area,
2 and some of those educators are here today. I'm
3 glad to see them. And I just wanted to offer my
4 perspective of what I have seen from these educators
5 over the last seven years of the program they've
6 been running.

7 And that perspective is, you know, the
8 community and seeing those students where they are
9 today, what they're doing in their high school, the
10 leaders they've become, the tools they've received
11 from these educators to go on to college or
12 vocation, whatever they choose. But they've gained
13 those tools from the perspective, the education, the
14 ambition, the compassion of these educators to
15 provide those tools to those students in the
16 South Valley.

17 I think it's important that we have that
18 in the South Valley. It no longer exists there. At
19 one time, it did. I was proud to be part of those
20 programs that were offered there. They don't exist
21 anymore. Those students don't have any options.
22 They're left with the current school district's --
23 whatever it is they have to offer. And it's not
24 much.

25 I just want to show my support for these

1 ladies and the gentleman that's not here and hope
2 that you consider their school. Thank you.

3 THE CHAIR: Thank you. Is there anyone
4 else? Yes, ma'am.

5 MS. MONTEZ: Good afternoon. My name
6 Yvonne Montez. Y-V-O-N-N-E, M-O-N-T-E-Z. I, too,
7 am a member of the South Valley. I've lived there
8 for about 15 years. And prior to that, I consider
9 myself a part of the community because of my friends
10 and relations within the community.

11 And the Kit Carson program that they were
12 referring to, I thought was very exciting. When it
13 has the ability to excite an adult to get excited
14 about the learning process, I can only imagine --
15 and this is -- I'm hearing 15, 20 minutes that this
16 is a project that we're working on. If I get that
17 excited about it, I can only imagine the excitement
18 that the children display when they're living it
19 every day, nine months out of the year for the
20 school year.

21 When the program was disassembled, I was
22 very disappointed, especially hearing the numbers
23 that the test scores that the Academy was producing.

24 I think that the numbers speak for themselves.

25 Programs like the Academy program and the program

1 that they're proposing, they outperform the current
2 APS numbers. When we have a 52 percent graduation
3 rate, that's 49 percent of our kids who are not
4 graduating. That's 49 percent of our students who
5 are -- and forgive the stereotype. But they're in
6 gangs or unemployed. Teen pregnancy.

7 It's -- I don't see how we cannot support
8 it. At least we need to offer -- we need to offer
9 them the opportunity to continue with the proven
10 models they've already displayed within the
11 Kit Carson program.

12 So I just wanted to say that I hope that
13 you -- that everybody considers this program and
14 gives it thoughtful consideration. And just to say
15 that I have the utmost respect for this group of
16 individuals who experienced a bad situation, and
17 instead of bemoaning the fact that the program was
18 terminated, decided to do something and move forward
19 to try and improve their community. So thank you
20 very much.

21 THE CHAIR: Thank you. Anyone else?

22 MS. ORTEGA: This is probably out of the
23 ordinary. But I spoke on behalf of Atrisco Heritage
24 Foundation.

25 THE CHAIR: I'm sorry. I can't hear you.

1 MS. ORTEGA: This is probably out of the
2 ordinary. But I spoke on behalf of the Atrisco
3 Heritage Foundation.

4 THE CHAIR: I'm an old lady. And come
5 where I can hear you, please, ma'am.

6 MS. ORTEGA: I spoke on behalf of Atrisco
7 Heritage Foundation. But now I'd like to speak more
8 personally on my own behalf. Is that -- I know it's
9 out of the ordinary, but is that possible?

10 THE CHAIR: Yes, please do.

11 MS. ORTEGA: I'm a mother of three
12 children. All three of my children attended
13 elementary school in the South Valley. When they
14 became of middle school age, I decided to move my
15 children to Los Lunas, because I was afraid of
16 the -- of the middle school environment that was in
17 the South Valley. So I moved my kids to Los Lunas.

18 And my oldest child ended up moving back
19 to the South Valley with his father and ended up
20 dropping out of school. My younger two children,
21 they continued in the Los Lunas curriculum and moved
22 up through the high school. And now they began UNM
23 this week.

24 So I -- if my oldest child would have had
25 the opportunity in the South Valley to step outside

1 of the regular APS environment, I think he would
2 have had a chance. But all of my fears in sending
3 him to an APS school in the South Valley were just
4 validated, because I have the comparison. I can see
5 the comparison between my younger two children and
6 my oldest children in the way they act, in their
7 education, and in their pride.

8 So that's why I support this school. I
9 think this school provides that opportunity that my
10 oldest son very much needed.

11 THE CHAIR: Thank you. Thank you. Is
12 there anyone else? Okay. We're to the place in our
13 agenda where we will have -- the Public Education
14 Commission will have the opportunity to add any
15 questions the Commissioners may have of the
16 Applicant. And we would ask that the Applicant
17 please keep your responses as brief as possible to
18 allow for questioning from other Commission members.

19 So the Chair will recognize any
20 Commissioners at this time who would like to -- I
21 see one, two, three Commissioners. I'm going to
22 start with the lady first this time.

23 MS. SHEARMAN: Oh, very good. Thank you.
24 Let's go to the budget. That's where I always go.
25 I'm on your -- I'm in your expenditure budget.

1 MS. JARAMILLO-BARNWELL: What page?

2 MS. SHEARMAN: I don't have page numbers.

3 MS. JARAMILLO-BARNWELL: Right. Thank
4 you.

5 THE CHAIR: While we're hunting for that,
6 that was one of the most difficult things that I had
7 in reading these applications was in the budget and
8 not finding page numbers on them. I truly had a
9 very difficult time. And I see you're doing the
10 same thing, Ms. Shearman. I -- I guess the kind of
11 spreadsheet that was used doesn't lend itself to
12 page numbers.

13 MS. SHEARMAN: Have you found it? I'm
14 down in Personnel Services in the 2100 series, where
15 it's -- guidance counselors and nurses and speech
16 therapists and occupational therapists and all of
17 that.

18 MR. TRUJILLO: Got it.

19 MS. JARAMILLO-BARNWELL: Yes, ma'am.

20 MS. SHEARMAN: I'm concerned because there
21 isn't anything there. Are you not going to have
22 any --

23 MS. TRUJILLO: Counseling or ancillary
24 services? Ancillary services? Is that what you're
25 talking about? We set aside \$4,000 to contract for

1 ancillary services for the first year. What -- we
2 did not, in the proposed budget plan, plan on hiring
3 a counselor off the bat. Our program and our
4 curriculum includes a family -- a family advisory
5 component, which, all of us, or all of the staff,
6 will serve as family advisers and then work our way
7 through meeting the needs of our kids until the
8 point where we're unable to do so and then contract
9 with other outside services.

10 Currently, we have networks with a lot of
11 community agencies, including Southwest Family
12 Guidance Counseling and other things, that we know
13 that our kids can receive services if they're
14 qualified for Medicaid for free. So we want to
15 start off with using those types of services and
16 then move into, is that a bigger need, and that's
17 something that we need to budget.

18 MS. SHEARMAN: After school?

19 MS. TRUJILLO: No. Southwest -- it would
20 be after school. It would be during school hours.
21 It depends on the need of the student. If we have
22 students that require counseling service, and
23 it's -- the urgency of that service would -- it
24 would be immediate if their urgency is high. But if
25 it's something that we feel -- the family advisory

1 component is during school. It's built into the
2 schedule, and it's something that we meet with our
3 kids every day in order to try and address academic
4 needs or helping them.

5 MS. SHEARMAN: And your nurse?

6 MS. TRUJILLO: A nurse, we do not have
7 budgeted in our budget.

8 MS. SHEARMAN: Dr. Duran?

9 DR. DURAN: You do not have to have a
10 nurse. You just have to provide health services,
11 however you do that. But it's not a statutory
12 requirement to have a nurse.

13 MS. SHEARMAN: Okay. Health services.

14 MS. TRUJILLO: Health services would be
15 provided through a network through the Family
16 Choice -- is that what it's called?

17 MS. MONTEZ: Family -- El Centro Familiar.

18 MR. TRUJILLO: The 4000 is under Purchased
19 Professional and Technical Services. It's put there
20 for ancillary services.

21 MS. SHEARMAN: Okay. Under the 53414?

22 MR. TWOHIG: 53414. Yes, ma'am.

23 MS. SHEARMAN: Let me see what else. I
24 note down at the very bottom, really, under
25 Purchased Services, you have no liability insurance.

1 MR. TRUJILLO: We should somewhere. I
2 don't remember not --

3 MS. SHEARMAN: It's in the 3300 series.

4 MS. TRUJILLO: It might have just been
5 something that we overlooked. But I know that there
6 was liability insurance put somewhere. 30808.
7 Yeah. I'll have to look. I don't see it off the
8 bat, but that's probably just something that we
9 overlooked.

10 THE CHAIR: Would you like to respond in
11 writing?

12 MS. TRUJILLO: That would be fabulous.

13 DR. DURAN: Actually, I think
14 Mr. Obenshain --

15 MR. OBENSHAIN: Line 387. If you look at
16 line 387.

17 MS. SHEARMAN: Got that. Okay.

18 MR. CARR: Yeah. There it is.

19 MS. SHEARMAN: So we found it. Okay. My
20 other concern is you've completed your expenditure
21 budget, and that's great. But your revenue budget
22 is not complete. I've got year one, numbers on
23 revenue.

24 MS. TRUJILLO: For SEG funds?

25 MS. SHEARMAN: For what?

1 DR. DURAN: SEG.

2 MS. SHEARMAN: Uh-huh. For years two
3 through five, I have nothing.

4 MS. TRUJILLO: I didn't realize that we
5 were supposed to submit all five years on an SEG
6 form. That was just something that I must have
7 overlooked. It was put in the original budget to
8 file a budget plan, but --

9 DR. DURAN: I think the regulation and the
10 lawsuit required a five-year budget and expenditure
11 but not a revenue. Because what you're trying to
12 find is how are they budgeting their monies. But --
13 over the five-year period. But the law does not say
14 determine the revenue, primarily because we don't
15 know.

16 MS. SHEARMAN: It must be interesting to
17 budget your expenditures if you don't know how much
18 you're going to have.

19 MS. TRUJILLO: We do have -- in the
20 narrative part, we have a five year, where we put in
21 what the SEG fund will be generated over the five
22 years. Year one, year two, year three through five.

23 DR. DURAN: Our training is to make sure
24 they understand that the first year is all they
25 know, because that's what the unit value is. After

1 that, in the five years, we don't know what the unit
2 value is. And as we all know in schools, this year,
3 it dropped. So --

4 MS. SHEARMAN: All right. My other
5 question is -- and I already have gotten somewhat of
6 an answer, but it still bugs me -- that your year
7 one expenditures and revenue don't balance. They're
8 not the same.

9 MS. TRUJILLO: I'll have to look at it
10 specifically and respond to you in writing. I don't
11 see -- I'm not aware of anything that didn't
12 balance.

13 MS. SHEARMAN: Well, your projected SEG
14 revenue is \$549,000 and something. And your
15 expenditures are \$550,000 and something. Sure.

16 MR. TRUJILLO: And in my narrative, it
17 shows 550. It must have been something --

18 MS. SHEARMAN: Let me ask you one other
19 question, and then I'll be through. On Page 6 of
20 the preliminary analysis --

21 MS. TRUJILLO: Yes, ma'am.

22 MS. SHEARMAN: -- about the middle, it
23 says, "The curriculum for art, health, and service
24 learning is to be completed as the year progresses."
25 That's not that old (inaudible), is it?

1 MS. TRUJILLO: No, ma'am. We have
2 something that is -- we have a curriculum that we
3 have used, but we have not documented it. So it's a
4 matter of putting it down and documenting our
5 curriculum and taking the time to be able to do
6 that. So that will be done prior to and as the --
7 and I want to say not finalized, but prior to the
8 school starting.

9 But we want to leave some -- we want to
10 have some leeway to modify and improve what we have
11 documented. So we didn't want to put something down
12 in writing that we didn't -- that we didn't feel we
13 could completely -- I don't want to say completely
14 implement, because we would implement it. But we
15 wanted to be able to modify it, if it worked in a
16 different way, depending on the kids that we
17 received.

18 MS. JARAMILLO-BARNWELL: Can I just add to
19 that? The fine arts program is a program that was
20 developed in terms of collaborating with regular ed
21 teachers. For example, when the math teacher was
22 using geometry, the art teacher was teaching
23 Picasso. And so a lot of collaboration went into
24 those lessons so that the learning was overlapping.

25 MS. SHEARMAN: Thank you. Thank you,

1 Madam Chair.

2 THE CHAIR: Thank you. Mr. Carr?

3 MR. CARR: Oh, sorry. I have, I guess,
4 quite a few things. I -- Senator Griego made the
5 comment about something about tugging at your
6 heartstrings. I guess almost everybody so far has
7 done that to me, for sure.

8 All the -- you know, your -- the idea --
9 the small learning community is, to me -- without a
10 doubt, all the data and all the research that I
11 know, all of that supports that idea. And that idea
12 is something, though, that I've always had a dream
13 of since I started teaching in 1980 for every
14 student.

15 Unfortunately -- or fortunately, the State
16 legislature has passed laws that I think we -- each
17 teacher, at least in high school, that I'm aware of,
18 I believe we can supposedly handle about
19 168 students a day? Really?

20 MS. JARAMILLO-BARNWELL: Realistically.

21 MR. CARR: And actually do the job that we
22 need to do. There's a lot of things that are put in
23 our way. We also came up with a model years ago
24 that bigger is better. And now we know that it
25 isn't. At least not in -- for education. The --

1 which brings me to, I guess, the question, have you
2 attempted to work with APS for -- to form maybe a
3 magnet-type school?

4 MS. TRUJILLO: We were. Kit Carson Middle
5 School Academy was part of APS. It was a pilot
6 program that was supported originally by Joey Vigil,
7 Assistant Superintendent. And when Winston Brooks
8 came last year, he felt like we would -- let's see.
9 Let me see how to phrase this. He didn't feel that
10 it was beneficial financially to support the middle
11 school academy on the elementary school campus.

12 He did not make any offers to move our
13 academy onto a middle school campus, as it was. And
14 I think there were a few things that they offered
15 that would have taken away or would have modified
16 the model we had in place. And we weren't willing
17 to do that. We weren't willing to modify that
18 model, because what we're saying is it's the model.

19 And I know a lot of people came up here
20 and said, you know, as educators, we've done -- we
21 have done, and we continue to do -- we'll do
22 regardless of what the outcome of this is. But it's
23 the model that makes the difference. And
24 implementing that model and taking it and saying,
25 "Let's move it over here with 600 other kids," just

1 puts you right back in the frying pan.

2 And it takes away from what our intention
3 and our mission is. And that is securing an
4 environment where our kids feel safe and are ready
5 to engage in curriculum that, to be frank, it's not
6 always possible in a large educational setting.

7 MS. JARAMILLO-BARNWELL: And can I just
8 add to that.

9 MR. CARR: Sure.

10 MS. JARAMILLO-BARNWELL: That's also
11 including a special ed component, a fine arts
12 component, and a family advisory component. So all
13 of those things together make the model work. If
14 you don't have all of those components together,
15 then you change our model.

16 MR. CARR: Okay. So what would you
17 project to be your teacher-pupil ratio?

18 MS. TRUJILLO: It's 26 to 1. It's still
19 26 students in each classroom, in each homeroom.
20 But you're funneling those kids within three core
21 teachers, plus the fine arts, special ed, if needed,
22 and a PE/health teacher.

23 MS. MONTEZ: And let me just add something
24 to that.

25 MR. CARR: Sure.

1 MS. MONTEZ: I know that 26-to-1 sounds
2 like big number of -- a large number of students in
3 the room at one time. But with our model, it
4 actually is that perfect number, where it's just
5 enough to be able to reach every single one of those
6 kids. And by virtue of the fact that they -- we see
7 them from sixth grade through eighth grade, the
8 level of interruptions, the level of time wasted on
9 review policies, reteaching, is decreased, so that
10 the students come in already knowing what the
11 school's expectations are. Parents come in knowing
12 that, so there's very little wasted instructional
13 time.

14 MR. CARR: Do you have research to show
15 that that 26 is that number?

16 MS. MONTEZ: It's perfect for us. It's
17 not perfect for anyone else. It's not the magic
18 bullet. We have seven years of experience.

19 MR. CARR: Some people think that's a
20 dream classroom to have 26. We have some teachers
21 who have 40 kids in the class, you know. And
22 that's -- that's a wonderful number, from -- as far
23 as I'm concerned, based on my experience. But --
24 the other -- another question. So do you plan to
25 have any online classes?

1 MS. TRUJILLO: No.

2 MR. CARR: No?

3 MS. MONTEZ: Actually, I'm going to go
4 ahead and address that, if I could. Not exactly
5 online classes, but we do plan to utilize
6 opportunities out there in technology that are
7 available to us right now. Last year was the first
8 year that I, as the math teacher, was able to offer
9 students the opportunity to blog online about
10 mathematics.

11 Every Friday was a blog day. So if you
12 have a student who's a reluctant learner and
13 hesitant to ask you a question in class, by virtue
14 of being anonymous by their initials, they could get
15 that immediate personal help from me and a quick
16 turnaround response of literally seconds when they
17 say, "I'm lost. I don't know how you got there,"
18 or, "I don't know how to begin this problem."

19 And then I could blog back at them and
20 say, "I want you to look at this," okay, and direct
21 them to something in their notes or in their
22 textbook. So I plan to use that.

23 MR. CARR: Integrating technology, of
24 course.

25 MS. MONTEZ: Yes.

1 MR. CARR: The -- I guess the other
2 question that came to mind is that we seem, in some
3 way, to be going -- I understand your rationale, and
4 it's logical. And it is we're moving -- it almost
5 sounds like we're moving to a segregated school. I
6 know anybody can come. I understand that. Do you
7 see any -- and I know there's problems the other
8 way, too. I've seen it all.

9 Do you see any potential problems with it
10 being too much just an Hispanic school?

11 MS. TRUJILLO: No. And regardless -- I
12 mean, the population that we serve is 98 percent
13 Hispanic. I mean, in the South Valley, it's -- we
14 do have other ethnic backgrounds that we've served
15 over the last seven years. I don't think that
16 it's -- you know, we -- about a third of our
17 population, probably, is the immigrant Hispanic, the
18 ELL, the true ELL learner. But we have not seen a
19 problem with that, or foresee a problem with that.

20 MR. CARR: Okay. All right. The -- and
21 then something that -- I guess this is my last
22 comment. I heard from audiences this morning at
23 least two people referred to APS as a failed system,
24 and another person referred to the idea that we
25 are -- that this is the failed schools, you know.

1 And based on the AYP criteria, we're probably all
2 going to be failing in a few more years.

3 I teach at Taos High School. We failed
4 the last four years. We've passed all the tests.
5 We have one of only three high schools that have a
6 silver medal from U.S. News & World Report which is
7 a higher academic standard and a better -- I should
8 say a better standard by which to judge schools than
9 at least the AYP standard.

10 And what I hear -- and when I hear people
11 tell me, "Well, Taos High School has failed, they're
12 a failure," well, I guess we should just all give up
13 and -- I don't know. It -- in the same way that I
14 would never tell a student, you know, "You come from
15 a poor family, you're" -- I would never -- "you're
16 an idiot," I would never go up and say, "You're a
17 failure, you'll never amount to anything." And it's
18 kind of the way it comes across.

19 And for whatever it's worth, to use those
20 kind -- I know you all didn't use those statements.
21 But to utilize those types of overreaching
22 statements to completely downgrade our entire
23 education system is, in no way, useful. Are there
24 serious problems? Yes. We have a lot of serious
25 problems to deal with.

1 DR. DURAN: May I interrupt? And I'm sure
2 the Commissioner has a right to state what he has to
3 say. But this is not to put the Applicants in a
4 defensive mode. You are applying. Please keep your
5 remarks about the application and not about the
6 philosophical process of public education as a
7 whole. I think it's difficult for applicants to
8 come up before you, anyway.

9 And I would -- I understand where you're
10 coming from. But I just -- I think you need to
11 focus on the application and what they're saying.

12 MR. CARR: All right. And, of course, I
13 didn't mean that as, in any way, an attack.

14 MS. TRUJILLO: No. I really would like to
15 respond to that. As -- as experienced educators and
16 as -- as founders and participants in a small
17 learning community, we, in no way, advocate that
18 every single child would fit into our school.
19 That's not true. But a lot of kids do. A lot of
20 kids -- there is no other choice for those other
21 kids that don't fit into the big school.

22 And that's what our goal is is to provide
23 the other choice, for those kids that may not --
24 they may struggle with transitions. I mean, to be
25 honest with you, we send kids with elementary school

1 with the most support that we could give in terms of
2 supervision, in terms of counseling, in terms -- I
3 mean, everything -- all of our focus is on
4 elementary school. And then we send them to a big
5 middle school with no training on how to transition,
6 with no understanding of -- of those kinds of
7 workings. And it's virtually like a mini-high
8 school for them. And so a lot of kids thrive on
9 that. A lot of kids can do that. But a lot of kids
10 can't.

11 MR. CARR: Okay. Thank you, Madam Chair.

12 THE CHAIR: Thank you. Is there anybody
13 else. Mr. Bergman?

14 MR. BERGMAN: Excuse me. I noticed
15 that -- you've given us the statistic, contrasting
16 Kit Carson with some of the other middle schools in
17 town. And in your application, I remember that you
18 also did some contrasting with Pajarito and
19 Barcelona MSAs, who apparently did not -- were not
20 as successful as Kit Carson was.

21 You made reference to the Kit Carson
22 model, and you've indicated in several places that
23 you wish to replicate that success. I believe you
24 would have to know why Kit Carson was successful,
25 why the students there responded. And so I want to

1 see if you know why they were successful and how you
2 intend to transfer that to your school.

3 MR. TRUJILLO: It has to do with the
4 model, because it's not necessarily the small
5 learning community. But it has to do with the
6 looping and with the -- help me out here.

7 MS. MONTEZ: It has to do -- okay. I can
8 tell you why. Number one, it's the intentional
9 focus, 90 minutes of reading instruction. It
10 doesn't -- 90 minutes of reading instruction does
11 not include, Let's learn -- you know, we're going to
12 take 30 minutes to do writing today, 30 minutes to
13 look at grammar, 30 minutes to look at reading. It
14 is 90 minutes of intentional instruction on reading,
15 reading strategies, support for that child and being
16 able to respond orally to -- to comprehension
17 questions and to be able to respond in writing to
18 those types of questions.

19 There is a separate time when language
20 arts is taught. And writing and grammar and
21 spelling is the focus at that time. That's one
22 intentional focus. And the strength of that is that
23 I typically teach math. And I'm the math teacher
24 that the students will have for three years, sixth
25 through eighth grade. But I am the reading teacher

1 for that student also. And at one point in their
2 career, they will have me for reading, irregardless
3 of the level of their reading levels. Okay?

4 So that not only when -- not only do I see
5 that child and get to look at them as a learner in
6 the reading class, I can take those needs and those
7 strengths that they have in reading and apply them
8 in the math classroom, where reading also must be
9 supported.

10 My colleague, Mrs. Couvillion, can speak
11 to how she does that with social studies. That is
12 why we have a major difference.

13 MS. TRUJILLO: That was not part of the
14 model in -- at Pajarito and Barcelona. The model
15 that you see here was -- was founded by the
16 educators at Kit Carson. They didn't say -- APS
17 didn't come and say, "You have to do this at the
18 school, and the same thing at this school, and the
19 same thing at this school," because it started as a
20 pilot program. We were given a lot of leeway at our
21 site to develop something that worked for our kids.
22 So that looked different at Kit Carson than it did
23 at Barcelona and Pajarito. Granted, we did well as
24 well. They didn't do, I don't think, as well as us.

25 But we made sure that we implemented the

1 looping and the reading instruction separate from
2 language arts. Barcelona and Pajarito didn't do the
3 same thing.

4 MS. JARAMILLO-BARNWELL: The other thing
5 was they didn't provide the fine arts component.
6 They didn't have an elective. They -- their model
7 looked very different from ours in that sense. And
8 our fine arts component, as I said before, is a
9 collaborative effort with the three regular ed
10 teachers. So those kids are getting not only math,
11 they're getting fine arts. That's incorporated in
12 math. They're not only getting literature, they're
13 getting literature and art that's incorporating art.

14 So our model is -- looks very different
15 from the other two academies.

16 MS. COUVILLION: For collaboration, we --
17 typically, people collaborate once a week, maybe
18 once every two weeks. We collaborate every day. We
19 constantly know what is going on with our students
20 from one class to another, what academic needs need
21 to be met from one class to another.

22 Behaviorally, same aspect. We have issues
23 with students. We know exactly what's happening.
24 When we collaborate, we look at the standards and we
25 try to integrate them across all the core

1 curriculum, and we also do integrate into the fine
2 arts program. Along with that, we do integrate
3 technology.

4 MR. BERGMAN: I'm gathering from your
5 remarks that some, or all, of you were at Kit Carson
6 having actual experience with implementing this
7 model?

8 MS. COUVILLION: That's one of the things
9 we're trying to stress is we know it works. We've
10 done it for the last seven years, and it's been
11 fantastic.

12 MR. BERGMAN: Thank you. That satisfies
13 me.

14 THE CHAIR: Thank you. Ms. Krivitzky.

15 MS. KRIVITZKY: Right. I just had a
16 couple of questions, and I don't know if they were
17 actually addressed in the analysis, because I can't
18 seem to get that online right now. But it had to do
19 with enrollment. So, you know, I'm not nitpicking.
20 I just need clarification. I was a little concerned
21 with a couple of statements. And one of them says
22 that if a child isn't chosen from the lottery, then
23 they are placed on a waiting list. I believe you
24 have to continue as a lottery. You don't get to
25 start a waiting list.

1 MS. TRUJILLO: You're right. It was a
2 misstatement.

3 MS. KRIVITZKY: You addressed that?

4 MR. TRUJILLO: Right.

5 MS. COUVILLION: Yes, ma'am.

6 MS. KRIVITZKY: I assume somebody gave you
7 some advice over there. And the next one was --
8 this one confused me, too. "In order to be
9 considered for enrollment, an applicant must have to
10 demonstrate that they would have successfully
11 completed the previous grade level before admission
12 can be granted to the school."

13 Is that really what you mean? Or do you
14 mean that they can't move on to the next grade
15 level?

16 MS. COUVILLION: What page? You don't
17 have page numbers.

18 MS. TRUJILLO: No. It was an assurance
19 that some kids wouldn't jump grade levels.

20 MS. KRIVITZKY: It's 148.

21 MR. TRUJILLO: Of the analysis or the
22 application?

23 MS. KRIVITZKY: Application.

24 MR. TRUJILLO: The analysis isn't that
25 big, thank goodness. Sorry.

1 MS. KRIVITZKY: Yeah. I can't imagine
2 that's what you really mean.

3 MS. TRUJILLO: It probably isn't.

4 MS. KRIVITZKY: You may want to reword
5 that somehow.

6 MS. TRUJILLO: Yeah. We'll address that.

7 MS. KRIVITZKY: I understand the gist of
8 it. In other words, they can't fail fifth and come
9 to you and think they can go to sixth. I understand
10 that.

11 MS. TRUJILLO: Right. Are you
12 interpreting it differently? Because that's what we
13 meant.

14 MS. KRIVITZKY: It says, "admission to the
15 school."

16 MS. TRUJILLO: "Admission to the next
17 grade level" is probably what we should say.

18 MS. KRIVITZKY: I think that's exactly
19 what you mean. Okay. Okay. That's just -- thank
20 you.

21 THE CHAIR: Thank you. I have a question
22 that just is forming in my mind, more or less as I
23 listen to you ladies. You ladies, all four of you,
24 are the founders?

25 MS. JARAMILLO-BARNWELL: Plus one more.

1 THE CHAIR: And as I hear this, you intend
2 to be staff for the school?

3 MS. TRUJILLO: Not necessarily. We want
4 to use these founders as role models and as mentors
5 to establish this model. And as a founder, I know
6 these guys can implement it. And so whatever way or
7 manner or shape or form that that shakes out, it
8 would follow the procedures and the laws that every
9 other charter school -- you know, it would have to
10 be that they would have to apply, and everybody
11 would have to, you know, follow the same laws or
12 opportunity to work at that school to begin with.

13 Our intention is to use this model and use
14 these people to replicate that model, whether that
15 be through professional development, whether that be
16 through modeling, however we can. Because we know
17 that the model itself is what's providing for our
18 kids. It's what's making our kids successful.

19 THE CHAIR: Are you currently employees of
20 the Albuquerque district, all of you?

21 MS. TRUJILLO: All of us.

22 MS. MONTEZ: Yes, ma'am.

23 THE CHAIR: And then your governing board
24 is going to be separate and apart from you folks?

25 MS. JARAMILLO-BARNWELL: Yes, ma'am.

1 THE CHAIR: Okay. Thank you. Is there
2 anybody else? Okay. Thank you very much. I am
3 here to tell you that the Commission encourages
4 continued public input in writing until September 1,
5 2009, at 5:00 p.m. Written comments should be sent
6 to the Public Education Commission in care of
7 Beverly Friedman, 300 Don Gaspar Avenue, Santa Fe,
8 New Mexico, 87501, or to her e-mail address, at
9 bev.friedman@state.nm.us. And thank you very much.

10 (Proceedings concluded at 12:31 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4 IN THE MATTER OF:

5 SOUTH VALLEY PREPARATORY SCHOOL

6
7
8 REPORTER'S CERTIFICATE

9 I, Cynthia C. Chapman, RMR, CCR #219, Certified
10 Court Reporter in the State of New Mexico, do hereby
11 certify that the foregoing pages constitute a true
12 transcript of proceedings had before the said PUBLIC
13 EDUCATION COMMISSION, held in the State of New
14 Mexico, County of Bernalillo, in the matter therein
15 stated.

16 In testimony whereof, I have hereunto set my
17 hand on September 2, 2009.

18
19
20
21 _____
22 Cynthia C. Chapman, RMR, CCR #219
23 201 Third Street, NW, Suite 1630
24 Albuquerque, New Mexico 87102

25 Job No.: 3977D

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