

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
VOLUME FOUR

December 12, 2019

8:15 a.m.

Jerry Apodaca Education Building - Mabry Hall
300 Don Gaspar
Santa Fe, New Mexico

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1 APPEARANCES
 2 COMMISSIONERS:
 3 MS. PATRICIA GIPSON, Chair
 4 MS. KARYL ANN ARMBRUSTER, Secretary
 5 MR. R. CARLOS CABALLERO, Member
 6 MR. MICHAEL CHAVEZ, Member
 7 MR. TIM CRONE, Member
 8 MS. GEORGINA DAVIS, Member
 9 MS. SONIA RAFTERY, Member
 10 MR. DAVID ROBBINS, Member
 11 MS. GLENNA VOIGT, Member
 12 PED STAFF:
 13 MR. ALAN BRAUER Acting Director
 Options for Parents and Families
 14 MS. KAREN WOERNER Deputy Director
 Options for Parents and Families
 15 MS. BEVERLY FRIEDMAN PED Custodian of Record
 and Liaison to the PEC
 16
 17 PEC COUNSEL:
 18 MS. AMI JAEGER
 19 MR. MARK CHAIKEN
 20
 21
 22
 23
 24
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1 THE CHAIR: Okay. Good morning, everyone.
 2 And I'm going to bring out of recess this meeting of
 3 the Public Education Commission. It is Thursday,
 4 December 12th, and it is 8:15 a.m.
 5 Commissioner Armbruster, will you do roll
 6 call, please?
 7 COMMISSIONER ARMBRUSTER: Commissioner
 8 Robbins?
 9 COMMISSIONER ROBBINS: Present.
 10 COMMISSIONER ARMBRUSTER: Commissioner
 11 Voigt?
 12 COMMISSIONER VOIGT: Here.
 13 COMMISSIONER ARMBRUSTER: Commissioner
 14 Armbruster is here.
 15 Commissioner Davis?
 16 COMMISSIONER DAVIS: Here.
 17 COMMISSIONER ARMBRUSTER: Commissioner
 18 Chavez?
 19 COMMISSIONER CHAVEZ: Present.
 20 COMMISSIONER ARMBRUSTER: Commissioner
 21 Gipson?
 22 THE CHAIR: Here.
 23 COMMISSIONER ARMBRUSTER: Commissioner
 24 Raftery?
 25 COMMISSIONER RAFTERY: Here.

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1 COMMISSIONER ARMBRUSTER: Commissioner
 2 Crone is not yet here.
 3 Commissioner Ruiz is not here.
 4 Commissioner Caballero is not yet here.
 5 So we have seven present.
 6 THE CHAIR: Thank you very much. So --
 7 sorry. So good morning. Hopefully, you enjoyed our
 8 little banter this morning. So thank you for
 9 traveling up. And we appreciate everything that
 10 you've done to get ready.
 11 So if the school wishes to come up, first
 12 on our agenda is La Promesa. And I am correct with
 13 that, am I not?
 14 I'm sorry. I said "La Promesa." It's
 15 Albuquerque Bilingual. I apologize.
 16 Okay. So good morning once again. And we
 17 appreciate all the time and effort and energy that
 18 you've put into working on this renewal application
 19 and your patience with the little bump in the road
 20 that we had with not all the State Accountability
 21 data being available.
 22 So I do have a statement that I'm making
 23 in regards to that, before all schools, for the
 24 record. And then we -- then we'll start off.
 25 PED has not provided a report, a review of

<p style="text-align: right;">Page 677</p> <p>1 data, for the School Year '18-'19 Accountability. 2 It is important for schools to have the complete 3 academic data as part of its renewal information for 4 this renewal and also for future years. 5 The PEC needs complete State 6 Accountability reports to make the best decision on 7 school renewal applications. 8 The PEC will review financial and 9 operational performance, because the data is 10 complete, at this meeting in December 2019. 11 If the PEC decides to issue a renewal with 12 conditions, the PEC will clearly state what 13 Accountability information it will review from the 14 PED Accountability report. When the Accountability 15 data is prepared by PED, and the school has had an 16 opportunity to review the data -- no less than ten 17 days -- the PEC will review the data and remove the 18 condition or take other action, such as a Corrective 19 Action Plan or possibly non-renew the charter. 20 At the future meeting, January or February 21 2020, the PEC will only consider the issues related 22 to the reason for the conditions and will not 23 consider any other issues related to renewal. 24 So we will absolutely close out 25 operational and financial today. We'll close out</p>	<p style="text-align: right;">Page 679</p> <p>1 linguistically diverse students that will thrive in 2 a family-centered environment. 3 The data analysis pages in your packet, 4 particularly Page 3 of the Part A, shows the 5 proficiency rates in math and reading. 6 I want to remind the Commission of what we 7 discussed yesterday, where the K-to-2 students, 8 their reading scores are the Istation scores. And 9 so though you see that Albuquerque Bilingual Academy 10 has been showing a trend upward on their reading and 11 then that dip for the last year, I will tell you 12 that dip is influenced by the K-to-2 Istation 13 scores, where it became more difficult to reach 14 proficiency. 15 On their math scores, which are not 16 affected by Istation -- the Istation is a reading 17 assessment -- you see that their math scores have 18 been steadily increasing each year, showing an 19 upward trend. 20 Science proficiency rate for the school 21 was 31 percent. Again, the State was 35; so they're 22 approaching the State average. 23 Again, on their other charts for current 24 standing, school improvement, you see an upward 25 trend. On their growth indices, you can see that</p>
<p style="text-align: right;">Page 678</p> <p>1 most of the academic. The only academic are those 2 areas that we don't have the information on. 3 MR. CHRIS JONES: Okay. 4 THE CHAIR: So, once again, if you have 5 any questions, concerns, please don't hesitate to 6 ask. 7 I will also say if there's anyone here 8 that wishes to speak for the school, there is a 9 sign-up sheet here by Ms. Friedman. And if there is 10 anyone from any other schools coming later in the 11 day, the sign-up sheets to speak are here, not the 12 sign-up sheets outside. 13 So thank you. 14 Okay. So we will do the CSD report. Then 15 you'll have your 15 minutes. Then there's the eight 16 minutes of Public Comment, and then our questions. 17 MR. CHRIS JONES: Thank you, Madam Hearing 18 Officer. 19 THE CHAIR: So thanks. 20 MS. KAREN WOERNER: Madam Chair, 21 Commissioners, school representatives. Albuquerque 22 Bilingual Academy, formerly La Promesa Early 23 Learning Center, serving Grades K through 8, with a 24 current enrollment of 421 -- or approximately, at 25 least that was the report -- serving culturally and</p>	<p style="text-align: right;">Page 680</p> <p>1 over the years, it's improved, from some students 2 being less than expected to almost all categories 3 being at or close to that zero mark, meaning as 4 expected. 5 You will notice that the subgroup 6 proficiencies for the ethnicities are masked. Not 7 all ethnicities appear in the chart. And that's 8 because when there's not enough students, it would 9 potentially reveal their proficiency level, it could 10 be a FERPA violation if you could attach it to 11 individual students. So you're not seeing all the 12 ethnicities represented here because of the size of 13 the population. 14 In the growth indices, you do, because it 15 doesn't tell you where they're at, just if they're 16 growing; so it's a bit different. They don't mask 17 it as severely. 18 But in the proficiencies by subgroup for 19 their economically disadvantaged, students with 20 disabilities, and English Learners, you can see it's 21 kind of consistent across the years in reading, and 22 a slight increase in the math. 23 On their charter-specific goals, on 24 Page 12 and 13 of your Part A, the school has met 25 most of the goals.</p>

<p style="text-align: right;">Page 681</p> <p>1 There is a dispute on Goal No. 1 for 2018 2 and '19. The CSD had determined it was Does Not 3 Meet the Standards, and the school has submitted 4 lots of data to dispute that fact. I have not been 5 able to verify their data, but just wanted to make 6 note for the record that they do dispute the Does 7 Not Meet, and it's noted in your packet. 8 There's a second page of charter goals, 9 because, at some point, apparently, the school was 10 on a Corrective Action Plan, and the goals were 11 revised somewhat. So that's why there's two pages 12 there to describe that, because it changed over the 13 course of the contract. 14 Moving on, the retention of students 15 within the school has been between 89 and 16 96 percent; so good retention during the school 17 year. Remaining enrolled between school years, as 18 you can see on the chart, has shown an upward trend, 19 from 66 percent to the most recent being 85 percent. 20 So -- and their teacher retention rate 21 shows a similar upward jump. 22 On the audit findings, they did have two. 23 Both were repeat; although, they were both other 24 non-compliance, not any material weaknesses and 25 significant deficiencies, which was a vast</p>	<p style="text-align: right;">Page 683</p> <p>1 better. And with that, I conclude my report. 2 THE CHAIR: Are those two numbers because 3 of the two -- you have a separate -- 4 MR. CHRIS JONES: We have a split campus, 5 yes, ma'am. 6 THE CHAIR: That's what's so bizarre. 7 Because another school we had yesterday, they just 8 gave them one number. And it's like they have two 9 completely separate addresses. So it's -- you know, 10 it's -- 11 MR. CHRIS JONES: Confusing. 12 THE CHAIR: I just wish there was some 13 kind of consistency. Sorry. Sorry to interrupt. 14 Are you okay? 15 MS. KAREN WOERNER: I'm finished. But 16 thank you. 17 THE CHAIR: Okay. Thanks. 18 Good morning once again. 19 MR. CHRIS JONES: Good morning, 20 Madam Chair. 21 THE CHAIR: And if you would, just 22 identify yourself and anyone else that's going to 23 speak, for the record. 24 MR. CHRIS JONES: Yes, ma'am. 25 Good morning, Madam Chair, members of the</p>
<p style="text-align: right;">Page 682</p> <p>1 improvement from the prior years where there were 2 more concerns. 3 Going back to the start of your report 4 with our analysis, the school has either Met 5 Standard or Demonstrated Substantial Progress in 6 every area. And the notes are there for your 7 review. 8 Regarding the organizational performance 9 framework, the school had two areas where there was 10 a repeat Workings to Meet or Falls Far Below. That 11 was in the financial compliance related to the audit 12 findings. 13 And the health-and-safety requirement had 14 to do with immunization records and immunizations 15 log. When the -- but those have been -- the school 16 has provided assurances that those will be 17 maintained complete and accurately moving forward. 18 100 percent of the employees signed the 19 petition, and just over 91 percent of the households 20 also signed the petition for the school. 21 And the condition index -- I don't have 22 the letter. But the summary report from the PSFA 23 showed two scores, 1.19 and 4.76, both of which are 24 well below the State average of 23 percent, and, 25 therefore, very good, because it's -- lower is</p>	<p style="text-align: right;">Page 684</p> <p>1 Commission. My name is Chris Jones. I'm the 2 Executive Director of Albuquerque Bilingual Academy. 3 With me this morning, I have our board president, 4 Ms. Brenda Baca. I also have several staff members 5 with me, as well as our attorney, Ms. Patti 6 Matthews. 7 We also have Mr. Michael Vigil -- Mr. Mike 8 Vigil II, who is our contracted business manager. 9 Most recently we have begun work with Mr. Kyle Hunt, 10 who is our new contracted business manager. So the 11 two are working in partnership to support our 12 school. 13 THE CHAIR: Thank you. 14 MR. CHRIS JONES: So I wanted to say, 15 first of all, good morning to everyone. Thank you 16 for listening to us this morning and for having us 17 in front of you. We come before you, of course, to 18 request a renew of our charter contract. More 19 specifically, we are hoping for a five-year term. 20 We believe the work we've done over the term of our 21 previous charter contract does justify it. 22 Our purpose and need in our local 23 community. We feel that we are serving our 24 community at a pretty high level right now, and, 25 again, we appreciate the opportunity to present some</p>

<p style="text-align: right;">Page 685</p> <p>1 information on our school. 2 I have a brief presentation that I've 3 prepared for each of you. It's going to start with 4 just some background on our school. I understand 5 that all of you are very familiar with our school by 6 now. I think this is probably the 35th time I've 7 been here. But I do appreciate again, all of your 8 support throughout the years, and I also want to get 9 everyone up to speed on some of our demographics. 10 I wanted to get into detail about our 11 academic achievement and outcomes for students. I 12 believe that Ms. Karen Woerner did explain some of 13 our proficiency decreases that we're seeing for 14 reading. However, I did want to explain those a 15 little further. 16 And then, finally, I wanted to give you 17 some comparative data as well. I think that, of 18 course, our job as charter schools is to do better 19 than what our students have access to currently, and 20 I believe we're doing so. 21 At any time, please feel free to stop me. 22 If you guys have any questions, you know I can 23 ramble on for a long time. 24 THE CHAIR: You only have 15 minutes; 25 so...</p>	<p style="text-align: right;">Page 687</p> <p>1 students. One recommendation was access to pre-K. 2 Next was K-3 Plus extended learning, dual language, 3 culturally and linguistically relevant education, 4 small class sizes, and sufficient funding. 5 Only mention of that is because we feel, 6 at Albuquerque Bilingual Academy, we've been doing 7 that for quite some time. We feel before this 8 ruling came out and has been made public, we feel 9 we've been supporting our students in those areas 10 for a very, very long time. 11 I can speak to my time as head 12 administrator and say that since I have been there, 13 which was late April of 2016, we have used our needs 14 assessments; we have used interactions with our 15 community, our parent advisory committees to ensure 16 that we are providing the services that our students 17 really need to help them grow so we can meet 18 academic outcomes for students. 19 Our demographics, I'm allowed to share 20 with you. Our students are 100 percent economically 21 disadvantaged. We have a 97.1 percent Hispanic-rate 22 population. 43 percent of our students are English 23 Language Learners. 51 percent of our students are 24 considered recently arrived from their time being in 25 the United States.</p>
<p style="text-align: right;">Page 686</p> <p>1 MR. CHRIS JONES: Yes. 15 minutes. 2 I wanted to begin with our mission 3 statement. Albuquerque Bilingual Academy has the 4 mission of ensuring that culturally and 5 linguistically diverse student thrive in an 6 academic, family-centered, developmentally seamless 7 continuum of learning, where high expectations, 8 pride, respect, and empowerment meet grade-level 9 proficiency. 10 Within that mission statement, there are a 11 couple of key components that I wanted to point out. 12 One is the diversity of our student 13 population; also, the fact that we are serving a 14 high number of English Language Learners, and we do 15 have services and programs to support their 16 development and growth. 17 Most recently, there was a pretty landmark 18 ruling, of course, that came out that I won't get 19 into a lot. Yazzie-Martinez talked about sufficient 20 and uniform education for four specific subgroups: 21 low-income students; second, Native American; third, 22 English Language Learners; and, fourth, students 23 with disabilities. 24 I wanted to jump down to some of the 25 programs and services that are to be provided to</p>	<p style="text-align: right;">Page 688</p> <p>1 We have an 11.6 percent special education 2 population. We have a 6.4 percent homeless 3 population. We're a 100 percent Title I program. 4 And we are a Community Eligibility Provision school, 5 which means all of our students do have access to 6 free breakfast and lunch. 7 With respect to some of the programs that 8 are offered at ABA, I would like to take some time 9 to go over some of those things with you. And prior 10 to that, I would like to share our staff 11 demographics. We're very happy with the construct 12 of our staff and the diversity within our staff. 13 First is our staff itself is 94 percent 14 Hispanic. We have a 2 percent Native American staff 15 population, 4 percent Anglo. Our staff members come 16 from various places: Mexico, Spain, Venezuela, 17 Ecuador, the United States, of course. One of our 18 teachers is from the Navajo Reservation. And we 19 have two new teachers from Puerto Rico who are doing 20 a fantastic job so far. 21 With respect to programs provided, I 22 wanted to remind the committee that our students, 23 half of them are English Language Learners. Our 24 mission, again, is to support those students in 25 developing and acquiring the English language, which</p>

<p style="text-align: right;">Page 689</p> <p>1 our English language proficiency scores last year 2 were at 11.6 percent. We're about three times as 3 high as the State average. 4 The year prior, we were at 6.2 percent. 5 So we doubled the State average at that point. But, 6 again, that is our mission, and that is what we 7 pride ourselves in doing. 8 We serve students through a bilingual 9 multicultural education program. We have a 50/50 10 dual-language program and always have. That's for 11 grades pre-K through eighth grade, even though our 12 pre-K students are taking advantage of dual language 13 education. 14 Programs and services. 15 One is New Mexico Pre-K. We have had a 16 program since, what I'm aware of, is 2011. At that 17 time, we had one classroom, and we had expanded to 18 two classrooms. And we have adopted the dual 19 language program within our pre-K. 20 K-3 Plus, we once were one of the largest 21 programs in the state. We were the first charter 22 school that was participating in K-3 Plus. 23 Myself, personally, I recently presented 24 on behalf of the Public Education Department at a 25 large K-through-5 meeting, the reason being the</p>	<p style="text-align: right;">Page 691</p> <p>1 through all instruction to affirming students' 2 identities and valuing who they are as individuals. 3 Social services. Through our needs 4 assessment, we have realized that our students need 5 a lot of support, of course. We have a diverse 6 population. We are fortunate to have employed, 7 through creative means, utilizing our federal 8 funding sources, we employ now a full-time social 9 worker who helps with academic interventions for 10 students. 11 We have a part-time student success 12 adviser, who is more of a counselor, and also helps 13 with these supports for students. 14 We have a partnership with ABQ Counseling, 15 which is a mental health services provider. They 16 provide in-house mental health counseling within our 17 campus. 18 We have another partnership through 19 Streetwise, which is a program that assists with 20 behavioral health and different modifications, as 21 well as counseling for students. All of these 22 services take place inside of our campus. 23 Class size. We have a 20-to-1 ratio at 24 ABA. We are happy with that ratio; it does, of 25 course, influence learning.</p>
<p style="text-align: right;">Page 690</p> <p>1 request came because we implemented the K-5 program 2 at a high level of success last year after the 3 changes came, and we had great participation. 4 So I was privileged enough and honored 5 enough to sit with four superintendents throughout 6 the state and present to other head administrators 7 and charter school superintendents -- or excuse me, 8 public school superintendents -- about the successes 9 of our program and just ideas for implementation, so 10 that we can really make this thing work for the 11 entire state. 12 Extended learning. We have a pretty 13 lengthy school year. We have 1,080 hours that 14 students are required to participate in. We have 15 free before and after-school programming, so our 16 campus is open between 7:00 a.m. and 6:00 p.m. 17 Culturally and linguistically responsive 18 instruction. We recently invested in a CLAVES 19 initiative with Dual Language of New Mexico. This, 20 for us, is really helping us to focus on what's 21 important in developing our framework for students 22 and meeting their needs as well. 23 So we are using each of the eight pathways 24 to address education in our classrooms, everything 25 from really emphasizing the development of language</p>	<p style="text-align: right;">Page 692</p> <p>1 I wanted to, very quickly, touch on, of 2 course, the beginning of our journey. And you guys 3 are very well aware of what that journey meant for 4 us. 5 We've come a long way since 2016. We 6 have, as a staff, really put our brains to work and 7 figured out what are the solutions for our students. 8 We have overcome many of our challenges 9 when it comes to finance. We have really overcome 10 all of our financial challenges, that is. 11 We are still working, and I want to 12 acknowledge that we are not content with our 13 academic proficiency. We are very proud of what 14 we're doing. But we have the same philosophy as 15 each of you, which is all students are capable of 16 demonstrating growth. 17 And right now, we're looking at our 18 Istation scores. I do want to touch on that. I do 19 want to touch on our PARCC proficiency as well. 20 We did transition to the transition 21 assessment, the TAMELA. I did want to mention that 22 our students increased proficiency in reading BY 7 23 percentage points between '18 and '19. 24 So, right now, we're working through 25 Istation to try to meet those very rigorous</p>

<p style="text-align: right;">Page 693</p> <p>1 percentile requirements now. But I did want to 2 mention that, although we have come a long way, we 3 are definitely working toward continuous 4 improvement.</p> <p>5 Our turnaround celebrations from that time 6 when we came before you in 2017 and there was a 7 recommendation made to work directly with you guys 8 through the negotiations for our Corrective Action 9 Plan, we satisfied our Corrective Action Plan. We 10 earned a "C" letter grade. We were a tenth of a 11 point away from a "B." So we went from an "F" to 12 what I like to call a "B" in three years.</p> <p>13 We made the Top Ten list for math growth. 14 This is all charters throughout New Mexico. This is 15 between 2015 and 2018. So we were on that list for 16 our growth in mathematics.</p> <p>17 We recovered \$650,000 in lost funding, 18 which was an effort on behalf of our business 19 manager and myself to really make sure that those 20 dollars that were lost returned to the classrooms 21 for students.</p> <p>22 We had our Board of Finance designation 23 returned because of the work we had done and the 24 fact that our audits continued to improve.</p> <p>25 We received the bilingual recognition</p>	<p style="text-align: right;">Page 695</p> <p>1 So, for me, it's a huge honor. But at the 2 same time, of course, as the head administrator the 3 magic happens behind those classroom doors, and I 4 definitely acknowledge the staff and my learning 5 community.</p> <p>6 Student and family life. We have a lot of 7 programs that we offer to our students. So what we 8 believe is that holistic education is what's making 9 a difference for our kids.</p> <p>10 We have athletics, following spring 11 sports. Our students participate in several 12 different sports and have a great time doing so, 13 building leadership.</p> <p>14 We have a before- and after-school program 15 that is free of charge through Title I.</p> <p>16 We have free vision, dental, and hearing 17 screenings to enroll students.</p> <p>18 We have uniform vouchers for enrolled 19 students.</p> <p>20 We have New Mexico Pre-K program that 21 offers 40 students the opportunity to learn in both 22 English and Spanish and get a jump-start on their 23 education.</p> <p>24 We have a pretty notable mariachi program 25 that we've developed in the very beginning, and</p>
<p style="text-align: right;">Page 694</p> <p>1 award last year for the work we've done with the 2 bilingual multicultural education program.</p> <p>3 75 percent of our students -- based on 4 that rigorous goal that we were assigned through our 5 academic performance framework, 75 percent of our 6 kids, on average, do attain grade-level proficiency 7 or make one-and-a-half years' growth, as indicated 8 by the NWEA, in both math and reading.</p> <p>9 We had a 6.2 English Language Proficiency 10 rate in 2018. And that jumped to 11.2 in 2019.</p> <p>11 From a leadership standpoint, I do want to 12 thank you guys again for the support you've given me 13 and the recommendations to continue to improve my 14 leadership from the very beginning of this. And so 15 that has served me quite well.</p> <p>16 Last year, I was named a Kellogg 17 Foundation scholar. So I was a fellow that was 18 selected out of about 2,500 applicants from across 19 the United States. And there were 75 of us that 20 were selected.</p> <p>21 In 2019, the Albuquerque Journal named me 22 the top CEO in education, which was pretty cool for 23 me. And, really, it's a tribute to the work that my 24 staff has done and what my parents and community 25 continue to do.</p>	<p style="text-align: right;">Page 696</p> <p>1 we've used Title I funds to support that. Our 2 mariachi program is increasing in popularity. Last 3 week, they did perform at the Albuquerque Business 4 First event; it was a back-tie event. And before 5 that they did perform at the Independent Charter 6 Schools Symposium, which was really neat to see.</p> <p>7 We have after-school tutoring, so we have 8 extra support for students. We have 30 minutes of 9 after-school tutoring. And we have a Daily 15 10 Initiative, in which our students participate in 11 daily exercise every single morning for 15 minutes.</p> <p>12 With respect to reading proficiency, I did 13 want to make mention that in Istation, it does show 14 a dip. And Ms. Woerner did bring that up.</p> <p>15 I did want to explain to you guys that the 16 proficiency rates, when we went from three tiers to 17 five levels, did change. In years prior, Tier 1 was 18 above the 40th percentile. And when we made the 19 transition, we went to Level 4 and 5 being 20 proficient. Level 4 means that students were at or 21 below the 80th percentile rank.</p> <p>22 So now we have taken kids, who, 23 traditionally at the 50th percentile are considered 24 at grade level, we've increased and raised that bar 25 pretty high, which we all are going to be required</p>

<p style="text-align: right;">Page 697</p> <p>1 to respond to. But we've lost many of our students 2 reading at the 60th percentile, who are pretty 3 skilled. But we've lost them when it comes to 4 reading proficiency. 5 Last, but not least, in your packet, I 6 wanted to give you guys a comparison between our 7 school and the schools that our students would 8 traditionally attend. 9 We have a heat map, and our students 10 traditionally go to South Valley schools, 87121 and 11 87105. We have outperformed every single school in 12 those two areas in both math and reading. In your 13 packet, I have provided you with that. We are 14 highest when it comes to proficiency in reading and 15 math in comparison to over about 15 schools. 16 So that concludes my presentation. I hope 17 I didn't put anyone to sleep. I know it's very 18 early. And imagine how my staff feels. This is my 19 voice all the time; so it's -- it's very 20 disheartening. 21 Thank you guys again for your 22 consideration of our renewal. 23 THE CHAIR: Thank you. 24 Bev, is there anyone signed up? 25 I know there's at least one.</p>	<p style="text-align: right;">Page 699</p> <p>1 Michael Rodriguez. 2 FROM THE FLOOR: Good morning, 3 Madam Chair, Commissioners. My name is Michael 4 Rodriguez, and I am the Director of Operations for 5 Dual Language Education of New Mexico. We are a -- 6 an educational nonprofit out of Albuquerque. And we 7 provide professional development and consultation, 8 technical training to dual-language programs both 9 within the state as well as within the country. 10 So I want to thank you for this 11 opportunity to speak on behalf of Albuquerque 12 Bilingual Academy and wanted to let you know that 13 over the last ten years, I've really been able to 14 follow the successes and struggles of the school. 15 For the first seven years, as a fellow 16 dual-language charter school leader at Cien Aguas 17 International School, dual language has always been 18 a passion of mine. I've been a dual-language 19 administrator for over 15 years. 20 And now, in my capacity, I provide 21 technical assistance to SEAs, districts, school 22 leadership around the development of dual mean 23 language programs. So this is definitely very near 24 and dear to my heart. 25 In our work with the -- with Albuquerque</p>
<p style="text-align: right;">Page 698</p> <p>1 MS. PATRICIA MATTHEWS: Can I just say, 2 "Ditto"? 3 THE CHAIR: I wish -- only if I can. 4 MS. PATRICIA MATTHEWS: Good morning, 5 Commissioners. This is Patricia Matthews on behalf 6 of the school. We've already talked about this with 7 several other charter schools. 8 I just want to state on the record our 9 objection to any bifurcation or extension of the 10 charter renewal process that is intended to or would 11 result in the PEC's decision not being a final 12 decision until after the statutory requirement in 13 22-8B-12I, which is January the 1st, 2020. 14 And we reserve all of the school's 15 rights -- appeal rights -- under New Mexico law in 16 that regard. 17 Thank you. 18 And, actually, I would like to say 19 something personal. I've been, again, with this 20 school for a very, very long time. And I just have 21 to say I'm so proud of Chris. He's just taken this 22 school to an amazing place. 23 MR. CHRIS JONES: Thank you, ma'am. 24 THE CHAIR: Thank you. 25 And the only other person on the list is</p>	<p style="text-align: right;">Page 700</p> <p>1 Bilingual Academy, as Mr. Jones mentioned, we have 2 provided some training directly to his staff and 3 leadership team. We've seen some drastic changes in 4 the structures, accountability, and measures that 5 the school has been providing, which are supporting 6 the schoolwide cohesion and alignment, which are 7 being reflected in the academic growth, as was 8 stated. 9 With -- you know. And this is not a 10 very -- this is a point that has to be taken very 11 strongly -- the fact that he's doing it with a very 12 culturally and linguistically diverse population, 13 you know, we all know that it's easy to make the 14 gains, make the scores when you have more privileged 15 students. But when you're working with populations 16 like this, you know, it's that much more 17 challenging. And I definitely applaud them for 18 their work. 19 In my years of implementing dual-language 20 programs, and as well as supporting dual-language 21 programs across the country, I can honestly say that 22 the work being done with the school is in line with 23 other successful dual-language programs that I work 24 with in what they've undergone in recommitting and 25 realigning with the ideals of what effective</p>

<p style="text-align: right;">Page 701</p> <p>1 programs look like. 2 And I thank them for what they've done for 3 these children, and I thank you for your 4 consideration. 5 THE CHAIR: Thank you. 6 So I guess we certainly do need to start 7 off with a celebration of the successes. I mean, 8 there is no doubt the last time -- or one of the 9 last times you were brought up before us, it wasn't 10 pretty. 11 And I have to applaud Chris, because 12 throughout this entire journey through the financial 13 issues, he has always been incredibly forthcoming in 14 disclosing what those -- you know. 15 And I know I struggled with e-mails early 16 on, because it was unfortunate -- "Sorry, but we 17 found another..." -- you know. And it was like, 18 "Oh, my gosh," you know. But the school never tried 19 to hide this. 20 So absolutely positively appreciate that. 21 It was a monumental mountain to come over. Because 22 if you look at the performance framework scoring, it 23 didn't just affect the finances of the school. It 24 affected the entire culture of the school. 25 So that you've got all of those Falls Far</p>	<p style="text-align: right;">Page 703</p> <p>1 of the parents did say that she had another child 2 and it went to the traditional public school because 3 they have special needs, and they knew that your 4 school couldn't service. 5 And that just kind of stuck with me. And 6 I don't know if you've had a chance to think about 7 it or why that perception might even be there; not 8 that it's a reality, but why the perception might be 9 there. 10 MR. CHRIS JONES: Right. To answer your 11 question, Madam Chair. I have not had an 12 opportunity to speak directly with that parent. I 13 did read the comment as well. And the only thing 14 that comes to mind for me is the need for ISP 15 services; so intensive support. It isn't that we 16 cannot provide it. I believe it was the perception 17 of the parent when she responded that we could not 18 provide it. 19 But we do have each single ancillary 20 service that we provide to students. We have two 21 special educators on site, and we have just -- just 22 a number of services that we do provide. 23 We have students with autism within our 24 school. So we do provide training to our staff, but 25 we also provide high-level supports to students.</p>
<p style="text-align: right;">Page 702</p> <p>1 Below. And the testament to Chris, as the school 2 leader, the governance council -- because it just -- 3 none of it happens in a vacuum. So the governance 4 council is in there doing that hard work, having 5 those conversations. And we're in a spot where 6 you're -- you've got more Exceeds. You've got your 7 Workings to Meet. And I think you only have one 8 that's Falling Far Below or Fails to Meet. 9 So can't say enough about the change that 10 has happened in the school. And I hope that this 11 school also helps to be the leader when we're 12 looking at the diversity of the school and the 13 culturally responsive program that you've created as 14 we're creating these equity councils, that you help 15 to also be an example to other schools and other 16 charters on the servicing of the community. 17 So I do -- I do hope that. 18 But with that said, I do have just -- I 19 think, really one question. And you did mention 20 your special needs population. And it is just 21 slightly less than what APS's is. So it's not like 22 it's way out of skew. 23 (Commissioner Crone enters meeting.) 24 THE CHAIR: But one of the -- in the 25 parents' comments, when CSD did the interview, one</p>	<p style="text-align: right;">Page 704</p> <p>1 That one, I can follow up on. But we 2 certainly have been compliant when it comes to 3 special education and the offerings that we provide 4 for years. 5 THE CHAIR: Right. And I guess the 6 greater concern was that there's a possibility 7 there's a perception out there -- 8 MR. CHRIS JONES: Sure. Yes, ma'am. 9 THE CHAIR: -- that -- you know. You 10 don't want that to be tagged on the school that, 11 "Oh, you can't do that," when you are doing such 12 great things at the school. You don't want that 13 narrative out there, and certainly for no reason. 14 MR. CHRIS JONES: Yeah. Agreed. 15 COMMISSIONER ARMBRUSTER: May I? 16 THE CHAIR: Sure. 17 COMMISSIONER ARMBRUSTER: Of course. I've 18 got all of you trained now. I feel much better. 19 I'm always the one with the special ed. 20 I, of course, read it. I have it highlighted. And 21 really what kind of came to mind was not that all 22 charters -- and specifically yours -- do not provide 23 special ed services; but, you know, there is special 24 ed, and there is special ed. 25 And some kids -- and I, in all honesty,</p>

<p style="text-align: right;">Page 705</p> <p>1 might choose to send my child to the traditional 2 public school if there was a significant disability. 3 Not that they could -- that your responsibility is 4 not to provide for that child. 5 (Commissioner Caballero enters meeting.) 6 COMMISSIONER ARMBRUSTER: But it could be 7 that they have stronger -- because they have four 8 children or six children. 9 And I don't know this child. And I don't 10 want to know, of course. But I think there's a 11 perception that sometimes it is better to be with a 12 place where they can give you more. They have a PT 13 on staff, an OT, an SLP, an autism specialist. 14 So I'm not -- I wasn't actually concerned, 15 except to echo what the Chair said, is that it's a 16 perception. But there are, I think, reasons why a 17 child might go -- or this child could be, you know, 18 unable to even move and significant disability. 19 So it's just -- it's already there in a 20 traditional school. I just wanted to add on. 21 THE CHAIR: Okay. Thanks. 22 Commissioner Voigt? 23 COMMISSIONER VOIGT: Thank you, 24 Madam Chair. Good morning, and thank you for being 25 here this morning.</p>	<p style="text-align: right;">Page 707</p> <p>1 several questions. I guess the first one is how 2 often do people reference the song "Mr. Jones" 3 from -- 4 MR. CHRIS JONES: When I was the director 5 of reading, every day. My executive director 6 referenced the song. 7 COMMISSIONER CHAVEZ: As most people know, 8 and, certainly, my goal in speaking on behalf of you 9 guys, know that bilingual education is very -- I'm 10 very, very passionate about it as well. And I can 11 tell you're very competitive. So I think we have a 12 lot in common when it comes to showing off the 13 successes of your school. 14 There are several things, though. And one 15 of the things that I've -- over the years, when it 16 comes to school accountability, that I feel the -- 17 the system never really captured was when we had 18 dual-language schools and showing the true story. 19 So we always focus on ELs, and we always 20 focus on maybe the Hispanic subgroup and maybe the 21 overall. But we never really always captured the 22 breakdown from there. 23 So your IFEPs and your RFEPs -- so I see 24 that you have a 43 -- 44 percent English Language 25 Learner rate. But what about -- what about your</p>
<p style="text-align: right;">Page 706</p> <p>1 MR. CHRIS JONES: Good morning. 2 COMMISSIONER VOIGT: I also want to echo 3 the kudos that Chairwoman Gipson brought forth and 4 also to commend you in your cross-collaborations 5 with the districts on your social-emotional learning 6 supports. It's great to see charter schools 7 collaborating with the districts and bringing those 8 great resources forward for the kids. 9 MR. CHRIS JONES: Thank you very much. 10 COMMISSIONER VOIGT: And congratulations 11 on your Kellogg fellowship. 12 MR. CHRIS JONES: I know you were one as 13 well. 14 COMMISSIONER VOIGT: I saw your students 15 perform at the Independent Charter Schools 16 Symposium, and they were impressive, so 17 professional, great sound and volume. It was really 18 a joy to see them in that venue. 19 MR. CHRIS JONES: Thank you so much. 20 COMMISSIONER VOIGT: Thanks for everything 21 you do. 22 MR. CHRIS JONES: Commissioner Voigt, 23 thank you. 24 THE CHAIR: Commissioner Chavez? 25 COMMISSIONER CHAVEZ: Mr. Jones, I have</p>	<p style="text-align: right;">Page 708</p> <p>1 RFEPs and your IFEPs? Have you been able to break 2 down that data in terms of that? Because one of the 3 things I've found with your RFEPs, they usually out 4 perform all subgroups in all of them, even your 5 monolingual English speakers. 6 And I was just wondering if you have that 7 kind of data as well. 8 COMMISSIONER ARMBRUSTER: Pardon me. 9 Could you tell me what those RFEPs and those 10 other -- I'm sorry. I just don't know what it is. 11 COMMISSIONER CHAVEZ: IFEPs is Initial 12 Fluent English Proficient. RFEP is Reclassified 13 English -- Fluent English Proficient. 14 MR. CHRIS JONES: Chairman Chavez 15 [verbatim], thank you for your questions. I 16 appreciate the thought on dual language. And I know 17 you are certainly an advocate and a champion of 18 that. 19 To be perfectly honest with you, I don't 20 have the data in front of me. We do track students. 21 We have a form that was created three years ago, and 22 the PED tends to share our form with other districts 23 because they didn't have that sort of tracking 24 mechanism. So we do track them. 25 My teachers are required to track RFEPs</p>

<p style="text-align: right;">Page 709</p> <p>1 every single grading period. So they take, within 2 their data folders that are maintained in classrooms 3 and they look to see, "Do we need to send these 4 students back to SAT? What are their proficiency 5 rates? How do we need to support them? And do we 6 need to reclassify them, of course, as English 7 Language Learners?"</p> <p>8 I don't have those percentages in front of 9 me. That is something I will go back and look at. 10 I don't have the cohort data in front of me. I do 11 have individual data, of course. But to be honest 12 with you, I do not have that. I am not prepared 13 with that information today; but I would love to get 14 back to you with that information.</p> <p>15 COMMISSIONER CHAVEZ: I would like to see 16 that. Because, like I said, it doesn't always 17 capture -- what's required and reported from the 18 State doesn't always capture what's really going on 19 with our bilingual programs.</p> <p>20 And, like I said, our reclassified kids, 21 our RFEP kids and our kids in dual-language 22 programs, nationally, you know, they show that they 23 outperform all other subgroups.</p> <p>24 And so when we talk about -- when we talk 25 about school improvement, when we talk about</p>	<p style="text-align: right;">Page 711</p> <p>1 state. But I would -- if the research is true and 2 you align to it, I would like to see where you guys 3 rank with your reclassified kids.</p> <p>4 MR. CHRIS JONES: Yes. Yes, sir, Chairman 5 [verbatim] Chavez. I would love to present you with 6 that data at one of the follow-up meetings, of 7 course. That is definitely an option we need to 8 look into, because dual language is a powerful 9 program, and I think the capacity there is -- again, 10 like you said, it isn't really identified throughout 11 our state, and nationally as well.</p> <p>12 I would love to provide you with all that. 13 What you're saying is true. We look at lot to our 14 ELs and those who have exited. Do we need to put 15 them back into services, because we're always trying 16 to service our students and trying to close those 17 gaps. And so that's interesting data to look at, 18 very important data to look at.</p> <p>19 I do want to speak to dual-language ed, of 20 course, and who we're working with and come back to 21 you with that information. That's exciting 22 information to present.</p> <p>23 COMMISSIONER CHAVEZ: And the last thing I 24 want to say. As you mention Yazzie-Martinez, 25 there's a lot of talk about all that. But as I look</p>
<p style="text-align: right;">Page 710</p> <p>1 restructure of schools, you know, we never -- a lot 2 of times we never really consider bilingual 3 education as a viable school improvement model for 4 kids.</p> <p>5 And there's tons of research out there. 6 In my former district, I had ten years of data that 7 shows that our reclassified kids outperformed all 8 other kids.</p> <p>9 And sometimes, you know, it always -- it 10 always frustrated me in many cases, because here's 11 the data that shows something that really works. 12 And you would think that just by looking at the 13 data, people would really catch on to that and adopt 14 that and champion that.</p> <p>15 And, yet, you know, I still hear, you 16 know, comments like, "Those kids," you know, "that 17 can't perform," or, "Those kids" -- and a lot of 18 times it's because we're focused on our English 19 Language Learners that are still trying to get that 20 language proficiency in order to be successful.</p> <p>21 And -- but you we don't always break that 22 out to reclassified kids.</p> <p>23 So I would just suggest, you know, to get 24 a better idea of where you guys are, I would love to 25 see that. I know you guys are outperforming the</p>	<p style="text-align: right;">Page 712</p> <p>1 at your data and all the information you provided 2 here, I think you guys are an example of meeting the 3 Hispanic Education Act and the Bilingual 4 Multicultural Education Act, something that I think 5 should be highlighted.</p> <p>6 MR. CHRIS JONES: Thank you. 7 THE CHAIR: Thank you. 8 Commissioner Robbins? 9 COMMISSIONER ROBBINS: Yes, thank you. 10 You mentioned that you have about 40 pre-K 11 students? 12 MR. CHRIS JONES: That is correct. 13 COMMISSIONER ROBBINS: Okay. That's not 14 included in your number of about 420 enrolled in 15 your K-through-8 program, correct? 16 MR. CHRIS JONES: I believe the Charter 17 Schools Division did include that number. Our 18 enrollment at the 40th day was 388, K-through-8. 19 COMMISSIONER ROBBINS: 388. Okay. How do 20 you handle, or how have you been handling students 21 going from the pre-K into the kindergarten class? 22 Do they have to go through the lottery or -- 23 MR. CHRIS JONES: Yes. Sorry to cut you 24 off. 25 COMMISSIONER ROBBINS: They go through the</p>

<p style="text-align: right;">Page 713</p> <p>1 lottery.</p> <p>2 MR. CHRIS JONES: They do.</p> <p>3 COMMISSIONER ROBBINS: To get into the</p> <p>4 kindergarten.</p> <p>5 MR. CHRIS JONES: Correct.</p> <p>6 COMMISSIONER ROBBINS: That's great.</p> <p>7 Because we have some schools that they haven't done</p> <p>8 that. And since that hasn't been part -- in pre-K,</p> <p>9 I guess the way the law is stated and everything and</p> <p>10 the way our contract is stated, they aren't</p> <p>11 considered students yet.</p> <p>12 We want to make sure that our charters are</p> <p>13 still following the lottery for students going</p> <p>14 into -- into their first-year programs.</p> <p>15 Do you have a waiting list?</p> <p>16 MR. CHRIS JONES: We do have a waiting</p> <p>17 list in certain grade levels. We have very long</p> <p>18 waiting lists in certain grade levels, and in</p> <p>19 others, we are still enrolling.</p> <p>20 For example, right now, fifth and seventh</p> <p>21 grade are two grades that we're still enrolling;</p> <p>22 however, the others do have waiting lists of three</p> <p>23 or more students.</p> <p>24 THE CHAIR: Okay. Do you have any</p> <p>25 expansion plans? I mean, right now -- I mean,</p>	<p style="text-align: right;">Page 715</p> <p>1 disabilities, you're about 12 percent, slightly</p> <p>2 lower than 12 percent. APS is 19 percent.</p> <p>3 MR. CHRIS JONES: Correct.</p> <p>4 COMMISSIONER ROBBINS: So, from my</p> <p>5 experience -- I have a child who's disabled -- the</p> <p>6 South Valley tends to have a high number of children</p> <p>7 that have disabilities of one sort or another. And</p> <p>8 there's a huge spectrum of what a disability may be.</p> <p>9 So if APS is 19 percent, and my experience</p> <p>10 is the South Valley is slightly higher than that</p> <p>11 19 percent, you could be at about half of what the</p> <p>12 population is.</p> <p>13 What efforts are you making -- the</p> <p>14 perception may be there with some parents. But do</p> <p>15 you take efforts in your promotion and in reaching</p> <p>16 out to parents and things like that of actually --</p> <p>17 not seeking out, necessarily, but encouraging those</p> <p>18 students and the parents of students with</p> <p>19 disabilities from applying? What do you do in that</p> <p>20 area?</p> <p>21 MR. CHRIS JONES: Yeah. Commissioner</p> <p>22 Robbins, when we do hold our orientations for</p> <p>23 parents, we do definitely make mention of our</p> <p>24 special education offerings. And we do provide all</p> <p>25 ancillary services, as previously mentioned.</p>
<p style="text-align: right;">Page 714</p> <p>1 again, you're below your cap slightly. Do you have</p> <p>2 expansion plans over the next couple of years that</p> <p>3 you'd be looking at with this -- either with renewal</p> <p>4 or shortly after the renewal?</p> <p>5 MR. CHRIS JONES: Commissioner Robbins,</p> <p>6 one of my goals is to expand our middle school. I</p> <p>7 believe that the area doesn't have viable</p> <p>8 middle-school options for students, and I believe</p> <p>9 that we have a pretty solid middle school at this</p> <p>10 point in time.</p> <p>11 We do want to keep our class size small,</p> <p>12 of course, and maintain our ratio. But to answer</p> <p>13 your question, we do wish to expand to reach our</p> <p>14 425 cap. So we do -- we've been talking about that</p> <p>15 as a school. And in our opinion, that's also going</p> <p>16 to mean that we need to expand the services that are</p> <p>17 offered to students.</p> <p>18 One big thing that we've discussed is how</p> <p>19 else do we support our parents to ensure that</p> <p>20 education is truly a value in the household and</p> <p>21 they're no longer focused on survival but on</p> <p>22 education and goals. It's all part of our</p> <p>23 discussions. To answer your question, yes, sir.</p> <p>24 COMMISSIONER ROBBINS: To follow up with</p> <p>25 what Ms. Gipson had stated about the students with</p>	<p style="text-align: right;">Page 716</p> <p>1 We do have an in-house Occupational</p> <p>2 Therapist; through CES, we contract with them. We</p> <p>3 have Speech and Language Pathology. We have</p> <p>4 Recreational Therapy. We have Occupational Therapy.</p> <p>5 We have everything students need in accordance with</p> <p>6 their IEPs. We like to introduce those people when</p> <p>7 parents come to visit.</p> <p>8 One thing we haven't done very well, and</p> <p>9 which I recently attended a conference, the</p> <p>10 Independent Charter Schools conference. And I went</p> <p>11 to a session on special education. And what they</p> <p>12 said is, "We often promote our school through</p> <p>13 academic proficiency."</p> <p>14 And to Commissioner Chavez's point, we</p> <p>15 need to start highlighting the programs that we</p> <p>16 offer, one being special education. We have a lot</p> <p>17 of growth in our data which demonstrates tremendous</p> <p>18 strides for our special education students as well.</p> <p>19 Although they aren't included in our goal for the</p> <p>20 performance framework, because students with</p> <p>21 disabilities were omitted from that agreement, they,</p> <p>22 with them in our data, show that our school is</p> <p>23 making even more gains, because they tend to meet</p> <p>24 their 1.5-year growth at each of the cycles.</p> <p>25 So we would like to create a special place</p>

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<p>1 on our website to promote special education, to 2 answer your question, just to demonstrate the growth 3 of our students; of course, honoring all FERPA 4 regulations. But we want to make sure they 5 understand what services are offered and what 6 services are available to students.</p> <p>7 COMMISSIONER ROBBINS: Are the students 8 handled more in a side-by-side type atmosphere or 9 inclusion?</p> <p>10 MR. CHRIS JONES: We do both. We are 11 trying to make efforts to promote a full inclusive 12 environment, of course. It's inclusive in that 13 sense. But we want to provide an inclusionary 14 environment, to where our special educators push 15 into the classroom. We do it to the fullest extent 16 possible, unless the IEP doesn't warrant that.</p> <p>17 COMMISSIONER ROBBINS: Okay. Thank you 18 very much.</p> <p>19 MR. CHRIS JONES: You're welcome.</p> <p>20 THE CHAIR: Commissioner Caballero?</p> <p>21 COMMISSIONER CABALLERO: Thank you. Do 22 you have -- of course there's Hispanics that don't 23 speak Spanish at all.</p> <p>24 MR. CHRIS JONES: Correct.</p> <p>25 COMMISSIONER CABALLERO: And so my</p>	<p>1 students, because at their level of proficiency in 2 each of the language domains, they need to have that 3 language reinforced. And so for us, it isn't only 4 about developing the English language to meet the 5 big assessment at the end of the year; we're 6 actually working with students and families on the 7 Spanish proficiency instructional pieces as well.</p> <p>8 Part of the after-school program, for 9 example, we've included Spanish clubs, to where 10 students now are learning through music, such as our 11 mariachi program. And we also have a Spanish poetry 12 club that takes place after school.</p> <p>13 So we have a variety of options for 14 students who want to learn the language, whether or 15 not they grew up speaking it.</p> <p>16 COMMISSIONER CABALLERO: Okay. And so 17 that brings me to the other thing is I do question 18 charter schools that are predominantly one ethnic 19 group or the other. And I know where you're located 20 is a big variable.</p> <p>21 But you only have 1 percent white, Anglo. 22 Are you go- -- have you done, or are you going to do 23 more detailed outreach to bring those -- those 24 students into your -- to your program? 25 I know -- I grew up with -- some of my</p>
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<p>1 question is, how do -- how do you address that in 2 your bilingual program?</p> <p>3 MR. CHRIS JONES: Commissioner Caballero, 4 good morning.</p> <p>5 COMMISSIONER CABALLERO: Good morning.</p> <p>6 MR. CHRIS JONES: We have a 50/50 7 dual-language program. With that said, we do have 8 Hispanics who come into our school wanting to learn 9 the language.</p> <p>10 We do have several Anglo students as well. 11 And we have a lot of students who grew up 12 like I did, to where my mom and my dad both know 13 Spanish, but they kind of sheltered us from that 14 because they didn't feel it was something that was 15 going to be acceptable.</p> <p>16 Now we have this program in which they 17 learn for half of the day in English and half of the 18 day in Spanish.</p> <p>19 But within that, we've restructured what 20 we do for intervention. So not only are we 21 providing English language development within our 22 90-minute literacy block; but we're providing 23 Spanish language development as well.</p> <p>24 We look at our LAS Links scores, and we 25 actually provide flexible grouping structures for</p>	<p>1 friends were Anglo, not many. And they were 2 bilingual, including the African-American students. 3 And it was fantastic. Even now, we see each other, 4 and it's all Spanish. And the kids of the Anglo -- 5 "What?" And so --</p> <p>6 MR. CHRIS JONES: Commissioner Caballero, 7 I myself am a graduate of Albuquerque High School. 8 So I can speak to that same diversity. My father is 9 African-American, and my mother is Hispanic.</p> <p>10 To answer your question, we have a 11 marketing person that we work with. And with that 12 in mind, we use social media a lot to try to get the 13 word out. Because, really, we're in a digital age 14 now, to where we need to make our recruitment 15 efforts kind of focused on that.</p> <p>16 So we are making an effort to promote our 17 ads to reach different subgroups and populations as 18 well.</p> <p>19 One of the things that we've done is we've 20 always attracted, you know, students from the South 21 Valley. I will say that. We have the vast majority 22 of our kids coming from 87121 and -105. But we are 23 definitely open and interested.</p> <p>24 One thing I left out as well is we do have 25 African-American students. And how I missed them on</p>

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<p>1 our report, I don't know. We have -- we have a 2 family of African-American students that are with 3 us. And they're in learning the language as well. 4 So we do have some diversity. Can we 5 increase? Yes. Do we want to increase? 6 Absolutely. 7 Our doors are open to anyone who wants to 8 come and participate in the dual-language program, 9 and we certainly hope that we can increase those 10 numbers to increase our own student population -- 11 the diversity of our student population. Excuse me. 12 COMMISSIONER CABALLERO: Right. And I 13 congratulate you for -- the first time we met, it 14 was a challenging time for the school. 15 MR. CHRIS JONES: It was. 16 COMMISSIONER CABALLERO: And I -- I wasn't 17 going to ask any questions, because there's none to 18 ask. But this was the only thing that I was 19 curious. If you go to El Paso, it's become so much 20 of a bilingual, bicultural city that a lot of the 21 business is conducted in Spanish. 22 MR. CHRIS JONES: That's right. 23 COMMISSIONER CABALLERO: And those people 24 that learn Spanish, and very good Spanish, are doing 25 well. And I see --</p>	<p>1 members of the Commission, apologies for pushing 2 into your questioning. But I wanted to just clarify 3 something. Mr. Jones mentioned about the 4 enrollment. He was correct that with when the -- 5 when our team put together the enrollment numbers, 6 it did include the pre-K students. 7 So the -- underneath their current 8 contract, they have 387 students, K-through-8, and 9 then they have an additional 34 students at the 10 pre-K. 11 THE CHAIR: In the pre-K. 12 ACTING DIRECTOR BRAUER: Yeah. I just 13 wanted to clarify that for you-all. I apologize 14 that we did not do that to begin with. 15 MR. CHRIS JONES: Thank you. 16 THE CHAIR: Commissioner Robbins? 17 COMMISSIONER ROBBINS: Yeah, just one more 18 question. One of the things -- and the purpose and 19 one of the goals of charter schools is to be 20 laboratories. And your results definitely show, 21 when you compare to the schools in your area, the 22 elementary and middle schools in your area, you're 23 far exceeding in terms of English language reading 24 proficiency, in math proficiency. 25 Have you had any discussions with</p>
<p>Page 722</p> <p>1 (Cell phone rings.) 2 COMMISSIONER CABALLERO: And I see that a 3 lot of my friends that went to private schools in 4 Juarez excelled even more, because the majority of 5 the need is perfect Spanish in the business world. 6 And it's -- that's moving to the Las Cruces area; 7 because, as you know, our international border in 8 Mexico and New Mexico is now busier than in El Paso. 9 And it's attracting that type of worker. 10 But they only get it from El Paso. And 11 I'm saying, "Unh-unh." We are going to be the folks 12 who fill those professional positions. 13 So I want the diverse population of 14 students to get the benefit of being bilingual, 15 bilingual Spanish-English. And I'm sure there's 16 going to be other languages. But Spanish is coming 17 in and coming in fast. And I hope my -- my young 18 folks here in New Mexico will take advantage, full 19 advantage, of that. Thank you again. 20 MR. CHRIS JONES: Absolutely. Thank you. 21 COMMISSIONER CABALLERO: Thank you, 22 Madam Chair. 23 THE CHAIR: Did you want to say something, 24 Director? 25 ACTING DIRECTOR BRAUER: Madam Chair,</p>	<p>Page 724</p> <p>1 individuals from APS, with Mr. Escobedo and others, 2 about how you're succeeding with your students, 3 what's unique or different that could be applied in 4 the -- in the district schools? Because some of the 5 district schools, they're not just a little bit 6 below you; they're, like, you know, crawling on the 7 ground in comparison, you know. 8 Some of them are at 3, 4, 5 percent 9 proficiencies in this area. And you're at, you 10 know, 19 percent in your math and over 30 percent in 11 reading. 12 And so I sit there and think, "Okay. What 13 could be learned and incorporated into the district 14 schools?" 15 Because that's one of the goals of 16 charters, of taking the learning and what's helping 17 the students and bringing it into more schools. 18 MR. CHRIS JONES: Yeah. Commissioner 19 Robbins, thank you for that question. That is a 20 very important question. And I was the Senior 21 Director of Learning Technologies for Albuquerque 22 Public Schools. I have several colleagues within 23 Albuquerque Public Schools. 24 I have not been given the opportunity to 25 meet with Mr. Escobedo about this very topic.</p>

1 However, I do have a meeting coming up with
2 Dr. Blakey. And with that, of course, we are
3 supposed to be the incubators. And we would be more
4 than happy to share some of the strategies and
5 efforts that we've undergone to try to increase
6 proficiency for all of our students and really try
7 to promote that holistic education.

8 Of course, at the end of the day, it's all
9 about what's best for kids. And that's something
10 that we've done very well is putting kids first and
11 making sure adult actions are aligned with the
12 outcomes we're seeking.

13 So to answer your question, I would be
14 open to that meeting. And, hopefully, Dr. Blakey
15 and I can have some of that conversation.

16 COMMISSIONER ROBBINS: I'll try to light a
17 fire under him.

18 MR. CHRIS JONES: That sounds great.
19 Thank you.

20 THE CHAIR: I'd like to just make a
21 statement, I guess maybe, slash, question. Because
22 I -- I was under the impression that through the
23 Corrective Action Plan, we had cleared out that you
24 made the English and math scores required, which
25 were even more robust than the original goals.

1 MR. CHRIS JONES: Commissioner Armbruster,
2 thank you for the question. We -- this year is the
3 first year in which students with disabilities are
4 counting toward our data. And so what we found this
5 year, very quickly, when we're reporting students
6 for special education, is that APS and Child Find
7 decided that they weren't going to service our
8 students because we're a State program.

9 And what that meant is that we had to act
10 very quickly in trying to identify the disabilities
11 within students. So our NDT comes together to make
12 those decisions.

13 And to answer your question, when they're
14 referred to us, we do not have a SAT process at the
15 pre-K level. That's bypassed. However, we do have
16 a team of educators, including all of our ancillary
17 staff and our coordinator of special education, who
18 step in and make those determinations based on
19 screenings and evaluations.

20 So we have several students who are
21 currently, and have always received, services from
22 our contracted ancillary providers.

23 COMMISSIONER ARMBRUSTER: Wow. I didn't
24 think they could do that; but I --

25 THE CHAIR: Could I just tag on that? So

1 MR. CHRIS JONES: Correct.

2 THE CHAIR: So I just want to clear that
3 up. That was my understanding. So on -- 'cause
4 it's listed as Does Not Meet. So --

5 MR. CHRIS JONES: So we --

6 THE CHAIR: -- I thought we cleared out
7 that you more than met those; so --

8 MR. CHRIS JONES: Oh, thank you. Thank
9 you, Chairwoman Gipson.

10 THE CHAIR: I just wanted to put that on
11 the record. So any -- do you have a question?

12 COMMISSIONER ARMBRUSTER: Well, yes. I'm
13 going to -- I could have asked any school this. But
14 I wasn't thinking it at that time.

15 So on your -- when you have the preschool
16 kids, does -- does -- I assume the teachers there
17 could look at a child and say, "Huh, I think there's
18 more going on here than language in terms of a SpEd
19 need."

20 So do they -- what happens? What do you
21 do when you, you know, see this child, as reported
22 to you, I guess, looks like it's not just the fact
23 that this child speaks Spanish only or English only,
24 for that matter. Then what do you do if that child
25 really qualifies for a 3Y4Y program?

1 in prior years, APS and Child Find had provided? So
2 it was just this year, they decided all of a sudden
3 they're not going to?

4 MR. CHRIS JONES: Correct. That is
5 correct.

6 THE CHAIR: Just --

7 MR. CHRIS JONES: Yeah. Actually, we are
8 forced to create our own Child Find. And so that's
9 what we've done. We've worked to create a team of
10 educators for that purpose.

11 THE CHAIR: Had you done that in prior
12 years with a contract with them? Or -- or --

13 MR. CHRIS JONES: They had always done
14 that, Chairwoman Gipson, through the early
15 identification process, which is Child Find. And at
16 that point, they would give us information about
17 what services were provided. We had copies of IEPs,
18 and we would step in and provide services.

19 But the initial identification and
20 evaluation process was hired -- or excuse me -- was
21 conducted through Child Find.

22 Now what they've said is they no longer
23 provide those services, and now, as a
24 State-chartered -- State charter, we're responsible
25 for that process.

1 And so we've done so. Yeah, it's become
2 very confusing. And I learned this at my first
3 pre-K admin meeting of this current year.

4 It isn't that we have a problem. It was
5 that we were lacking that information prior.

6 THE CHAIR: Right. Right. Okay. Thanks.

7 MR. CHRIS JONES: Yes, ma'am.

8 COMMISSIONER ARMBRUSTER: So, just -- I am
9 actually just clarifying. You are fine what you are
10 doing. So, essentially, you do not have children
11 who were in a 3Y4Y program as three year-olds coming
12 to you as a four-year-old; is that accurate?

13 MR. CHRIS JONES: That is correct.

14 COMMISSIONER ARMBRUSTER: But you have --
15 so then when you get these four year-olds, you all
16 are having to make that determination. And then
17 they are getting special ed services from, in a
18 sense, taking away from your special ed teachers'
19 duties with your K-8s.

20 MR. CHRIS JONES: In a sense, that is
21 correct, Commissioner Armbruster. And also the
22 difficult part for us is that we don't receive
23 funding for special education services. They are
24 not a part of the IDEA B application that I
25 developed, because they aren't a part of our cohort

1 We do utilize programs. Honestly, they're
2 attracted to our school. Fortunately for me, we
3 have a lot of applicants from these Hispanic
4 countries and places of origin. They're attractive,
5 and they want to come because they believe in the
6 mission and the work that we've done. So I've been
7 pretty fortunate.

8 COMMISSIONER ARMBRUSTER: So they're able
9 to -- from wherever. So they have to come and get a
10 New Mexico quick -- I'm sure they're teachers in
11 their native countries.

12 MR. CHRIS JONES: Correct. They come, and
13 we've worked through their licensure in some cases;
14 and in others the PED has granted them the licensure
15 that was required to work at our school.

16 COMMISSIONER ARMBRUSTER: And then they
17 have to become citizens, so they have to be here
18 for -- that's the process. So they're on visas
19 until then.

20 MR. CHRIS JONES: Correct.

21 THE CHAIR: There were some that return,
22 that they stay here temporarily. So --

23 MR. CHRIS JONES: Correct. Yeah.

24 COMMISSIONER ARMBRUSTER: That was just
25 clarification. I just wanted to know that. Thank

1 K-through-8.

2 So we've had to come up with creative ways
3 in moving money around to pay for these services.
4 You know, again, at the end of the day, they're kids
5 and they're children, so we need to figure it out,
6 as the adults, and that's what we've done.

7 But it was a very shocking change, and it
8 was one that was a little challenging, very
9 troubling at the beginning.

10 COMMISSIONER ARMBRUSTER: Okay. Oh. And
11 one other thing. So because you're doing bilingual
12 and lots of people are not, and you need teachers
13 who are, you mentioned a number of countries who --
14 for which Spanish is the first language.

15 So are those people here on, like, a visa
16 thing? It was like the school yesterday we were
17 talking about. That's why I'm asking.

18 MR. CHRIS JONES: We've had several
19 visiting teachers who go through the PED program. I
20 failed to mention we have a teacher from India, and
21 she's pretty stellar.

22 We have all citizens of the United States
23 at this point. They have gotten their citizenship.
24 We have one who is still working on a visa. She's
25 from Spain, and she is very high-level as well.

1 you.

2 MR. CHRIS JONES: Sure. You're welcome.

3 THE CHAIR: Oh. Commissioner Crone?

4 COMMISSIONER CRONE: Yes. Excuse me.
5 I've been working with several students attempting
6 to get visas and Green Cards and citizenship. And
7 it really is a hot mess. I had no idea just how
8 convoluted that system is. And I'm very disturbed
9 by that. I -- I'm sorry. That's a personal
10 comment.

11 One of my students is this brilliant
12 woman, and she's been here ten years. And she's
13 always in danger that if she doesn't take more
14 classes and so forth, she's out of here. And it's
15 just -- I'm sorry. And this is another irrelevant
16 question.

17 MR. CHRIS JONES: That's okay.

18 COMMISSIONER CRONE: Your address is La
19 Morada?

20 MR. CHRIS JONES: That's correct.

21 COMMISSIONER CRONE: Is there a Morada in
22 Albuquerque? I have a number of in-laws that are
23 Penitentes. I'm just curious.

24 MR. CHRIS JONES: Not that I'm aware of.

25 COMMISSIONER CRONE: We need to start one.

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<p>1 COMMISSIONER CABALLERO: Commissioner 2 Crone, there is a morada that's in and around the 3 area that used to be Atrisco Land Grant. And years 4 ago, it got raided and a lot of the stuff inside the 5 church was taken. And -- but they still have some 6 activity. That land grant, of course, have all 7 dispersed all over, and they're having a hard time 8 staying together. But they do have a morada. 9 I went and saw it. And I was -- I was 10 astounded there was one. But it's an old -- it's an 11 old land grant. 12 COMMISSIONER CRONE: Thank you. 13 THE CHAIR: Okay. Any further discussion? 14 COMMISSIONER VOIGT: Madam Chair, if I 15 may? 16 THE CHAIR: Commissioner Voigt? 17 COMMISSIONER VOIGT: I move that the 18 Public Education Commission renew the charter for 19 Albuquerque Bilingual Academy for five years, with 20 the conditions that the New Mexico System of School 21 Support and Accountability Report prepared by the 22 PED shows a similar performance for School Year 23 2018-2019, and the student growth, highest quartile; 24 student growth, middle quartile; student growth, 25 lowest quartile; English Language Learner progress;</p>	<p>1 Raftery? 2 COMMISSIONER RAFTERY: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Crone? 5 COMMISSIONER CRONE: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Armbruster votes "Yes." 8 Commissioner Voigt? 9 COMMISSIONER VOIGT: Yes. 10 COMMISSIONER ARMBRUSTER: And we have 11 nine. 12 THE CHAIR: The motion passes, nine-zero. 13 Congratulations. Great job. Thank you. 14 (Applause.) 15 THE REPORTER: Break? 16 THE CHAIR: Yes, break. 17 (Recess taken, 9:21 a.m. to 9:40 a.m.) 18 THE CHAIR: The next school is Sandoval 19 Academy for Bilingual Education. So if the folks 20 from the school want to come up? 21 And, once again, there is the sign-up 22 sheet here. If anyone wishes to speak in regards to 23 the school, you do need to sign up here. 24 So thank you. 25 So good morning and welcome. And thanks</p>
<p>Page 734</p> <p>1 chronic absenteeism; college-and-career readiness; 2 and educational climate, with no statistically 3 significant decrease in performance. 4 COMMISSIONER CABALLERO: Second. 5 THE CHAIR: There is a motion by 6 Commissioner Voigt, a second by Commissioner 7 Caballero. 8 Any further discussion? If not, roll 9 call, please. 10 COMMISSIONER ARMBRUSTER: Commissioner 11 Davis? 12 COMMISSIONER DAVIS: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Gipson? 15 THE CHAIR: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Chavez? 18 COMMISSIONER CHAVEZ: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Robbins? 21 COMMISSIONER ROBBINS: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Caballero? 24 COMMISSIONER CABALLERO: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>	<p>Page 736</p> <p>1 for sitting through this with us and doing all you 2 did to get yourself ready. We appreciate it. 3 And I'll just offer my dittoed statement, 4 and we'll move on. 5 Renewal of Charter with Conditions. PED 6 has not provided a report or review of data for the 7 School Year '18-'19 Accountability. It is important 8 for schools to have the complete academic data as 9 part of its renewal information for this renewal and 10 also for future years. 11 The PEC needs complete State 12 Accountability Reports to make its best decision on 13 school renewal applications. 14 The PEC will review financial and 15 operational performance because the data is complete 16 at this meeting in December 2019. 17 If the PEC decides to issue a renewal with 18 conditions, the PEC will clearly state what 19 Accountability information it will review from the 20 PED Accountability Report. When the Accountability 21 data is prepared by PED, and the school has had an 22 opportunity to review the data -- no less than ten 23 days -- the PEC will review the data and remove the 24 condition or take other action, such as a Corrective 25 Action Plan or possibly non-renew the charter.</p>

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<p>1 At the future meeting, January or February 2 2020, the PEC will only consider the issues related 3 to the reason for the conditions and will not 4 consider any other issues related to the renewal. 5 So, once again, we will close out 6 operational and financial today -- if there's any 7 concerns, you'll know it as you leave -- and 8 95 percent of the academics. So the -- it's a very 9 narrow scope that we'll be looking at in January and 10 February. 11 So thank you once again. 12 So CSD will do -- and give their report. 13 You'll have your 15 minutes. There's the eight 14 minutes, then, for the Public Comment, and then 15 we'll do our questions. 16 MS. KAREN WOERNER: Madam Chair, 17 Commissioners, school representatives, good morning. 18 Sandoval Academy of Bilingual Education 19 located in Rio Rancho, serving Grades K through 8, 20 with an enrollment, at 40-day, of 178 students. 21 As you know, Sandoval Academy of Bilingual 22 Education, by their name, is working on Spanish and 23 English fluency and literacy through two-way 24 immersion. We have students working on maintaining 25 Native language working on heritage language or</p>	<p>1 Subgroup performance, growth indices, as 2 you can see, over the course of the terms, these 3 three years, the school had varying results in terms 4 of some were over expected, some were under expected 5 growth; but as you see across the chart to the most 6 recent year of data, all of them are pretty close to 7 the zero line, which is as-expected growth for the 8 different ethnicities of the higher performing 9 students in reading. 10 In math, you'll see that they were 11 consistently -- across the term of the contract for 12 the different ethnicities, the growth was greater 13 than expected, above the zero. 14 Lowest performing students, similar 15 result. Though they had varying degrees along the 16 way, their data is becoming more at the expected 17 growth zero mark in both reading and math, some of 18 the math above. 19 Proficiency by subgroup in reading. 20 Again, those proficiencies by subgroups are somewhat 21 reflecting what you saw in the overall chart, in 22 that there was a jump and then that decrease. 23 In math, the chart is showing a pretty 24 steady increase and/or pretty flat across the term 25 of the contract.</p>
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<p>1 discovering a new language. 2 The Part A analysis on Page 3 of the 3 Part A section, the math and reading proficiencies, 4 I want to speak, again, to several things here. 5 This school -- as you see, the school had 6 a jump in the first year there from '16 to '17, and 7 then a bit of a decline, and then what appears to be 8 a drastic decline after that. Again, that is 9 influenced by, I believe, several factors, one of 10 which we've already talked about, which was the 11 Istation scores for their K-2 learners. 12 Also, as we'll talk about in a minute, the 13 school has been growing exponentially in enrollment 14 and in the types of students they serve, and I think 15 that also has influenced their scores in this 16 regard. I'm sure the school will address that in 17 their presentation. 18 Their proficiency rate was shown at 19 at-or-below 20 percent. And I believe that at or 20 below is because of masking data for students, 21 because that test is only given to -- I'm sorry, 22 Ms. Rodriguez. Is that fourth-graders' science 23 test? 24 Only took fourth-graders; so -- in order 25 to mask the data for the small student population.</p>	<p>1 As far as their mission goals, the 2 school's had varying success with meeting those 3 goals. And, again, I think this is reflective of 4 the population each year and the growth that they've 5 had in terms of the students coming into the school 6 who may not have been there in the prior years. 7 The enrollment cap is 280. And as you -- 8 Page 14 of 20 or 19 of 100, depending on how you're 9 looking at the chart, it shows the drastic increase 10 in enrollment that I was speaking of, where, at the 11 start, there were close to about 40 students; and 12 then up to the current enrollment of 178. So a 13 drastic incline in their enrollment numbers. 14 Students remaining enrolled within the 15 school year has been between 89 and 91 percent. 16 Those enrolled between school years has kind of 17 bumped, but, at the last two years, has been at 18 86 percent. 19 Teacher retention you see took a dip in 20 one year, but then is back on an incline. 21 The audit findings, there were two audit 22 findings in the last year that we have data for. 23 Those were repeat findings; although, they were 24 other non-compliance issues and not any material 25 weaknesses or significant deficiencies.</p>

<p style="text-align: right;">Page 741</p> <p>1 Going back to the beginning, again, of the 2 report from CSD, the analysis, you see that each 3 area of the school Demonstrated Progress or Met the 4 Standards. 5 You can see that in the school Standards 6 of Excellence, which was the school letter grades up 7 through 2018, the school did show an increase in 8 their overall school grade. And the areas where 9 they had "F's" dropped off by the last year of 10 the -- in 2018. 11 As for the organizational performances 12 framework, there were five indicators on the chart 13 where the school had either a repeat Workings to 14 Meet or a Falls Far Below. Those areas are outlined 15 on Page 3. 16 Students with special needs. This was 17 primarily around a few overdue IEPs. I think there 18 were two this last year that hadn't been completed. 19 English Language Learners -- which has 20 since been resolved. 21 English Language Learners was around the 22 identification issue which we've spoken about as 23 well as annual letters going home to parents. 24 Financial compliance was related, of 25 course, to those audit findings, and also to --</p>	<p style="text-align: right;">Page 743</p> <p>1 that's going to speak for the school for the record. 2 MS. JACKIE RODRIGUEZ: Absolutely. 3 Good morning, Madam Chair Gipson and 4 Commissioners. I'm excited to celebrate and be here 5 to present our escuela, Sandoval Academy of 6 Bilingual Education. 7 (A discussion was held off the record.) 8 MS. JACKIE RODRIGUEZ: So I'm Jackie 9 Rodriguez. I'm the School Director and Principal. 10 I have -- Ms. Banks is our programs coordinator at 11 our site and also our ESL, gifted program, and 12 intervention teacher. Ms. Teresita Reyes is our 13 gifted -- our special education programs coordinator 14 and teacher. 15 We also have some students that are going 16 to be speaking on behalf of the school today; so 17 Brent, Isabella, and Logan are here. 18 We also have Becky Torres, our governing 19 council president, and Wayne Moosman, our governing 20 council treasurer, that are here present today. 21 So I just want to start by thanking the 22 Commissioners for supporting our school in the past, 23 and I'm excited to be here. It is my first renewal, 24 so I'm nervous and excited at the same time. 25 I came to Sandoval Academy, this is my</p>
<p style="text-align: right;">Page 742</p> <p>1 membership of the audit committee was not properly 2 constituted. So they've corrected that membership 3 on the audit committee. 4 In the employee rights category, there 5 were several staff files that were missing 6 verifications of employment, one that was missing an 7 official transcript, and one without a professional 8 development plan, which the school has since 9 resolved. 10 And in the facilities requirements, I will 11 share that in '17-'18 school year, the school was 12 missing several of the emergency drills. In 13 '18-'19, they missed one. And I'm assuming in 14 '19-'20, they'll miss none. 15 Percentage of the employees that signed 16 the petition was 100 percent of employees, 17 94 percent of their households. 18 And the NMCI index score for their 19 facility is at 16.82, again below the average of 20 23 percent, and lower is better. 21 And with that, I conclude my report. 22 THE CHAIR: Thank you. 23 MS. KAREN WOERNER: Thank you. 24 THE CHAIR: Good morning once again. And 25 if you would just introduce yourself and anyone else</p>	<p style="text-align: right;">Page 744</p> <p>1 third year, and it's our fifth year. And what I'm 2 going to do is ask our students if they want to 3 please come up first and talk -- 4 THE CHAIR: No. Did they -- no. They -- 5 MS. FRIEDMAN: They did sign up. 6 THE CHAIR: But the Public Comment comes 7 in after you've done your 15 minutes. 8 MS. KAREN WOERNER: Unless you want to 9 release your 15 minutes. 10 THE CHAIR: Unless they want you to use 11 part of your 15 minutes. 12 MS. JACKIE RODRIGUEZ: They were using 13 part of my time to speak as well, yes. 14 FROM THE FLOOR: Good morning. 15 THE CHAIR: She needs to be way closer to 16 that mic. 17 FROM THE FLOOR: Good morning. My name is 18 Isabella. I have been in Sandoval Academy for 19 five-and-a-half years now, since the school began. 20 Sandoval Academy of Bilingual Education is 21 a fun, educational place made for kids to learn 22 Spanish as their second language. I love SABE for 23 their great teachers and wonderful friendships that 24 can be built throughout the year. 25 There are other reasons I like SABE, like</p>

<p style="text-align: right;">Page 745</p> <p>1 their great education and their holiday dances and 2 celebrations.</p> <p>3 The reason I came to SABE is to further 4 develop my Spanish. Being bilingual has helped my 5 family in their business to reach diverse 6 populations. It feels good to be able to 7 communicate with many people, including my 8 Spanish-speaking family in Mexico.</p> <p>9 At SABE, I have learned that if you want 10 to get a higher grade, you need to work hard. This 11 teaches you in life that you need to work hard to 12 achieve and attain what you want.</p> <p>13 SABE environment is safe and does not 14 cause anxiety or pressure. I celebrate that SABE, 15 they have supportive and help students that have 16 disabilities in learning and make their assignments 17 really fun. [Verbatim.]</p> <p>18 THE CHAIR: Thank you.</p> <p>19 FROM THE FLOOR: My name is Logan Leyba, 20 and I have been at SABE for five-and-a-half years. 21 SABE is a school that has a mission to help students 22 learn two languages, Spanish and English.</p> <p>23 I personally like it better than a 24 traditional school, mostly because it is a small 25 school, which means I know almost everybody.</p>	<p style="text-align: right;">Page 747</p> <p>1 people outside the school. Here at SABE, I know 2 everybody.</p> <p>3 The other reason I went to SABE is to 4 learn Spanish. Learning Spanish is a skill that can 5 help you get jobs, such as a lawyer or doctor, 6 because they are able to communicate with 7 Spanish-speaking adults.</p> <p>8 Learning another language also helps you 9 multitask, makes you more attentive. Spanish also 10 makes it easier to learn root languages such as 11 Latin and German.</p> <p>12 My own personal reason to learn Spanish is 13 to challenge myself, and, like as I said before, to 14 give me more career opportunities. Thank you.</p> <p>15 THE CHAIR: Thank you.</p> <p>16 MS. JACKIE RODRIGUEZ: I thought it was 17 important just to give a kid perspective. It may 18 not be typical of what we present to the Commission. 19 But they're the reason for my being there and the 20 passion I have for dual language and bilingualism.</p> <p>21 On behalf of our school community, thank 22 you for the opportunity to address you this morning 23 and for the ability to provide the students of our 24 community with access to the one-of-a-kind program 25 that embraces all the linguistic tools that students</p>
<p style="text-align: right;">Page 746</p> <p>1 SABE is a school that has a mission to 2 help students learn. I come to SABE to learn 3 Spanish, which can help me get better jobs later on. 4 I have been going to SABE since second grade and 5 have loved it every year. All the teachers are -- 6 are nice. Every teacher I've had has been really 7 nice.</p> <p>8 Also our school cares about the 9 environment by doing things like the three R's, 10 Reduce, Re-use, and Recycle.</p> <p>11 THE CHAIR: Thank you.</p> <p>12 FROM THE FLOOR: My name -- my name is 13 Brent Morgan. I started SABE in the second grade, 14 and I am now in the sixth grade. SABE is a 15 bilingual charter school that is open for 16 four-and-a-half years. SABE is a better alternative 17 to the large public school I used to go to in 18 Rio Rancho because it's smaller than traditional -- 19 oh -- because it's smaller than traditional schools, 20 I do not know what traditional -- I do not know what 21 traditional middle school would be like, but I 22 imagine it as big and way more confusing.</p> <p>23 I went to Maggie Cordova before SABE 24 opened. At Maggie Cordova, no one knew anyone in 25 the school, other than people in the classrooms and</p>	<p style="text-align: right;">Page 748</p> <p>1 bring in providing them with the gift of 2 bilingualism.</p> <p>3 Like Ms. Woerner spoke to, our school 4 community has grown considerably. One of the charts 5 I provided to you does show that the growth over 6 time and the growth over time with our demographics, 7 so I'll speak to that as well.</p> <p>8 Sandoval Academy of Bilingual is a sole 9 elementary charter school in Rio Rancho serving 10 kindergarten through eighth grade. We operate as a 11 90/10 dual-language program. And that's a little 12 different -- that's one of the most successful 13 programs, and there is a model within your packet 14 that demonstrates what that looks like.</p> <p>15 We serve the areas of Rio Rancho, 16 Bernalillo, Placitas, Santa Ana, Algodones, and 17 Albuquerque.</p> <p>18 The vision of the founders was to 19 establish a successful dual-language school to serve 20 all children of diverse backgrounds, including 21 English Language Learners, economically 22 disadvantaged students, minority students, and 23 special education students -- 24 (Reporter cautions.) 25 MS. JACKIE RODRIGUEZ: -- while still</p>

<p style="text-align: right;">Page 749</p> <p>1 bridging the achievement gap by providing them with 2 culturally based, differentiated and unique 3 curriculum and instruction in both English and 4 Spanish. 5 Since joining Sandoval Academy at the 6 beginning of '17-'18, I have counted on my prior 7 experience and knowledge of effective dual-language 8 programming, including implementation and how to 9 build to the original intent of the school which the 10 founders were strong on. I was lucky enough to be 11 part of La Promesa -- or what was La Promesa -- 12 Albuquerque Bilingual Academy -- and bring that 13 experience as well. 14 I have focused my leadership on developing 15 systems and processes that were not in place when I 16 came to Sandoval Academy, and they have fostered 17 growth and success; although, we still have a lot of 18 work to do. 19 In our school's fifth year, I am confident 20 that we are well on our way. Some of the points 21 that I can attest to, our enrollment has more than 22 doubled over the last two school years. We have 23 increased our programming at the kinder-first grade 24 level and have two kindergarten classrooms and two 25 first-grade classrooms. Every year since I came on,</p>	<p style="text-align: right;">Page 751</p> <p>1 teachers in their learning, as well as providing 2 students the necessary support when needed, both for 3 our struggling students and those exceeding 4 expectations. 5 Some of our work, as I've been there, is 6 to include positions that are able to support the 7 learners that we see continue to come to our school. 8 Student data is reviewed frequently by the 9 teachers, including benchmark periods and other 10 reporting periods. So teachers are able to attend 11 to the students that are struggling and falling 12 behind. 13 Teachers have been provided, and we are 14 taking initiatives at our school, to provide best 15 practice in dual mean language education, as well as 16 contracting with Dual Language Ed of New Mexico and 17 using other pieces to support language acquisition. 18 Our school's financial status is stable 19 and now includes a positive carryover balance, and 20 our audit findings have decreased in each of the 21 past three recorded years from six to three to two, 22 with none being material findings. 23 One of the biggest pushes that I have as 24 the school leader is the development of our 25 teachers. And as teachers have been coming to us as</p>
<p style="text-align: right;">Page 750</p> <p>1 we've added a grade level; so we're up to K-7 this 2 year, with intent to add our eighth-grade program 3 next year. We are currently at 182 students. 4 All subgroups have increased, and 5 substantially, as they might say; our economically 6 disadvantaged students, special education 7 population, our English Language Learners, and 8 overall diversity of our school population. 9 Our school has higher proportion of 10 Hispanic, African-American, and East Islander 11 populations than the state and local district. 12 Our school has a higher percentage of 13 students qualifying for Free and Reduced Lunch than 14 the local district as well. 15 We do offer before- and after-school 16 programs as -- and they're accessible to all 17 students with the option of scholarships for those 18 that need those scholarships. 19 We are trying to establish processes to 20 support those students that are economically 21 disadvantaged. But as a growing school, some of 22 those processes yet have not been put in place with 23 [inaudible]. 24 We have comprehensive plans and have 25 established comprehensive plans that support</p>	<p style="text-align: right;">Page 752</p> <p>1 our program has grown, we have seen some 2 inconsistencies in understanding of dual language in 3 the programs that we offer and trying to make sure 4 how they feel fostered and developed and given the 5 opportunities to grow within our program. 6 THE CHAIR: Excuse me just for a second. 7 Could the record reflect that Commissioner Chavez 8 has stepped out? Thanks. 9 (Commissioner Chavez has left the meeting.) 10 MS. JACKIE RODRIGUEZ: As you'll see in 11 the graphs that are provided, the supplemental 12 packet has -- demonstrates the growth and many 13 successes we have experienced. And I'll leave that 14 to some questions later and address it more then. 15 But we know that education and the work of 16 a charter school is continuous progress, and I know 17 there's much to do. I embrace each year with an 18 open mind and ready to serve the new students that 19 join us as well as our new staff, and I am 20 continuing to improve for support all our learners. 21 Our students are definitely our focus. 22 At Sandoval Academy, we are fulfilling our 23 mission by providing an inclusive bilingual 24 immersion program to our native Spanish speakers, 25 our heritage speakers, and native English speakers.</p>

<p style="text-align: right;">Page 753</p> <p>1 One of the graphics that you see within 2 your packet is where we were, where we are, and the 3 areas that -- where we're going with our next steps. 4 And I won't read those all, but I think it's 5 important just to talk about a few of those, and 6 mostly the increased enrollment and our change in 7 demographics. 8 We have increased our enrollment from 44 9 the first year to 178 at the 40th day reporting 10 period. 11 In the backs of your packets, you do see 12 the increase of the English Language Learners, which 13 increased from none reported, or a very small 14 percentage of one student our first -- our second 15 year, up to 21. And I think, as of today -- how 16 many do we have today? 17 FROM THE FLOOR: 37. 18 MS. JACKIE RODRIGUEZ: We're at 37. So 19 year to year, we see a huge increase of those, and 20 we adjust our programming and our supports to offer 21 that support to those students. 22 As far as our special education 23 population, we have moved from one to 21. And what 24 was our last count? 25 FROM THE FLOOR: 27.</p>	<p style="text-align: right;">Page 755</p> <p>1 Auditor, Certified Information Systems Auditor, and 2 a Certified Fraud Examiner, and also formerly a 3 Department of Energy CFO Fellow. 4 About a little over five years ago when 5 the original founders approached me and asked me, 6 because of my -- my finance and accounting 7 background, if I would be interested in being on the 8 board of this -- this idea that they had for a 9 school, a charter school of bilingual education, I 10 jumped at the chance, because I thought it sounded 11 like such a fantastic idea and it wasn't something 12 currently available in the Rio Rancho area. 13 It was something that I wish I had that 14 available to -- I moved my family here from Japan. 15 I am bilingual. I speak Japanese. But I know the 16 door has been open for me, because I had that 17 ability. And it would have been -- in my mind, it 18 would have been a great thing when I moved my family 19 her of three daughters, if they had had some 20 opportunity available to them similar to that. 21 So I was on the board -- I was one of the 22 original board members, asked to be the treasurer. 23 My original term was two years. And as -- as you've 24 seen from our history, I was very alarmed when we 25 started out with an enrollment of only 40 and we ran</p>
<p style="text-align: right;">Page 754</p> <p>1 MS. JACKIE RODRIGUEZ: And another six 2 added to that as well. 3 Like the questions you presented to 4 Albuquerque Bilingual Academy, we're very flexible 5 in our programming to make sure we're adhering to 6 IEP goals and the ESL requirements for our students. 7 So I'll read our mission, and then I'll 8 invite Mr. Moosman, our board treasurer, to come and 9 speak for a minute. 10 Our mission at Sandoval Academy of 11 Bilingual Education is to enable students to 12 maintain their native language, reconnect with their 13 heritage language, or discover a new enriching 14 language. Students will attain Spanish and English 15 fluency and literacy through two-way immersion, 16 which will expand their world view and educational 17 and career opportunities. 18 FROM THE FLOOR: I apologize if I don't do 19 this right. 20 Good morning, Madam Chairwoman and 21 Commission. My name is Wayne Moosman. I currently 22 am the internal audit manager at the Ethics and 23 Audit Division of Los Alamos National Laboratory. 24 I'm a Certified Public Accountant and 25 Certified Management Accountant, Certified Internal</p>	<p style="text-align: right;">Page 756</p> <p>1 a deficit that first year. 2 And I had -- there was some doubt in my 3 mind -- although, in my mind, it was such a great 4 idea that we would be able to sustain ourselves. 5 And by the end of the -- my second year and midway 6 through the second school year, I was -- still had 7 some doubts that it was going to be able to be 8 sustained. 9 I -- after the expiration of my term, I 10 really stopped paying attention to it until the -- a 11 board member called me again and asked me if I'd be 12 willing to serve a second term, which was about a 13 year later. 14 And I jumped at the opportunity. And when 15 I came in, the -- at this point, Jackie had taken 16 over the school. And I noticed immediate 17 improvement in the financial situation, and also, it 18 seemed to me, based on both the school enrollment, 19 which was due to Jackie, I think, to a more -- 20 making more effort to reach out to the community, 21 make them aware, I think the idea actually does sell 22 itself. It's just a matter of making the people in 23 the Rio Rancho area aware it's something that's 24 available to them. 25 And I have since been on the audit</p>

<p style="text-align: right;">Page 757</p> <p>1 committee and, again, serving as the treasurer, and 2 I've seen, over the last couple of years, how it 3 continues to grow. 4 So I'm hoping that it will be available. 5 I now have grandkids in the area. I hope it will 6 continue to be available when they're ready to start 7 kindergarten. 8 Thanks. 9 THE CHAIR: Thank you. I think, Cindy, 10 you saw that Mike came back. You were looking that 11 way. Please reflect that Commissioner Chavez is 12 here. 13 (Commissioner Chavez has returned 14 to the meeting.) 15 THE CHAIR: Thanks. 16 MS. JACKIE RODRIGUEZ: Chairwoman Gipson, 17 thank you, and, Commissioners, thank you. 18 THE CHAIR: Okay. Thank you very much. 19 So we have four people that have signed up for 20 Public Comment; so that's two minutes apiece. 21 Michael Rodriguez is the first. 22 FROM THE FLOOR: Good morning again. 23 Michael Rodriguez, Dual Language Education of 24 New Mexico, Director of Operations. Like the 25 previous school, I've had the opportunity to see the</p>	<p style="text-align: right;">Page 759</p> <p>1 cognitive development is the biggest benefit of 2 dual-language programs. 3 And, you know, why would we not want that 4 for every single student, right? Our culturally 5 linguistically diverse students, special needs 6 students, and our gifted and talented students, it 7 excels everybody. And, typically, English Learners 8 who are in dual-language programs for the long term, 9 the research has shown that by middle and high 10 school, they are starting to outperform even the 11 average English speaker on an English test. 12 So it's very powerful, and dual-language 13 charter schools should be incubators for what we're 14 doing in the rest of our public schools. 15 Over the past several years, Sandoval 16 Academy has developed essential systems, processes, 17 and procedures that align with the ideals of 18 well-implemented dual-language programs. And, 19 through the research, we know that the only way that 20 kids reach those high levels of success is through 21 well-implemented programs. 22 And a lot of the systems that are now in 23 place at Sandoval Academy are in line with that and 24 will definitely lead to continued success of 25 students, as well as the growth of the stool.</p>
<p style="text-align: right;">Page 758</p> <p>1 progress of the school since it opened in 2015. 2 I've been able to watch it much more closely the 3 last three years, both because our organization has 4 been providing professional development, but also 5 because, for the last 28 years, I've been -- I 6 dated, and married 21 years ago, Mrs. Rodriguez from 7 Sandoval Academy. So you know I've had daily 8 consultations with the Academy about dual language 9 and best practices. 10 To kind of touch on the point that 11 Commissioner Robbins had made earlier, it's over 12 35 years of research around dual-language education. 13 And what they found around the country and around 14 the world is that this is definitely the type of 15 program that helps students to become bilingual 16 biliterate, to achieve high academic proficiencies 17 in both their native language and the target 18 language of the program, as well as demonstrate 19 social cultural competence leading to the valuing of 20 personal differences as assets. 21 You know, all this to say that, you know, 22 dual-language programs are powerful. 23 The biggest benefit that comes out of this 24 type of program is really the cognitive development. 25 That's what researchers have found is that the</p>	<p style="text-align: right;">Page 760</p> <p>1 THE CHAIR: Thank you. And next on the 2 list is Melissa Villanueva. 3 FROM THE FLOOR: Good morning. I'm going 4 to start with -- I do apologize. It's a little tad 5 long. But it's very special to me, this school. So 6 you'll see as I read along. 7 My name is Melissa Villanueva. I'm a 8 parent of three children, ages 12, 10 and 7, who 9 attend SABE. We have been attending SABE since the 10 grand opening. 11 My reason for looking for a new school was 12 I knew I had a special case on my hands. Our oldest 13 daughter, who attended public school from preschool, 14 has spoken two languages. She began talking -- as 15 soon as she began talking, we found -- or we wanted 16 to make sure throughout the school she was learning 17 both English and Spanish and hoping it would be a 18 lifetime. 19 But when she went to school, I sat with 20 her one day, and I had a déjà vu moment. I knew 21 right there that I was dealing with the same 22 struggles I dealt with my entire life. Our daughter 23 was a little different. She excelled in Spanish a 24 lot faster, and it became her primary language. 25 I cried for many days. I did not want my</p>

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<p>1 child to go through the same struggles I had gone 2 through my entire life. 3 Excuse me. I knew I had my hands full, 4 and I didn't know if it was going to be possible to 5 fulfill this. 6 I moved to New Mexico when I was 17. I 7 was a hard working student, a grade point average of 8 3.4. I did not test well. It almost costed me my 9 diploma, because I could not test well. And my 10 diagnosis was dyslexia. 11 Before SABE, I had already had my mind set 12 on home-schooling my children. I did not know how 13 my husband and I were to fulfill this, because our 14 plates were full with three children, our own 15 business, and a long list of others and that. 16 As I mentioned before, what I like -- I do 17 apologize. Excuse me. I get a little trembled 18 here. 19 THE CHAIR: That's okay. 20 FROM THE FLOOR: As I mention above, I 21 knew what it is like to have a disability, because 22 it never goes away. You just learn how to get 23 better and use tools to help adapt to make your life 24 easier. 25 I was reassured by the staff at SABE we</p>	<p>1 in life to their fullest. 2 SABE is about teamwork from staff to the 3 parents. We all pull together to give each and 4 every child the utmost professional and fun, yet 5 challenging, benefit to the fullest. 6 As we walk into SABE, the environment is 7 welcoming. I admire this, because in my own daily 8 life, I apply the same values to my own business. 9 Sandoval Academy of Bilingual Education 10 has proven its worth to both our students and our 11 parents, should continue conducting business as a 12 charter school. They have continued to grow and 13 improve so many ways to make environments similar to 14 a regular public school. 15 The values in their teachers' practices is 16 why I feel they excel over a public school. 17 And I do have one more -- one parent was 18 not able to be here today, and I don't know if I can 19 read this for her. Do you mind? Or should I write 20 that? 21 THE CHAIR: If we want to put it on the 22 record, only because it's going to eat into the 23 eight minutes. So that's my -- you know. I would 24 say -- 25 MS. JACKIE RODRIGUEZ: Let everybody else</p>
Page 762	Page 764
<p>1 were going to -- they were going to help me and my 2 husband get to the bottom of my child's needs, and 3 we were able to find the right course of action. 4 The team at SABE have been working very -- 5 working with our youngest as well and -- 'cause he 6 shows signs of dyslexia. SABE wants my children to 7 succeed just like we do. 8 Why SABE? Because SABE has given my 9 children the opportunity of a lifetime. That is why 10 we stay. Knowing that our children enjoy the 11 smaller settings, we have -- we feel their get- -- 12 they get to have more personal time with their peers 13 and their instructors. 14 Remember, when I was -- I remember when I 15 was -- I had that personal time with my teachers. 16 It helped me grow. My children are learning how to 17 grow independently and embrace their uniqueness. 18 They're reminded it's okay if they're all different. 19 We all learn -- we are all learning that 20 any challenge that may appear is sometimes -- is 21 something we learn how to balance as we grow older. 22 They are being shown to honor all diversity. 23 SABE is not just a school. We are a 24 family-oriented that the same passion, values as 25 most parents want for their own children, to excel</p>	<p>1 speak. 2 THE CHAIR: If we could let the other 3 people speak, and if there's time, you can come back 4 up, I'll let you do that. Okay. Thanks. 5 And next on the list is Ricardo 6 Villanueva. 7 FROM THE FLOOR: Good morning, everyone. 8 My name is Ricardo Villanueva. I'm a little 9 nervous. This is my second language. 10 My wife -- you know, her and I, we 11 married, like, 19 years ago, and so we had the 12 opportunity to grow our family. 13 And we come in in this journey to try to 14 do a bilingual family. And like she spoke in her 15 speech, we tried to find a good school for our kids 16 that had this opportunity to grow. 17 And, in my case, I have a background in 18 engineering and electronics. And I have a -- that 19 opportunity to try to learn my second language is in 20 English. So now to try to communicate with 21 everybody through the business, through the family, 22 through the community, I see that New Mexico have a 23 big opportunity for it. 24 I've been growing with my -- with my 25 family, as a business, going to different countries</p>

<p style="text-align: right;">Page 765</p> <p>1 and speaking Spanish. Actually, it's been helping 2 me to communicate, like, in Portuguese and Italian, 3 something like that, we do in our business through 4 this town.</p> <p>5 I would say this school is one of the best 6 schools so far where my kids has been experiment on 7 it. And they have actually growing in education and 8 behaving in the school, I can see the big difference 9 in my kids.</p> <p>10 I was ask you, everybody, to give the 11 opportunity to this school to stay with the doors 12 open, because I think, you know, they have a good 13 system.</p> <p>14 Now they have Mrs. Rodriguez, I can see 15 the big improvement in the school. We was thinking 16 before of taking another school. But I was so happy 17 that this has been approaching to the education of 18 my kids and how future it's going to be.</p> <p>19 One of the Commissioners, Carlos -- 20 Mr. Carlos, and hear he mention in El Paso has been 21 a lot of bilinguals out there. And how my best 22 friend actually loved it. And I can see how the 23 business growing, how the people have opportunities, 24 and I can see how much opportunities can be here 25 with the bilingual education. Thank you.</p>	<p style="text-align: right;">Page 767</p> <p>1 perhaps ever before. When our students learn 2 Spanish as an integral element of their studies, 3 they are not just learning a second language. They 4 are learning to open their minds.</p> <p>5 They are learning to see the world from a 6 different perspective. They are learning to put 7 themselves in the shoes of others. They are 8 learning that differences are not negatives. 9 Cultural differences and diversities strengthen us 10 as a society.</p> <p>11 I think back on the myriad activities and 12 experiences that SABE students have had, experiences 13 that aren't necessarily part of a traditional public 14 education. My children have come home from their 15 kindergarten classes speaking Spanish to me with an 16 accent that I envy, that I'll never have.</p> <p>17 My oldest started at SABE when he was in 18 the second grade. His capacity to learn the 19 language and come to expect and recognize the 20 cultural traditions of people in Mexico and other 21 Latin American nations is something I hadn't 22 experienced when I was his age.</p> <p>23 He's also had leadership opportunities. 24 He's an ambassador at SABE; he's one of the students 25 here today.</p>
<p style="text-align: right;">Page 766</p> <p>1 THE CHAIR: Thank you. And, finally, 2 Brandon Morgan.</p> <p>3 FROM THE FLOOR: Good morning. I wrote my 4 remarks down so that I don't ramble.</p> <p>5 I'm Brandon Morgan. I am Chair of the 6 History, Anthropology, Latin American Studies 7 Department at CNM in Albuquerque. And, most 8 importantly, for the moment here, I am parent to 9 three children at SABE.</p> <p>10 SABE has had a profound impact on our 11 family. Our children have been attending there 12 since the school opened in 2015. As soon as we 13 heard that there was going to be a bilingual school 14 in the area, my wife and I wanted to learn more. We 15 jumped on the opportunity.</p> <p>16 Being bilingual myself, I understand the 17 ways of speaking two languages enriches the lives of 18 those who do. The benefits are not only economic; 19 we've talked a lot about that. But they are also -- 20 or excuse me. I know that the power of bilingualism 21 can open our minds and help us gain empathy for 22 others.</p> <p>23 As somebody who studies and teaches the 24 humanities, I see the way humanistic thinking is 25 more important at this moment in our history than</p>	<p style="text-align: right;">Page 768</p> <p>1 I've also been struck by the way that SABE 2 is a family. It provides a variety of 3 extra-curricular cultural activities, in addition to 4 the strong bilingual curriculum that our children 5 are provided with each and every day.</p> <p>6 Recently, families gathered together at 7 the school to watch "Koko," the film, in Spanish. 8 The children were excited to watch the movie in the 9 language they are learning, or that they are 10 reinforcing as valuable in their classes.</p> <p>11 Every winter, the teachers put together a 12 winter celebration of the unique traditions of Latin 13 Americans and Spanish-speaking New Mexicans, such as 14 Las Posadas, Three Kings Day, and the debate between 15 farolitos and luminarias, as well as Hanukkah and 16 Kwanzaa.</p> <p>17 Students put in the work to learn 18 traditional songs and dances. They perform those 19 for their parents. In the process, they come to see 20 the world from perspectives they wouldn't have 21 otherwise known.</p> <p>22 Recently, the school has added a halftime 23 PE teacher; full disclosure, she is my wife, another 24 way that SABE has really impacted our family. 25 I ask that you renew the SABE charter.</p>

<p style="text-align: right;">Page 769</p> <p>1 Since the opening year, the school has opened its 2 arms to New Mexicans who most need its services. 3 And, as I hope I've shown, SABE doesn't 4 just enrich the lives of its students; it enhances 5 the lives of entire families. 6 SABE stands as an example of the way that 7 charter schools can and do magnify the greatness and 8 rich cultural diversity of New Mexico. Thank you. 9 THE CHAIR: So thank you once again. And 10 I think the story actually always has been the 11 sustainability question, that it's kind of 12 understandable that in your first year, you have a 13 fairly significant number of Falls Far Below. 14 But the governance council and the school 15 has gotten it together. And it wasn't that you 16 didn't know what to do; but it was just a matter of 17 can we get enough kids in here so that the school 18 can be sustainable. 19 So -- and I understand the challenges, 20 then, in bringing in new students. It's not -- the 21 cohort changes all the time; so it's a challenge in 22 these early years also with the goals. 23 And probably helpful that we've migrated 24 out of the math and reading goals for the schools 25 and truly more to mission-specific goals. So I</p>	<p style="text-align: right;">Page 771</p> <p>1 THE CHAIR: Someone said it was a 2 methadone clinic. 3 MS. JACKIE RODRIGUEZ: They provide 4 behavioral support and services. 5 THE CHAIR: I was a recipient of a lot of 6 e-mails regarding that. And it's, like, so -- all 7 right, just reflecting back. Because this is -- 8 this is one of those schools that we started with. 9 My first contract negotiations were the 10 first ones with the school. So it's nice to see the 11 school's come back around, and also to see those -- 12 truly, those numbers go up, because I guess it's 13 really a source of pride for all of us that with 14 almost every school that we have coming up, we're 15 having this conversation that you can be the shining 16 example for what equity means and what being 17 culturally responsive is. 18 And we're -- so many of our schools are 19 leading the way. And I truly hope it's -- we do use 20 the charters as those examples. Because we know of 21 that many other schools -- and some of our -- some 22 of our charters are struggling with -- what do we 23 do, how do we do it. 24 And we have to, as a state, pick each 25 other up and move each other forward and not be</p>
<p style="text-align: right;">Page 770</p> <p>1 think that's also going to help schools going 2 forward, because it's not going to matter, really, 3 who's there, because this is the climate that you're 4 creating, so it doesn't matter. So, hopefully, that 5 will help as well. 6 And it'll be even more meaningful for the 7 school to be able to -- to do that. And that's 8 really important. 9 But just remind me. Are you still in the 10 strip mall? 11 MS. JACKIE RODRIGUEZ: We're actually -- 12 it's a warehouse building; so it's not a strip mall. 13 It used to be -- Pearson Testing Center used to be 14 there. Prior to that, it was its own warehouse. 15 THE CHAIR: Do you have other businesses 16 around? 17 MS. JACKIE RODRIGUEZ: Yes, there's three 18 other businesses there. 19 THE CHAIR: That's why I guess I always 20 think "strip mall"; but just -- we all received a 21 number of e-mails early on because -- is the 22 methadone clinic still there? 23 MS. JACKIE RODRIGUEZ: It's not a 24 methadone clinic. The methadone clinic is on the 25 other side.</p>	<p style="text-align: right;">Page 772</p> <p>1 pointing fingers and saying, "You're not doing a 2 good job"; but say, "Let's help you do a better 3 job." 4 And it's something that we have to move 5 forward. 6 So I congratulate you for that, and I 7 congratulate you for -- and I think there's no doubt 8 about it with the new administration that helped to 9 move the school forward as well. So I thank you as 10 well. 11 MS. JACKIE RODRIGUEZ: Thank you, Chair 12 Gipson. 13 THE CHAIR: Commissioners, any -- 14 Commissioner Robbins? 15 COMMISSIONER ROBBINS: Just a couple of 16 clear indications on some of the things that I saw 17 in terms of performance and things; and really not 18 educational performance. It's just overall. 19 The truancy rates were -- seem to be very 20 high. You have a high attendance, but you also have 21 a very high truancy rate last year at 22 percent. 22 What's driving that? Because, obviously, 23 a student, if they're not in school, they're not 24 learning. 25 But you do have high proficiency rates;</p>

<p style="text-align: right;">Page 773</p> <p>1 so --</p> <p>2 MS. JACKIE RODRIGUEZ: Commissioner</p> <p>3 Robbins, there was actually an error in reporting</p> <p>4 from PowerSchool that was originally set up when</p> <p>5 they set up the data.</p> <p>6 So Shari Herrington supplied something in</p> <p>7 Part B, a statement that said, moving forward, she's</p> <p>8 made that correction.</p> <p>9 Unfortunately, before that, there was no</p> <p>10 way to see the truancy rate, because we were</p> <p>11 following the attendance regulations in law and</p> <p>12 following the process in our school.</p> <p>13 Those numbers are in error that were sent</p> <p>14 from PowerSchool to the S.T.A.R.S. system. She</p> <p>15 attempted to go back and pull that data. What was</p> <p>16 happening was all the data from PowerSchool was</p> <p>17 being sent over as "unexcused," rather than marking</p> <p>18 the "excused" absences. And she was unable to do</p> <p>19 that. But she said moving forward, once it was</p> <p>20 brought to light, she was able to correct that.</p> <p>21 COMMISSIONER ROBBINS: So that solves that</p> <p>22 problem. What CSD provided, there's one board</p> <p>23 member that's been on the board for a couple of</p> <p>24 years that has not taken any training?</p> <p>25 MS. JACKIE RODRIGUEZ: So Mr. Octavio</p>	<p style="text-align: right;">Page 775</p> <p>1 operational budgets as well. So that has helped</p> <p>2 curb some of that.</p> <p>3 COMMISSIONER ROBBINS: Thank you.</p> <p>4 THE CHAIR: Thanks.</p> <p>5 Commissioner Armbruster?</p> <p>6 COMMISSIONER ARMBRUSTER: I shouldn't stay</p> <p>7 up late at night, because I think of these things,</p> <p>8 and I'm thinking a little esoteric.</p> <p>9 I was waiting for you to come back,</p> <p>10 Commissioner Chavez, because I know you can help me</p> <p>11 with this.</p> <p>12 So I understand you're EL, because they're</p> <p>13 not speaking -- they don't pass the test or whatever</p> <p>14 for English.</p> <p>15 But when you're in a school that's</p> <p>16 teaching in two languages, are the English-only</p> <p>17 students equally disabled?</p> <p>18 And I use that in a different -- not as a</p> <p>19 disabled person, but as a -- do you understand what</p> <p>20 I mean? Like, I get if you're Spanish-speaking and</p> <p>21 you're in a school that's only speaking in English.</p> <p>22 But if you're either -- either Hispanic, because</p> <p>23 you -- and you don't speak Spanish, or you're an</p> <p>24 Anglo who doesn't speak Spanish, and you're in</p> <p>25 school that's 90 percent -- and kindergarten --</p>
<p style="text-align: right;">Page 774</p> <p>1 Muñoz actually resigned his position. And that was</p> <p>2 the paperwork we took care of and supplied to the</p> <p>3 PEC for resignation.</p> <p>4 COMMISSIONER ROBBINS: Okay. And then</p> <p>5 from the standpoint -- the Legislature is reducing</p> <p>6 Small Size Adjustment. You have a track of growth</p> <p>7 to where it may not impact you as much. But what</p> <p>8 will that reduction -- how is the impact, and how is</p> <p>9 the school going to address that?</p> <p>10 MS. JACKIE RODRIGUEZ: Actually, I'll --</p> <p>11 maybe can divert to Ashley Wolfel, our business</p> <p>12 manager, to speak more to the numbers. At this</p> <p>13 point, it hasn't impacted us. Because we were in a</p> <p>14 turnaround position, we were very mindful of our</p> <p>15 spending. So we were able to have a carryover that</p> <p>16 might offset those costs. But we don't anticipate</p> <p>17 that to impact us too much. And, hopefully, with</p> <p>18 the Legislative Session, we can see some turnaround.</p> <p>19 We are also looking at the opportunities</p> <p>20 that are being presented with Yazzie-Martinez to</p> <p>21 help support our funding in different ways.</p> <p>22 Also with our increase in our populations,</p> <p>23 we have seen an increase to our Title I funding as</p> <p>24 well as coming back on with our bilingual</p> <p>25 programming funding that has supplemented our</p>	<p style="text-align: right;">Page 776</p> <p>1 Spanish, how is that?</p> <p>2 MS. JACKIE RODRIGUEZ: In your packet --</p> <p>3 and thank you for the question, Commissioner</p> <p>4 Armbruster. English language -- or language</p> <p>5 acquisition, there is a language acquisition chart</p> <p>6 that I provided to the Commission as well.</p> <p>7 It does take some time. Age definitely</p> <p>8 plays a factor into the acquisition of a child's</p> <p>9 second language.</p> <p>10 And our preference is to have students in</p> <p>11 a kinder-through-second-grade setting to come in to</p> <p>12 learn that second language. However, it's not</p> <p>13 unattainable at other grade levels.</p> <p>14 Our teachers are bilingually endorsed and</p> <p>15 many of them are TESOL-endorsed. So the bilingual</p> <p>16 teachers have strategies that they -- with total</p> <p>17 physical response, psy-op strategies and different</p> <p>18 type of learning strategies, as well as some of the</p> <p>19 initiatives the school has currently with</p> <p>20 instructional strategies and practices to help that</p> <p>21 student understand the language.</p> <p>22 The mind, for language acquisition,</p> <p>23 especially at the age of five, is very open to</p> <p>24 learning a second language and very responsive to</p> <p>25 that 90/10 model. A lot of the research provided by</p>

<p style="text-align: right;">Page 777</p> <p>1 Thomas and Collier, who have done the research for 2 many years that Mr. Rodriguez spoke to, shows that 3 the 90/10, 90 percent Spanish in kindergarten and it 4 breaks down each year after that, is probably the 5 most successful program to provide a dual-language 6 experience. 7 And I'll speak to -- some of our parents 8 come in with those questions. I had a particular 9 parent that came in and said, "My student hasn't 10 been exposed to Spanish, wants to try it on the 11 second grade -- start with the second-grade 12 program." 13 And the honest conversation there is that 14 he is going to struggle. He is going to have some 15 of those rough days where he goes home, and he's 16 exhausted, because his cognitive ability and the way 17 his brain is working is much harder than the 18 traditional English-only student in an English 19 program. 20 And we do have those conversations. We do 21 look at their data regularly, both in Istation 22 English and Spanish. We look at the DRA and other 23 benchmark tests that we provide, as well as the 24 classroom performance in the classroom. 25 Like Ms. Villanueva spoke to, we are very</p>	<p style="text-align: right;">Page 779</p> <p>1 then went down in 2018 and then went down in this -- 2 "PARCC-Lite" I think it's called. That's not the 3 real word. 4 THE CHAIR: Transition assessment. 5 COMMISSIONER ARMBRUSTER: Transitional 6 assessment -- as well as the science was lower than, 7 of course, we would like to see. And so given that, 8 I'm going to say two things. 9 One is I'm sure you're working on it. 10 But, number two, are you part of the New Mexico DASH 11 or Principals Pursuing Excellence? 12 MS. JACKIE RODRIGUEZ: I am part of 13 Principals Pursuing Excellence. And it's nice to 14 have established a leadership team this year helping 15 with that process. 16 But in regards to the testing, we saw a 17 huge increase in our student population, the 18 demographics shift so much, including the new 19 teachers. So getting our new teachers on board, 20 there has been some struggles and supports that 21 we've had to offer those teachers to make sure we 22 were all on the same page. 23 It's not an excuse; it's kind of our 24 reason. We used it a lot with our root cause 25 analysis in our Part B, where we reflected on that</p>
<p style="text-align: right;">Page 778</p> <p>1 family-oriented. We know all our kids. We know 2 when they're struggling and when to support them. 3 And the communication between parent and teacher is 4 very strong. So those conversations are always 5 there. 6 We, too, offer an after-school Spanish 7 club to support that. We look at different ways of 8 providing professional supports to the teachers, 9 should we see that those areas of weakness are 10 there, to provide them that update of strength to 11 support the language learners. 12 So our school is a language learning 13 place. The teachers are endorsed in the bilingual 14 endorsement to teach that second language, and many 15 of them are TESOL-endorsed for the English language 16 side. 17 However, Ms. Banks also serves as our ESL 18 component teacher for the students that qualify for 19 the ESL support. 20 COMMISSIONER ARMBRUSTER: Thank you. 21 Another -- 22 MS. JACKIE RODRIGUEZ: You're welcome. 23 COMMISSIONER ARMBRUSTER: So I see there's 24 been some decline in the PARCC, which is kind of 25 interesting, because you got the highest in 2017 and</p>	<p style="text-align: right;">Page 780</p> <p>1 quite a bit as being that huge cause. 2 We recognize instructional practices need 3 to be strengthened, and we're working on that by a 4 majority of our teachers have gone through GLAD 5 training, Project GLAD Training, which is Guided 6 Language Acquisition Design, which is a number of 7 strategies to support language learning both in 8 English and Spanish. 9 We're continuing to support them with the 10 ESL support, intervention support, and with 11 Ms. Reyes serving as our special services 12 coordinator identifying our students early on 13 through the SAT process, and identification one way 14 or the other to support our student needs. 15 So I think that the huge growth in 16 students has been a challenge, and it is every year, 17 because it shifts a lot. We're adding one grade 18 level per year. We're going to add another second 19 grade next year to build a sustainable program. 20 So, in essence, what we've done is added a 21 second kinder, a second first grade, and then every 22 grade that we're adding on to our charter. It's not 23 just a moving airplane; it's a jet that we're trying 24 to fix mid-flight, and we're trying to adapt and 25 make those changes to support the students by</p>

<p style="text-align: right;">Page 781</p> <p>1 supporting the teachers. 2 COMMISSIONER ARMBRUSTER: And my last -- 3 and I -- she said that. Silly. 4 I wanted to know -- so what is the class 5 size? Or maybe that varies by grade level. 6 MS. JACKIE RODRIGUEZ: It does vary. But 7 teacher-student ratio is about 19-to-1. 8 COMMISSIONER ARMBRUSTER: Thank you. 9 THE CHAIR: Have you thought about a pre-K 10 program? I know you're still building that way. 11 But, you know, as Chris intimated, it certainly 12 helps with that bilingual component to grab them 13 when they're three years old. 14 MS. JACKIE RODRIGUEZ: And, Chair Gipson, 15 we have had parents ask pretty much each month. And 16 towards the end of the year, there's more. "Are you 17 going to start -- you start" -- we've absolutely 18 considered it. 19 And I think coming from Albuquerque 20 Bilingual Academy prior, I saw the benefits of 21 having that program early on, because it really 22 helps with the sustainability and having that 23 concurrent enrollment. 24 Right now, we're battling -- not 25 battling -- but we're deciding location in our</p>	<p style="text-align: right;">Page 783</p> <p>1 COMMISSIONER CABALLERO: Thank you, 2 Madam Chair. I am very glad you gave all that 3 information and also the explanation of the changing 4 demographics. 5 What comes to mind is, I grew up in 6 El Paso. And when we first migrated to El Paso, we 7 lived in an area that was -- everybody spoke 8 Spanish. A high percentage were immigrant; not all 9 of them, but a very, very high percentage. 10 And as we moved away from that center -- 11 immediately over the border, there were less and 12 less and less, and more citizens, more 13 Spanish-English. 14 But early on, in the classroom that I was 15 in, by the end of the year, it wasn't the same 16 makeup of students, because a great majority of 17 those students I didn't know back then, were migrant 18 workers' families. They would come and go. They 19 would leave before the year was over or come in into 20 El Paso way into the school year. They were 21 somewhere else. 22 Some got very good educations. Some got 23 none. And I suspect, because my friends wouldn't 24 answer, that they were working the fields rather 25 than going to school. And so they were very, very</p>
<p style="text-align: right;">Page 782</p> <p>1 facilities. So right now, facilities would not 2 support it. We've looked at a couple of options 3 within our local district that the local district 4 denied. So that put us at a standstill with moving 5 forward with that. 6 But, absolutely, we have considered that, 7 and it will be a consideration, even after our final 8 February decision in our renewal with our lease. 9 THE CHAIR: And that's -- that's an issue 10 that we're hoping we -- we're hoping we can get some 11 settlement on is that if a district does, in fact, 12 have a facility available, they -- you know, they 13 can't say no. So that's a struggle that, 14 unfortunately, a number of our charters have is 15 that, "Oh, you know, why can't we use that?" 16 And so we're trying to work that out so 17 that it is easier. 18 MS. JACKIE RODRIGUEZ: Will we do that by 19 May? 20 THE CHAIR: Well, hopefully, it can come 21 up through this Legislative Session. That's my 22 perfect world. So, yes. 23 MS. JACKIE RODRIGUEZ: Thank you for 24 considering that as well. That would help greatly. 25 THE CHAIR: Commissioner Caballero?</p>	<p style="text-align: right;">Page 784</p> <p>1 far behind. 2 And so those schools, yeah, at the end of 3 the year, their scores were miserable. And the poor 4 teachers did everything they could. 5 I was very fortunate. I wasn't migrating 6 for work. So I stayed there all yearlong. So when 7 you explain that, it reminded me of that transition. 8 You never have the same students. You're always 9 struggling with new students. They get tested just 10 like everybody else. 11 And -- and when we had teachers getting 12 zonked on that, that was very, very unfair. And I 13 was one to speak against it. 14 And so I'm glad you brought that up. 15 The other thing is I'm very curious, in 16 your breakdown of ethnicity rates and ethnicity, 17 that you have 2 percent Native American. And I'm 18 wondering what you do in terms of their dual 19 language. 20 Are we -- are we capable -- and I know 21 it's a struggle with native language. Not all of it 22 is at the point of being taught by just anybody. 23 Even in the rez, it's a problem. So how do you -- 24 or are we able? Are we there yet? 25 MS. JACKIE RODRIGUEZ: Well, with our</p>

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<p>1 population -- and I know there are two particular 2 students, because I think it's two -- again, that 3 family orientation -- and thank you for the 4 question, Commissioner Caballero.</p> <p>5 The draw that our school has is we are 6 bilingual, and we're very family-oriented. And 7 these two families, in particular, came to the 8 school because of the family orientation, how we 9 treat their kids, what the environment and the 10 culture is for their child.</p> <p>11 We were just in a SAT meeting with one of 12 the children and the mom the other day. And even 13 having the conversations about the -- and always 14 being reassuring to the families about the ability 15 to learn three languages simultaneously, the idea of 16 the cognitive abilities that the child had and the 17 cognitive benefits of being bilingual-trilingual is 18 what we speak to.</p> <p>19 It's definitely a challenge. Speaking 20 with the mother, she did say, you know, he does 21 speak Towa -- Towa. And in the classroom, he's 22 speaking Spanish. And at home, he's speaking 23 English as well.</p> <p>24 So we see the success. And I don't think 25 it's -- and I know actually working with Santa Ana</p>	<p>1 So we see just as much success with our 2 Caucasian, or our white students, in that language 3 acquisition. But I would like to share more of that 4 information when I have it more readily available as 5 far as the proficiency levels.</p> <p>6 We have collected that data for two years 7 now. We haven't done a comparison, because the data 8 is something different than we're used to. But now, 9 with the PED Bilingual Bureau using the same tool, 10 Avant STAMP, we hope to get more support on that and 11 how we can read that data to present.</p> <p>12 COMMISSIONER CABALLERO: That's great. 13 And so I would like to -- to just say that white 14 students will -- will benefit tremendously from 15 Spanish-English knowledge, being proficient in both. 16 The opportunities are fantastic. And the 17 opportunity for Hispanic students to understand and 18 comprehend other ethnicities.</p> <p>19 When you have a well-mixed student body, 20 it is astronomical what students get. I was, one 21 time, at one of the pueblos festivities. And there 22 was a lot of Spanish being used and a lot of joking. 23 They were all my age. And I thought that they had 24 Hispanics living in the pueblo.</p> <p>25 But they were not. They were -- I can't</p>
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<p>1 Pueblo, we had a partnership working with some of 2 the students from their pueblo. We actually reached 3 directly to the Department of Education of the 4 tribal district, that they are considering some 5 school options for them as well for the 6 dual-language piece.</p> <p>7 So absolutely. It's been a great success. 8 Again, the family orientation, how we accept our 9 students and how we involve the parents in the 10 conversations, I think puts their mind at ease that 11 it's absolutely a possibility, and, absolutely, 12 their students are going to be just as successful.</p> <p>13 COMMISSIONER CABALLERO: And you have 14 13 percent white, Anglo. How do they do in the 15 dual-language program?</p> <p>16 MS. JACKIE RODRIGUEZ: I don't have -- and 17 that's one area we're really working on is our 18 Spanish proficiency rates, to identify those and be 19 more in tune to what those are.</p> <p>20 But we started -- and you'll see the 21 population has shifted quite a bit, has dropped. 22 And I think it's more just the shift naturally of 23 the students that we've received because of the word 24 of mouth of the bilingual push, we have received 25 more of the minority students.</p>	<p>1 remember which pueblo it was. But I later asked -- 2 because I made the mistake, eating much time later, 3 not to exclude one of our Native American guests on 4 the table, and I asked everybody to speak English.</p> <p>5 And then somebody mistakenly turned around 6 and talked to him in Spanish, and he responded in 7 Spanish.</p> <p>8 I said, "Oh, I'm sorry I made that 9 assumption." Says, "No, we had to learn Spanish. 10 Most of us had to go to a Catholic school." 11 And that's where they learned Spanish. 12 And I said, "Really?"</p> <p>13 And says, "Yeah. But everybody else just 14 dropped it. We were no longer forced to learn your 15 language. But now we're forced to learn this other 16 language, English."</p> <p>17 And I said, "And you kept it." 18 Said, "Yeah, now I speak the three 19 languages. But you guys always assume I can't 20 handle it. But I know the bad words, too." 21 Thank you, Madam Chair. 22 THE CHAIR: Thank you. 23 Commissioner Crone? 24 COMMISSIONER CRONE: I'll follow up on 25 that. I think, prior to World War II, that Spanish</p>

<p style="text-align: right;">Page 789</p> <p>1 was the lingua franca. So in the pueblos, they 2 would speak Tiwa-Tewa-Towa. But they could also 3 speak Spanish. When English became the lingua 4 franca after World War II, obviously, a lot of 5 younger people don't speak Spanish. 6 So did you say -- which pueblo were these 7 two families from? 8 MS. JACKIE RODRIGUEZ: We have a family 9 from Jemez, and we have a family from Santa Ana. 10 COMMISSIONER CRONE: And they're both 11 Towa. 12 MS. JACKIE RODRIGUEZ: Towa and Keres. 13 COMMISSIONER CRONE: And then there's a 14 Tewa. Sandia or Isleta? 15 MS. JACKIE RODRIGUEZ: Isleta. 16 THE CHAIR: And Sandia. 17 COMMISSIONER CRONE: Okay. One of those. 18 MS. JACKIE RODRIGUEZ: I don't remember. 19 And just to relate to the languages, there's many of 20 the native languages here that actually have a lot 21 of the influence of the Spanish language intermixed. 22 So -- 23 COMMISSIONER CRONE: Uh-huh. Yeah. I 24 taught at Northern College for many years. And 25 there -- the dynamics between the indigenous</p>	<p style="text-align: right;">Page 791</p> <p>1 So we have quite a range -- and I have a graphic on 2 there as well that shows the areas of Rio Rancho 3 that our students come from. 4 COMMISSIONER CRONE: Oh, okay. 5 MS. JACKIE RODRIGUEZ: So we're on the 6 other side of Rio Rancho. So Intel is on the 7 southern side of Rio Rancho. We're far northern. 8 So we are close to the Bernalillo area. So we're 9 really close to Bernalillo. 10 COMMISSIONER CRONE: Do you ever get 11 students who speak languages other than English or 12 Spanish or indigenous? 13 FROM THE FLOOR: We have one. We have one 14 student who he's a fourth-grade student, speaks 15 English, speaks Portuguese, other languages at home, 16 which I don't recall. But we learned that through 17 an IEP meeting with the father. 18 And he told us this is his fourth or fifth 19 language. So we do have one or two students who do 20 speak more than English and Spanish. 21 COMMISSIONER CRONE: Yeah. 22 MS. JACKIE RODRIGUEZ: And there's two 23 other students who are there as well who speak 24 Portuguese, now that I remembered. So, yes. 25 COMMISSIONER CRONE: Are they Brazilian?</p>
<p style="text-align: right;">Page 790</p> <p>1 community and the Spanish-speaking community was 2 very interesting. 3 We had a Pueblo Indian Studies program. 4 And someone wanted to offer Tewa. And all of the 5 governors said, "No, absolutely not." 6 We won't go into the history of that. 7 Essentially, it's considered a sacred language. And 8 that it's -- unless someone learns it spontaneously. 9 And my wife's uncle was at the post 10 office, and so he learned Tewa. 11 So if you learned it, if you just picked 12 it up, that was fine. But to deliberately teach the 13 language to other people was not allowed. 14 On the other hand, there was some 15 resistance, I think, among the Tewa students, nearly 16 all the Tewa there, except Taos and Picuris, 17 resistance on the part of the indigenous students to 18 study Spanish. So I was interested that you had 19 those students. 20 Do you ever get -- so Intel is in the 21 area. And I think Rio Rancho is a relatively 22 diverse population; is that correct? 23 MS. JACKIE RODRIGUEZ: Citywide, I 24 couldn't speak to. The area where our school is 25 predominantly Anglo, I believe, and middle-class.</p>	<p style="text-align: right;">Page 792</p> <p>1 MS. JACKIE RODRIGUEZ: I think dad is 2 Honduran and mom is American. 3 COMMISSIONER CRONE: I just wanted to add, 4 I know several people, several couples in this area 5 that are multilingual. And so what they do is -- I 6 know one family that's trilingual, French and 7 Spanish and English. And so every day, they speak a 8 different language. And they circulate them. So -- 9 I wish we all had that opportunity. 10 MS. JACKIE RODRIGUEZ: And if I could add 11 to that. In middle school, we have some blended 12 learning opportunities and using Edgenuity for some 13 of our students. We do have many of our students 14 who are taking German. The majority of them have 15 taken German and Russian. So I think Brent, who 16 spoke up just a moment ago, is a person who's taking 17 German. 18 FROM THE FLOOR: I am taking Latin. 19 COMMISSIONER CRONE: Well, that leads to 20 something else. 21 THE CHAIR: Thanks a lot. 22 COMMISSIONER CRONE: We had more STEM 23 schools early in this session. And the last couple 24 of days, we've had more language schools. 25 And so I wouldn't -- I guess I'm going to</p>

<p style="text-align: right;">Page 793</p> <p>1 reverse my comments and say, "Be sure you focus on 2 the math and..." -- but I made the statement to them 3 that I'm old-school in terms of education, and that 4 I would like to see more credits rather than less 5 credits, and that we go back to teaching Greek and 6 Latin. So good for you. 7 MS. JACKIE RODRIGUEZ: Thank you, 8 Commissioner Crone. 9 THE CHAIR: I did check. It's Sandia and 10 Isleta are Tiwa. 11 COMMISSIONER CRONE: Tiwa. 12 THE CHAIR: I had a student who used to do 13 his essays in hieroglyphics, write them in 14 hieroglyphics. I never knew if he was right or not. 15 He claimed he was fluent in it. It was fascinating. 16 I don't know why he ever learned it; but he did. 17 So -- are there any other -- 18 COMMISSIONER CHAVEZ: Madam Chair? 19 THE CHAIR: Commissioner Chavez? 20 COMMISSIONER CHAVEZ: You know, being a 21 bilingual school, I just can't keep my mouth shut. 22 And to kind of go back to Commissioner 23 Armbruster and some comments that Commissioner 24 Caballero made, as someone who has a family member 25 who -- a niece who is a white Anglo who went through</p>	<p style="text-align: right;">Page 795</p> <p>1 from the previous presentation and say that, you 2 know, we always talk about school improvement. But 3 we don't always talk about bilingual education, 4 dual-language education, as a viable improvement 5 model to follow and implement. And so I just wanted 6 to kind of preface all that with that. 7 But I do have a question regarding your 8 performance. Because I'm looking at the packet that 9 was provided to us on proficiency rates on the PARCC 10 and the TAMELA. And it's something very different 11 from what you all provided here, which is four-year 12 proficiency on State testing. 13 And so I'm just wondering, does this 14 include other assessments that the -- that -- beyond 15 PARCC? 16 MS. JACKIE RODRIGUEZ: No. So that was 17 looking directly at PARCC, the four-year 18 proficiencies on PARCC. 19 COMMISSIONER CHAVEZ: The figures are a 20 little bit different. 21 MS. JACKIE RODRIGUEZ: It might be just 22 the rounding up and rounding down. And late night, 23 might just be the wrong number. We do see the 24 fluctuation. I account some of that to the change 25 in teachers as well and establishing the processes</p>
<p style="text-align: right;">Page 794</p> <p>1 a 90/10 dual-language program and is now in fourth 2 grade, totally proficient in English, totally 3 proficient in Spanish, not just in language, but in 4 content, just kind of talks to the strength -- we 5 all know the research. But until you experience it 6 from your own family member, it gives you a 7 different perspective on things. 8 And to go back to your question, 9 Commissioner Armbruster. What I have seen over the 10 years in the 90/10 program for monolingual English 11 speakers in the program is that yes, they do 12 struggle initially. And kindergarten can be a 13 little struggle. That's usually where parents start 14 to get very concerned, because they actually see a 15 dip in their students' performance. 16 But I don't know what it is about the 17 break, the winter break, Christmas break. But it 18 seems like right after that, they just take right 19 off. And then that's when -- just when they start 20 thinking in different terms. 21 You heard Michael talk about, you know, 22 the cognitive development that comes along with 23 learning a second language. And so that has a lot 24 to do with how well they performed academically. 25 And so I'm just going to repeat myself</p>	<p style="text-align: right;">Page 796</p> <p>1 of expectations of instruction. 2 We do -- we started using Eureka Math the 3 year I came in schoolwide, and that has posed a 4 little bit of a struggle for our teachers to 5 overcome. I know that's natural, because when I was 6 with Rio Rancho Schools, we struggled with the same 7 thing. 8 Because of our struggles, we came in with 9 a deficit. And trying to move forward, it really 10 put us at a disadvantage of not being able to 11 provide a lot of support in professional development 12 from outside. So we tried to do everything within. 13 And we've been really looking at identifying a 14 professional development plan moving forward. 15 Being mindful of money, because I still 16 need to be mindful of that, but looking at providing 17 those resources to teachers to further develop that 18 math block, in particular, including our 19 dual-language block to maintain the integrity of the 20 program and making sure our teachers are using best 21 practice within the classroom. 22 COMMISSIONER CHAVEZ: And I'm just going 23 to repeat myself from the previous presentation from 24 the Academy, from the Bilingual Academy. And that 25 is the reporting that is generated by PED doesn't</p>

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1 always capture the story of a dual-language school.
 2 And, again, you know, prior to PARCC and
 3 the assessment reports that we used to receive when
 4 it was still the -- just the State bilingual -- what
 5 was it? -- not State bilingual -- Standards Based
 6 Assessment -- we used to get a subgroup report. And
 7 it gave every different subgroup.
 8 What I liked about that report, it gave
 9 you -- it singled out just bilingual kids, kids in
 10 bilingual programs; but it also gave you the report
 11 on exiting kids, LLs that were exited; so your
 12 Reclassified L's, year one, year two, and year
 13 three, so that you can monitor how well the kids are
 14 doing afterwards.
 15 Again, it goes back to the data that I was
 16 mentioning earlier, your Reclassified -- your RFEPs
 17 and your IFEPs, and trying to get an idea of where
 18 they stand. And -- because it's easy to just throw
 19 them into the mix and then get lost in all those
 20 numbers.
 21 But if you separate them, it gives you a
 22 better idea of the strength of your programming and
 23 how well they're doing academically.
 24 MS. JACKIE RODRIGUEZ: So thank you for
 25 the question. And that's great. Because Ms. Banks

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1 is actually part of that solution.
 2 So with our growth, we've seen substantial
 3 need for just that, the attention to detail, the
 4 attention to making sure processes are established
 5 and written so that we don't lose focus and we don't
 6 lose our intended focus on all students, the whole
 7 child, not just the classification or the
 8 proficiency rate.
 9 So we do have a process in place of
 10 monitoring and providing support and going through
 11 SAT again, if necessary, or having the
 12 conversations.
 13 Ms. Banks actually serves as our ESL or
 14 English Language Learner support person, so she
 15 maintains the files, communicates with teachers who
 16 are both TESOL-endorsed and non-TESOL-endorsed, to
 17 make sure that they're aware their student is a
 18 student, an English Learner or non-English Learner
 19 or those on monitor.
 20 The increase every year has been huge.
 21 Sometimes we don't get the cumulative records on
 22 time. We do our best to use the State reporting
 23 when it's -- we're waiting for the 40th day to pull
 24 up the new reports. So there's always this lag of
 25 time. But there's always that communication with

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1 the teachers.
 2 The way we've established our leadership
 3 team is each leader is at a PLC or a -- we call it
 4 our team meetings -- with the grade levels and
 5 supporting the teachers with those questions.
 6 A lot of our data study discusses those
 7 students and our special education students as well
 8 in the lower performance in looking at those
 9 considerations, wanting to stay in compliance with
 10 the assessment rules and laws with EL, as far as
 11 receiving the Language Usage Survey and the
 12 screening and the data. Sometimes we just make the
 13 educated, professional judgment to do ahead and do
 14 the screener, as we see that need.
 15 COMMISSIONER CHAVEZ: So with that, with
 16 all this data, would you know -- what was the
 17 percentage of your kids that took the assessment,
 18 the summative assessment in Spanish?
 19 MS. JACKIE RODRIGUEZ: None.
 20 COMMISSIONER CHAVEZ: None of them?
 21 They're all in English?
 22 MS. JACKIE RODRIGUEZ: Our demographics
 23 are pretty unique. We have a lot of heritage
 24 speakers more than we do monolingual typical ESL.
 25 So many of our students -- we probably have -- and

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1 I'd have to go back to look at the percentages. And
 2 there's some misconceptions from some of our parents
 3 when they fill out the LUS that come from bilingual
 4 preschools. Sometimes that puts us into another
 5 debacle of how we handle that; but we still do.
 6 But we have no monolingual students at our
 7 school. We have simultaneous bilinguals that are
 8 learning Spanish and English simultaneously.
 9 COMMISSIONER CHAVEZ: Okay. Thank you.
 10 THE CHAIR: Director?
 11 ACTING DIRECTOR BRAUER: Madam Chair,
 12 members of the Commission, just ever so briefly.
 13 Commissioner Chavez, I think your questions around
 14 how we lift up the specific mission goals of SABE
 15 into the new Support and Accountability System
 16 really speaks to where we're headed. Once it is
 17 finally released and we're able to engage with last
 18 year's information, but also schools will have a
 19 chance to set goals that are specific to their -- to
 20 their mission and vision in a way that we haven't,
 21 quite frankly, been able to do in the past.
 22 And I think today and yesterday, I think
 23 are exceptional examples of schools that will really
 24 be able to engage with the new system, set goals,
 25 and drive in points to really lift up those examples

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<p>1 of their models.</p> <p>2 And, most importantly, it'll support</p> <p>3 families and, most importantly, students, to really</p> <p>4 see the value of the school and to see if it's -- if</p> <p>5 the school is a really great match for them and</p> <p>6 their interest, for sure.</p> <p>7 And I think that charter schools are going</p> <p>8 to play a really unique and innovative role in this</p> <p>9 process for sure.</p> <p>10 COMMISSIONER CHAVEZ: Thank you for those</p> <p>11 comments, Director. Again, we always look at the</p> <p>12 subgroup. But we always lose them. Once they</p> <p>13 become reclassified, they usually just get thrown</p> <p>14 into the overall numbers of the achievement of the</p> <p>15 school.</p> <p>16 And, yesterday, we really should be</p> <p>17 looking at them differently, because they're coming</p> <p>18 out of a bilingual program. And, again, that just</p> <p>19 speaks to the strength of what they learn and what</p> <p>20 they've been able to accomplish as they've learned</p> <p>21 the second language and have become proficient, and</p> <p>22 so how does that translate into academics.</p> <p>23 And that's why it's been something I've</p> <p>24 been talking about the last ten years is being able</p> <p>25 to separate that and have that -- and, like I said,</p>	<p>1 for students; not all students, but students.</p> <p>2 And Eureka Math was one of the tools that</p> <p>3 I felt was a great match for our school. It is</p> <p>4 difficult, and it poses a difficult shift for some</p> <p>5 teachers. And I think we've experienced that. But</p> <p>6 it's totally aligned to Common Core and New Math</p> <p>7 thinking.</p> <p>8 COMMISSIONER CABALLERO: And I'm going to</p> <p>9 kind of talk to what Commissioner Chavez is trying</p> <p>10 to get data for in the bilingual students, how well</p> <p>11 are they doing when they move up in the grade</p> <p>12 levels.</p> <p>13 And by the time that I got into middle</p> <p>14 school, I was part of a group within the school they</p> <p>15 called Los Juareños [ph]. We were all immigrants.</p> <p>16 We were all from Juarez.</p> <p>17 And by middle school, we were kind of</p> <p>18 set -- we knew we were a subgroup within the group,</p> <p>19 especially in math. And we were excelling in math.</p> <p>20 And the teachers in middle school said, "That's</p> <p>21 because you're bilingual." And we all believed it.</p> <p>22 And we embraced it.</p> <p>23 By the time we got to high school, the</p> <p>24 biggest group in the college track -- because we had</p> <p>25 college track and -- and non-college track -- the</p>
<p style="text-align: right;">Page 802</p> <p>1 we used to get Accountability reports prior to PARCC</p> <p>2 that actually gave us that information. And once we</p> <p>3 switched over to PARCC, all of that just went away.</p> <p>4 I've been advocating ever since.</p> <p>5 I would really like to see us, PED and</p> <p>6 Accountability, to bring that back in, especially as</p> <p>7 we talk about meeting the needs of Yazzie-Martinez</p> <p>8 and equity and everything like that.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 Commissioner Caballero?</p> <p>11 COMMISSIONER CABALLERO: Yes. Just a --</p> <p>12 in a nutshell, what is the difference between the</p> <p>13 Eureka and the other program you had for math?</p> <p>14 MS. JACKIE RODRIGUEZ: So I can't speak to</p> <p>15 what was there before, because there wasn't really a</p> <p>16 set or identified math curriculum that was used. So</p> <p>17 coming in, Eureka was a tool I was familiar with.</p> <p>18 It was a tool readily accessible, didn't include a</p> <p>19 lot of cost. So I made the determination that that</p> <p>20 was the best route to move.</p> <p>21 Coming from Rio Rancho district, I was a</p> <p>22 teacher there for seven years, program coordinator.</p> <p>23 I can't speak poorly against the Rio Rancho district</p> <p>24 because they have the -- they're very perceptive and</p> <p>25 good at identifying resources that are well-suited</p>	<p style="text-align: right;">Page 804</p> <p>1 biggest group were Juareños [ph], all immigrants,</p> <p>2 all bilingual students. They all became engineers.</p> <p>3 They all majored in math in college.</p> <p>4 And so I don't know what the data is. But</p> <p>5 I think Commissioner Chavez has a point, that it</p> <p>6 should be tested somehow to show if, in fact, the</p> <p>7 dual language does activate certain parts of the</p> <p>8 brain.</p> <p>9 I know that in middle school, we would</p> <p>10 have our music class prior to going to math class.</p> <p>11 And it was all classical music, just classical</p> <p>12 music. And the teachers would talk about why that</p> <p>13 was important. And the math teacher would talk</p> <p>14 about why that was important, because, A, was alien</p> <p>15 to middle-schoolers to get this thing of classical</p> <p>16 music. What for?</p> <p>17 But, anyway, it -- I think it worked. I</p> <p>18 thought -- I thought that all my other Juareños [ph]</p> <p>19 got the benefit of the bilingual -- being bilingual.</p> <p>20 And in high school, talking about the</p> <p>21 cultural in language, three of us picked up Cien</p> <p>22 Años de Soledad, One Hundred Years of Solitude.</p> <p>23 And we talked about it to all our friends,</p> <p>24 our brainy friends. And they picked up the</p> <p>25 translation.</p>

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<p>1 And we always had an argument over certain 2 sections where we knew what had happened, and it was 3 different what they thought had happened. Because 4 the English translation was very, very good, but not 5 perfect for -- culturally. And we, as bilingual, we 6 could understand.</p> <p>7 And there were some cases where we would 8 laugh at what was written. And they just couldn't 9 get it. They just couldn't get it, no matter what. 10 And we would explain and -- and so, yes, there's a 11 magic to being bilingual, being able to read it, 12 being able to be culturally involved with the 13 meaning of words.</p> <p>14 And, in English, me and my friends would 15 read something in English, and the other guys would 16 pick up something that we just couldn't understand. 17 And we would get frustrated at that, because they 18 could comprehend what we couldn't. And we couldn't 19 pick it up.</p> <p>20 (Chair Gipson leaves meeting room.) 21 COMMISSIONER ARMBRUSTER: Thank you. 22 Patti will be back in just a second. We're coming 23 and going; so we have to keep this for the record. 24 Sorry I made that confusing. 25 Really, I like what your point was,</p>	<p>1 COMMISSIONER RAFTERY: I'm going to give 2 you a One Day at Band Camp story. Back in the '80s, 3 when I was really involved in the bilingual 4 education with Mary Jane Haberman and Lupe, and all 5 those people that were here in SDE. Back then, we 6 had to give that Prueba. And it was a Spanish test. 7 And those kids who were educated in Mexico and came 8 over here blew the top off that test. Those kids 9 who were the migrant kids who had no education in 10 English or Spanish, they struggled.</p> <p>11 But we always had to report the gains of 12 the kids with La Prueba, whether they were -- you 13 know, even if they didn't speak or had the 14 education.</p> <p>15 And that was one of the requirements. So 16 we had to go to the Title VII.</p> <p>17 So there are tests out there that we can 18 use to measure children who are here who are Spanish 19 speakers, and we want to know what they know.</p> <p>20 On another note, kudos to the guy over 21 there who's taking the Latin class; because my 22 husband, he spoke five languages. And I always 23 asked him, you know, "How did you acquire the 24 languages?" 25 He said, "Romance languages. You know</p>
<p>1 Commissioner Chavez. And I'm going to throw in my 2 two cents' worth, not about the EL, also, but, you 3 know, the same thing is true. And one of the 4 parents was just discussing this in special 5 education.</p> <p>6 Because, really, the goal of special 7 education, obviously, is to remediate as far as 8 possible. But it really remediates you to the point 9 where you can function in life. You can't fix it. 10 It's not like you're fixed.</p> <p>11 And so the same thing happens when they 12 are released from special education. They're no 13 longer tracked, and they -- and they are -- they 14 probably are not going to be on grade level. So 15 when you said that, it reminded me that I better put 16 my two cents in it.</p> <p>17 Commissioners, do we have someone? Yes. 18 COMMISSIONER VOIGT: Thank -- 19 COMMISSIONER CRONE: I wanted to segue 20 with Carlos; I'll be fast. Isabel Allende and 21 Sabine Ulibarri solved that problem. Because one 22 page would be in English, and the other page would 23 be in Spanish. 24 COMMISSIONER ARMBRUSTER: Thanks, 25 Commissioner.</p>	<p>1 Latin, you can pick up languages." 2 So I'm sure he's going to pick up a lot of 3 languages. And that's really awesome. I'm happy 4 about that.</p> <p>5 One last point. I travel a lot. And in 6 my travels in Europe, we are so far behind in our 7 educational system. They have dual-language 8 classes, schools in every single country. You go to 9 a restaurant, you get a waiter, and he comes to you, 10 and he finds out what languages you speak, and he'll 11 speak that language. He'll go to another one.</p> <p>12 And thanks to god that I speak, you know, 13 Spanish; I'm bilingual. Because I got through it 14 fairly easily. There were a lot of my friends who 15 hung around with me -- or other travelers -- because 16 they didn't have a clue, and they would say, "God, 17 there are so many Europeans here." 18 Going back to her comment, "Yeah, there 19 are a lot of Europeans here." But being bilingual, 20 (Spanish language spoken). And I will always 21 advocate for bilingualism in any language, whether, 22 you know, one, two, or three. And I feel that yes, 23 you are more intelligent if you speak more 24 languages, because you can think openly into the 25 world.</p>

<p style="text-align: right;">Page 809</p> <p>1 (Chair Gipson has returned to meeting.) 2 THE CHAIR: Commissioner Voigt? 3 COMMISSIONER VOIGT: Given that this is 4 your first renewal, I just want to congratulate you 5 on surviving those first-three-year crazies. I also 6 wanted to hear a little bit about your arts 7 programs. 8 MS. JACKIE RODRIGUEZ: Okay. So we were 9 very fortunate the first year -- and Mr. Morgan, 10 Colleen Morgan -- she is currently our fine arts 11 teacher. She teaches art, and she decided to get 12 her PE endorsement. And I said, "Absolutely." 13 We're bringing in PE. 14 She started as a parent volunteer. She 15 was already providing classes to the school the year 16 that I came in. She, unfortunately, that year, 17 could only do it for minimal time. And I applied 18 for the Fine Arts Grant. 19 So, luckily, the Fine Arts Grant was 20 awarded, and I was able to bring her on as a .25. 21 This year, we have her as a .5. So she's doing PE 22 in addition to music -- or to art. 23 Our hope is to eventually get to 24 providing -- it helps twofold. One, it helped with 25 our programs for our students; but it also opened up</p>	<p style="text-align: right;">Page 811</p> <p>1 program and how she teaches. 2 But she -- you can see some of the work 3 that she -- the students prepare or create because 4 of her guidance and her teaching. And it's pretty 5 remarkable, from oil pastels -- you know, she's 6 having kindergarteners with oil pastels -- and some 7 3-D art that some of our upper-grade students 8 create. So it's pretty dynamic, and we're glad that 9 Ms. Morgan can help us with that. 10 And it's very -- I know -- my history. 11 I've been in education for 22 years. It's hard to 12 find the people that just want the .25. So it's 13 been nice to be able to foster that process with our 14 parents. 15 I can also speak to two of our other 16 parents are also teachers, first-year teachers in 17 the alternative licensure program. So, in a sense, 18 we're kind of building our own as well, really 19 fostering the environment of family. And arts is 20 important. Thank you for the question. 21 COMMISSIONER VOIGT: Okay. Thank you. 22 THE CHAIR: Ready for a motion? 23 I move that the Public Education 24 Commission renew the charter for Sandoval Academy of 25 Bilingual Education for five years, with the</p>
<p style="text-align: right;">Page 810</p> <p>1 some planning time for our teachers. 2 When I first came in, teachers did all 3 duties; lunch duty, breakfast duty -- or not -- we 4 didn't have breakfast duty -- but morning duty, 5 afternoon duty, and recess duty. The culture was a 6 tough thing to change over and really found ways to 7 support the lunch block to start. 8 Started with just three days a week and 9 eventually became to the point where I've had the 10 vision of bringing in the support systems, including 11 art and PE and opportunities for other people, other 12 volunteers, to come in and work with and provide 13 prep and planning for our teachers. 14 But absolutely the need for arts for our 15 teachers, and music. Physical education is 16 absolutely a desperate need for all our students. 17 And when the opportunity presented it -- she 18 presented that opportunity to jump on and bring on 19 the PE endorsement, I knew it was a no-brainer. 20 So we hope to continue to build that. 21 She's a pretty dynamic teacher. She finds the 22 resources out there, aligns it to our curriculum 23 line of units of study with teachers, is very 24 mindful -- because she teaches K through 7, she's 25 very mindful of the age-appropriateness of the arts</p>	<p style="text-align: right;">Page 812</p> <p>1 conditions that the New Mexico System of School 2 Support and Accountability Report prepared by PED 3 shows similar performance for School Year 2018-2019 4 in the student growth, highest quartile; student 5 growth, middle quartile; student growth, lowest 6 quartile; English Learner progress; chronic 7 absenteeism; college-and-career readiness; education 8 climate, with no statistically significant decrease 9 in performance. 10 COMMISSIONER ROBBINS: Second. 11 THE CHAIR: There's a motion by 12 Commissioner Gipson, a second by Commissioner 13 Robbins. 14 Any further discussion? 15 (No response.) 16 THE CHAIR: Roll call, please. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Raftery? 19 COMMISSIONER RAFTERY: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Robbins? 22 COMMISSIONER ROBBINS: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Caballero? 25 COMMISSIONER CABALLERO: Yes.</p>

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<p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Chavez? 3 COMMISSIONER CHAVEZ: Yes. 4 COMMISSIONER ARMBRUSTER: Commissioner 5 Voigt? 6 COMMISSIONER VOIGT: Yes. 7 COMMISSIONER ARMBRUSTER: Commissioner 8 Gipson? 9 THE CHAIR: Yes. 10 COMMISSIONER ARMBRUSTER: Commissioner 11 Crone? 12 COMMISSIONER CRONE: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Davis? 15 COMMISSIONER DAVIS: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Armbruster votes "Yes." 18 It's nine-to-zero. 19 THE CHAIR: The motion passes, nine-zero. 20 Congratulations. 21 MS. JACKIE RODRIGUEZ: Thank you. Thank 22 you, Commissioners. 23 THE CHAIR: And we're going to take a 24 lunch break now. 25 (A recess was taken at 11:13 a.m., and</p>	<p>1 school renewal applications. 2 The PEC will review financial and 3 operational performance because the data is complete 4 at this meeting in December of 2019. 5 If the PEC decides to issue a renewal with 6 conditions, the PEC will clearly state what 7 Accountability information it will review from the 8 PED Accountability Report. 9 When the Accountability data is prepared 10 by PED and the school has had an opportunity to 11 review the data -- no less than ten days -- the PEC 12 will review the data and remove the condition or 13 take other action, such as a Corrective Action Plan, 14 or possibly non-renew the charter. 15 At the future meeting, January or February 16 of 2020, the PEC will only consider the issues 17 related to the reason for the conditions and will 18 not consider any other issues related to the 19 renewal. 20 So we will close out 100 percent 21 operational and financial today, and 90 percent of 22 the academic. And if there are any concerns about 23 the data that is not yet available, those are what 24 will be addressed at a future meeting. 25 But I'm imagining as long as the school</p>
<p>Page 814</p> <p>1 reconvened at 12:15 p.m., as follows:) 2 THE CHAIR: Good afternoon. 3 FROM THE FLOOR: Good afternoon. 4 THE CHAIR: I'm just gathering my script. 5 Okay. So welcome and thank you for 6 hanging in there all morning with us, so we 7 appreciate it, and indulging us with the lunch 8 break. So we appreciate that as well. 9 So we are on to Amy Biehl. I guess there 10 are a number of new Commissioners since you were up 11 the last time; because, once again, Amy Biehl was in 12 that batch of schools that were renewed right before 13 I came on. But then we did contract negotiations 14 after our terms started. So it's nice to see these 15 schools coming back around. 16 So before we get started, Renewal of 17 Charters with Conditions: 18 The PED has not provided a report or 19 review of data for the School Year '18-'19 20 Accountability. It is important for schools to have 21 the complete academic data as part of its renewal 22 information for this renewal and also for future 23 years. 24 The PEC needs complete State 25 Accountability Reports to make the best decision on</p>	<p>Page 816</p> <p>1 shows that there's no substantial decline shown in 2 that data, they'll be on the Consent Agenda in our 3 January or February meeting. And that's January or 4 February, because we're just not 100 percent sure 5 when the data is going to be fully released. 6 So right now, the indication is, right 7 now, January 15th, which would sit at our meeting 8 date. So you wouldn't have any opportunity to look 9 at it if you felt you needed to speak to any piece 10 of it. So then it would be February. 11 MR. FRANK McCULLOCH: Okay. Thank you, 12 Madam Chair. 13 THE CHAIR: Okay. And, once again, if 14 have any further concerns, please don't hesitate. 15 I'm going to look out in the audience and 16 say that odds are there's no one speaking at this -- 17 but I will remind anyone out there that the sign-up 18 sheet is here for the school. 19 So CSD will give their report. You'll do 20 your 15 minutes, and then we'll move on to our 21 questions. 22 MR. FRANK McCULLOCH: Great. Thank you. 23 THE CHAIR: Okay. 24 MS. KAREN WOERNER: Thank you, 25 Madam Chair, Commissioners, school representatives.</p>

<p style="text-align: right;">Page 817</p> <p>1 Good afternoon.</p> <p>2 So Amy Biehl High School, serving Grades 9</p> <p>3 through 12, with a current 40th-day enrollment of</p> <p>4 303 students, with an enrollment cap of 325, they</p> <p>5 are a school, by mission, dedicated to social</p> <p>6 justice and service, with graduates that are</p> <p>7 civic-minded, college-bound, and career-ready.</p> <p>8 The data analysis in your packet shows, on</p> <p>9 Page 3 of the data analysis, that the school was</p> <p>10 showing a slight decline, but then a jump back up</p> <p>11 last year in terms of their reading proficiency</p> <p>12 rates, back to about the same where they started.</p> <p>13 And, of course, those are significantly above the</p> <p>14 State average of 35 percent, at 55.5 percent.</p> <p>15 Similarly, with their math proficiency,</p> <p>16 there was a little bit of a decline and then a</p> <p>17 gradual small increase up in the last couple of</p> <p>18 years to 16.7 percent proficient, which is below the</p> <p>19 State average of 20 percent.</p> <p>20 Their science proficiency rate was right</p> <p>21 at the State average at 35 percent this last year.</p> <p>22 Their growth indices by subgroup do show</p> <p>23 that the higher performing students are performing</p> <p>24 as expected; although, in previous years, they were</p> <p>25 showing some greater than expected. But all of them</p>	<p style="text-align: right;">Page 819</p> <p>1 I was not here at that time. But my</p> <p>2 understanding is that the goals were not ever</p> <p>3 decided by the PEC; however, the school did provide,</p> <p>4 for the last year of their contract term, data to</p> <p>5 support -- evidence to support those goals that had</p> <p>6 been proposed. And they were exceeding both goals</p> <p>7 that were proposed.</p> <p>8 So some mixed reviews there on the goals,</p> <p>9 but, primarily, because of the change that didn't</p> <p>10 actually get officially blessed was my</p> <p>11 understanding.</p> <p>12 Moving on, the student membership was</p> <p>13 declining but then shows an increase this last year</p> <p>14 of the contract term.</p> <p>15 Retention of students within the school</p> <p>16 year has been high, between 91 and 94 percent during</p> <p>17 the contract term. And retention between school</p> <p>18 years appears to be increasing from 83 up to</p> <p>19 91 percent in the last year reported.</p> <p>20 Teacher retention has been between 85 and</p> <p>21 94 percent. And their last year reported publicly</p> <p>22 released findings was one finding, and it was an</p> <p>23 other non-compliance area and no repeat findings.</p> <p>24 Going back to the beginning of the packet,</p> <p>25 the school has been rated as Demonstrates</p>
<p style="text-align: right;">Page 818</p> <p>1 are at the as-expected growth of the high performing</p> <p>2 in reading; similarly, with math.</p> <p>3 With their lowest performing students in</p> <p>4 growth in reading and in math, a similar -- there</p> <p>5 was some variance based on ethnicity in the past,</p> <p>6 but since then, they're leveling out close to the</p> <p>7 zero percent, meaning as expected.</p> <p>8 As expected, based on the overall</p> <p>9 proficiency rate, you'll see that their subgroup</p> <p>10 proficiencies follow kind of the same trends or same</p> <p>11 trajectory as the overall groups.</p> <p>12 The graduation rate last reported was at</p> <p>13 81 percent.</p> <p>14 The mission goals need a little bit of</p> <p>15 explanation. I think we tried to describe it well</p> <p>16 in your packet. But Pages 13 and 14 of Part A, or</p> <p>17 18 and 19 of the whole packet for today, shows the</p> <p>18 original charter school goals, when written,</p> <p>19 included a note in the contract that, after a year</p> <p>20 of gathering data, we reexamine and determine</p> <p>21 whether these were the best goals.</p> <p>22 And as it turns out, the data we needed to</p> <p>23 accurately assess is not available from the vendor,</p> <p>24 which was the ACT Aspire test, if I have that right.</p> <p>25 And so the school did propose additional goals.</p>	<p style="text-align: right;">Page 820</p> <p>1 Substantial Progress or Meets Standard on the rubric</p> <p>2 for the Part B progress report submitted.</p> <p>3 As you see, the school grade that we have</p> <p>4 up through 2018 are indicated there with a school</p> <p>5 grade of "B" each year, some concerns around lowest</p> <p>6 performing students for the three years and their</p> <p>7 graduation rate. But they increased that grade at</p> <p>8 the end of that -- in 2018.</p> <p>9 The areas on the organizational</p> <p>10 performance framework where the school had a</p> <p>11 Workings to Meet repeated, or a Falls Far Below are</p> <p>12 listed on Page 3. That was the English Language</p> <p>13 Learners. And, as you've come to know,</p> <p>14 identification of ELs has been a challenge,</p> <p>15 particularly at our high school charter schools.</p> <p>16 And there was a concern about annual</p> <p>17 letters to the parents notifying them of the status</p> <p>18 of ELs. The school has worked to resolve those</p> <p>19 concerns.</p> <p>20 Attendance laws. The school is following</p> <p>21 attendance laws and has a very -- pretty robust</p> <p>22 attendance follow-up policies. However, this</p> <p>23 indicator was around the 10-day letter did not</p> <p>24 include all of the requirements to be compliant with</p> <p>25 the requirements of the Habitual Truancy Act, which</p>

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<p>1 has now changed to the Chronic Absenteeism; but 2 that's why that's listed. 3 The financial compliance is around one 4 audit finding. 5 The facility requirements were around 6 emergency drills, where they missed a couple of 7 drills in '17-'18, but it appears to be resolved. 8 And then the health-and-safety requirement 9 was one employee missing the Detecting Child 10 Abuse -- Detecting and Reporting Child Abuse 11 training that is required of all employees. 12 The employees -- 79 percent of the 13 employees signed the petition; 78 percent of their 14 households. 15 And their condition index for the facility 16 was listed at 21.08 percent, slightly lower than the 17 State average, lower being better. 18 And with that, I conclude our report. 19 THE CHAIR: Thank you. Good afternoon 20 once again, and if you would just identify 21 yourselves and everyone who's going to speak for the 22 report. 23 MR. FRANK McCULLOCH: Absolutely. Thank 24 you, Madam Chair, members of the Commission. 25 Thank you for the opportunity for us to</p>	<p>1 currently are at over 50 percent economically 2 disadvantaged, and currently 33 percent of our 3 students are classified as special education. 4 Opportunity to learn, college-and-career 5 readiness criteria exceeded the State. And I'm very 6 proud of our most recent graduation rate, which is 7 81 percent. 8 As Ms. Woerner mentioned, our student 9 attendance rates are over or above 95 percent, and 10 teacher retention is at 85 percent or above over 11 these last three years. 12 And a couple of words about our proposed 13 two mission-specific school goals, the first being a 14 successful completion of two dual-credit courses 15 with a "C" or better as a graduation requirement; 16 and the completion of a 100-hour senior service 17 civic engagement project. Those are both rated as 18 Exceeds Standards. 19 The majority of our students, as I 20 mentioned before, fall into the four classifications 21 of students named in the Yazzie-Martinez lawsuit, 22 with the two largest subgroups classified as 23 economically disadvantaged and students with 24 disabilities. 25 These students are being served at our</p>
Page 822	Page 824
<p>1 present today. 2 To my far right is -- I'm Frank McCulloch. 3 I'm the Executive Director and Principal of 4 Amy Biehl High School, have been at the school for 5 17 years. 6 Cliff Wintrode is a member of our 7 governance council and our treasurer for -- on the 8 governance council. 9 To my right is Halley Wheelless, who is our 10 Dean of Instruction. And to my left is Rachel 11 Berenson, who is our chair of our governance 12 council. So thank you again. 13 I'm just going to run through a few of the 14 kind of high points in Part A and Part B of the 15 charter application, several of Ms. Woerner had 16 already mentioned to you. 17 Over the last three years, in general 18 areas of academic performance, financial, 19 contractual, organizational, and governance 20 compliance, our school was rated at either Showing 21 Substantial Progress or Meets Standards. 22 And over the term -- entire term of our 23 charter contract, Amy Biehl High School has 24 consistently had a school grade of "B." 25 A reminder that our student demographics</p>	<p>1 school, and they are meeting, rising to meet our 2 high and vigorous standards, and here are some of 3 the strategies we employ to ensure that. 4 Out of 21 full-time teachers, seven of 5 these teachers are dual-endorsed in special 6 education. So that population of dual-endorsed 7 special-ed-specific teachers that carry caseloads 8 exactly mirrors our 33 percent special education 9 population. 10 Our teachers work an additional five weeks 11 per year when students are not there in really 12 meaningful, highly engaging professional 13 development. That includes viewing and reflecting 14 on classroom video, looking at student performance 15 data, co-planning and collaborating on best 16 instructional practices. 17 We, very early on -- as a side note, we're 18 actually celebrating our school's 20th year 19 anniversary. Very early on in our school's 20 existence, we learned that if we're going to have 21 high academic expectations of students, we have to 22 have equally high levels of social and emotional 23 support. So here are some of the social and 24 emotional supports for our students. 25 We are a small school by design, as you</p>

<p style="text-align: right;">Page 825</p> <p>1 mentioned earlier, 302 -- I don't know if it's 302 2 or 304 students -- on the 40-day count. We 3 intentionally build relationships with our students. 4 We have a robust four-year advisory program that 5 meets three days per week. And we hold twice-yearly 6 hour-long family meetings between adviser, student, 7 and family, adult adviser, service mentors, 8 advocates, and family liaisons. 9 We've grown in our sophistication 10 regarding socio-emotional support as well. These 11 last year-and-a-half, two years, we've participated 12 in a network with five or six other small charter 13 schools, really sharing SEL resources and best 14 practices. We've implemented an SEL curriculum and 15 advisory, and teachers have implemented both 16 mindfulness and SEL practices into their classrooms. 17 Just a few words about additional data 18 sets. So speaking of socio-emotional support -- I 19 am drawing now from Part B in our application. We 20 now utilize a holistic student assessment, which is 21 provided by the parents to McLean Hospital. This 22 pre- and post-assessment identifies students' 23 self-reported strengths and challenge areas and 24 places each one of our students in one of three 25 tiers.</p>	<p style="text-align: right;">Page 827</p> <p>1 New Mexico families. 2 Over the course of our school's 20-year 3 legacy, our students have contributed over 4 125,000 hours to the community. So when I think 5 about just the impact of two service afternoons with 6 one small cohort of freshmen, 5,000 pounds, 5,000 7 needy families gettings meals, and then, 8 exponentially, considering that 125,000 hours of 9 service that we've provided over 20 years, it's a 10 pretty profound, positive impact Amy Biehl High 11 School students have had on our community. 12 And, then, finally, in closing, our other 13 mission-specific indicator, college access. 14 We, as I mentioned before, require the 15 successful completion of two dual-credit courses as 16 graduation requirements. However, on average, an 17 Amy Biehl High School student takes more than three 18 college classes during the course of their high 19 school career at Amy Biehl High School. And 20 students have access to dual credit as early as 21 their sophomore year. 22 A couple of more statistics. According to 23 National Student Clearinghouse data, 84 percent of 24 Amy Biehl High School students enroll in college 25 within the first two years after graduation.</p>
<p style="text-align: right;">Page 826</p> <p>1 The trend in this data shows that 2 students, while they are at Amy Biehl High School, 3 move from higher tiers, or tiers in crisis, to lower 4 tiers, more stable tiers. 5 Similarly, our students report lower 6 levels of inter- and intrapersonal challenges and 7 higher levels of recognizable strengths. 8 A couple of words about our 9 mission-specific indicators, one being civic 10 engagement. As we mentioned before, we require as, 11 a graduation requirement, a 100-hour senior service 12 project. 13 However, service runs through all four 14 years at Amy Biehl High School. Approximately one 15 afternoon per month, our entire school community 16 goes out to numerous service sites across the city. 17 This includes students reading to children at 18 Christina Kent Day Care, students studying ecology 19 in the bosque, and students packaging food at 20 Roadrunner Food Bank. 21 On our last two service afternoons, I 22 worked with two groups of Amy Biehl freshman which 23 is a very small fraction of our school. But, 24 nevertheless, this small group of students prepared 25 5,000 pounds of food that fed 5,000 hungry</p>	<p style="text-align: right;">Page 828</p> <p>1 And Facing History and Ourselves, which is 2 a national curriculum that we use at our school, 3 they did a national study conducted on over 4 4 million high school graduates and found that 5 Amy Biehl High School, classified as a low-income 6 high-minority urban school, outperformed schools 7 classified as low-minority, low-poverty suburban 8 schools, that, in the area of college enrollment and 9 persistence, Amy Biehl High School was closing the 10 achievement gap. 11 I would now like to invite my colleagues 12 to see if there is anything else they would like to 13 share. 14 MS. HALLEY WHEELLESS: Hello. Thank you. 15 There's just a couple of things -- a couple of 16 things I want to -- 17 THE CHAIR: You don't need to hold the 18 button. 19 MS. HALLEY WHEELLESS: Thank you. All 20 right. 21 THE CHAIR: You haven't been here in a 22 while. 23 MR. FRANK McCULLOCH: I know it's been a 24 while. 25 MS. HALLEY WHEELLESS: Additionally,</p>

<p style="text-align: right;">Page 829</p> <p>1 there's two other things in the packet that I'd like 2 to mention. And one is their scatter plots in the 3 back showing the great range of geographic diversity 4 our students come from. 5 It's a total of 31 ZIP codes we draw from. 6 They travel far and wide to come downtown, which can 7 be challenging at times. And I'm sure a lot of you 8 understand that the challenges of just having a 9 downtown school in Albuquerque; but the parents 10 choose to do this. 11 And, secondly, in regards to our special 12 ed education, and with our high number, is we are 13 seen as an extremely safe school. And so there are 14 parents who specifically self-select and lottery in 15 their children into our school. That's why they're 16 such a high percentage, of course, because of the 17 great work we're doing. And, also, in such an area, 18 it seems incongruent since we're an open campus. 19 But there's a couple of challenges parents 20 overcome to make sure their students do come here. 21 One other final thing that I wrote in the 22 charter there specifically is the fact that we do 23 not -- and I reread it again, where it says we're 24 very proud if somebody graduates in five years. 25 Because we cannot box children into a four-year plan</p>	<p style="text-align: right;">Page 831</p> <p>1 to you is if you imagine yourself if you had never 2 had -- enjoyed the taste of honey, and you wanted to 3 know what honey tasted like, and you read books, 4 poetry books, or the encyclopedia and the dictionary 5 to see what honey tasted like, at the end of the 6 day, it would be rather a fruitless exercise, 7 because you wouldn't have an idea really what honey 8 tasted like until you tasted it. It's an 9 experiential thing. 10 And that's what Amy Biehl is. And it -- 11 you can read an application for renewal, and you see 12 the words. But what you don't see until you're a 13 student there is the experience of being in 14 community at Amy Biehl. 15 And that's what it is. Amy Biehl is 16 dedicated to transforming lives and transforming 17 communities. And it does that by not only teaching 18 students about what service is and what scholarship 19 is and what community is and what courage is, but it 20 gives them a chance to explore those things in their 21 own participation at the school. 22 Amy Biehl is a way of being. It's not -- 23 you learn, but you get the chance to be a part of 24 something greater than yourself, working with people 25 that are not like you and forming a community that</p>
<p style="text-align: right;">Page 830</p> <p>1 at all times. And if we're going to talk about 2 diversity and cultural awareness, not everybody is 3 tracked the same way. 4 And so we're never really trying to push 5 kids through, just meet that marker, because we 6 really try to meet the kids where they're at, and 7 some kids need a longer strip, basically. And 8 that's another reason why parents choose our school. 9 I also want to throw in there that I've 10 worked a lot of places, and I've never seen -- and 11 around the world -- and I've never seen a group of 12 teachers work harder and be more dedicated than at 13 our school, with the five extra weeks, and we have 14 an 8:00-to-5:00 contract. And that is why we're so 15 successful and, again, that's why parents choose us. 16 MR. FRANK McCULLOCH: Mr. Wintrode? 17 Ms. Berenson? Would you like to share anything? 18 MR. CLIFF WINTRODE: Madam Chair, fellow 19 Commissioners, I'm Cliff Wintrode. I am the 20 treasurer of the governing council. 21 I've been on the governing council since 22 before Amy Biehl had their first senior class. It's 23 been a long time. 24 What occurs to me in listening to what 25 Frank and Halley said is -- what I want to emphasize</p>	<p style="text-align: right;">Page 832</p> <p>1 works for everyone. 2 And in today's world that we see that 3 appears to us to be divided and crumbling, learning 4 how to be in community, learning that we have so 5 much more in common than what we have apart is -- is 6 just a wonderful time for the future. Thank you. 7 THE CHAIR: Thank you. 8 MS. RACHEL BERENSON: So, hi. My name is 9 Rachel Berenson. I have not prepared anything. But 10 I did want to let you all know this: I had a 11 daughter who actually graduated from Amy Biehl. She 12 had the opportunity to go to private schools. But 13 she chose Amy Biehl for the unique experience of the 14 social-emotional piece of it. She didn't fit in the 15 mainstream, but she did extraordinarily well in 16 Amy Biehl. 17 And Amy Biehl offers the support to those 18 students who can't make it in the major APS schools 19 and who just would be lost among the masses. 20 So you have the packets. I'm just going 21 to add that story, that it's truly an amazing school 22 for those students who just can't make it in the 23 mainstream and offers them ties to the community 24 that they would not have otherwise. Thank you. 25 THE CHAIR: Thank you.</p>

<p style="text-align: right;">Page 833</p> <p>1 So, once again, I'm going to say that I 2 think Amy Biehl will end up winning the prize at the 3 end of the week, because not only do you have few 4 Falls Far Below three years ago, but you have none. 5 I think you're the only school that has none in the 6 second and the third year as well. 7 And that's -- once again, that's a 8 testament to everything that you do right in terms 9 of the family that you've created between your 10 governance council, the administration, and the 11 teachers. 12 And, you know, you've been working at it a 13 long time, but you don't take anything for granted. 14 And you're -- you can see the evolution. And we 15 certainly appreciate that. 16 And it's a -- it's also a great example of 17 the diversity of our charters. Because we have 18 charters that are -- the dual-language schools that 19 certainly are great representatives of its being 20 culturally responsive and are meeting the needs of 21 their community. 22 We have the schools on the reservation 23 that are certainly leading the way there. 24 And here we have a downtown school, you 25 know.</p>	<p style="text-align: right;">Page 835</p> <p>1 that or continuing challenges with that? Or no? 2 MR. FRANK McCULLOCH: I think that, 3 Madam Chair, members of the Commission, that's a 4 great question. I'm very -- I think immediately of 5 my building manager, Randy Miranda, who has just 6 boundless energy and has really heightened the level 7 of security and partnership with the Albuquerque 8 Police and other downtown resources. 9 I think that's really, really key. I 10 think we have very strategically placed, like, our 11 administration, our office; so that we have lots of 12 visibility, and, if need be, lots of the potential 13 for intervention. 14 But what's really kind of interesting is 15 that, you know, being 20 years in, being, you know, 16 15 of those years downtown, I think to a certain 17 degree, we've kind of established ourselves down 18 there. 19 And are there issues that pop up? Yes, 20 there are. But we have a highly committed staff. 21 We have a school security team. And we have a lot 22 of presence with our students and downtown. 23 And then we form, much in the spirit of 24 what Mr. Wintrode had shared, we form meaningful 25 partnerships.</p>
<p style="text-align: right;">Page 834</p> <p>1 So that you're right. A lot of people 2 would say, "What are you doing downtown?" 3 And one of the parent comments was, "It's 4 a little dangerous, but it's a downtown school." 5 I guess one of the questions I have for 6 you, after my applause for you for doing everything 7 right -- and I do want to say -- you have three 8 social workers? 9 MR. FRANK McCULLOCH: We do. We do, 10 actually. 11 THE CHAIR: That is just -- we struggle 12 with schools that don't have any. So the fact that 13 this school has three -- and the number of special 14 ed teachers is just -- just incredible. 15 But when I read that you had three -- I 16 went back and read that again. It's, like, "Holy 17 cow, they have three social workers." That's just 18 phenomenal, you know. 19 And you can't say enough about what that 20 does also for -- for the school. I mean, you just 21 can't, and the well-being of those students. 22 But I guess a question I have is in light 23 of the fact that you're downtown and you've got an 24 open campus, in this day and age, with so many -- 25 safety security, are there any new challenges with</p>	<p style="text-align: right;">Page 836</p> <p>1 Mark O'Gawa, our Dean of Students, he's 2 got five or six APD downtown patrol officers in his 3 phone that he's handed off to me. We're all on a 4 first-name basis. Anything pops up, we can pick up 5 a phone. We can call the police; they're there 6 within minutes. 7 That, between -- and also, really, we work 8 with our students schooling them on safety downtown 9 is what we do. We really urge students to travel in 10 partnerships or groups, that they're not exposing 11 themselves, that they're being mindful of their 12 surroundings. So we do all of that. 13 In fact, on the first day of school, for 14 freshman orientation, we have what's called a 15 "Downtown Dare." That's a downtown scavenger hunt 16 that each advisory engages in. And part of it is so 17 the students learn the topography of downtown. They 18 know where to travel safely. They know where 19 resources are if things come up. 20 That was part of the commitment originally 21 that we wanted to make to the urban community 22 downtown. We wanted to commit down there. 23 I can tell you also my final thoughts. 24 When I go out into the community and talk to 25 different business owners, to different -- different</p>

<p style="text-align: right;">Page 837</p> <p>1 industries downtown, people are so very grateful to 2 see young people around and the vibrancy that they 3 add to downtown, too. 4 So I hope I answered your question. 5 THE CHAIR: You have. You have. And I 6 appreciate the fact that you -- that you continue 7 that ownership of wanting to stay downtown, because 8 not that New Mexico has, like, a lot of big 9 downtowns. But anywhere you go, the downtown areas 10 are just becoming blighted areas. So to be able to 11 still want to be part of that community and 12 hopefully get, you know, reinvestment back into 13 those areas, as kids learn more about it, feel more 14 comfortable about it and want to stay. 15 And I also appreciate the conversation 16 about some kids being on a five-year plan. Because 17 this is Thursday. One of the days prior to this, we 18 had a similar conversation with -- with a school and 19 the fact that colleges and universities -- it's hard 20 to get out in four years. 21 MR. FRANK McCULLOCH: Right. Yeah. I've 22 seen -- 23 THE CHAIR: Most of it, it's a five-year 24 plan. But we're not embracing that and at least 25 acknowledging that we'd like everyone to get out in</p>	<p style="text-align: right;">Page 839</p> <p>1 one of the hallmark charter schools in New Mexico 2 and the longevity that you're experiencing and the 3 sustainability that you've built into every corner 4 of your school and your philosophy is just 5 remarkable. And congratulations on that. 6 I really appreciate seeing the social 7 justice lens in which you're working and the 8 democracy that you're building into education. It's 9 much needed. It's needed in so many more places. 10 But you're raising good citizens. And 11 I've had the opportunity of participating in some of 12 your student presentations as a judge. And if 13 anyone has ever had that opportunity, I -- or is 14 invited to do that, it's really a great experience 15 to see these students so empowered and lifted up by 16 presenting their research projects to a public 17 audience and to a panel of judges. Very impressive. 18 So great work and keep going. 19 MR. FRANK McCULLOCH: Thank you, 20 Commissioner Voigt. I really appreciate that. And 21 you all have an open invitation. Actually, we have 22 our Upstanders of History exhibitions going on today 23 and tomorrow. 24 THE CHAIR: Maybe we'll come tomorrow. 25 But we have to be here, unfortunately. We're</p>
<p style="text-align: right;">Page 838</p> <p>1 four. Sure. But everyone doesn't fit into that 2 same box. And there shouldn't necessarily be a 3 penalty because someone didn't graduate with that 4 cohort. 5 MR. FRANK McCULLOCH: Absolutely. 6 THE CHAIR: You know, because the 7 important is that individual, not the number that's 8 a punitive number that's being generated as a result 9 of this. 10 So I hope in the future, people start to 11 embrace that conversation or -- I know I had 12 students that actually purposely failed the last 13 semester, because they just weren't ready to go. 14 They didn't want to go. And that was their only 15 option to be able to stay was, "Okay, I'm going to 16 fail so I can -- I can come back"; because they 17 just -- and that's -- you know, we shouldn't be 18 doing that, either. I mean, how sad is that? 19 Commissioner Voigt? 20 COMMISSIONER VOIGT: Thank you. Thank 21 you, Madam Chair. 22 Hello. You know, one of the reasons for 23 staying downtown, I'm sure, is you have this 24 incredible facility. 25 But, you know, I just wanted to say, as</p>	<p style="text-align: right;">Page 840</p> <p>1 looking for any excuse to go. 2 MR. FRANK McCULLOCH: I'll tell you, one 3 of the cutest exhibitions is our ninth-grade Social 4 Action Carnival, which takes place in May. And it's 5 where we fill up Indaba, where they're all 6 presenting on a social justice issue of their 7 choice. They're all dressed up. They have their 8 speaking points. They have their social action art 9 projects. It's just adorable. So I would love to 10 invite each and every one of you to attend that. 11 COMMISSIONER VOIGT: Madam Chair? 12 And also the Facing History in Ourselves 13 curriculum for social studies is probably one of the 14 best. When I opened Media Arts, I took that as a 15 shared learning piece from Amy Biehl to utilize at 16 Media Arts. It's thematic; it's democracy-based, 17 social-justice based. It's so much better than 18 opening a history book and creating a history 19 timeline. It's really good stuff. 20 But I also wanted to comment. When I was 21 doing my master's thesis of why traditional teachers 22 leave traditional schools to teach at charter 23 schools, I interviewed Mike May and Tony Monfiletto 24 back when they were at the campus on Phoenix. They 25 were part of my sample research set.</p>

<p style="text-align: right;">Page 841</p> <p>1 MR. FRANK McCULLOCH: That's wonderful. 2 Thank you, Commissioner. 3 COMMISSIONER VOIGT: Thanks. 4 THE CHAIR: Commissioner Robbins? 5 COMMISSIONER ROBBINS: Thank you for being 6 here. And thank you for the success that Amy Biehl 7 has. 8 I was familiar with Amy Biehl when I was 9 on the APS board and familiar with the location, 10 obviously. 11 With the development or redevelopment of 12 downtown, there's more apartments and condos and 13 things like that. Do you see more students that are 14 living near the school? Or are they still coming 15 from all over? I mean, predominantly from all over? 16 Or do you have an increase in the downtown students? 17 MR. FRANK McCULLOCH: Commissioner 18 Robbins, that's a great question. I believe we are 19 still drawing on the multiple ZIP codes that are 20 mentioned. There were several families that do send 21 their students that are in the near areas around 22 Amy Biehl High School. 23 But, by and large, we're still really 24 drawing -- as one of our catch phrases is, we have 25 students from every ZIP code in the metropolitan</p>	<p style="text-align: right;">Page 843</p> <p>1 special ed and with seven dual-endorsed caseload 2 managers, you open the door to five students, and 3 they're five special ed kids, that can hit a tipping 4 point pretty quick. 5 And so we try to do it very thoughtfully 6 and mindfully. So we're bringing in basically one 7 student at a time, looking at the supports each 8 student requires, and then integrate them that way. 9 COMMISSIONER ROBBINS: Okay. Thank you. 10 MR. FRANK McCULLOCH: Thank you, 11 Commissioner. 12 THE CHAIR: Commissioner Davis? 13 COMMISSIONER DAVIS: Hi. 14 MR. FRANK McCULLOCH: Hi. How are you? 15 COMMISSIONER DAVIS: Hi. I'm new, and I'm 16 not familiar with Amy Biehl, okay? But I am really 17 interested in social justice. 18 MR. FRANK McCULLOCH: Wonderful. 19 COMMISSIONER DAVIS: So I'm wondering if 20 you could explain to me how that looks in your 21 school. What does social justice mean and how do 22 you apply it? 23 MR. FRANK McCULLOCH: That's a wonderful 24 question, Commissioner Davis. 25 Commissioner Voigt talked about the Facing</p>
<p style="text-align: right;">Page 842</p> <p>1 area and surrounding areas. The trend still holds 2 true that we draw from everywhere, really. 3 COMMISSIONER ROBBINS: You're right at 4 your cap. But do you have -- different grades, do 5 you have waiting lists right now? 6 MR. FRANK McCULLOCH: Right now, the 7 biggest waiting list we have is eleventh grade. But 8 part of the challenge of integrating 9 eleventh-graders into the school is we have higher 10 credit requirements than the State. And so it can 11 be very challenging to try to integrate those kids 12 and also keep them on -- oftentimes, they want to 13 stay on their four-year high school pathway. 14 Right now, we're beginning to integrate 15 our ninth-graders into the school. I think we had 16 ten students most recently, and we have five that 17 will be coming in at the semester break. 18 And then we will be dipping down into 19 tenth grade. I want to say maybe we have 13 to 20 15 tenth-graders currently on our waiting list. 21 But something we try to do and something 22 we've really learned is how and when we integrate 23 those students and being very mindful and thoughtful 24 about it; because those numbers, with a student 25 population of roughly 300 kids and 33 percent</p>	<p style="text-align: right;">Page 844</p> <p>1 History curriculum, which is really -- at its core, 2 is looking at social injustice and tragedy when it 3 comes down to it, you know, historical tragedy and 4 really analyzing that and unpacking what contributes 5 to a Holocaust in Germany; right? 6 All of our ninth-graders take a class 7 called "Holocaust and Human Behavior." In that 8 class, they learn four classifications of 9 individuals: It's upstanders, bystanders, 10 perpetrators, and victims. 11 And one of our major goals over the 12 four-year arc is that we move our students from 13 being victims, from being perpetrators, or being 14 bystanders, into being upstanders. 15 That is a major endeavor for all of our 16 students. And then when our service component, 17 there is just a natural social justice component to 18 it. 19 And your wonderful questions about being 20 downtown, we see a lot of addiction; we see a lot of 21 alcoholism; we see a lot of mental health issues 22 downtown. 23 And I'm so proud of our students. I made 24 an appointment to meet with Ike Benton, because he's 25 our downtown legislator. And this was last year.</p>

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<p>1 And I put out an open invite to our students. It's, 2 like, "Do you want to join me?" 3 Because, you know "We wanted to meet with 4 you. We wanted to talk about some of the concerns 5 we have and with student safety at the heart of it." 6 When we sat down with him, our students 7 were most concerned about providing services for 8 those three populations of kids -- or of -- or 9 basically vagrants downtown, right? They wanted to 10 see, "What kind of services can we provide for them? 11 How can we serve this downtown community that is 12 obviously struggling and in pain?" 13 And so those are a couple of snapshots of 14 how we implement, like, a social justice -- 15 COMMISSIONER DAVIS: So you take things 16 that happened in the past, but you also use that to 17 inform what's happening today. 18 MR. FRANK McCULLOCH: Absolutely. And 19 that's where the Social Action Carnival really comes 20 into play. The students each select a social 21 justice issue of their own choosing. So you can see 22 a whole spectrum, from dog fighting, to immigration, 23 to -- oh, God -- childhood obesity, to health. It's 24 a wonderful full spectrum of social issues that face 25 society today.</p>	<p>1 delved into this, like, why our school, right? 2 And even in the last year -- so we were 3 told that, actually, there are people at APS that 4 actually recommend parents from APS to come to our 5 school. And a good portion of this is because we 6 are small. 7 For example, we have one student right now 8 who is a -- has a lot of challenges. And her home 9 school is Atrisco High School, which is 2,000. And 10 so her parents, no matter what services they could 11 get to support her there that might be more focused 12 on her specific needs, her parents refused; they 13 want her with us. 14 So that's -- it's a blessing and a burden. 15 Our reputation and our draw and what we do really 16 kind of feeds the fact that we're safe; we're small. 17 We work really diligently with all the parents. And 18 that is why we have such a higher percentage. 19 COMMISSIONER CABALLERO: And I suspected 20 all of that. I just wanted to hear it one more 21 time. 22 MS. HALLEY WHEELLESS: That's just the 23 truth. 24 COMMISSIONER CABALLERO: And it's somewhat 25 of a blessing for those parents. But it becomes</p>
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<p>1 And they research. They look at 2 quantitative and qualitative data. And then they 3 present a mission statement elevator speech with an 4 action plan, which is so important for our students, 5 too, that they're just not doing abstract 6 intellectual research; they're also thinking about, 7 "Okay. Now, how do I get my arms around this? What 8 can I do as a citizen, as an upstander, to address 9 these issues?" 10 COMMISSIONER DAVIS: Great. Thank you. 11 MR. FRANK McCULLOCH: Thank you. 12 COMMISSIONER CABALLERO: Madam Chair? 13 THE CHAIR: Commissioner Caballero? 14 COMMISSIONER CABALLERO: Well, all my 15 questions were answered and asked by all the 16 Commissioners. I'm glad. And I do have one 17 remaining question. 18 MR. FRANK McCULLOCH: Please. 19 COMMISSIONER CABALLERO: You're at 20 33 percent special ed. How -- what's the spread 21 between that percentage that you have and APS or of 22 the surrounding schools around your school on that 23 type of enrollment? 24 MS. HALLEY WHEELLESS: I believe that APS 25 averages about 19 percent. And we've kind of really</p>	<p>1 more of a challenge to the charter school, because 2 it's -- it's more work, more challenge, more 3 expense. And you have to be more creative to get 4 other things done, and -- but that seemed to me 5 rather high. 6 And I congratulate you for being able to 7 handle it, and unfortunately, you might even see 8 more -- more increase. 9 But I like what you're doing with -- with 10 the social justice. Most of my questions were 11 there. 12 And when I was teaching at the -- at the 13 university level, I was the only one that asked for 14 a service component as extra credit. And not all my 15 students took it, took the extra credit. They had 16 to write -- write something about it, first, why 17 you're doing this project and what was -- what is it 18 that you learn. And I would ask them to teach me 19 why you're doing it. 20 And some students did very well. And I 21 had a pair of students that they weren't that -- 22 that good of a student, and I had to work with them 23 constantly. And they came up with a little project 24 for extra credit. And they got together, says, "Are 25 we going to get each three points?"</p>

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<p>1 And I said, "Yeah, yeah. You'll get each 2 three points." 3 They said, "Hoops With the Slackers." 4 And I didn't quite understand what that 5 meant. And so I asked them to do a class 6 presentation. I would give them one more point. 7 And they said, "We come from a 8 neighborhood where we're known as the 'Slackers.' 9 We weren't supposed to be here. And we're surprised 10 we're still hanging in." 11 And I said, "Yeah. Me, too." 12 And I said, "But you've got to hang on and 13 you've got to improve every day." 14 Says, "Yeah. We're doing it. We're doing 15 it." 16 And says, "Look, Mr. Caballero. If we 17 invite the kids from the neighborhood to come and 18 throw hoops with us after school, and we put our 19 books -- we take out our books from our backpack, 20 and we set them down on the side. And the kids 21 always ask, 'What is that?'" 22 "Oh, that's our textbook from college." 23 And they look at them and say, "You guys 24 are going to college?" 25 Says, "Yeah. And you can, too."</p>	<p>1 do. And she wrote her paper, and I said, "You need 2 to talk to your father and ask him, 'Dad, tell me 3 that story again.'" 4 And she did. It changed her life. 5 Thank you for your project in social 6 justice. 7 MR. FRANK McCULLOCH: Thank you, 8 Commissioner. 9 THE CHAIR: Let me just ask you. We've 10 had a couple of schools before us that have 11 substantially higher special needs numbers. And 12 they've expressed some concern over funding. 13 MR. FRANK McCULLOCH: Right. 14 THE CHAIR: So can you identify any 15 specific challenges you have in regards to that? 16 MR. FRANK McCULLOCH: Yes. Thank you, 17 Madam Chair, members of the Commission. 18 Yes, we are facing some pretty substantial 19 funding issues. We lost 20 percent of our budget 20 due to the elimination of the Small School Size 21 Adjustment alone. And that, of course, is a 22 five-year rollout. And so this year, 40 percent -- 23 right, Cliff? -- is what we're being reduced, right? 24 MR. CLIFF WINTRODE: This year, 25 20 percent, 20 percent of the Small Size School</p>
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<p>1 And so it's a promotion. It's an 2 encouragement to the other kids that they can, too, 3 aspire to go to college. They can, too, try and 4 make it, even if they're not quite there. 5 Because as they, as "Slackers" tried it 6 and are hanging on, they could, too. 7 And I thought that was very ingenious, 8 using their weakness as a strength and using their 9 strength to pick up and encourage other students 10 that may be at the same level as they were, a 11 "slacker." 12 And up to this day, I still have their 13 written submission on their project. And so the 14 "Hoops With Slackers" was their project name. 15 And -- but I like -- I like your social 16 justice, because it instills and changes people's 17 lives. 18 I had a young lady who just didn't get 19 motivated. Her father was a doctor. And she told 20 me, "I get tired of hearing from my father, 'Back in 21 India I was dirt poor, but I made it. Back in 22 India...,' and talking about poverty." 23 So she volunteered to go to the Salvation 24 Army. And she was moved. She kept going back, kept 25 going back, had no direction of what she wanted to</p>	<p>1 Adjustment. 2 MR. FRANK McCULLOCH: We also had our 3 lease reimbursement cut by 15 percent. 4 We had a direct student services grant, 5 where we had hired -- a three-year grant -- where we 6 had hired a math tutor teacher working specifically 7 with the populations mentioned in the 8 Yazzie-Martinez lawsuit. And that was just 9 canceled, basically. So we lost another 10 instructional individual focused on that population. 11 And so, yeah, we're facing some 12 substantial challenges right now when it comes down 13 to it. 14 THE CHAIR: The grant was canceled still 15 within that three-year time period? 16 MR. FRANK McCULLOCH: The first year the 17 grant was in place. It was a three-year grant, and 18 then it was canceled. 19 COMMISSIONER CABALLERO: This year or -- 20 MR. FRANK McCULLOCH: It was last spring 21 is when it was. We were awarded the grant in the 22 fall of last year. Then we were able to hire the 23 tutor/teacher. She was a certified teacher. She 24 was previously a tutor that was working with our 25 upper-class students, specifically in the area of</p>

<p style="text-align: right;">Page 853</p> <p>1 dual credit, but also just math in general. 2 And then we just got the word in the 3 spring, "We're canceling that grant." 4 So we had to lose a position because of 5 that, basically. 6 Halley Wheelless, our Dean of Instruction, 7 has done a wonderful job, as well as Cliff Wintrode. 8 We've had to do belt-tightening. We haven't renewed 9 positions. 10 We had one special ed position, the 11 individual decided to leave at the end of last year, 12 and we didn't refill that position for this very 13 reason. So we're facing substantial financial 14 challenges. 15 THE CHAIR: Okay. Thanks. And I'm 16 just -- I find it curious that you've got that 17 growth spurt in the eleventh grade. It just seems 18 like an odd grade that kids would be looking to come 19 into. 20 MR. FRANK McCULLOCH: Right. Right. 21 THE CHAIR: That that's usually not the 22 age that they're looking to make changes. It's just 23 curious. 24 MR. FRANK McCULLOCH: It is. I think 25 that -- I think, to a certain degree, students -- we</p>	<p style="text-align: right;">Page 855</p> <p>1 School Size and the lease assistance, I think you 2 were at one of the meetings of the PSCOC where I 3 advocated for lessening the reductions. 4 MR. FRANK McCULLOCH: I was there and saw 5 that. Thank you very much. 6 COMMISSIONER ROBBINS: You know, even at 7 73 per mem or the lower of the actual lease rate, 8 whichever is lower, you know, it only works out to 9 about \$7 a square foot per student for, about, you 10 know, 90 square feet -- 90 square feet per student. 11 That's not a whole lot when you figure the 12 average high school -- granted, they have gyms, they 13 have things like that. But they're closer -- in 14 APS, they're closer to about 175 square feet per 15 student. 16 You know, they don't count halls; they 17 don't count bathrooms. But you could have special 18 ed -- you could have some, you know, instruction in 19 the bathroom. Then you can count it as a classroom 20 space, you know. I tried to tell some -- some 21 charters -- what you don't want people to do is game 22 the system. But by getting two things, one, a very 23 low lease rate, you actually are encouraging gaming 24 of the system in not including all spaces. 25 Charters have waivers. But there are</p>
<p style="text-align: right;">Page 854</p> <p>1 learn that our most powerful recruitment are 2 actually our students and the families of those 3 students, that our research really shows that it's 4 people talk to each other. And I think that is 5 testament to that eleventh-grade cohort. 6 I think our students go out. They talk 7 about their experiences at the school, levels of 8 support, "Join a community." And I think they're 9 looking at their own experiences -- I'm a longtime 10 public school employee. I worked in APS for years. 11 And I saw people working really hard and doing their 12 best. 13 But part of it -- the issue, it's a 14 systems issue. It's the way the system is set up 15 that makes it so challenging. And so I think 16 students hear from other students. It's, like, 17 "Wow, I'd like to go over to Amy Biehl." 18 But, as I mentioned before, because of the 19 challenges of integrating an eleventh-grader, with 20 credit, with the uniqueness of our program, it can 21 be really challenging. 22 THE CHAIR: Okay. Thanks. 23 COMMISSIONER ROBBINS: Madam Chair? 24 THE CHAIR: Commissioner Robbins? 25 COMMISSIONER ROBBINS: Regarding the Small</p>	<p style="text-align: right;">Page 856</p> <p>1 still required spaces that you have to have. But 2 they don't count because a closet -- you have to 3 lease storage. I mean, that's space that you're -- 4 is included within your building, and you -- but you 5 don't get to count it as education space unless 6 you're going to be teaching students about inventory 7 control in your storage, which you could do, you 8 know. That's another creative way of including that 9 space. 10 So I would encourage you to look at those 11 types of things. But I will continue to work, while 12 I'm on this, and still the liaison to the PSCOC, to 13 encourage them, one, to increase their lease rate 14 from the 737 per mem, because I think in a place 15 like Albuquerque, particularly when you're trying to 16 serve a community in the downtown area, the lease 17 rate is abnormally low of what they're allowing. 18 And I think the cuts that they have made, 19 I think were unconscionable, especially given very 20 little notice. 21 MR. FRANK McCULLOCH: Commissioner 22 Robbins, I really appreciate your advocacy. I 23 remember really quite clearly when you were speaking 24 up on our behalf. 25 COMMISSIONER ROBBINS: Look at creative</p>

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<p>1 ways you can include excluded spaces as education 2 space. Because you have to work with the system 3 that they've put in place. And most of the people 4 on the Council unfortunately don't look at charters 5 the same way that this Commission does. 6 And, you know, I do have to be a very 7 strong advocate for that and everything. And I 8 think I've made a few inroads. But there's still 9 work to be done. 10 MR. FRANK McCULLOCH: I appreciate your 11 advocacy, Commissioner. Absolutely. 12 THE CHAIR: Do you have any possibility -- 13 I'm sorry -- of owning that building? 14 MR. FRANK McCULLOCH: We have a 501(c)(3) 15 foundation, Amy Biehl High School Foundation, that 16 does own the building. We have a lease-to-purchase 17 foundation set up between the school and the 18 foundation. 19 THE CHAIR: Okay. Thanks. 20 Commissioner Raftery? 21 COMMISSIONER RAFTERY: I just wanted to 22 know a little bit more about your dual-credit 23 courses and how come you just have two. Do you have 24 anybody graduating with an Associate's? Just 25 explain that to me.</p>	<p>1 COMMISSIONER RAFTERY: How many have 2 gotten a four-year college degree? Do you know? 3 MR. FRANK McCULLOCH: We're about -- 4 Commissioner Raftery, about 40 percent of our 5 students receive a college degree within six or 6 fewer years. 7 COMMISSIONER RAFTERY: Thank you. 8 MR. FRANK McCULLOCH: You're welcome. 9 THE CHAIR: Okay. Are we ready? 10 COMMISSIONER VOIGT: Madam Chair, may I? 11 THE CHAIR: Sure. 12 COMMISSIONER VOIGT: I move that the 13 Public Education Commission renew the charter for 14 Amy Biehl High School for five years, with the 15 conditions that the New Mexico System of School 16 Support and Accountability Report prepared by PED 17 shows similar performance for School Year 2018-2019 18 in the student growth, highest quartile; student 19 growth, middle quartile; student growth, lowest 20 quartile; English Learner progress; chronic 21 absenteeism; career-and-college readiness; 22 educational climate; growth in the four-year 23 graduation rate, with no statistically significant 24 decrease in performance. 25 COMMISSIONER ROBBINS: Second.</p>
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<p>1 MS. HALLEY WHEELESS: The requirement is 2 two to graduate. But they can start taking dual 3 credits as early as their sophomore year. That's 4 where we have the average. Like, on average, our 5 students graduate with three or more. It just 6 depends on how far they want to push themselves and 7 what route they want to go with the courses they're 8 taking. 9 In theory, yeah, if the kid really wants 10 to excel, they can. 11 I think I noted in the charter, there was 12 one student who graduated with 13 college classes 13 under his belt, and then just immediately became a 14 firefighter. It's sets up that as long they're 15 getting the State requirements, we will support them 16 in any way possible with a dual-credit program as 17 well. 18 So it is required -- and, generally, a lot 19 of kids just wait until their senior year to take 20 their two. But other kids do start. And that's one 21 way we can differentiate for all our students. They 22 can start earlier. 23 COMMISSIONER RAFTERY: Do you follow them 24 two years after they've graduated? 25 MS. HALLEY WHEELESS: Yes.</p>	<p>1 COMMISSIONER RAFTERY: I second. 2 THE CHAIR: There's a motion by 3 Commissioner Voigt, I think a second by Commissioner 4 Robbins? Did I hear you -- 5 COMMISSIONER RAFTERY: It was me. Oh, 6 okay. It's okay. All right. 7 THE CHAIR: I just want to mention that 8 with the new contract -- and I haven't mentioned 9 this before with a number of other schools -- there 10 is the opportunity for expedited renewal for those 11 schools that are knocking it out of the park, so 12 that it eliminates a lot of the -- don't want to say 13 "busy work" -- but the busy work of the renewal 14 application. 15 MR. FRANK McCULLOCH: Thank you, Madam -- 16 THE CHAIR: So that's at least one small 17 thank-you that we could give schools going forward. 18 So we appreciate that. 19 MR. FRANK McCULLOCH: Thank you, 20 Madam Chair. Appreciate that. 21 THE CHAIR: Okay. Roll call, please? 22 COMMISSIONER ARMBRUSTER: Sure. 23 Commissioner Davis? 24 COMMISSIONER DAVIS: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>

<p style="text-align: right;">Page 861</p> <p>1 Voigt? 2 COMMISSIONER VOIGT: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Robbins? 5 COMMISSIONER ROBBINS: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Caballero? 8 COMMISSIONER CABALLERO: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Raftery? 11 COMMISSIONER RAFTERY: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Gipson? 14 THE CHAIR: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Chavez? 17 COMMISSIONER CHAVEZ: Yes. 18 COMMISSIONER ARMBRUSTER: Commissioner 19 Armbruster votes "Yes." 20 Commissioner Crone? 21 COMMISSIONER CRONE: Yes. 22 COMMISSIONER ARMBRUSTER: It's a 23 nine-to-zero vote. Congratulations. 24 THE CHAIR: Motion passes, nine-zero. 25 Congratulations.</p>	<p style="text-align: right;">Page 863</p> <p>1 operational performance because the data is complete 2 at this meeting in December of 2019. 3 If the PEC decides to issue a renewal with 4 conditions, the PEC will clearly state what 5 Accountability information it will review from the 6 PED Accountability Report. 7 When the Accountability data is prepared 8 by PED and the school has had an opportunity to 9 review the data -- no less than ten days -- the PEC 10 will review the data and remove the condition or 11 take other action, such as a Corrective Action Plan, 12 or possibly non-renew the charter. 13 At the future meeting, January or February 14 2020, the PEC will only consider the issues related 15 to the reason for the conditions and will not 16 consider any other issues related to renewal. 17 So, once again, we close out operational 18 and financial today, and the vast majority of the 19 academic. The only academic pieces that will remain 20 open are those pieces that are not available. 21 So let me remind folks, anyone that wishes 22 to speak in regards to the school, the sign-up sheet 23 is here for Public Comment. So... 24 MS. FRIEDMAN: Right here. 25 THE CHAIR: So we appreciate you doing</p>
<p style="text-align: right;">Page 862</p> <p>1 Thank you so much. We're going to take a 2 break. 3 (Recess taken, 1:11 p.m. to 1:30 p.m.) 4 THE CHAIR: Thank you, and good afternoon. 5 Thanks for indulging us. We've been sometimes 6 taking a little bit too long a break. But it kind 7 of refreshes our brains a little bit so we can get 8 back to the work. 9 So we appreciate you indulging us the 10 time. 11 So we have Turquoise Trail before us, 12 which is the last school for today before we recess. 13 Maybe. 14 So before we start, Renewal of Charters 15 With Conditions. 16 The PED has not provided a report or 17 review of data for the School Year '18-'19 18 Accountability. It is important for schools to have 19 the complete academic data as part of its renewal 20 information for this renewal and also for future 21 years. 22 The PEC needs complete State 23 Accountability Reports to make the best decision on 24 school renewal applications. 25 The PEC will review financial and</p>	<p style="text-align: right;">Page 864</p> <p>1 that. 2 CSD will do their report. 3 You'll have your 15 minutes, and then we 4 have eight minutes of Public Comment. So thank you. 5 MS. KAREN WOERNER: Madam Chair, 6 Commissioners, school representatives. Turquoise 7 Trail Charter School serves -- this school has, in 8 their contract, that they serve students authorized 9 pre-K through 8. It actually says pre-K through 8. 10 So it does say that on Page 1 of your report. 11 And I need to correct, the current 12 enrollment there does reflect the pre-K students. 13 So 638 students, at least when we did this report, 14 included the 40 students that are in the pre-K 15 program, meaning 598 students in K through 8. 16 The cap has been raised, as you know. The 17 school has come before you in the recent years to 18 increase their cap; twice, actually, once to 19 490 students and then to 840. And that is for the 20 K -- it's very clear that that is for the 21 K-through-8 grades. 22 Also on Page 1, I need to correct the 23 business manager. The school did correct that for 24 me. It's Ms. Leslie Lujan rather than Jenny 25 Crysler. But rather than making, doing a whole</p>

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<p>1 bunch more printed copies --</p> <p>2 THE CHAIR: What is that?</p> <p>3 MS. KAREN WOERNER: The business manager</p> <p>4 is now Leslie Lujan.</p> <p>5 COMMISSIONER ROBBINS: On the</p> <p>6 electronic --</p> <p>7 MS. KAREN WOERNER: Now we know who uses</p> <p>8 the electronic version. So...</p> <p>9 COMMISSIONER ROBBINS: I'm not that old.</p> <p>10 I know how to use the computer.</p> <p>11 MS. KAREN WOERNER: Appreciate that,</p> <p>12 Commissioner Robbins.</p> <p>13 So on the printed copies, I didn't want to</p> <p>14 reprint all those pages for one name. But easy to</p> <p>15 change on the electronic version, so it wasn't wrong</p> <p>16 for -- my apologies for the confusion.</p> <p>17 And as you know, Turquoise Trail, the</p> <p>18 vision and mission are listed there in your guide,</p> <p>19 the mission being, "A high-achieving,</p> <p>20 student-centered learning school, preparing students</p> <p>21 academically and socially for lifelong success."</p> <p>22 As always, I'd like to start with Part A</p> <p>23 on the proficiency rates in reading and math. As</p> <p>24 you saw there the school was showing an increase a</p> <p>25 little bit each year, with a drop in the last year.</p>	<p>1 shown a Greater than Expected growth; although, now</p> <p>2 more at the Expected growth, as we get into the 2018</p> <p>3 year. Remember, close to zero is as expected</p> <p>4 growth.</p> <p>5 Lowest performing students in reading and</p> <p>6 in math, similar; although, I do see that the math</p> <p>7 does show slight Better Than Expected in their</p> <p>8 lowest performing students math group.</p> <p>9 Their proficiencies by subgroup seem to</p> <p>10 mirror the overall performance. And you can see</p> <p>11 those on Page 9 and 10.</p> <p>12 As for their charter-specific goals -- or</p> <p>13 mission-specific goals, we call them -- there are</p> <p>14 three goals for the school, and they have Met or</p> <p>15 Exceeded them for the last three years. The first</p> <p>16 year, the data was not conclusive according to our</p> <p>17 records.</p> <p>18 Student enrollment has been increasing</p> <p>19 over the years. And their retention within the</p> <p>20 school year has been from 95 to 99 percent.</p> <p>21 Percentage remaining enrolled between school years</p> <p>22 seems to be on a slight decline from 94 down to</p> <p>23 85 percent in the most recent year's data.</p> <p>24 Similarly, their teacher retention rate, slight</p> <p>25 decline, but still at 79 percent retention.</p>
<p>Page 866</p> <p>1 And, again, this school does serve Grades</p> <p>2 K through 2. So we do attribute some of that</p> <p>3 decline in the last year due to the Istation</p> <p>4 proficiency scores, being that the cutoff became</p> <p>5 much more stringent, and, therefore, students who</p> <p>6 were deemed proficient in the '18 school year were</p> <p>7 not in the '19.</p> <p>8 So it's not as great a drop as some of the</p> <p>9 schools we've seen, and I think that's partly due to</p> <p>10 the fact that the school has a larger population;</p> <p>11 therefore, the K-to-2 represents a smaller portion.</p> <p>12 Nevertheless, it accounts for some of that decrease.</p> <p>13 As you know, math is not affected by that.</p> <p>14 And their math scores have been showing an increase,</p> <p>15 pretty level from '18 to '19, but, nevertheless,</p> <p>16 quite a bit above than the State average at</p> <p>17 20 percent, since they have 37.2 percent.</p> <p>18 And as you know, their reading, State</p> <p>19 average was 35 percent. Is that right? 34 percent</p> <p>20 for reading. For science, it was 35 percent. And</p> <p>21 you see, on Page 4 of Part A or Page 9 of the whole</p> <p>22 packet, that those science scores for Turquoise</p> <p>23 Trail were at 60 percent.</p> <p>24 Again, the subgroup indices for this</p> <p>25 school in higher performing reading and math had</p>	<p>Page 868</p> <p>1 As for the audit findings, the last</p> <p>2 publicly released report showed four findings, one</p> <p>3 of which was a repeat, all of which were other</p> <p>4 non-compliance issues.</p> <p>5 Back to the beginning of the report, as</p> <p>6 indicated, the ratings for each area were either</p> <p>7 Meets the Standard or Demonstrates Substantial</p> <p>8 Progress.</p> <p>9 There was a special education complaint</p> <p>10 that, at the time of publishing this, we had not got</p> <p>11 the final release of that. And maybe the school can</p> <p>12 speak to that today.</p> <p>13 In terms of organizational performance</p> <p>14 framework, there were four areas that had a repeat</p> <p>15 Workings to Meet, and those were around English</p> <p>16 Language Learners, again, identification of</p> <p>17 students, attendance laws, and their having the</p> <p>18 correct language in their letters.</p> <p>19 The financial compliance was around the</p> <p>20 audit findings and facilities around emergency</p> <p>21 drills, all of which the school has worked to</p> <p>22 resolve.</p> <p>23 The school had 65 percent of their</p> <p>24 employees sign the petition, 76 percent of their</p> <p>25 households.</p>

<p style="text-align: right;">Page 869</p> <p>1 And the New Mexico Condition Index score 2 for the facility was at 5.73, significantly lower 3 than the average at the time of their review. 4 That concludes my report. 5 THE CHAIR: Okay. Thank you. So welcome 6 once again. And, if you would, just introduce 7 yourself and anyone else that's going to speak at 8 this time for the school for the record. 9 MR. FLOYD TRUJILLO: Madam Chair, members 10 of the Commission, the only two that will be 11 speaking right now will be myself, Floyd J. 12 Trujillo, president of the governing council, and 13 Dr. Ray Griffin? 14 THE CHAIR: Did you get that, Cindy? 15 THE REPORTER: (Indicates.) 16 MR. FLOYD TRUJILLO: Madam Chair, members 17 of the Commission, my name is Floyd J. Trujillo. I 18 am president of the Turquoise Trail governing 19 council and have served on the council for more than 20 18 years. I have with me Sammi Triolo, 21 vice president, who has served more than six years, 22 and council secretary, Victoria Schweizer, who has 23 served for just over one year. 24 I have Dr. Ray Griffin, our head 25 administrator, who has been with us for more than</p>	<p style="text-align: right;">Page 871</p> <p>1 The school continues to enjoy a tremendous 2 amount of community support as well. We look 3 forward to continuing the educational opportunities 4 of the Turquoise Trail community. And with that, I 5 will turn it over to our Head Administrator, Dr. Ray 6 Griffin. 7 DR. RAY GRIFFIN: Thank you, Floyd. 8 Commissioner Gipson and members of the 9 Public Education Commission, my name is Ray Griffin, 10 and I'm the Head Administrator at Turquoise Trail 11 Charter School and have been for the past six years. 12 This is my seventh year at the school. 13 Floyd mentioned that TTCS is the oldest 14 charter school in New Mexico. We will be 15 celebrating the completion of our 25th year as a 16 charter school next August, 30 years as an actual 17 school building. 18 I think it's historically important -- at 19 this time, it's taken me six years to find out who 20 those others converting charter schools were. The 21 other four were Highland High School in APS, Taylor 22 Middle School in APS, Harrison Middle School in APS, 23 and an alternative school in Portales that no one I 24 know can remember the name of. Someone should look 25 that up.</p>
<p style="text-align: right;">Page 870</p> <p>1 six years. 2 We also have three parents and two 3 middle-school students who will be speaking later 4 who have signed up. And, in addition, Turquoise 5 Trail is represented by Patty Matthews of the firm 6 Matthews Fox. 7 Turquoise Trail is the oldest charter 8 school in the state, having converted to a charter 9 school in 1994. This is our fifth overall renewal 10 and the second renewal hearing before this 11 Commission. 12 Turquoise Trail continues to be a 13 high-achieving, student-centered learning school 14 preparing students academically and socially for 15 lifelong success. 16 This school year has also seen us realize 17 our vision of serving students in seventh and eighth 18 grades, as well as continuing to successfully serve 19 our kindergarten-through-sixth-grade students. 20 We continue to Meet or Exceed the 21 charter-specific goals that were approved in our 22 last renewal, primarily due to the excellent 23 administration and staff that we have. I cannot say 24 enough about the hard working commitment of 25 administrative staff.</p>	<p style="text-align: right;">Page 872</p> <p>1 This will be Turquoise Trail's fifth 2 charter school renewal process. And looking through 3 those binders recently, as you well know -- and I 4 hope you'll smile -- all five have been different. 5 Before you, you should have copies I gave 6 to Karen Woerner of the 2019 test. We call it 7 TAMELA, I believe. It is the pure results. And you 8 have a list before you of the Santa Fe schools and 9 their proficiency in reading and math. As you can 10 see, Turquoise Trail is the highest ranking Title I 11 school on that list. 12 Three years ago, Turquoise Trail, our 13 governance council laid out a strategic plan where 14 we chose to grow. In anticipation of upcoming 15 political decisions that we saw in the future, Small 16 School Size Adjustment being one of them, and the 17 way the schools were being funded we determined that 18 it would be better for us to be a larger school. 19 In March of 2018, we came before this 20 Commission and received approval for an enrollment 21 cap of 840 in K-8. We currently are at 600 students 22 in K-8 and employ well over 70 employees. We have 23 well over a \$5 million annual budget. 24 Our new middle-school division, which was 25 fully enrolled this year with 180 students in</p>

<p style="text-align: right;">Page 873</p> <p>1 Grades 6 through 8, is now housed in eight portable 2 classrooms and a middle-school office. And we have 3 the E-Occupancy Certificate. 4 The project was entirely funded by the 5 school in mill levy money. And, recently, we were 6 notified that we will be awarded approximately 7 \$280,000 dollars from the charter school CSP Charter 8 School Grant. These funds will help us move from 9 600 students today to approximately 840 students in 10 Grades K through 8 over the next three years. 11 Our K-5 assessments continue to show solid 12 gains in reading and math year over year, with, as 13 noted by Karen, specifically the slight decrease in 14 proficiency on Istation in K-2. However, on 15 Istation in 3 to 8, we have solid evidence over the 16 six years I've been at the school, the longer the 17 students stay at our school, the better they do. 18 And you saw that they have 98 percent of 19 Title I students staying in our school and not 20 leaving during the year, which is a unique 21 characteristic of a Title I school, and we're very 22 proud of that. 23 In 3 through 8, our Istation scores grew 24 in the past year from 40.7 to 44.6. 25 We are currently involved in a unique</p>	<p style="text-align: right;">Page 875</p> <p>1 drum and basket-making, among many very popular 2 programs that are free to students after school. 3 Additionally, with our Title I funding, we 4 offer significant free after-school blended learning 5 and small-group tutoring. 6 And, finally, to give you a perspective, 7 if you know Turquoise Trail, we are way out on 8 Highway 14, about halfway from the freeway to 9 Cerrillos. It is really astounding to me that we 10 have approximately 300 students drive out to that 11 school and approximately 300 -- 12 THE CHAIR: Your students actually drive 13 there. 14 DR. RAY GRIFFIN: I hope not. You're very 15 quick, Commissioner Gipson. 16 THE CHAIR: They are extended program 17 kids. 18 DR. RAY GRIFFIN: We don't have driver 19 training yet. 20 Anyway, we do also have seven round-trip 21 buses financed by New Mexico Transportation that 22 transport our approximately 300 students to and from 23 school each day. 24 With that, I conclude my report. And 25 unless you have questions, we would like you to</p>
<p style="text-align: right;">Page 874</p> <p>1 study from an elementary school, and now a K-8 2 school, where we are going to try to ascertain 3 value-added benefits from Turquoise Trail, as we 4 have now sent out a survey to over 600 sixth-grade 5 graduates from Turquoise Trail over the past year -- 6 ten years. We will anticipate getting that 7 information and, certainly, we'll share it with PED 8 and those of you who are interested when we find out 9 if students more or less feel that Turquoise Trail 10 gave them a value-added benefit in the arts and in 11 characteristics of positive student behavior, 12 staying in school, things like that, other than just 13 our test scores. 14 Recently, Turquoise Trail was named the 15 number one elementary school in Santa Fe County by 16 Niche.com. They use other data points other than 17 assessments. They do use assessments. But they 18 also include demographics and extracurriculars. 19 We are now in the first year of the 20 State-supported extended-year program, where we have 21 190 days of school in our elementary only this year. 22 And in that program, the money that came with that 23 extended year, we are offering 30 after-school 24 extracurricular programs right now, such as 25 flamenco, jazz band, cursive, journalism, native</p>	<p style="text-align: right;">Page 876</p> <p>1 consider having two of our students' and three of 2 our parents' very short presentations in our 3 allotted time, if I haven't used too much. 4 THE CHAIR: You've got -- oh. You can use 5 your 15 minutes however you see fit. I don't know 6 how much time you have left. 7 MS. FRIEDMAN: You have seven minutes. 8 And you have eight minutes for Public Comment. 9 DR. RAY GRIFFIN: Unless you have 10 questions, we might as well move ahead. 11 THE CHAIR: Well, if there -- the parents 12 would simply have to give up that -- their time, if 13 they -- if they want to merge the two times, then 14 the people that wanted to speak that aren't part of 15 the presentation would have to give up that time. 16 I'm fine with it. 17 MS. FRIEDMAN: You could ask the people to 18 speak right now, and I'll continue this time. 19 THE CHAIR: How much time do you think you 20 need for that? 21 DR. RAY GRIFFIN: About a minute and a 22 half each. 23 THE CHAIR: For how many people? 24 DR. RAY GRIFFIN: Five, total. 25 THE CHAIR: They haven't signed up here.</p>

<p style="text-align: right;">Page 877</p> <p>1 DR. RAY GRIFFIN: They've all signed up. 2 THE CHAIR: We'll have some of you do it 3 during your time, and the rest can do it at the 4 eight minutes. 5 MR. FLOYD TRUJILLO: Commissioner, thank 6 you. That's fine. 7 MS. PATRICIA MATTHEWS: Let me do my 8 30 seconds. 9 THE CHAIR: But Ms. Matthews hasn't signed 10 up for Public Comment, so -- so we're not yielding 11 any time to her. 12 DR. RAY GRIFFIN: Yes, we're going to 13 bring our folks up right now. 14 THE CHAIR: So we've got seven minutes of 15 this time left. So let's figure this out. And I 16 will ask, as each of you speak or do whatever, 17 please identify yourself for the record. And just 18 because we are timing you, you need to speak slowly 19 so that it can be taken down. 20 FROM THE FLOOR: Good afternoon, 21 Madam Chair, members of the Commission. 22 My name is Ane, and I attend Turquoise 23 Trail Middle School. I'm in seventh grade. 24 I want to talk about the certain classes 25 that we take and what they're about.</p>	<p style="text-align: right;">Page 879</p> <p>1 has made our work a lot easier to do both at home 2 and in class. We return them at the end of the day. 3 But we've been provided with these computers to work 4 on Google Classroom and MidSchoolMath and many other 5 programs that we use. And then we -- I think that's 6 it. 7 THE CHAIR: Thank you. 8 FROM THE FLOOR: Madam Chair and members 9 of the Public Education Commission. My name is 10 Caterina Miller. And I like our school because it's 11 very accepting. We accept everybody. And we have 12 some amazing staff, including teachers, which we 13 have a lot of new ones this year. 14 And I would like us -- I'd like you to 15 please allow our school to renew our charter so that 16 other kids in the future could have this great 17 experience. 18 THE CHAIR: Thank you. 19 FROM THE FLOOR: Buenos tardes, mimbros, 20 Madam Commissioner. My name is Alejandra Rodriguez. 21 I'm a proud parent of three students at Turquoise 22 Trail, one in pre-K, one in third grade, and Ane in 23 seventh. 24 We've been with Turquoise Trail for four 25 years now, five, going on the fifth year this year.</p>
<p style="text-align: right;">Page 878</p> <p>1 The first one that I want to talk about 2 is -- it's essentially a social studies and history 3 class. The name is Big History Project. And it 4 makes you look past today and from different 5 perspectives. There's a lot that I've learned in 6 the past few months from that class. 7 And we've also started the new pilot 8 program in our science class. We're just ending the 9 unit tomorrow. Tomorrow's a test. And I've also 10 learned a lot from that class, and I think -- it's 11 also connected to the Big History Project class in 12 certain ways. 13 And, for example, DNA is something that we 14 talk about in both classes. And it helps me and 15 other students make better connections. 16 And another thing that I like to talk 17 about is our math program. We've been working on 18 this -- we've been using this program for a while 19 now. I used this program in fifth grade, and now 20 using it again. I think it's had better 21 explanations than other programs I've taken at other 22 schools. So I appreciate our school choosing the 23 program. 24 I'd also like to say that our school has 25 also conveniently provided us with computers, which</p>	<p style="text-align: right;">Page 880</p> <p>1 And we would not choose anywhere else. 2 This school has provided an ample range of 3 studies for our kids. 4 Ane is fortunate enough to be part of the 5 gifted program, while my third-grader is part of the 6 special education program. And Turquoise Trail has 7 been excellent in providing support for all of my 8 three kids and every special need they have. 9 They have proven to be a great community 10 school. And that's right. Even though it's in the 11 middle of nowhere, we're willing to go all the way 12 over there every single day because we know it's an 13 excellent choice for our kids. 14 I wish that you will grant us this renewal 15 of -- of a charter school. And if you have any 16 questions, let us know. 17 THE CHAIR: Thank you. 18 FROM THE FLOOR: Madam Chairperson, 19 members of the PEC, my name is Amber Romero. And I 20 have three children that attend Turquoise Trail 21 Charter School. My youngest is currently in 22 kindergarten. My eldest is in sixth grade. 23 The eldest does excel academically, 24 similar to Ane and Alejandro, which I just found out 25 today. She is also in the gifted program, and she</p>

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<p>1 loves all the special classes that Turquoise Trail 2 has to offer, including library, music, art, 3 physical education. 4 I find that they help keep her grounded 5 and continue with her schoolwork. Unfortunately, my 6 son, at the start of his kindergarten year last 7 year, he was not doing so well academically, and the 8 teacher was very clear, and she always kept an open 9 line of communication to let me know that. 10 She did recommend things to do at home to 11 help him, as well as registering him for the blended 12 learning program that our school has to offer. 13 And I'm happy to say he's now in first 14 grade, and he loves to come home and read with me. 15 Aside from him saying that his favorite subject is 16 recess, he does also enjoy classwork, being with his 17 classmates. And working with his speech therapist, 18 his intelligibility has been successful. 19 He's doing wonderful. And I want you to 20 please consider keeping our charter, approving it. 21 THE CHAIR: Thank you. 22 FROM THE FLOOR: Thank you. 23 THE CHAIR: Just so you know, we love 24 recess also. 25 FROM THE FLOOR: Hello, Madam Chair and</p>	<p>1 didn't see your name there because you didn't print 2 your whole full name out. But I missed it. Sorry. 3 I apologize. 4 MS. PATRICIA MATTHEWS: You know what I'm 5 going to say. Just very quickly, for the record -- 6 MS. FRIEDMAN: You have eight minutes. 7 MS. PATRICIA MATTHEWS: I had eight 8 minutes before. 9 MS. FRIEDMAN: You've got the whole eight 10 minutes. 11 MS. PATRICIA MATTHEWS: The school objects 12 to any bifurcation or extension of the charter 13 renewal process that is intended to, or would result 14 in, the PEC's decision not being a final decision 15 until after the statutory requirement in 22-8B-12I, 16 and that deadline is January 1, 2020. 17 And it reserves all of its appeal rights 18 under New Mexico law. 19 And I will also add a personal note to 20 this school. I've been working with Turquoise Trail 21 since before Dr. Griffin, and it's been a pleasure 22 to see them grow. They're a terrific school and a 23 terrific client to work with. So congrat- -- I 24 can't say "Congratulations" yet; so... 25 THE CHAIR: We missed the word</p>
<p>Page 882</p> <p>1 members of the PEC. 2 My name is Cheron Ryan. And with me here 3 I have my daughter, Raven Ryan, who is in sixth 4 grade. And I would have my son here who is in 5 eighth grade, but he chose to stay at school. 6 Imagine that, since in sixth grade, I couldn't get 7 him to go to school. And that wasn't at Turquoise 8 Trail. 9 So we came to Turquoise Trail, and now I 10 can't get him to leave. 11 MS. RAVEN RYAN: Literally can't. 12 FROM THE FLOOR: Hopefully, that's a 13 testament to how good the school is. What else do I 14 have here? 15 So, yes, please renew this charter so that 16 we can have a choice where we go to school, because 17 we were going to the public schools, and that was 18 not working out for both of my children. 19 So it's great for the Santa Fe community 20 to have a choice of a charter school. And this is 21 one of the -- this is the best, actually, charter 22 school that I know of. 23 THE CHAIR: Thank you. 24 FROM THE FLOOR: Thank you. 25 THE CHAIR: Ms. Matthews? I'm sorry. I</p>	<p>Page 884</p> <p>1 "bifurcate." 2 So we're on to our questions. So thank 3 you once again. 4 And you're right. It's interesting to 5 have that conversation about the -- I've lost the 6 term -- not transition schools -- conversion 7 schools; because it's -- it's something that there's 8 just kind of this little -- I guess because it 9 happened so long ago. 10 Because someone had asked me, "Can you 11 still be a conversion school?" And I think it's 12 still in the -- that is still one of the 13 possibilities that can happen, I believe; because I 14 think there was -- yeah. Because there was a 15 discussion when there were some concerns in 16 Española. We all -- we got copied a letter from the 17 then Cabinet Secretary with -- that that was going 18 to be a possibility. And it kind of piqued our 19 interest. 20 It's like, "Oh, really? That can still 21 happen?" 22 So, apparently, it can. But it obviously 23 hasn't happened in a long time. 24 But, once again, the school shows, through 25 the performance -- the organizational framework,</p>

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1 that the school is operating with good conversations
 2 and good governance.
 3 I did have one question. There's a
 4 governance council member that's listed with eight
 5 hours missing.
 6 COMMISSIONER ROBBINS: Uh-huh. Mr. Stack.
 7 THE CHAIR: Mr. Stack? So I just -- and I
 8 know there's been opportunities since this was
 9 populated. So I was just -- and, you know, we're
 10 not out of -- but that was from last year. Yeah.
 11 MS. KAREN WOERNER: Last year. That's
 12 completed; but --
 13 THE CHAIR: So never completed. No?
 14 MS. KAREN WOERNER: So that one governing
 15 board member did not complete their hours for
 16 '18-'19.
 17 THE CHAIR: Thanks. I know. I know it's
 18 important.
 19 MR. FLOYD TRUJILLO: Madam Chair,
 20 Commission members, we have put in place some
 21 internal controls to ensure that that does not
 22 happen again.
 23 We have tasked our council secretary with
 24 reporting all training hours on a quarterly basis,
 25 and we are maintaining a database to track all that

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1 as well.
 2 THE CHAIR: Thank you. Because, actually,
 3 we had a governance council come up here yesterday
 4 and make the statement that, "We now realize that
 5 the secretary is more important than the governance
 6 council president, because they're responsible for,
 7 you know, the minutes and keeping track of all of
 8 this. So we need someone with greater skills as our
 9 secretary than we do as our chair, because the onus
 10 is on them to make sure we're staying in compliance
 11 with so many things."
 12 So it was an interesting take that they
 13 had. So when you said that it was just -- it was
 14 ironic that you said that.
 15 So, once again -- and I thank you for the
 16 work that you do. But there -- a couple of things
 17 were highlighted and hopefully can lead us into a
 18 conversation with how we're looking at charters
 19 going forward, and so many of them being the leaders
 20 in the culturally responsive, the equity councils
 21 that are being established. And so many of our
 22 schools have come up with great conversations about
 23 the restorative justice systems that they're putting
 24 in place.
 25 And I think the one element that stuck out

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1 with me when I was reading the parent comments was I
 2 think there was a student, and there was a parent as
 3 well, that indicated that they had concerns about
 4 the lack of discipline and that there was a concern
 5 about that.
 6 So can you just maybe talk a little bit
 7 about, you know, going forward? And we're locking
 8 at these greater issues with the equity councils and
 9 being sensitive to -- and I don't -- certainly, we
 10 can't identify the students, so I don't know if
 11 there's a specific issue that was there. But if you
 12 could just address some of that.
 13 DR. RAY GRIFFIN: Commissioner Gipson,
 14 yes, members of the PEC council, one student out of
 15 700 was in that small group of six students. And
 16 I'm thankful that the 200 or 300 students that think
 17 our discipline is too strict were not in that group.
 18 You know, you can't control what students
 19 can say, and it's all anecdotal depending on their
 20 perspective.
 21 I think we have a very even-handed, very
 22 fair system that involves our counselors and social
 23 workers, as well as our two principals, elementary
 24 and middle school.
 25 And without even joking about it, I can

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1 assure that the -- my perspective is that people
 2 would say that we are -- are a fair and
 3 increasingly -- increasing accountability school,
 4 especially with the addition of middle school, where
 5 we are expecting excellent academic efforts on the
 6 part of students as well as behavioral expectations.
 7 So I would, first of all, say that one
 8 student isn't going to give you a perspective of
 9 where we are as a school. And, secondarily, of the
 10 seven schools that I've been in, I would put
 11 Turquoise Trail right in the middle of all of those
 12 schools, whether we're a very, very strict school in
 13 terms of behavior and accountability and
 14 measurements like suspensions.
 15 We've had zero expulsions with elementary
 16 school. And this year, with middle school, we have
 17 not had an expulsion yet; but we've had a mutually
 18 agreed departures.
 19 So that would be my comment on the
 20 schoolwide discipline. I'm not concerned at all
 21 about it. I'm not concerned about our principals
 22 and their efforts in those areas and our
 23 accountability and tracking and all of that.
 24 And in regard to the efforts that the
 25 school has made over the years in terms of equity

1 and culturally sensitivity -- cultural sensitivity,
2 I think Turquoise Trail has been on the forefront of
3 the efforts that we've made.

4 Recently, in all of our extracurricular,
5 extended learning programs, there are multiple
6 community members that represent, I would say,
7 culturally important groups in New Mexico: tribal
8 members who come into the school and present
9 historical and current issues to our school.

10 So our equity council has been formed. It
11 includes all of the groups that are highlighted in
12 the lawsuit. And I think we're doing a very good
13 job thinking about these issues and how Turquoise
14 Trail can be improved in those areas, as all schools
15 probably can do better.

16 But if -- when the readiness responses
17 come out in the next month or two, I think -- my
18 opinion is that our school will have a very strong
19 level of commitment and activity already in those
20 areas. So I stand for questions specifically about
21 that.

22 THE CHAIR: So just -- just as a matter of
23 housekeeping, I guess, with the contract
24 negotiations -- because your vision statement
25 caps -- stops you at sixth grade. So the vision

1 but Mr. Kennedy. As a result of a dispute between
2 the charter school and the local district about its
3 facility, we entered into a Memorandum of
4 Understanding about the school building and the term
5 of its lease.

6 And one of the things the school board was
7 emphatic about was that the original attendance
8 boundary that included the charter school, that the
9 students that went -- that would have been included
10 in that attendance boundary would be given a
11 preference to enroll in Turquoise Trail Charter
12 School.

13 Looking at the law and discussing this
14 with Mr. Kennedy, who was the attorney for the
15 charter school, we both agreed that there is not
16 specifically a permission in the statute; but it is
17 also not specifically excluded.

18 And so the parties agreed to that
19 provision and agreed that if there was a dispute
20 that we'd come back -- a dispute with the
21 authorizer, that we'd come back to the table and
22 work on that.

23 Now, Mr. Kennedy and I met with
24 Ms. Jaeger, I believe it was in December. And we
25 presented the information about why we thought that

1 statement will have to be -- and it's just a
2 housekeeping piece.

3 MR. FLOYD TRUJILLO: Madam Chair, you're
4 correct. And the governance council has already
5 begun those discussions, and we have an approved
6 one. We just didn't want to --

7 THE CHAIR: No, it's no problem. Like I
8 said, that was just a little housekeeping piece
9 going forward, because it'll have to be in the new
10 contract. So just so that you know.

11 So can we -- can we have a discussion
12 about your lottery system? And I'm going to ask if
13 you still include, in that -- in your policy, the --
14 the preference for the Santa Fe neighborhood,
15 district, or however it's worded?

16 MR. FLOYD TRUJILLO: Madam Chair, to the
17 best of my knowledge, that has not been resolved.
18 It was previously being worked on by our counsel, as
19 well as PEC's counsel.

20 THE CHAIR: I don't -- as far as I know,
21 it's not being worked on.

22 MS. PATRICIA MATTHEWS: Madam Chair,
23 members of the Commission, I believe it was last
24 year about this time that I received communication
25 from -- I've forgotten who communicated with whom --

1 the attendance preference was doable, something that
2 could be worked through by agreement of the parties.

3 I believe that it was left that Ms. Jaeger
4 would respond with some recommendations, and that's
5 where it ended.

6 And so we haven't -- we have not moved
7 forward. I haven't -- we haven't been asked to come
8 before the Commission to talk about it. And,
9 certainly, you know, the school is somewhat caught
10 in the middle, because it was something that the
11 district was emphatic about.

12 I believe you had about four students that
13 would have qualified under that preference?

14 DR. RAY GRIFFIN: That's correct. Last
15 year, in our lottery process, we ended up with about
16 200 lottery applications, which is an online
17 lottery; name, address, phone number for all grades,
18 K-through-8. And four students had an impact in
19 bumping them up a little bit higher on the wait
20 list, thus bumping someone down a little bit.

21 And the ultimate result of that for all
22 those families and all those grades was every
23 student that would have had an effect because of the
24 four grades those kids were, they all got in the
25 school. There was no impact on any of students in

<p style="text-align: right;">Page 893</p> <p>1 last year's lottery process. 2 We've just begun this year's process. Our 3 lottery is open. We have about 30 applicants to 4 date. Our lottery will be in February, and we can 5 have a follow-up report about how many students will 6 be positively impacted by the lottery preference 7 and/or impacted because someone had a preference 8 ahead of them. 9 And, again, the preference is like a 10 sibling. Preference -- if you have a sibling 11 enrolled in the school, the other sibling will jump 12 up to the top of the list. 13 THE CHAIR: I will say it's not like a 14 sibling preference. It's not. But that's what I'm 15 going to say. 16 MS. PATRICIA MATTHEWS: I think 17 Dr. Griffin was suggesting that the mechanics were 18 the same. I think we understand the distinction. 19 THE CHAIR: Okay. 20 Commissioner Robbins? 21 COMMISSIONER ROBBINS: Four audit findings 22 and one repeat. The one that stood out most was the 23 lack of bank reconciliations and the foundation not 24 sending the reconciliations to the school. 25 Has that been resolved? Are multiple bank</p>	<p style="text-align: right;">Page 895</p> <p>1 financial -- 2 COMMISSIONER ROBBINS: So the board 3 president gets the original. 4 MR. FLOYD TRUJILLO: Madam Chair, 5 Commissioner Robbins, that is correct, the board 6 president being myself. 7 COMMISSIONER ROBBINS: Then you forward it 8 to the business manager? 9 MR. FLOYD TRUJILLO: The business manager 10 receives a copy, which we put into the packet for 11 the foundation's board. 12 COMMISSIONER ROBBINS: Thank you. The 13 reason I raise that for other Commissioners and 14 everything, there have been other State charters 15 where business managers were fraudulently making up 16 a bank statement. They would doctor the bank 17 statement and to hide -- what's the term, 18 Counselor? -- stealing money. 19 MS. PATRICIA MATTHEWS: Embezzlement. 20 COMMISSIONER ROBBINS: Embezzlement, yeah, 21 to steal -- to cover their embezzlement, which can, 22 very easily in a school like this, amount to tens of 23 thousands of dollars very quickly. 24 And you have to be very crafty. But it's 25 a very easy thing to do if multiple people are not</p>
<p style="text-align: right;">Page 894</p> <p>1 statements being received? Or is only one statement 2 being received by one person? 3 MR. FLOYD TRUJILLO: Madam Chair, 4 Commissioner Robbins, that has been resolved. 5 The -- the primary issue was lack of board 6 members in support at the foundation level, which 7 had traditionally not been a very active foundation 8 due to, really, a lack of membership. 9 We have increased the number of board 10 members and instituted formal procedures and 11 processes for that. That does include the bank 12 statement reconciliation. 13 COMMISSIONER ROBBINS: Does more than one 14 individual receive a copy of the original bank 15 statement? 16 MR. FLOYD TRUJILLO: Madam Chair, 17 Commissioner Robbins, yes. The full board receives 18 it and reviews it on a monthly basis. 19 COMMISSIONER ROBBINS: When you say 20 "receives it," receives it from the bank directly? 21 Or is it a copy? 22 MR. FLOYD TRUJILLO: It is a copy to the 23 rest of the council. Original to -- an e-mail 24 original from the bank to the board president, 25 myself, and the person we have contracted to be our</p>	<p style="text-align: right;">Page 896</p> <p>1 receiving an original copy of that bank statement. 2 Thank you. 3 MR. FLOYD TRUJILLO: Madam Chair, 4 Commissioner Robbins, that is correct. One other 5 note. The contractor that we have hired actually 6 does not have direct access to the account. They do 7 receive the statements from the bank, as do I; but 8 they are not -- they have no access to the actual 9 account. 10 COMMISSIONER ROBBINS: That's a good thing 11 to have. Thank you. 12 THE CHAIR: Commissioner Armbruster? 13 COMMISSIONER ARMBRUSTER: I have several 14 small questions. Although I should know this, I 15 don't remember. So what can I say? 16 So where is your pre-K located, physically 17 located? 18 DR. RAY GRIFFIN: Commissioner Gipson, 19 Commissioner Armbruster and members of the 20 Commission, the pre-K at Turquoise Trail, which I 21 really don't know the history, was one of the 22 original State Grant preschools in New Mexico from 23 ten years -- many years ago. 24 And when our building had a major remodel 25 about eight years ago, two rooms and a new wing at</p>

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1 our facility were built with pre-K funding money
 2 from that legislative grantee.
 3 So there are actually two classrooms with
 4 a shared bathroom holding 20 students each in our
 5 full-day program that is right at the end of a wing
 6 right next to the kindergarten classes and the
 7 Cooking With Kids room. So it's really physically
 8 in our building; so 40 kids, two classrooms, and a
 9 playground.
 10 COMMISSIONER ARMBRUSTER: And I just --
 11 THE CHAIR: Let's talk playground.
 12 COMMISSIONER ARMBRUSTER: You get to talk
 13 playground. Just one second.
 14 So I think I do remember this part. So
 15 the middle school is not on that exact campus where
 16 you are. It's over a little bit, right?
 17 And the reason I'm asking -- I'll just say
 18 the whole thing -- is because it's great that you
 19 have a 5-point -- whatever it is -- on the NMCI.
 20 Did they rate the other one? Or are they
 21 both together? Because we seem to be getting some
 22 schools, two --
 23 THE CHAIR: We're getting mixed NMCI's.
 24 COMMISSIONER ARMBRUSTER: -- and some,
 25 one, two even though they're not together.

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1 DR. RAY GRIFFIN: So the current situation
 2 with our 600 students in K-8 are there are 420 --
 3 sorry -- I can't do the math while I'm talking.
 4 But 420 students in K-5, 40 students in pre-K, in
 5 the long-existing building of Turquoise Trail.
 6 Now located on that campus as part of our
 7 agreement with Santa Fe Public Schools are these
 8 nine portable -- eight classrooms and an office that
 9 are physically outside in the back. So there are
 10 two sort of sites.
 11 But, certainly, the teachers, you know,
 12 come and go, and the kids come and go in various
 13 buildings. They all use the same gym, for example.
 14 So it's one site now with preschool,
 15 elementary, and middle school. And the middle
 16 school is in the portables.
 17 THE CHAIR: So that all has one NMCI. Yes
 18 or no.
 19 DR. RAY GRIFFIN: I don't think it does
 20 yet, but it will.
 21 THE CHAIR: It will, yeah. Because you
 22 just finished the portables.
 23 DR. RAY GRIFFIN: That's correct.
 24 COMMISSIONER ARMBRUSTER: So a couple of
 25 questions. One of the mothers, I think, used the

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1 word "blended learning"; is that something
 2 different, or is that inclusion? Do you remember
 3 what she was just talking about?
 4 DR. RAY GRIFFIN: I do remember,
 5 Commissioner Armbruster and Commission. Blended
 6 learning is just a generic term that's used in
 7 education that really means that the students have
 8 access to learning anywhere; phones, at home, in a
 9 computer lab.
 10 It's primarily done on computers. They
 11 have a free log-in. But we provide the opportunity
 12 to have coaches and/or teachers and/or tutors in the
 13 computer lab with students after school.
 14 So the students get a snack. 20 each day
 15 go into the computer lab, put on their headphones.
 16 And, very typically, students will then immediately
 17 log in and go to whatever program it is, BrainPOP,
 18 Istation, Khan Academy, and start working
 19 immediately at their level.
 20 So one student might work at a
 21 fourth-grade level; one student might work at a
 22 second-grade level. It doesn't matter where they
 23 are in school. The programs and the improving
 24 technology starts to identify where kids are having
 25 problems and immediately assigns interventions.

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1 So "blended learning" simply means
 2 school/home/anywhere 24/7.
 3 COMMISSIONER ARMBRUSTER: And just one
 4 last one.
 5 THE CHAIR: Sure.
 6 COMMISSIONER ARMBRUSTER: I'm just trying
 7 to reconcile. We all -- those of us who have taught
 8 kind of get that we have a terrible discipline
 9 thing. So do you have a -- I don't know what? Is
 10 it called PSP program? Behavior program? Do you
 11 have those kids as well in special ed, as well as --
 12 DR. RAY GRIFFIN: No. We don't have a
 13 resource room or a special program. All of our
 14 students in general in special education are either
 15 inclusion or, based on the individual part of the
 16 IEP, in a more pullout situation with one-on-one or
 17 small-group. But there are no behavior groups
 18 within our school.
 19 COMMISSIONER ARMBRUSTER: So I was
 20 thinking possibly, when the comment was made by
 21 whoever here was that if you had students with
 22 behavior issues, and that's why they were in special
 23 ed. It could have been that child. That's all I'm
 24 saying. So that's why I said that.
 25 DR. RAY GRIFFIN: Okay. Thank you.

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<p>1 COMMISSIONER ARMBRUSTER: And also -- I 2 lied. 3 THE CHAIR: That's okay. 4 COMMISSIONER ARMBRUSTER: What is your 5 food program? 6 DR. RAY GRIFFIN: Very quickly, members of 7 the Commission. The food program. When we were a 8 charter school that was authorized by Santa Fe 9 Public Schools, used our facility, and Santa Fe 10 Public Schools was our food provider. 11 When we made the switch five years ago to 12 become a State-authorized charter school, we had a 13 negotiation with Santa Fe Public Schools that didn't 14 last very long. But it was, "Would you like to 15 continue serving food at our school?" 16 "No." 17 So we went out to bid through CES and 18 ACES, and we ended up hiring a company called 19 "Canteen," who provides food. As we're part of the 20 federal Free and Reduced Lunch Program, we provide 21 hundreds and hundreds of meals. In the summer, 22 we've done seamless summer. 23 We're looking to move to the CEP program, 24 based on our Free and Reduced numbers, where, next 25 year, we think we're going to be a CEP school, where</p>	<p>1 preschool can be together. But it has to be fenced 2 and separated from any other areas. 3 THE CHAIR: Right. From everyone else. 4 And yours already is? 5 MR. FLOYD TRUJILLO: Madam Chair, that's 6 correct. Ours already is. 7 THE CHAIR: Okay. 8 COMMISSIONER VOIGT: Madam Chair? 9 THE CHAIR: Sure. Commissioner Voigt? 10 COMMISSIONER VOIGT: Thanks. Hello. 11 Thank you for providing -- these are the TAMELA 12 scores? Is that right? 13 DR. RAY GRIFFIN: Correct. 14 COMMISSIONER VOIGT: And I was just 15 noticing, of the top eight schools, three of them 16 are community or charter schools. And so that says 17 a lot to what a supportive environment and 18 individualized educations can do. 19 So congratulations on those scores. Great 20 work. 21 I also congratulate you on being the 22 hallmark charter school in New Mexico and for having 23 such a long successful track record and for carving 24 the path for other schools to follow. So great work 25 and thank you.</p>
<p>1 all students will get free lunches. And it will 2 eliminate a lot of paperwork and accounting. 3 But Canteen is our food provider. I 4 believe our contract is up and it will go out for 5 bid again this summer. 6 COMMISSIONER ARMBRUSTER: What is your 7 Free and Reduced Lunch percentage? 8 DR. RAY GRIFFIN: It has always been in 9 the mid 60s, bouncing up and down. We just finished 10 the 40-day count. I believe, with the increase of a 11 lot of new students in middle school, I believe it's 12 dropped a bit. I don't recall. I don't have an 13 exact number. I could estimate it might be 60 or 14 slightly below, slightly down. 15 COMMISSIONER ARMBRUSTER: Okay. Thank 16 you. 17 THE CHAIR: Okay. Just so that you're 18 aware, because you mentioned that you've got a 19 playground, the -- the standard that's going to be 20 required for the pre-K is that they have their own 21 separate playground, fenced. And it can't be shared 22 with other schools. 23 COMMISSIONER ROBBINS: Kindergarten and 24 preschool can be together. But it has to be fenced 25 and separated from other -- kindergartens and</p>	<p>1 MR. FLOYD TRUJILLO: Thank you. 2 THE CHAIR: Okay. I've got a motion, if 3 no one else has anything else. 4 (No response.) 5 THE CHAIR: Okay. So I move that the 6 Public Education Commission renew the charter for 7 Turquoise Trail Charter School for five years, with 8 the conditions that the school does not have any 9 attendance boundary preference in their lottery 10 system, and that the New Mexico System of School 11 Support and Accountability Report prepared by PED 12 shows similar performance for School Year 2018-2019 13 in the student growth, highest quartile; student 14 growth, middle quartile; student growth, lowest 15 quartile; English Learner progress; chronic 16 absenteeism; college-and-career readiness; education 17 climate, with no statistically significant decrease 18 in performance. 19 COMMISSIONER VOIGT: Second. 20 THE CHAIR: There's a motion by 21 Commissioner Gipson, a second by Commissioner Voigt. 22 Roll call? 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Crone? 25 COMMISSIONER CRONE: Me?</p>
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1 COMMISSIONER ARMBRUSTER: Yes.
 2 COMMISSIONER CRONE: Yes. You've never
 3 called me first. I thought, I'm going to take a nap
 4 till you get to me.
 5 COMMISSIONER ARMBRUSTER: Commissioner
 6 Robbins?
 7 COMMISSIONER ROBBINS: Yes.
 8 COMMISSIONER ARMBRUSTER: Commissioner
 9 Raftery?
 10 COMMISSIONER RAFTERY: Yes.
 11 COMMISSIONER ARMBRUSTER: Commissioner
 12 Chavez?
 13 COMMISSIONER CHAVEZ: Yes.
 14 COMMISSIONER ARMBRUSTER: Commissioner
 15 Voigt?
 16 COMMISSIONER VOIGT: Yes.
 17 COMMISSIONER ARMBRUSTER: Commissioner
 18 Davis?
 19 COMMISSIONER DAVIS: Yes.
 20 COMMISSIONER ARMBRUSTER: Commissioner
 21 Armbruster votes "Yes."
 22 Commissioner Caballero?
 23 COMMISSIONER CABALLERO: Yes.
 24 COMMISSIONER ARMBRUSTER: Commissioner
 25 Gipson?

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 4
 5
 6
 7 REPORTER'S CERTIFICATE
 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 9 Court Reporter in the State of New Mexico, do hereby
 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
 13 State of New Mexico, County of Santa Fe, in the
 14 matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on December 23, 2019.
 17
 18
 19
 20 _____
 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 BEAN & ASSOCIATES, INC.
 201 Third Street, NW, Suite 1630
 Albuquerque, New Mexico 87102
 21
 22
 23
 24
 25 Job No.: 2371N (CC)

1 THE CHAIR: Yes.
 2 COMMISSIONER ARMBRUSTER: That is nine
 3 for.
 4 THE CHAIR: The motion passes, nine-zero.
 5 Congratulations. Thank you very much.
 6 (Applause.)
 7 THE CHAIR: Oh. And we're in recess.
 8 (Proceedings in recess at 4:24 p.m.)
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1 RECEIPT
 2 JOB NUMBER: 2371N CC Date: 12/12/19
 3 PROCEEDINGS: OPEN PUBLIC MEETING, VOLUME FOUR
 4 CASE CAPTION: In re: Public Meeting of the Public
 5 Education Commission
 6 *****
 7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED
 8 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 9 DATE DELIVERED: _____ DEL'D BY: _____
 10 REC'D BY: _____ TIME: _____
 11 *****
 12 ATTORNEY:
 13 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 14 DATE DELIVERED: _____ DEL'D BY: _____
 15 REC'D BY: _____ TIME: _____
 16 *****
 17 ATTORNEY:
 18 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 19 DATE DELIVERED: _____ DEL'D BY: _____
 20 REC'D BY: _____ TIME: _____
 21 *****
 22 ATTORNEY:
 23 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 24 DATE DELIVERED: _____ DEL'D BY: _____
 25 REC'D BY: _____ TIME: _____

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