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Vision

*"RFK, a school where you can engage in your chosen path towards secondary education or career in an environment that prepares, motivates, and supports you in partnership with your family."*

Mission

*"This year we will improve teacher and student performance through a supportive and responsible environment."*

**Governance Council Meeting Minutes  
Wednesday, January 21, 2015 5:30pm**

**Present:** Robert Baade, Executive Director; Jennifer Cornish, President; Margie Lockwood, Vice President; Michael Perez; Stacey Lagunas; Judy Bergs; Kenneth Lairsey; Fernando Ortega; Ron Burton.

**Absent:** Catron Allred; Michelle Rentería

**Quorum established at 5:42 PM.**

**Approval of Agenda: 5:43 PM** Motion to Approve Agenda made by Ron Burton, 2<sup>nd</sup> Mike Perez. All voted in favor, none against. The Motion to Approve Agenda passed unanimously.

**Approval of December 2014 Minutes: 5:45 PM** Motion to Approve December 2014 Minutes made by Ron, 2<sup>nd</sup> Margie Lockwood. Two typos and one misspelled name was pointed out; these will be amended and re-submitted the next day (Thursday, January 22<sup>nd</sup> 2015). **5:46 PM** All voted in favor in favor, none against. The Motion to Approve December 2014 minutes passed unanimously.

**Data Update :**

The first page of the handout has day students listed with 12<sup>th</sup> graders at the top and with subsequently lower grade levels as it descends (11<sup>th</sup>, 10<sup>th</sup>, 9<sup>th</sup>). The 'D' after the grade level indicates that the student listed is a day student. The next column, 'period absences' (period abs) indicates how many single class periods they were absent for during the first semester. Under 'Took', the amount of classes a respective student was registered to take in the semester is listed, and 'Passed' indicates how many of these classes the student passed out of the ones attempted. Under 'Honor Roll', an asterisk indicates that that student passed all of their classes with a grade of C or better; 'B' indicated that that student passed all of their classes with a 'B' or better, and a blank space indicates that the student did not pass all classes they attempted. The 'Percent Absent' (% absent) is the percent of the time each student was absent out of the 90 day semester.

After the individual students' data, four tables are presented: the first is a breakdown of course loads taken by respective students, (from eleven classes down to four classes); next to that, the

amount of students who took that particular class load, how many students passed all classes in their course load, and the percentage breakdown of how many students in a cohort passed all classes. (for example, the first column indicates that one student took eleven classes, this one student passed all of the eleven classes s/he signed up for; accordingly, the last column lists the number of students who took eleven classes and passed them all for a pass rate of 100%). At the bottom in bold font, the sums of each data category are presented.

The next table includes the same data as the first table except the data is broken down by grade level (the first row shows that one 12<sup>th</sup> grader took ten classes, that this student passed all ten classes and that the 100% of all 12<sup>th</sup> graders who took ten classes passed all of the classes they attempted), with with totals for each grade level in italics (out of all 12<sup>th</sup> graders, seventeen students assumes a class load, ten out of the seventeen 12<sup>th</sup> graders passed all of their classes; 59% of all 12<sup>th</sup> graders passed all of the classes they registered for, etc).

The third table breaks down the number of students who had absences which fell into specific percentiles (from less than 10%, 11-20%, etc., up to more than 50%); this table shows the positive correlation between good attendance and a greater number of classes passed. Totals are in bold at the bottom of the chart. The one student who was absent over 50% percent of the time was pregnant and had her baby during the semester; it was noted that she passed six out of her seven classes.

The fourth and last table looks at the special education student cohort by grade level and the percentage of those which passed all of their classes, with the total amount of special education students in the high school and the number and percentage of students who passed all of their classes. All of the aforementioned data collected about the day students was also compiled for the night student cohort (which does not include English as a Second Language, or ESL, students), including the individual student data. Day school absence percentages are based on ninety hours per class versus night school absences are based on seventy two hours per class because they only attend classes four nights per week.

Students who are not taking a full class load are not necessarily performing better academically than students who are taking a full course load. Seven classes constitutes a full course load for day students; only 11% of students taking six classes passed all of them, and none of the students taking five and four classes (two student for each cohort) passed all of their classes. Instructors are not sure why this is so but note that these students are seniors who could have finished high school a year ago. However, the students taking fuller course loads tend to perform better academically than those taking less classes. Students who are nearing the end of high school, including a few special education students, are performing well and taking more classes because they are visualizing the completion of the program. At a 9<sup>th</sup> grade level, there is more of an issue with successful course completion because they are not at the point where they can visualize attaining their high school diploma (the data show that 28% of the 9<sup>th</sup> graders passed all of their classes, 37% of 10<sup>th</sup> graders passed all classes, 48% of 11<sup>th</sup> graders and 59% of 12<sup>th</sup> graders passed all classes). The longer a student stays at RFK, the higher the level of credit acquisition.

Board members want to consider how acquisition of this data can be used in discussions regarding updates to the Strategic Plan. There was a question regarding clarification of percentage column; it shows the numerical percentage of classes passed by cohort, not the percent of classes that an individual student passed.

**Public Comment:** Charles Ortiz, an instructor here at RFK, is coming to the meeting at 6:15 PM. Members Tina Garcia and Juan Saavedra have stepped down from the Governance Council. The Council was advised to consider possible candidates for nominees. Michelle Rentería has

expressed interested in taking on role of board secretary (she is not present this month but she conveyed this to Jennifer Cornish; her candidacy for this position will be voted on next month).

## **Finance Committee**

### 2nd Quarter finance report and approval

*Revenue Report:* There is no new added revenue this month to report. The Finance Committee looked through each line and a lot of last years' funds appear primarily on page 2 and some of this years on page 3. The 120 day count is coming up in February so there will likely be increases in funds at that time. There were no complications or issues with the Revenue Report. *Expenditure Report:* Last month, a column was added to the Expenditure Report which helps readers see the movement of BAR funds, both additions and subtractions, and from where line items funds originate. There are areas where the school is waiting for some RFRs, such as from Carl Perkins and Workforce Readiness (pages 13 and 15 of the December 2014 Financial Report). These outstanding RFRs are especially relevant this month because the in the End of Month Bank Balance Sheet, the financial indicator for December is yellow. This shows that while there is sufficient money for operations in the school's account, the amount has fallen below the threshold which would have kept the indicator green. Once these RFRs come through they will raise the amount back to 'green' levels. The yellow helps demonstrate that the financial indicators are working like they should. There were no complications or issues with the expenditure report. *Reconciliation Report:* The balance under the 'total' column of the 'Subtotal of Account Group: Liabilities/Fund Balance' category (page 19) matches the figure in the 'Total Actual GL' in the GL Reconciliation table (page 24). The 'Ending Balance' on the Wells Fargo statement (page 21) matches up with the figure under 'total' of the 'Bank Reconciliation' column in the GL Reconciliation table. In the Reimbursement Summary (page 20) the columns show all RFRs which have been submitted. They equate to the amounts discussed earlier. The Bank Reconciliation reports are adequate but below the funds the school should have; the RFRs will address this issue . The comment was made that the yellow category shows the cash on hand to cover a month of operating fee. The school has added staff to help attain the growth figure of three hundred (300) which has, in turn, increased expenditure. **6:12 PM** Motion to Approve the December 2014 Finance Report made by Mike, 2<sup>nd</sup> Ron. All vote in favor, none against. The Motion to Approve the December 2014 Finance Report passed unanimously.

*Cash Disbursement:* The 'Best Buy' item reflects ASUS tablet purchases made with legislative funds. This is another reason the expenditures are high and an RFR will be submitted for it. Five percent (5%) of this particular legislative grant had to be spent by January 23, 2015. All of the funds must be spent by May 22, 2015. **6:15 PM** Motion to Approve the Cash Disbursement Report made by Mike, 2<sup>nd</sup> Ron. All voted in favor, none against. The Motion to Approve the Cash Disbursement Report passed unanimously.

## **BAR approval**

This month there are three BARs requiring Governance Council approval:

- 001-051-1415-0032-IB
- 001-051-1415-0033-M
- 001-051-1415-0034-M

The first BAR, 0032-IB, is listed on the agenda as a maintenance bar but is actually an initial budget BAR. It is for Fund 31200 and is categorized as Lease Reimbursement. The school has received the final award for the middle and high school. The initial budget is complete and it is in the total amount of \$181,792 for both the middle and high school. The second BAR, 0033-M, is a maintenance bar in Function 1000 which is the school's instructional budget. This will be used to clean up negative line items and getting the budget to where it needs to be numerically. The third BAR, 0034-M, is in function 2000, which includes 2100-2700. Money can be moved within any of the 2000 functions which is what was done for 'cleanup' purposes. A lot of salary and benefits were moved around to cover up the negative line items. **6:23PM** Motion to Approve BARs: 001-051-1415-0032-IB; 001-051-1415-0033-M; and 001-051-1415-0034-M made by Mike, 2<sup>nd</sup> Ron. All voted in favor, none against. The Motion to Approve BARs: 001-051-1415-0032-IB; 001-051-1415-0033-M; and 001-051-1415-0034-M passed unanimously.

The First Financial Indicators of Liquidity (page 35) shows a yellow indicator for this month, but the school will likely return to green next month. The third indicator is the audit, which will be discussed shortly.

*Guest*-Charles Ortiz, a newly hired teacher at RFK, briefly discussed his teaching background and his teaching duties at RFK, which include ESL instruction.

**Audit Committee Report:** There are five (5) audit findings for RFK which the Governance Council will discuss this meeting:

**FS 09-176:** The root of the issue leading to this finding is most often lunch purchases from staff and shirt purchases, the small cash amounts being received for such transactions and difficulty getting the cash deposited within 24 hours of the transaction. This is a repeat audit find (since 2009), so it was rated as a 'significant deficiency' instead of the lesser 'compliance'. Attempts to contact New Mexico Public Education Department (PED) in order to discuss an extension on this limit have been unsuccessful so far. In order to help demonstrate the school's intent to comply, the Finance Committee is considering reviewing the cash receipt book on a monthly basis. Also, more staff members could be asked to make the deposits, as certain employees may be busy or off campus.

**2013-041:** This is another repeat finding-this is evident because the year 2013 is listed. The auditors found expenditures which exceeded budgetary authority. This is where the BARs become significant because the school must be sure that a function is not funded over budgetary limits. If there is a possibility of being over budget in these items, a separate BAR needs to be introduced and approved. In order to prevent this finding from recurring, the Finance Committee is watching BARs very closely.

**2014-018:** Schools have to have an approved purchase order prior to purchase; out of thirty (30) randomly selected disbursements at RFK, seven (7) did not have said prior approval or requisition. These non-compliant transactions totaled over \$80,000. Many of these had to do with people being hired to do work where there was not yet a prior purchase order in place.

**2014-019—941:** This finding has to do with the review of the school's 941 filings. This is a federal FICA and federal withholding which is used to make payroll taxes. There was an error in the report on March 31, 2014. One line was not filled correctly because of an entry in an area in a previous form which, upon filling, pulls up the 941 form with information reflected by said previous (and in this case, incorrect) entry figure. Now, the 941 filings are prepared by others and reviewed by

Judy Bergs, who is familiar with this type of report; accordingly, this finding should be unlikely in future audits.

**2014-020:** This finding relates to a paid time off (PTO) payout on payroll. According to auditors, more leave was paid out to employees than accrued; it is more likely that some of this time had been donated to an employee and the transfer was not recorded in the system. In order to prevent this misunderstanding from occurring in the future, the process for recording accrued leave time and their transfers has been changed. Additionally, a leave report is being attached to payroll reports.

Schools are ranked via auditors as follows: 0-2 findings give schools a green rating, 3-4 findings yellow, and 5 or more result in a red rating. Accordingly, RFK got a red rating for last year. APS adjusts this scale every year and because charter schools have greatly improved over the last few years in findings, the criteria by which they are evaluated has been changed (the 'bar has been raised' so to speak). In the past, it was not uncommon for charter schools to have ten to twelve findings. In contrast, the average maximum findings are six per year. The 'compliance' category is the least serious (unless it is a repeat finding) and names an action which goes against a statute or regulation. The 'significant deficiency' and 'material weakness' categories are the most serious and when auditors find this, an extra notice is added. All of this information will be incorporated into RFK's financial indicator system. Despite the efforts needed to resolve these audit findings, RFK staff is making good efforts into checking for errors in reports, etc., to ensure that findings are not repeated. RFK's goal is to be in the green audit category next year.

**Strategic plan revision report.** This is currently in progress. There is a need to identify what needs to be changed. Governance Council members working on this will send out a draft of their ideas for changes, revisions, etc. One goal they have is working on criteria for the Governance Council evaluation with the understanding of the council is powerless to measure effectiveness on things over which members have no control and the goal of assessing it's responsibilities.

**Executive Director evaluation team** It is time to start planning for the executive director evaluation process. The question was asked to council members as to who is interested in this project. Margie Lockwood indicated that she was interested, as did Fernando Ortega and Jennifer Cornish. Interested members should meet with Ron Burton to talk about the criteria as he has knowledge about facility development.

#### **Executive Director report:**

The Day in the PARCC for the high school is this week and next week for the middle school. The week after the middle school's Day in the PARCC, the high school will be given short cycle tests; the week after the high school's testing the middle school will be given their short cycle tests. The Day in the PARCC is an event mandated by PED for technology 'try-outs'. Staff were given a week to learn the systems so that they could teach it to the kids, who would in turn practice on them. This will delay testing. It is also worth noting that the weather is expected to close up to a quarter of the state's schools during the allotted Day in the Park times so that the data the PED wants from this exercise will likely not be obtained in full.

During the next four weeks, NWEA tests will be administered, then the PARCC and, for the ELL student cohort, ACCESS tests. During the third week in March, RFK will be administering the PARCC tests. About three weeks after spring break, the final part of the PARCC tests will be administered (in the third week in April) then three weeks after *that*, the last short cycle tests. Then in two to three weeks after that, it will be time for the end-of course exams and finals. We're

about to enter into two months of assessment testing. There will be five (5) weeks of instruction time. It's becoming almost a full time job for staff to stay on top of the testing schedule, making sure everything's prepared and ready. Additionally, it is important for staff and students to understand, and be proficient with, the computer program through which the exams are given. Staff have looked over this program and have found numerous glitches.

One council member asked whether the test is prepared on a federal level. It isn't; it is prepared on a private level, then certain states select it. There are two different consortia which were started- the Smarter Balance and PARCC tests. Both tests came out of the Common Core standards. Certain states go with the former test, and other states go with the latter (including New Mexico). The PARCC is a timed test, in contrast to past testing standards where students had all the time they wanted/needed to complete it (once, a student took four hours to complete the essay portion, but got the best score in the state; this is no longer possible).

Another question centered around whether the students are anxious about the testing, and it was suggested that since staff has not put a list of pressure on students, there is not a prevailing mood of anxiety in the student body. Additionally, seniors don't have to take the test so they're not worried about it, and 11<sup>th</sup> graders will likely not have their scores tied to their graduation possibilities.

Once the growth money comes in in March, the welding and auto body program will be launched. All facilities will be completed by the end of February. Someone inquired about being given a tour of the gym. Everything but the wood floor will be in place by end of January, and it will, like other facilities, be entirely finished by the end of February. It may be possible to tour the gym as part of March's meeting. In regard to the landscaping progress, this will be discussed with Karen Howard, head of the architecture department. There are some issues with the front of the gymnasium; the Master Plan stipulates eventually having another building being built but in the Master Plan conversation held last week it became apparent that the plan's language mentions an interim ball field. The director talked to the head of the architecture program about the language in this part of the Master Plan. There is \$25,000.00 left in the budget which will go to the ball field development. These monetary figures will be discussed at tomorrow's contract meeting.

When the director met with APS six months ago, they identified legislative requests that would be requested. This time, he will change what he's asking for; now he'll request equipment for the farm program (such as back hoes, tractors, a fork lift, etc.), instructional materials and for dual enrollment funds instead of tech equipment. There will likely not be many funds to request for the legislature at this juncture so he will lower requests from \$400,000.00 to \$125,000.00. There are funds committed by legislators for at least \$125,000.00. Someone asked whether culinary students be involved in farming. They will, and in regards to this program they may be seeding instead of sodding due to cost efficiency and the time required for roots to take to soil when sodding.

The Teacher Mentor program (aka the 'Teacher Highway') is on track. There is a bill introduced by John Ryan to fund this; as mentoring and coaching have been identified as the greatest weaknesses, the bill allocates \$90,000.00 for SREB because of the length of the coaching piece, \$90,000.00 for CNM for mentoring and and \$50,000.00 for SWEPT (a total of \$230,000.00). The director will meet with Conrad James tomorrow to discuss this. The Teacher Highway is specifically aimed at early childhood development as well as K-12 certification in special education, career technical education, mathematics and science.

A question was raised regarding the aspects of the Master Plan which do not suit RFK's current needs. It was noted that the playing field was the piece of the Master Plan which allowed the school to move forward with the plan's implementation. Currently, there is a retaining pond for floodwater where a playing field will be. When Blake Rd. construction is finished, there will be a

drain which will redirect floodwater. The current place for future buildings for RFK is where the current retaining pond is.

The goal for RFK is to get into next year's bonds. In the short term, if enrollment numbers are still high by the 120<sup>th</sup> day, the budget will be good shape as growth funds will come in. By the end of February, the middle school students will be able to move into the Armijo building on Isleta Blvd. While the director had to take money out of RFK's budget to start the school, they will receive growth money for its enrollment figures.

Sen. Sapien has a bill prepared which will delay the PARCC for two years (results would be valid after two years). Redesigning the intake math program is also a priority for the director. Some students are being taken to Santa Fe, with staff chaperons, to observe and take part in political/decision making processes. This helps students to see themselves, and their civic role, in a new perspective. While academic teachers have issues with letting students go on such outings when they're not passing classes and earning credits, it is still seen as important to let students attend these functions.

Motion to Adjourn made by Ron, 2<sup>nd</sup> Mike. All vote in favor, none against, The Motion to Adjourn passed unanimously. **Adjourn: 7:30 PM**