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CHRISTOPHER RUSZKOWSKI  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

August 6, 2018

Dear Public Education Commissioners:

Enclosed is the 2018 Charter School Application Final Analysis and Recommendation for Raices del Saber Xinachtli Community School applying for a state charter in Las Cruces, NM to serve grades K - 5 and represented by founders, Lucia V. Carmona and Jane Asche. The staff at the Charter Schools Division (CSD) along with a team of independent reviewers gave full consideration to the information gathered in this process.

The CSD has provided evidence and rationale gathered from the independent reviewers' team analyses and interviews to fully support the recommendation in this evaluation.

Thank you all for your hard work and dedication to ensure that New Mexico's Charter Schools provide innovative, quality education to New Mexico's students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Katie Poulos".

Katie Poulos  
Assistant Secretary of Education  
Options for Parents and Families

## I. Recommendation

☐ **APPROVE**

Overall the application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a clear capacity to implement the academic, organizational and financial management plans as described in the application. Nothing was identified that would indicate the applicant(s) do not have the experience, knowledge, and competence to successfully open and operate a charter school.

☐ **APPROVE WITH CONDITIONS**

Overall the application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a general capacity to implement the academic, organizational and financial management plans as described in the application. However, the CSD has identified some specific concerns that would need to be addressed during the planning year. The CSD has listed the noted concerns and conditions to address the concerns below. If the PEC determines that there are any additional conditions that need to be addressed, those should be noted during the public hearing and all approved conditions negotiated in the final contract.

### **PROPOSED CONDITIONS**

☒ **DENY**

Overall the application is either incomplete or inadequate; and/or during their Capacity Interview, the applicant(s) did not sufficiently demonstrate the experience, knowledge, and competence to successfully open and operate a charter school.

The Charter Schools Act, in paragraph 1 of Subsection L of Section 22-8B-6 NMSA 1978, states that a chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if:

- (1) the application is incomplete or inadequate;
- (2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act;
- (3) the proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal management or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;
- (4) for a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance; or
- (5) the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.

### **CHARTER SCHOOLS DIVISION**

By: \_\_\_\_\_

Katie Poulos, Assistant Secretary of Education - Options for Parents and Families

## I. Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
<b>Application Overall Score</b>	<b>198</b>	<b>284</b>
• Education Plan/Academic Framework	54	84
• Organizational Plan and Governance/Organizational Framework	90	132
• Business Plan/ Financial Framework	34	44
• Evidence of Support	20	24
<b>Capacity Interview Overall Score</b>	<b>50</b>	<b>92</b>
<b>Overall Score – Application and Capacity Interview</b>	<b>248</b>	<b>376</b>

## II. Explanation Regarding Use of the Score Sheet

In the Recommendation and Final Analysis, the PED has considered the overall score in the written application as evaluated by an external team which includes a licensed New Mexico administrator, teacher, and business official; responses provided during the Capacity Interview that was conducted by the external review team; feedback expressed at the Community Input Hearing on July 20, 2018, as well as information obtained from the letters of support or opposition received after the Community Input Hearing; and additional relevant information.

Also please note two additional considerations:

- First, the CSD does not score the community input hearing, but may reference it in this Recommendation and Final Analysis to document any pertinent information offered that contradicts or affirms what was found in the application.
- Second, if the applicant school did not answer any prompt (question) because that prompt did not apply to the applicant school (e.g., the applicant school will be an elementary school and so did not provide responses to graduation-related prompts), then the CSD adjusted the total possible points in the application section where the

non-applicable item(s) is found, as well as in the final score. For this reason, you may see varying possible total points from application to application.

### III. Final Analysis

Application Section	Points Received	Applicant School's Possible Points
<b>EDUCATION PLAN/ACADEMIC FRAMEWORK</b>	54	84
<p><b>Evidence/Statements Supporting Score in this Section:</b></p> <p><b>The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in three (3) areas and “Approaches the Criteria” in ten (10) areas. One area (Graduation Requirements) was not applicable.</b></p> <p>According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:</p> <p><b>I.B. Mission Specific Indicators</b></p> <p>“The applicant’s narrative provides a mission-specific goal written in the SMART format. The goal is to attain “annual growth in Spanish by 5 points as measured by the IPT and IPT 1 and .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0.” Rating categories that include measures and metrics were included. However, it is not clear how the specified goal is rigorous and attainable.”</p> <p>A school-specific question (#16) was asked in the capacity interview on this topic and was scored as “Falls Far Below the Criteria”. The review team reported that “The team’s response did not conclusively state how the specified goal is rigorous for its target population, what specific resources led to that conclusion, and what supports the team’s explanation.”</p> <p><b>I.C. Curriculum/Ed Program/Student Standards</b></p> <p>“[W]hile the applicant’s response provides comprehensive information on the curricular resources that make up the school’s curriculum, it does not fully detail the action steps for developing and organizing the curriculum. For example for February 2019 it states: “Develop Framework for instruction for all content areas using state standards and WIDA Spanish Language Development Standards as guides. (LCPS Math and ELA Scope and Sequence will be used as a starting point). Merge readers and writers workshop into the English Language Arts (ELA) curriculum and identify books to purchase for the book room.” No additional information is provided to show how that “Framework” would be developed to ensure the curriculum aligns with the CCSS, NM Content Standards, and the proposed school’s mission. In another example, the timeline in the narrative indicates that the Curriculum and Instruction Team will meet on a monthly basis between March through May, 2019 in order to finalize the scope and sequence for all instruction units. It is not clear how the team will complete the development of the scope and sequence for all units included in the school’s curriculum plan, which include Dual Language/ELA, Math, and Inquiry-based science and social studies.”</p>		

#### **I.F.(1a) Special Education Identification**

“Although, the applicant’s response provides a thorough plan for identifying students with special needs, it minimally addresses a process for identifying students for gifted education and does not provide substantial information to describe what instructional support and services will be provided to a student identified as gifted. Furthermore, the narrative does not specify what supports will be provided for the spectrum of needs that students with IEPs may present. Lastly, the narrative lacks detail on the type of training or support that will be provided to teachers and staff to ensure they are able to fulfill their responsibilities.”

#### **I.F.(1b) Special Education Progress**

“[T]he narrative minimally addresses what role the administrator will have in monitoring the student’s progress and does not address how the school will evaluate the effectiveness of its special education program and services.”

A school-specific question (#17) was asked in the capacity interview on this topic and was scored as “Falls Far Below the Criteria”. The review team reported that “The team did not address what the specific roles and responsibilities the school administrator will have in supporting the needs of the students and teachers. It was not made clear that specific supports would be provided for students with disabilities outside of the 90:10 model. Although the team stated that data would be gathered, it did not specify what information is collected through observations. Finally, no information was provided to explain how the proposed school will evaluate the effectiveness of the special education program.”

#### **I.F.(2a) ELL Identification**

“In regards to addressing how the students will have access to grade level content, the applicant indicates the school will provide instructional materials for core subjects in both languages and students will have access to their respective grade level content, however no additional information is provided to describe how the school will identify the content.”

#### **I.F.(2b) ELL Progress**

“[T]he narrative does not clarify the specific responsibilities for the teachers in the team. Another example in the narrative describes that progress of students will be reviewed monthly by the Curriculum-Academic Performance Committee but does not address what specific responsibilities this committee will have in reviewing the data and informing on the data.

Overall, the statements provided in this narrative address a high-level overview of the school’s process.”

#### **I.G.(1) Assessment Plan**

“[T]he applicant’s response lacks clarity in explaining how the results for each assessment will inform instruction.”

A school-specific question (#18) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that the applicant team described multiple assessments and indicated that those assessments would be reviewed to analyze the proposed school’s main goals. “However, no additional information was provided to demonstrate a clear framework for how data from these multiple assessments drive instruction.”

#### **I.G.(2) Assessment Data**

“[T]he applicant does not provide information on the specific timeline and associated costs that go along with the corrective actions described. Furthermore, the narrative does not provide a process for

regularly evaluating the effectiveness of its academic program generally and the effectiveness of specific correction actions or interventions. Lastly, it is not clear in the narrative whether the described processes meet state requirements.”

### **I.G.(3) Assessment Communications**

“Although, the applicant has identified modes of communication, the narrative does not clarify how the communication plan is specified for each source of student achievement data included in H.(1).”

**Overall, this section of the application is inadequate as only 23% of the responses were rated “Meets the Criteria” and more than 3 areas (10 areas) were rated “Approaches the Criteria”, with a section score of 64%.**

Application Section	Points Received	Applicant School’s Possible Points
<b>ORGANIZATIONAL PLAN AND GOVERNANCE / ORGANIZATIONAL FRAMEWORK</b>	90	132

### **Evidence/Statements Supporting Score in this Section:**

**The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in nine (9) areas and “Approaches the Criteria” in thirteen (13) areas.** Four areas were not applicable and not counted (3<sup>rd</sup> Party Relationships and Contracts, Waivers, and Transportation).

According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:

### **II.A.(3) New Member Process**

“It is unclear how the committee will implement each action step or what the process will be to recruit and evaluate new members.

Furthermore, the applicant has not identified a complete process for regular and on-going recruitment. Based on the narrative it is activated only when a vacancy appears on the board. Additionally, the applicant did not provide a fully-detailed process for vetting its potential members to ensure they meet the credentials and experience the board is seeking.”

A school-specific question (#19) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that “The applicant’s response did not identify the steps that will take place to identify viable candidates with accounting and legal expertise through the networks and firms.”

### **II.B.(2) Board Evaluation**

“However, no responses to their questions are provided in the narrative to identify how the applicant has thought through the specific steps, timelines and responsibilities as it relates to its school and the fulfillment of its mission.

Lastly, the applicant’s narrative does not address how the board will focus on and support continuous improvement. The applicant states, “this cycle of self-assessment needs to be repeated every year to develop a pattern of continuous improvement in the governance process from year to year. Having goals, objectives, activities, and data collection plans in place annually will be critical to stay on track for

a successful application for renewal of the charter five years (plus a planning year) after the initial charter approval.” No additional details on the goals, objectives, activities, and data collection were provided to understand the specificity of the board’s plan.”

#### **II.C.(1) Board Oversight**

“The applicant's response provides a limited plan for monitoring the academic, financial and organizational performance of the school because it lacks the specificity of the timelines and criteria or standards used during the monitoring and evaluation process.

.....the table or narrative do not address the criteria or standards that will be used to ensure the board is “well-informed on the outcomes of these assessment in order to hold the principal accountable for the academic and mission related outcomes of the school.” ..... These assessment tools and results do align with several of the key components noted in the narrative.

The applicant’s response to monitoring the organizational and financial performance of the school minimally addresses the process the Governance Board will use to oversee and monitor its performance. Although the applicant has identified indicators that will be monitored and evaluated, the narrative lacks information on the timelines and criteria or standard that will be used to determine the school is fulfilling its mission.”

#### **II.C.(2) Hiring Head Admin**

“[T]he applicant’s narrative does not specify the criteria or standards used in the screening tool since the tool has not been established. According to the applicant, “..... a screening tool will be established with criteria and ranking based on job description and Board expectations of this position.....

Although the narrative provides the preferred skills/experience required for a head administrator, it did not explain why and how those skills/experiences ensures the school leader has the capacity to operate a success, high-quality public school or how it takes into account the mission of the school.”

#### **II.C.(4) Principal Evaluation**

“[I]t was not clear how the plan addresses the mission and goal of the proposed school.”

#### **II.D.(1) Org Chart & Relationship**

“[B]ased on the narrative and the organizational chart it was unclear how the Director of Operations and Community Engagement communicates with the Concilio (Parent Council).”

#### **II.D.(2) Staff Job Descriptions**

“[T]he applicant’s narrative lacks specific details on the license requirements for a Pre K - 12 Educational Assistant and does not identify the reporting lines for the business manager, Certified Bilingual Teacher, Special Education Teacher, and Educational Assistant in the narrative and the job descriptions for the identified positions.”

#### **II.D.(3) Staffing Plan**

“[T]he applicant’s response provides a minimal description of a plan for how the school will adjust the staffing needs to respond to budget shortfalls.”

#### **II.D.(4) PD/Novice Membership**

“[T]he plan lacks any detail on how the general professional development plan and mentorship plan are supported by a budget and the process used to address specific professional development needs that are teacher-specific. Although the narrative states, “Mentoring sessions will be tailored to

individual teacher needs”, it does not include the action steps and associated costs on how those needs will be identified.”

A school-specific question (#20) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria” because the applicant team did not address the cost for the mentorship plan.

#### **II.F.(1) PTA**

“...however, the response does not elaborate on how it will help further the school’s mission.”

#### **II.G.(1) Recruitment Plan**

“[I]t is not clear if the “documented responses of parents and children attending outreach and recruitment community events” is separate from the data used in the prior statement and how this data will inform the school annually on the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and how the school will use that information to adjust the outreach and recruitment plan.

Lastly, this plan describes the multiple recruitment activities that will take place, but does not identify the costs associated with those activities.”

#### **II.K.(2) Food Service**

“[T]he response does not adequately identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements as evident from the following statement, “Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received.” No additional information was provided to describe how the school plans to cover those costs.”

#### **II.L.(2) Facility Identification**

“Although, several facilities have been identified, not all of them include information on whether a building meets state requirements, occupancy, adequacy and/or ownership. However, the applicant has identified a viable option located at 201 E. Loham. This facility had been a charter school and currently has E-occupancy and meets the requirements.

The applicant’s response mainly focuses on providing minimal details on the facilities researched but does not include specific action steps and responsible parties for ensuring the school is ready for the opening date. Additionally, the narrative lacks clarity on the preparation for facilities without E-occupancy will be funded.”

**Overall, this section of the application is inadequate as only 41% of the responses were rated “Meets the Criteria” and more than 3 areas (13 areas) were rated “Approaches the Criteria”, with a section score of 68%.**



Application Section	Points Received	Applicant School's Possible Points
<b>BUSINESS PLAN/ FINANCIAL FRAMEWORK</b>	34	44
<p><b>Evidence/Statements Supporting Score in this Section:</b></p> <p>The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in four (4) areas, “Approaches the Criteria” in three (3) areas, and “Falls Far Below the Criteria” in one area*.</p> <p>According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:</p> <p><b>III.B.(4) Budget Adjustments</b></p> <p>“Although, the applicant details possible strategies to budget shortfalls, the narrative does not clearly explain how these strategies are viable and realistic and based on financial expertise. Additionally, the narrative explains that the applicant has identified other sources of funding to cover ancillary services costs for its special education population but does not identify where those funds are coming from. The applicant states, “We will plan for these expenses through other sources of funding which we have been actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raices if the charter is approved.” A commitment from NACA was detailed in the narrative for the amount of \$50,000 to be used in start-up costs. It is unclear if this amount is allotted to ancillary services or other costs, as it is not reflected in the budget.”</p> <p><b>III.C.(1) *Financial Oversight</b></p> <p>“The applicant’s narrative and internal control procedures (Appendix H) are not fully developed and lack details on how the school will effectively:</p> <ul style="list-style-type: none"> <li>• Safeguard assets</li> <li>• Segregate its payroll</li> <li>• Segregate cash and check disbursement duties</li> <li>• Provide reliable financial information and promote operational efficiency</li> </ul> <p>The response minimally addresses how the audit will ensure compliance with state requirements. No additional information is provided to ensure the school is maintaining reliable financial information on its own.</p> <p>Furthermore, the narrative does not address whether its procedures are based on the professional judgment of experienced, licensed, school business officials and does describe a complete process for regularly evaluating compliance with the internal control procedures.”</p> <p><b>III.C.(2) Financial Staff</b></p> <p>“[B]ased on the budget, it is unclear whether the Business Manager is an employee or contracted. The lack of this information implicates whether the applicant has identified the appropriate qualifications for this individual. The budget allows for an Office Manager in the personnel section and for Business Manager Services in the other expenses section of the budget.”</p> <p>A school-specific question (#23) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that “The applicant team states that for the first few years the business manager will be contracted until the proposed school has sufficient</p>		

budget to employ a manager. No additional detail was provided on whether the qualifications change for a contractor.

### III.C.(3) Governance Finances

“The applicant’s response minimally focuses on the formation of the audit and finance committees. It begins by detailing how the Governance Board will act as a Board of Finance and simply states the board will establish both committees. No additional information is provided to describe how they will be formed or how each committee will ensure proper legal and financial oversight.”

**Overall, this section of the application is inadequate as only 50% of the responses were rated “Meets the Criteria”, three (3) areas were rated “Approaches the Criteria”, and one (1) area was rated “Falls Far Below the Criteria”, with a section score of 77%.**

Application Section	Points Received	Applicant School’s Possible Points
EVIDENCE OF SUPPORT	20	24

#### Evidence/Statements Supporting Score in this Section:

**The applicant review team found this section to be complete and adequate. The applicant scored “Meets Criteria” in three (3) areas and “Approaches the Criteria” in one (1) areas.**

The area rated as “Approaches the Criteria” was section IV.D. Innovation. According to the evaluators, with respect to the application, this area was found to be inadequate, as follows:

“Although the applicant provides a clear overview of the qualities and characteristics that make up the school’s educational model and mission, it does not provide a compelling explanation for the demand of this type of model.

A section of the narrative focuses on the history of the culture and roots that was the impetus for the development of the model and states, “The uniqueness and innovation of our proposed school is meant to support local public education and its efforts to prepare students to enter a culturally diverse, multi-lingual, technologically challenging world where “thinking outside the box” is more a necessity than a cliché.” However, no additional information is provided to support how the applicant team knows there is a compelling demand for this educational program within the targeted geographic area.”

**Overall, this section of the application is adequate as most of the responses were rated “Meets the Criteria” and only one (1) area was rated “Approaches the Criteria”, with a section score of 83%.**

Section	Points Received	Applicant School's Possible Points
<b>CAPACITY INTERVIEW</b>	50	92
<p><b>Evidence/Statements Supporting Score in this Section:</b></p> <p>The evaluators asked fifteen standard questions (Questions 1-15) and eight school specific questions (Questions 16-23). <b>Five (5) responses by the applicant team were scored as “Meets Criteria”. Fifteen (15) responses were scored as “Approaches the Criteria” and three (3) responses* were scored as “Falls Far Below the Criteria”. This section demonstrates the application is inadequate and the applicant team has not demonstrated the capacity to operate an effective, high-quality charter school.</b></p> <p>According to the evaluators, the following responses to the questions in the Capacity Interview were found to be inadequate for the reasons described:</p> <p><b>Question 2 – Educational Plan: Innovation</b></p> <p>“Although, the applicant team provided numerous elements that are in alignment with its educational plan, the team did not prioritize or differentiate between these elements to identify the most important contribution the proposed school will bring to public education in the target border community. Furthermore, no supportive details were provided to demonstrate how a contribution is essential to the success of the proposed school.”</p> <p><b>Question 3 – Educational Plan: Mission Implementation</b></p> <p>“For most of the areas, the team stated the assessment tool that would be used. For example, to measure if a student is growing in the art of dialogue, self-reports would be completed. However, no further details were given by the team to elaborate on how this tool evaluates the effectiveness of its mission and implementation of it.</p> <p>In another example, the applicant team stated that multiple assessments to evaluate academic progress will be used and that time is allotted within the school calendar for teachers to review data, however, no clear plan was provided to demonstrate how the results of those assessments will evaluate whether its mission and implementation of it are working.</p> <p>Lastly, no information was provided by the team on its plan for assessing the areas of critical thinking/dialogue and parent involvement/enthusiasm and how through its evaluation the applicant can determine if its mission and implementation of it are working.”</p> <p><b>Question 4 – Leadership &amp; Governance</b></p> <p>“However, no additional information was provided to clearly connect how its process for bringing members on board support the success of the proposed school.”</p> <p><b>Question 5 – Leadership &amp; Governance</b></p> <p>“Although the team described the qualities of a school leader, which align with its mission, it did not provide a full description on the process for identifying and selecting the school leader nor did the response include information on how the process supports the success of the proposed school.”</p>		

**Question 6 – Leadership & Governance**

“While the applicant team has minimally described the two parts that make up the evaluation, it has not clearly thought through its strategic process for conducting these evaluations. Specifically, there is no detail on what information is collected to address the questions provided by the applicant team. Furthermore, the team did not describe how those processes support the success of the proposed school.”

**Question 7 – Leadership & Governance**

“It was not clear whether it has been discussed previously with all founding members, as no additional detail was provided as to how the coaching would take place. In addition, the applicant team’s response did not clearly indicate how the founders and/or governing body will work with the principal, teachers and staff to ensure the applicant’s initiatives are succeeding. Furthermore, no clear description was provided to show how those relationships evolve to ensure the success of the charter school.”

**Question 8 – Leadership & Governance**

“It is not clear from the applicant’s response how it will monitor when changes are needed to the by-laws.

The applicant team’s response defines how by-laws and policies work in general but does not demonstrate a fully detailed strategic process the proposed school will use to establish and implement its by-laws and policies. Furthermore, the response does not address how those processes will contribute to the success of the proposed school.”

**Question 9 - Leadership & Governance**

“However, no additional details are provided to describe how the proposed school will ensure the policies and procedures are well-implemented, current and effective.

As it relates to how the applicant team will determine and react when a change is needed, it indicated that if there is a dysfunction, it will use the core values to determine if the change should take place. The role of the school leader will be important in this step. It was not clear from the applicant’s response how the determination will be made or how the core values will be used to make the determination and what role the school leader has in that process.”

**Question 12 – Finance**

“The applicant team described their partnership with the NACA school network and indicated they have access to a grant through the foundation. As the grant does not have any restriction on timelines, the applicant team knows it can use the funds for curriculum materials and technology. Additionally, the team noted a possibility of funds through the McCune and Kellogg grants.

The Business manager consultant that was part of the applicant team affirmed the proposed school’s plan to acquire funding to include setting up a bank account, acquiring furniture, having software systems in place to interface with PED’s OBMS system.

Although, the applicant team cited several organizations that would potentially provide funding, it did not clearly detail what progress has been made to acquire those funds or what amounts these grants may provide to ensure the proposed school has a plan for supplementing the budget.”

**Question 14 - \*Finance**

“The applicant team minimally stated that it would reduce FTEs to appropriate levels if the numbers are lower. No additional information was provided to describe the implications on the budget/business

plan or what the next steps would be. Furthermore, no detailed actions and timeframes were described to address these situations.”

**Question 15 – Planning Year**

“The applicant team provided the timelines for the planning year and gave a brief overview of when recruitment for staff will take place and the development of the curriculum. No additional details were provided to describe the steps that would take place throughout this planning year to include other components addressed in the written application.”

**Question 16 - \*School-Specific: Mission specific goals, rigorous and attainable**

“The applicant team’s response generally described that research had been conducted on how to evaluate the progress of students in bilingual education. Additionally, as it pertains to the rigor of the proposed school’s goal, the team stated that if students are able to “grow”, bi-literacy is rigorous in and of itself.

The team’s response did not conclusively state how the specified goal is rigorous for its target population, what specific resources led to that conclusion, and what supports the team’s expectations.”

**Question 17 - \*School-Specific: Special Education program/services; measures and metrics to be used**

“The team did not address what the specific roles and responsibilities the school administrator will have in supporting the needs of the student and teachers. It was not made clear that specific supports would be provided for students with disabilities outside of the 90:10 model. Although the team stated that data would be gathered, it did not specify what information is collected through observations. Finally, no information was provided to explain how the proposed school will evaluate the effectiveness of the special education program.”

**Question 18 – School-Specific: Assessments to inform instruction**

“The applicant team began by describing the multiple assessments that make up its assessment plan and indicated each assessment will be reviewed to analyze the proposed school’s main goals. The team discussed the planning time allotted for teachers during the school year. However, no additional information was provided to demonstrate a clear framework for how data from these multiple assessments drive instruction.”

**Question 19 – School-Specific: Steps to recruit accounting and legal expertise for the board**

“The applicant’s response did not identify the steps that will take place to identify viable candidates with accounting and legal expertise through the networks and firms.”

**Question 20 – School-Specific: Costs of professional development and mentorship; where in budget**

“The applicant team describes that it has budgeted \$500 per teacher for stipends to pay teachers for their time to attend professional development trainings. Additionally, many professional developments will be conducted through in-kind contributions. These costs were covered in budget.

The applicant team did not address the cost for the mentorship plan.”

**Question 21 – School-Specific: Parental concerns in initial phase (before formal grievance)**

“It is unclear from the applicant’s response how and why a parent would have to go through the parent council before speaking with the principal for a concern.”

**Question 23 – School-Specific: Business Manager as employee or contractor and qualifications**

“The applicant team states that for the first few years the business manager will be contracted until the proposed school has sufficient budget to employ a manager. No additional detail was provided on whether the qualifications change for a contractor.”

**Overall, this section of the application is inadequate as only 22% of the responses were rated “Meets the Criteria” and only 54% of the possible points were earned for the Capacity Interview.**

## COMMUNITY INPUT HEARING

During the July 20<sup>th</sup> community input hearing in Las Cruces, attendees expressed support of the school. No representatives of the school district attended the hearing. Fifteen (15) attendees spoke in favor of the school.

- Maria Reyna Salcedo, Principal of an elementary school in Canutillo, Texas, summarized her letter of support of Mr. Aceves and the Xlnachtli program. *See comments in Letters of Support below.*
- Rosa Olacio (via the translator) supports the “teachings of our ancestors and our culture”.
- Juan Benavidez, Piro Manso Tiwa Pueblo Historian, supports the school but could not remember its name.
- Emma Galindo-Armendariz, an experienced bilingual educator and administrator, read her letter of support for the 90:10 model. *See comments in Letters of Support below.*
- Yvonne Flores read a letter of support on behalf of Joanne Ferrary, NM State Representative, which is included below. *See Letters of Support below.*
- Yvonne Flores then read her letter, which is also included below. *See Letters of Support.*
- Alan Brauer, Fellowship Director and Education Team Lead of NACA Inspired Schools Network, spoke in support of his sponsored fellow, Lucia Carmona. His comments were in support of the 90:10 dual language model that also incorporates indigenous language, culture, and wisdom.
- Carrie Hamblen, CEO/President of Las Cruces Green Chamber of Commerce, read a letter which is included below. *See Letters of Support below.*
- Diane Duran, a member of the Piro Manso Tiwa Pueblo, stated that “there’s a lot of students that don’t even know that they’re Indian. We’re here also to try and support that and help them learn about their culture.”
- Luis Huerta, Associate Professor in College of Education, acknowledged (1) a partnership with two schools in Las Cruces and one in Gadsden and (2) the multicultural perspective being offered by Raices.
- Thomas Valenzuela, a member of the Piro Manso Tiwa Pueblo, indicated that he had been a student of Las Cruces Public Schools and did not think Native American culture and beliefs were depicted well in textbooks. He believes the Xinachtli School will properly represent and will work with the tribes in the area.
- Mr. Valenzuela then submitted a letter from Henry Flores, Governor of Piro Manso Tiwa Indians of Las Cruces, NM. *See comments in Letters of Support below.*
- Ray Reich has known Mr. Aceves for almost 25 years and has observed his teaching methods during the six years that he worked at Canutillo Elementary School in Texas. Mr. Reich stated that the school thrived and went from the lowest in the state to one of the highest during that

time.

- Olga Morales, a parent, spoke in support of charter schools in general. She explained that her oldest child, now 24 years old, attended public school and is “still making up deficiencies from what she lacked during the public school years.” and another child, now 17 years old just graduated with an Associate’s Degree from La Academia Middle School. She further stated that the children “need to have an opportunity to grow and to excel not only in English, but in Spanish.”
- Maria Flores, a parent, (via the translator) said that “the reason that I support 100 percent this project is because of the language.”

Of the 56 individual people that signed in, 3 were either undecided or did not indicate support or opposition. The remaining **53 people who signed in were in support of the school**. Organizations represented as supporters of the application include elected officials (2: NM State Legislator Joanne Ferrary and Las Cruces City Councilor Yvonne Flores), New Mexico Dream Team (2), NACA Inspired Schools Network (5)—which is the organization that provided the leadership fellowship support and grant funding to the applicants as they developed their application, Piro Manso Tiwa Tribe (4), and Xinachtli Project - which is a program developed by one of the founders of the currently proposed school, Mr. Aceves, for the Indigenous Cultures Institute in San Marcos, Texas (2).

The support for Raices del Saber Xinachtli Community School from the New Mexico Dream Team is unexpected considering their comments in opposition to all charter schools at the prior hearing, which state that charter schools take money away from traditional public schools and the PED and PEC should instead focus on improving traditional public schools rather than opening charter schools. Specifically, the organization’s political director stated, “And I just can’t wrap my mind around how it is that we keep spending this money into new institutions when we can actually analyze what is happening with the ones that we already have. And instead of defunding or divesting from other schools, let’s make sure that we make the best with what we already have, instead of pandering to schools that I do not understand, and I do not know what their real intentions are, especially in the community that I serve, which is the South Valley. And with that, I would like to say that I think that not looking what we can do best with the schools that we already have is called mismanagement. And I would hate to call you all mismanagers of our -- of my child’s education and everyone else’s education in the state.”

The Public Education Commission asked questions regarding:

- **The educational program (Xinachtli Project) and its implementation in other cities**  
The 10 ½ year project at Canutillo Elementary in Texas was discontinued. One in Phoenix, AZ grew to become the Meso-American Studies Program in Tucson, AZ, that was made illegal by the State of Arizona. It is currently being used at a school in East Los Angeles, CA.
- **Assessments and New Mexico Standards**
  - Several questions were answered by the team with a simple confirmation or “Yes, it is”.
  - When asked about the goals being rigorous and attainable, the applicant team responded that rigor is embedded in the standards and that Base 20 system and biliteracy are rigorous endeavors and therefore the goals are attainable and reasonable. The team did not provide any evidence or supporting details for these statements.
- **Facility**  
The facility on Lohman used to be a charter school, Las Montanas, and is now partially occupied by another company. The property is an area that is still available and is E-Occupancy certified

and can accommodate up to 100 students right now. By the 5<sup>th</sup> year, the expectation is 220 students. The school is hoping for collaboration with NMSU which is dependent on the approval from the College of Education. "So that is one of the options; however, we have another couple."

- **\$200,000 from RAZA Group and other funding**

- Lucia Carmona responded "the Raza fund, as well as our foundations, they have, like, a -- the level of funds that we will be available to -- to access, which -- so that's why we believe that even if -- if that location, during the planning year, may not be the best, we still have enough funds to -- to identify the other alternative places that we already identified may need more funds, may need more resources." Dr. Nicholas Natividad, Professor in the Department of Criminal Justice at NMSU, then offered that the facility on NMSU would still be owned by NMSU and that the \$200,000 would be to redo some of the buildings attached to Myrna's Village, a pre-K lab school there.
- There was also discussion about potential support from Kellogg Foundation, NACA Inspired Schools Network, and McCune Foundation.
- If/when school is approved, NACA would release funds to hire the administrator for the planning year and money would be available for three years.

- **Respecting the beliefs of indigenous students, as opposed to treating it as literature**

The first response was that when guests come to be part of the lesson and give their stories, the guests will explain that "This is my belief. To me, this isn't just a story. And the children will understand it." Later, another team member discussed how Xlnachtli lessons and dialogue will be used and that those methods promote deep respect for one another.

- **Staffing**

- The applicant team was asked about contracting a diagnostician for special education and the team responded that they had spoken "already with a lot of teachers, people that are interested in this and have different capacities and backgrounds."
- When asked if the team had identified a head administrator (or principal), the applicant responded that they "already have some candidates in mind" but would "go with the transparent and fair procedures for hiring process" and "proceed with very well-qualified persons that will fill that role."
- The applicant further went on to say, "Business manager position, our favorite candidate, she has ten years' experience being the business manager for [La] Academia [Dolores Huerta], also for ....Alma d'Arte, zero findings for the last several years, which is exceptional. ....She's one of our cofounders and also one of our supporters on this process to write financial procedures and provide all guidance on those lines."

- **Governance Board membership and subcommittees**

The applicant team admitted that there are two areas that need to be better represented on the board: good accounting background and legal expertise. The commission responded and stressed the importance of strong financial knowledge on the Governing Board.

The last two bullets above are the most alarming. One of the main reasons that charter schools fail is due to financial matters. The statement made by the applicant team that the two schools served by the proposed Business Manager had "zero findings for the last several years" is simply not true. Alma d'Arte had five (5) in the last three years and La Academia Dolores Huerta had six (6) in the last three years. In addition, this person has recently been placed on paid administrative leave from one school after financial discrepancies were uncovered. An audit and licensure investigation is ongoing in that matter.



### Letters of Support or in Opposition

Several letters and email messages were received by the deadline of three business days after the applicant's PEC hearing (by 5:00 pm on July 25, 2018). Of the 11 letters/emails received, 10 (91%) expressed support of Raices del Saber Xinachtli Community School.

In summary, the letters in support all expressed a strong desire for a multi-cultural, dual language education as the reason. Some mentioned the need for more charter school options in the area and one individual is a strong advocate for charter schools, in general.

- Joanne Ferrary, member of the Legislative Education Study Committee, expressed strong support of multi-cultural, dual language education options, as well as stating that "community involvement and having a strong board will insure the sustainability of the school and success of the students."
- A letter from a longtime bilingual educator and administrator, Emma J. Galindo-Armendariz, EdD, stressed the need for more 90:10 dual language bilingual programs in Albuquerque and Las Cruces and the potential benefit of the 90:10 program and integration of Xinachtli in the school's proposal.
- Carrie Hamblen, CEO/President of Las Cruces Green Chamber of Commerce, listed the fact that another charter school (J Paul Taylor Academy) is at maximum capacity and the need for bilingual employees as reasons for her support.
- Randy Harris, Executive Director of The Great Conversation, wrote in support of founder Lucia Carmona who he has known for many years and expressed commitment to future collaboration with Raices in "encouraging and advancing public awareness and commitment to embracing the values of diversity and inclusivity."
- Another letter from Yvonne Magdalena-Flores, an attorney who is also a Las Cruces City Councilor, described her experience as a Mexican whose first language is Spanish is a strong supporter of teaching "two languages in an environment where children can feel happiness and pride,....which embraces all of our roots, is direly needed".
- A parent, Karla Martinez, wrote of her support of charter schools, as her eldest daughter received a public education that was "good" but her second child attended a state public charter middle school and received an "extraordinary" education.
- Maria Reyna Salcedo, Principal of Bill Childress Elementary School in Canutillo, Texas, wrote a two page reference letter regarding Mr. Aceves and the benefits of the Xinachtli Project.
- Karla Rocio Martinez Gonzalez sent an email that simply said "I SUPPORT!!!" and did not provide detail or reasons for the support.
- Las Cruces City Councilor – District 3 Gabriel Vasquez wrote that he fully supports the educational model proposed by the school.

One additional letter of support from Henry Torres, Governor of the Piro Manso Tiwa Indians of Las Cruces, wrote that they can "help in some limited activities as needed" out of concern for Native American children and believes that "in supporting this bill you will impact the lives of countless children." Mr. Torres is willing to help in some limited capacity yet clearly, via the reference to a bill, does not understand the process that is being considered by the PEC.

The supporters are in strong favor of schools offering a bi-lingual education model and are eager for

more charter school options in the area.

Only one person expressed concerns in opposition of the school. An email received from Earnestine Simmons on July 25<sup>th</sup> (three business days after the Community Input Hearing) lists several questions on topics such as profit/non-profit, public/private, tuition, ownership of the physical plant, governance, student recruitment, role of parents and community involvement. Oddly, Ms. Simmons signed the petition in favor of the school, perhaps mistakenly at the hearing.

The applicant team also submitted a petition in support of Raices del Saber Xinachtli Community School that contained 172 signatures, 45 of which were obtained from attendees at the community input hearing. At least one person (Peter Vargas) signed the petition twice.

### Additional Information

The proposed school, Raices del Saber Xinachtli Community School, will be part of the NACA-Inspired Schools Network (NISN). NISN is partially funded under the US Department of Education Charter School Program Grants, in the amount of \$599,669. NISN selected, supported, and developed the leader of the application team through their leadership fellowship program and provided grant funding and support to the applicant team as they developed their school concept and application.

NISN includes three New Mexico charter schools, which are also run by individuals selected and developed through the leadership fellowship program: Dream Dine Charter School, Six Directions Indigenous School, and DZİŁ DITŁ'OOÍ School of Empowerment, Action and Perseverance (DEAP). It also includes the original founding school the Native American Community Academy and a tribally controlled school: Kha'p'o Community School. The network has had several additional fellows who have been unsuccessful in their charter school applications including: the STEAM Academy, which was denied a charter by the PEC charter in 2015, and two fellows in Oklahoma whose applications were both denied by the charter authorizers in their state. The network also has fellows working in South Dakota.

Each New Mexico charter school in this network of schools has experienced significant challenges, which demonstrate a lack of capacity specifically in the area of financial management and school governance.

Because this applicant's response to prompt "III.C.(1) Financial Oversight" in the Financial Performance Framework was rated "Falls Far Below", the PED believes it is important for the PEC to consider the financial performance of other NISN affiliated schools.

The Native American Community Academy's (NACA) 2017 Audit included the following findings:

- Internal Control Structure – Material Weakness
- Bank Reconciliations – Material Weakness
- Inaccurate Meal Claim Submissions – Material Weakness
- Internal Control Over Activity Funds – Material Weakness
- Internal Control Over Cash Receipts (Repeat Finding) – Significant Deficiency
- Budgetary Conditions – Significant Deficiency
- Timely Submission of ERB and RHC Contributions – Compliance and Other Matters
- Purchasing (Repeat Finding) – Compliance and Other Matters

The audit specifically sites “lack of effective internal controls” and “budget controls” as issues at Dream Dine.

The Dream Dine Charter School’s 2017 Audit included the following findings:

- Excess Expenditures Over Budget (Repeat Finding) – Other Non-Compliance
- ERB and RHC Contributions – Other Non-Compliance
- Payroll Documentation – Other Matters
- Internal Control Structure Over Cash Disbursements – Significant Deficiency

The audit specifically sites “internal controls” and “management oversight” as issues at NACA.

The Six Directions Indigenous School’s 2017 Audit included the following findings:

- Internal Control Structure – Material Weakness
- Chief Procurement Officer – Compliance
- Personnel Files – Compliance
- Audit Committee Member – Compliance
- Annual Inventory – Compliance

The DZİŁ DITŁ'OOÍ School of Empowerment, Action and Perseverance’s (DEAP) 2017 Audit included the following findings:

- Procurement (Repeat Finding) – Significant Deficiency
- Excess of Expenditures over Budget (Repeat Finding) – Other Non-Compliance
- Audit Committee Structure (Repeat Finding) – Other Non-Compliance
- Education Retirement Board (ERB) and Retiree Health Care (RHC) – Other Non-Compliance
- Budget Adjustment Requests – Other Non-Compliance
- Timely Deposits – Other Non-Compliance
- Background Check – Other Non-Compliance

The audit specifically sites “internal controls” as issues at DEAP.

In addition, the Commission should be aware that the proposed business official for the school, who assisted with the writing and development of the application, has recently been placed on administrative leave from another school where she was the business official after financial discrepancies were uncovered. An audit and licensure investigation is ongoing in that matter.

Because this applicant’s responses to prompts “II.A.(3) New Member Process”, “II.B.(2) Board Evaluation”, and “II.C.(1) Board Oversight” in the Organizational Performance Framework were all rated “Approaches”, the PED believes it is important for the PEC to consider the governance challenges of other NISN affiliated schools.

The following is a summary of the governance status for Dream Diné Charter School over the past year:

- The school has been reviewed by the PEC two (2) times for governance changes since May 2017.
- One (1) member failed to attend meetings from April 2017-October 2017 and was no longer listed on the minutes as a board member. He was removed by the board in December 2017.

- Two (2) vacancies were both filled late and reported late.
- One (1) vacancy was filled, but no paperwork was completed and the member left four (4) months later. That vacancy was reported late, filled late and neither an affidavit nor a statement to consult was provided to the PEC.
- Two (2) more vacancies occurred. One (1) as reported timely and one (1) was reported untimely.
- Two (2) vacancies were closed in a timely because the board was unable to maintain the planned membership.
- One (1) member never received Introductory Training.
- The board is currently at five (5) members.

The following is a summary of the governance status for Dzil Ditl'ooi School of Empowerment, Action and Perseverance (DEAP) over the past year:

- The school has been reviewed by the PEC seven (7) times for governance changes since September 2017.
- One (1) member joined the board in March 2017 and was never reported to the PEC; that member left the board in April 2017. The vacancy was filled in June 2017, but nothing was reported to the PEC until August 2017 when the replacement was reported. The reporting was late and the school was late in filling the position. There was never a signed statement to consult.
- The board tried to remove a member for non-attendance, but because of primarily telephonic participation the quorum was lost when a phone dropped. The next month they negated the vote and reinstated the member.
- One (1) board member resigned and the resignation was not reported in a timely manner. The position was closed because the board was unable to maintain the planned membership, but the vote to close the position was untimely.
- One (1) member was removed due to non-attendance. The removal was reported late and the vacancy was filled late.
- One (1) more member was removed due to non-attendance. That removal was reported timely and an extension requested due to difficulty finding a replacement member.
- The board dropped to four (4) members twice.
- The board currently has four (4) members.

The following is a summary of the governance status for Six Directions Indigenous School over the past year:

- The school has been reviewed by the PEC six (6) times for governance changes since September 2017.
- Two (2) members resigned near end of last fiscal year. One (1) was timely reported and one (1) was not. Both positions were filled in a timely manner. However, documentation for the designations was not received in a timely manner.
- One (1) board member resigned in August. The resignation was reported late but the vacancy was filled in a timely manner. However, not all documentation has been received for either the resignation or the designation.
- Documentation for the designation was not received timely; the board member affidavit was submitted eight (8) months after the member joined the board.
- The board added new position in February.

- One (1) member resigned in May and the position was closed because the board was unable to maintain the planned membership.
- The board is currently at 5 members.

Because this applicant's response to prompt "II.C.(2) Hiring Head Admin" in the Organizational Performance Framework was rated "Approaches", the PED believes it is important for the PEC to consider the leadership challenges of other NISN affiliated schools. Both DEAP and Six Directions Indigenous School struggled to find permanent administrators prior to the start of their first year of operation, and both began their operations with temporary administrators who were only on campus part-time. DEAP, Six Directions Indigenous School, and Dream Dine Charter School have all had turnover in their school administrators since beginning their operations.

In addition to governance and financial concerns, the schools in the network have also demonstrated mixed, and poor academic outcomes for students. Specifically, Six Directions Indigenous School earned an "F" at the end of its first year and Dream Dine has earned "F"s for the past two years, after earning a "B" in its first year. DEAP's academic performance has been better; the school earned a "C" in its first year and then a "B" in its second year. NACA earned "B"s in 2014 and 2015, however since then the performance has declined and the school has earned "C"s; in 2017 the school would have earned a "D" if bonus points had been removed.

This information about affiliated schools supports and affirms the evaluation of the written application, which demonstrates that the application is inadequate, the applicant team has not demonstrated the capacity to operate a high quality charter school, and the application should be denied at this time.

PED recommends that the applicant team reapply in a later year after it has had the opportunity to review the feedback and address the specific concerns in the application as well as the challenges faced by its affiliated schools, such that it is prepared to avoid similar performance issues.

## SUMMARY

Overall, the application is complete, yet inadequate. During both the application review process and the capacity interview, the applicant team failed to demonstrate the capacity to implement the education plan (academic framework), the organizational plan and governance (organizational framework), and the business plan (financial framework). The number of responses in each area that “Meets the Criteria” were 23%, 41%, and 50%, respectively. Also, the overall score in each section based on point value was 64%, 68%, and 77%, respectively. With the strong support factored in, the overall score based on total possible points for the entire application and interview was nearly 66%. This indicates that the team is not yet prepared to open a high quality charter school.

The applicant team has a strong commitment to integrating the methods of Xinachtli and it is clear that the community supports a new charter school option in the area. However, those factors are not enough to suggest that the school will be successful. In fact, the data indicates otherwise. The application did not meet the criteria in critical areas which has led to failure in other charter schools, including finance, serving special populations (special needs and English Language learners), and governance.

The PED recommends denial of this application. The scoring does not meet the minimum expectations set by the Public Education Commission to enter into an implementation year. However, it is also recommended that the school take the feedback provided via the evaluation process, work on the inadequacies, and resubmit a stronger application in 2019.

**Ratings**

<b>ACADEMIC FRAMEWORK</b>		
I.A.	Mission	Meets
I.B.	Mission Specific Indicators	Approaches
I.C.	Curriculum/Ed Program/Student Standards	Approaches
I.D.	Graduation Requirements	NA
I.E.(1)	Ed Philosophy/Instructional Methods	Meets
I.E.(2)	Yearly/Daily Calendar	Meets
I.E.(3)	Programs impact for population	Approaches
I.F.(1a)	SPED Identification	Approaches
I.F.(1b)	SPED Progress	Approaches
I.F.(2a)	ELL Identification	Approaches
I.F.(2b)	ELL Progress	Approaches
I.G.(1)	Assessment Plan	Approaches
I.G.(2)	Assessment Data	Approaches
I.G.(3)	Assessment Communications	Approaches
<b>ORGANIZATIONAL FRAMEWORK</b>		
II.A.(1)	Governing Board Outline	Meets
II.A.(2)	Board Qualifications & Profiles	Meets
II.A.(3)	New Member Process	Approaches
II.B.(1)	Board Training	Meets
II.B.(2)	Board Evaluation	Approaches
II.C.(1)	Board Oversight	Approaches
II.C.(2)	Hiring Head Admin	Approaches
II.C.(3)	Principal Job Description (Appendix B)	Meets
II.C.(4)	Principal Evaluation	Approaches
II.D.(1)	Org Chart & Relationship	Approaches
II.D.(2)	Staff Job Descriptions (Appendix C)	Approaches
II.D.(3)	Staffing Plan	Approaches
II.D.(4)	PD/Novice Membership	Approaches
II.E.	Employment Terms	Meets
II.F.(1)	PTA	Approaches
II.F.(2)	Grievance Process: Families	Meets
II.G.(1)	Recruitment Plan	Approaches
II.G.(2)	Lottery	Meets
II.H.	Conflict of Interest	Meets
II.I.(1)	3rd Party Relationships	NA
II.I.(2)	3rd Party Contracts (Appendix D)	NA
II.J.	Waivers	None
II.K.(1)	Transportation	NA
II.K.(2)	Food Service	Approaches
II.L.(1)	PSFA Checklist (Appendix E)	Meets
II.L.(2)	Facility Identification	Approaches

FINANCIAL FRAMEWORK		
III.A.	School Size	Meets
III.B.(1)	SEG Worksheets (Appendix F in Excel)	Meets
III.B.(2)	5 Year Budget (Appendix G in Excel)	Meets
III.B.(3)	Budget Narrative	Meets
III.B.(4)	Budget Adjustments	Approaches
III.C.(1)	Financial Oversight (Appendix H)	Falls Far Below
III.C.(2)	Financial Staff	Approaches
III.C.(3)	Governance Finance	Approaches
EVIDENCE OF SUPPORT		
IV.A.(2)	Outreach Activities	Meets
IV.B.	Community Support	Meets
IV.C.	Networking Relationships	Meets
IV.D.	Innovation	Approaches
CAPACITY INTERVIEW		
1	Mission	Meets
2	Innovation	Approaches
3	Mission Implementation	Approaches
4	Leadership & Governance (GB selection & success of school)	Approaches
5	Leadership & Governance (HA selection & success of school)	Approaches
6	Leadership & Governance (GB and school evaluations & success)	Approaches
7	Leadership & Governance (Relationship of founders, GB, and admin & success)	Approaches
8	Leadership & Governance (bylaws, implementation, & success)	Approaches
9	Leadership & Governance (establish, implement, change policies and procedures)	Approaches
10	Facility (plan for facility and educational occupancy; responsible party)	Meets
11	Facility (next step plan if building does not get PSFA approval)	Meets
12	Finance (planning year budget without federal start-up funds)	Approaches
13	Finance (enrollment projections)	Meets
14	Finance (plan if actual enrollment is below projections)	Falls Far Below
15	Planning Year (organizational steps during planning year)	Approaches
School Specific Questions		
16	Mission specific goal rigor and attainable	Falls Far Below
17	Meet needs; special education program and services; measures and metrics used	Falls Far Below
18	Assessments to inform instruction	Approaches
19	Steps to recruit accounting and legal expertise for the board	Approaches
20	Costs of professional development and mentorship; where in budget	Approaches
21	Parental concern in initial phase before grievance	Approaches
22	Transportation needs	Meets
23	Business manager as employee or contractor and qualifications	Approaches



## Public Education Commission District 7

### To Whom It May Concern:

I am Emma J. Galindo-Armendáriz, EdD. I have the distinct honor and blessing to be among the New Mexico educators who literally “invented/created” bilingual education and observed and participated as it evolved into dual language education, in and for our state since its inception in the late 1960’s.

In 1969, as a certified Spanish and English language teacher with five years of experience, I was invited by María Gutiérrez- Spencer, Director, to help initiate a transitional ESL program at Sixth Street Elementary School in the Silver City Consolidated School District, being funded by the federal government and the state. Its goal was to teach non-English proficient children English, as quickly as possible, so they might experience greater success in school. This goal was reached for a large majority, if not all, of children in the program. However, this program was set up to go beyond the teaching of ESL and included the instruction of the reading process in Spanish (as it is easier than in English) and some of the content areas in Spanish as it accelerates understanding of content in the second language. This approach eventually became known as a bilingual maintenance program. Many years passed with these models being implemented throughout the state and the nation.

In 1995-96, the state put out a call for applications from bilingual schools interested in piloting different models of dual language programs for a five year period. I was serving as principal of Longfellow Elementary, a magnet school in Albuquerque Public Schools focusing on Spanish and fine arts. After consulting with the community and parents and providing them research on the cognitive, social and health benefits of bilingualism, which could be more easily accessible with such a model, we applied and were approved to implement a 90/10 dual language program.

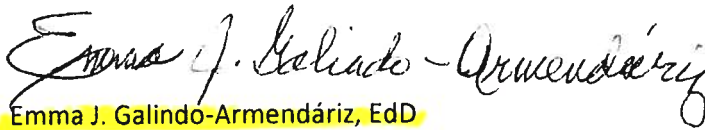
Up to that point, Longfellow elementary had two educational strands, an English-only and a Spanish bilingual maintenance. Students were assigned to one based on both language dominance and parent request. When the 90/10 dual language pilot was approved, there was a commitment that during the five year period, the entire school would be converted to a 90/10 Spanish/English program. It started at Kinder and first grade the first year, and the rest of the school continued as it was. Each year thereafter, instruction in Spanish was decreased and English instruction was increased by ten percent, reaching a 50/50 ratio by fifth grade. Records for those years show that the results of both student and school assessments were consistently above district and state standards expected of this inner-city school serving predominantly a low SES population and having many social and educational challenges. Records also show that all students exiting at fifth grade at the end of the pilot were very successful in middle and high school, and retained their bilingual fluency.

As a bilingual teacher and administrator who served in our state educational system for forty-eight years, I saw the 90/10 dual language bilingual programs in Albuquerque and in Las Cruces and other districts, have many successes in helping students develop strong educational skills and become fluent bilinguals. Our country, and especially our state, where we have a strong linguistic and cultural base for bilingualism, need to implement this type of program so we can join the three-fourths (¾) of the world

which is bilingual, if not multi-lingual. Our children in our current society need the linguistic and academic skills to compete not only at a local level but at a world level.

Because of my life-long experience in bilingual education, in New Mexico, I know the great potential of the 90/10 program being proposed through this application. The integration of Xinachtli to "enrich and augment academic achievement" has already been used and proven successful in El Paso, TX, Canutillo, TX, Phoenix, AZ and Tucson, AZ. Programs such as that proposed by Raíces del Saber Xinachtli Community School are essential in our society as models to emulate for educating our children to have the cognitive, social and health benefits of bilingualism and to be able to compete on a universal level. Strong consideration of this application is essential and will be greatly appreciated by our educational and general communities.

Respectfully,

A handwritten signature in black ink, reading "Emma J. Galindo-Armendáriz". The signature is fluid and cursive, with the first name "Emma" being particularly prominent and stylized. The last name "Armendáriz" is also written in a cursive script, with a tilde over the 'n'.

Emma J. Galindo-Armendáriz, EdD

## Woerner, Karen, PED

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**From:** Schools, Charter, PED  
**Sent:** Monday, July 23, 2018 11:23 AM  
**To:** Woerner, Karen, PED  
**Subject:** Fw: Letter of Support for Raíces del Saber Xinachtli Community School  
**Attachments:** Letter of Support Raices 2018.pdf

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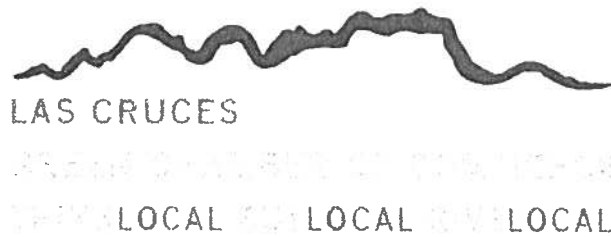
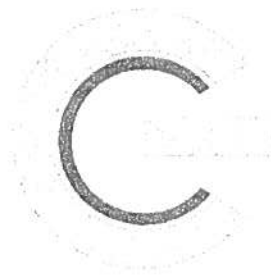
**From:** Carrie Hamblen <carriehamblen@gmail.com>  
**Sent:** Monday, July 23, 2018 11:22 AM  
**To:** Schools, Charter, PED  
**Subject:** Letter of Support for Raíces del Saber Xinachtli Community School

Dear Commissioners,

I have attached a letter of **support** for Raíces del Saber Xinachtli Community School. The letter is an expanded version of my public testimony on Friday, July 20th at the New Mexico Farm and Ranch Museum. Because of the number of people who wanted to speak, my letter/testimony needed to be shortened from the original letter.

Thank you for your time and consideration.

Carrie  
CEO/President  
Las Cruces Green Chamber of Commerce  
PLEASE NOTE: I have a **NEW** work email: [carrie@locallascruces.com](mailto:carrie@locallascruces.com)



Date: July 20<sup>th</sup>, 2018

To the Public Education Commission

From: Carrie Hamblen, CEO/President, Las Cruces Green Chamber of Commerce

RE: Raíces del Saber Xinachtli Community School

I am writing this letter today in support for the charter approval of Raíces del Saber Xinachtli Community School.

The purpose of the Las Cruces Green Chamber is to promote and advocate for local businesses, assist in creating sustainable communities, and to protect our air, land, and water. We encourage our businesses to follow the Triple Bottom Line: People, Planet, and Profit.

There is a need for a school like this. The J. Paul Taylor Academy, a social justice, bilingual and Project Based Learning charter school, is at maximum capacity and has a 159 students on the waiting list. Additionally, a recent story on NPR's Here and Now (Speaking My Language: Beyond One's Native Tongue, Friday, July 20<sup>th</sup>) emphasized that there is a great demand for employees who are bilingual or multilingual in almost \*every\* sector of the workforce.

I respectfully request that you approve the charter application for Raíces del Saber Xinachtli Community School. Not only will they be teaching our future to be proud of their own culture and language, especially in this region, but will give them the foundation and skills to be entrepreneurs, public leaders, educators, doctors, and anything they desire to do.

We should not deny our youth this chance and your approval will unlock that door, creating a path to success that every child in New Mexico deserves.

Thank you for your consideration.

Sincerely,

Carrie Hamblen  
CEO/President  
Las Cruces Green Chamber

*not signed*

Sunday, May 28, 2017

Attn: Chair, Patricia Gipson and Commissioners  
New Mexico Public Education Commission  
Jerry Apodaca Education Building  
300 Don Gaspar Avenue  
Santa Fe, NM 87501



Unifying communities through  
civil and informed dialogue, and  
encouraging collaborative action

RE: Letter of Support for Raíces del Saber Xinachtli Community School

Dear Chairwoman Patricia Gipson and Commissioners,

I write this letter in **support** of Raíces del Saber Xinachtli Community School.

I've enjoyed the privilege of working with Lucia Carmona for many years, on a broad range of community issues, many of which are rooted directly and/or indirectly in education.

In our organization's capacity as conveners of civil, informed community engagement, many of our more than 800 community dialogues have been specifically focused on issues of education.

These dialogues have included participation by students, parents, teachers, administrators, public officials, and non-profit organizations with missions in education.

Thus having some awareness of what's working or not working in our educational systems, the Raíces del Saber Xinachtli Community School seems an excellent model for bringing together many people with important and diverse perspectives that are most often underrepresented or missing entirely in our current education models.

The integration of indigenous wisdom and encouragement of multi-lingual, multi-cultural education, understanding and practices seems like an incredibly valuable contribution today, and into the future.

As conveners of dialogue for community engagement, The Great Conversation organization is committed to future collaboration with Raices - employing cross-sector dialogue processes, encouraging and advancing public awareness and commitment to embracing the values of diversity and inclusivity. Together, as a community, we can move forward effectively toward deeper understanding and meaningful and lasting systemic change.

With much confidence and enthusiasm, I support the formation and operation of Raíces del Saber Xinachtli Community School as an important contribution to current and future generations in our communities, our region, and our country.

With gratitude,

**Randy Harris**  
Executive Director

1300 El Paseo Road, Suite G, #144 • Las Cruces, NM 88001  
(575) 640-1999 • [greatconversationslc@gmail.com](mailto:greatconversationslc@gmail.com)  
[www.facebook.com/TheGreatConversationLasCruces](http://www.facebook.com/TheGreatConversationLasCruces)

Yvonne-Magdalena Flores  
1173 Cave Springs Trail  
Las Cruces, NM 88011

July 20, 2018

Public Education Commissioners  
Santa Fe, New Mexico

Re: Application for Raíces Del Saber Xinachtli Community School Las Cruces, NM

Dear Commissioner Chair Gipson and Commissioners of the Public Education  
Department:

I am here today at the Farm and Ranch Heritage Museum to present my **support** for the application for Raíces del Saber Xinachtli Community School in Las Cruces.

As a Mexican whose first language is Spanish, who holds a Bachelor's degree in Spanish Literature and a Juris Doctor from the University of California, a former professor at California State University of Chicana Literature, Constitutional Issues, and Spanish for Spanish Speakers, I saw my students struggling with the duality of identity and facing discrimination because of their ancestry and language spoken at home, many of whom were forced to speak English to the exclusion of speaking Spanish.

Although many of the Spanish speaking population today in the southwest United States have Native American ancestry, the "Indio" has been denied our true native languages spoken throughout the Americas consequently resulting in the disappearance of our culture because language is inherently tied to culture.

Regrettably many of us, have been forced to speak English exclusively, deny our diverse cultures, and suffer bullying and discrimination. My educational journey was a much suffered experience of being sent to the corner of the classroom facing the wall in the first and second grades in El Paso because I did not speak English. We were ashamed to eat our lunch, which we called "tacos", and today known as "burritos", which is a word which originated in the U.S.

Spanish in the Americas, albeit fundamentally Castillian, a Latin based language, is highly influenced by the Nahuatl language of the Aztecs where words, such as, "chocolate" has become part of our English language vocabulary, it's even spelled the same. Spanish also has influences from Africa, Greece, and Middle Eastern countries.

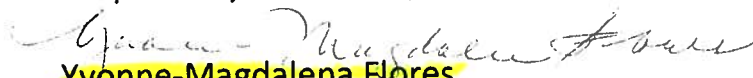
English is a language based largely in equal parts on Latin and Teutonic (Germanic) roots.

The teaching of two languages in an environment where children can feel happiness and pride, whether they are in their home or school, which embraces all of our roots, is direly needed.

Currently, I am engaged in a project to have a community reading program in the Las Cruces Public Schools which focuses on children reading to their parents in English and parents reading to their children in Spanish.

I, therefore, respectfully encourage you to approve the application submitted to you for the community charter school, Raíces del Saber Xinachtli Community School Las Cruces, NM.

Respectfully submitted,



Yvonne-Magdalena Flores

Attorney at Law (Licensed in California)

\*City Councilor for the City of Las Cruces, NM

\*For identification purposes only

July 19, 2018

MADAM CHAIR AND COMMISSION MEMBERS:

I regret not being able to address you in person. I feel strongly that we should be supporting multi-cultural, dual language education options for our children.

As a participating member of the Legislative Education Study Committee, we are actually studying the best practices of successful educational systems from around the world.

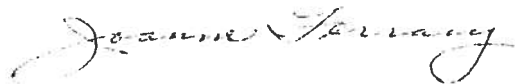
Some of the keys to success are ones that are also incorporated into the framework of the Raices del Saber Xinchtlí community school:

- + students are learning in their own language, which makes for better comprehension of reading, writing and math.
- + using the "dual languages by immersion" model is backed by 18 years of linguistic research and increases "flexible thinking" in the brain.
- + community involvement and having a strong board will insure the sustainability of the school and success of the students.

I also appreciate the inclusion of English-speaking young students so that they might have the opportunity to learn a second language by immersion. This was an opportunity I knew was important and was denied to my own children when they were in elementary school in the 80's.

Please accept and approve the application and funding for Raices del Saber Xinchtlí community school.

Sincerely,

A handwritten signature in cursive script, reading "Joanne Ferrary".

State Representative Joanne Ferrary



To whom it may concern:

My name is Karla Martinez. I live in Las Cruces NM. I am the mother of 3 children who are 22 and 16 years old. I am Hispanic and love my culture. The USA has been my place of residence and I am grateful for all of the free education that my children have been blessed with.

My eldest daughter had the opportunity to go to Picacho Middle and Mayfield High Schools and Dona Ana Community College, and the education she received was simply "good", but my second child had another opportunity and went to Dolores Huerta which is a charter middle school. There he was prepared to enter Arrowhead Early College High School, where he has become a Student of Academic Excellence who is beginning his Junior year and takes all of his college courses in the university and has become the youngest and most advanced student of his grade, in the top 10% of students of Excellence and subjects taken.

And I know that it is thanks to the very "extraordinary" education that he received in a charter school and I thought that if there had been an elementary charter, that would be guaranteed success for our children. And when I heard of the probability of the opening of Raices, I was so happy, and I am 1000% in support of that opening. My 3<sup>rd</sup> child would be one of those lucky children to begin his education in this marvelous school. I am a fervent witness who can actually show you the difference, because of my children, that it can make for a student to attend a charter school and another that does not. Both are honor students but there are big differences between opportunities and preparation time.

I am asking you to please give "Raices de Saber" the opportunity to demonstrate what they can achieve with our children. You will never know if you don't let them try to show by facts what they can achieve!!

Sincerely,

Karla

(575) 449-0872

A quien corresponda:

7/20/18

Mi nombre es Karla Martinez  
vivo en Los Lunas NM soy madre  
de 3 hijos de 22, 16 y 5 años  
soy hispana y Amo mi Cultura, USA a sido  
mi hogar y Agradezco por toda la educacion  
que gratuitamente a sido brindada a mis hijos  
mi hija mayor tuvo la oportunidad de  
asistir a escuelas publicas, picacho middle  
school, Mayfield High school y DACC y  
la educacion recibida fue simplemente  
"Buena" pero mi hijo segundo tuvo otra  
oportunidad el fue a La Academia  
Dolores Ibarruri que es una middle charter  
school y ahí fue preparado para ingresar  
a Arrowhead Early college high school  
y eso lo a llevado a Ser un Estudiante  
con Excelencia Academica que empieza  
su año como Junior y toma todas sus  
clases en la Universidad es el alumno  
más joven y Avanzado de su grado y  
pertenece al 10% de los Alumnos del  
Colegio en Excelencia y materias tomadas.

y yo sé que es Gracias a la Educación tan "Extraordinaria" que recibí en una escuela charter y yo pensaba que si hubiera elementary charter sería el éxito asegurado para nuestros hijos, y cuando me comparten la probable apertura de Raíces del Saber me invade la Alegría y por supuesto Apoyo 1000%. Su Apertura pues mi tercer hijo sería de los niños afortunados en iniciar su Educación en esta maravillosa escuela, Yo soy una testigo ferviente y actual que les puede mostrar por medio de mis hijos la diferencia que puede haber entre un estudiante que asiste a una charter school y otro que no, Ambas son estudiantes de honor pero con grandes diferencias entre sus oportunidades y tiempos de preparación.

Les pido por Favor le den a este proyecto "Raíces del Saber" la oportunidad de demostrar lo que pueden lograr con nuestros niños, No lo Sabrán nunca si no les permiten demostrar con hechos lo que pueden lograr!! Atte. Karla  
575-4490872 kb.



## Bill Childress Elementary School

P.O. Box 100  
7700 Cap Carter Road  
Canutillo, TX 79835  
Phone (915) 877-7700  
Fax (915) 877-7707

Maria Reyna Salcedo  
Principal

Jessica Melendez-Carrillo  
Assistant Principal

Monica Barraza  
Counselor

July 20, 2018

New Mexico Public Education Commission  
Jerry Apodaca Education Building  
300 Don Gaspar Ave,  
Santa Fe, NM 87501

Dear Madame Chair, Patricia Gibson,

During the school year 2017-2018 at Bill Childress Elementary where I am the principal, the approach that Mr. Aceves describes as the Xinachtli (Sheen-ach-tee) Project was part of our enrichment program, Fantastic Fridays. Every Friday our classes from Kindergarten through fifth grade participated in a 45 minute enrichment encounter. Every class gets to participate for six weeks. I asked Mr. Aceves to be part of our Fantastic Fridays because I had heard of its success at one of our sister schools, Canutillo Elementary where he taught for 20 years and retired three years ago. He graciously donated his time and volunteered to deliver this wonderful program to our students.

Xinachtli had many positive effects in our school. Teachers reported that the first and most noticeable result was the motivation factor and how eager their students were to attend Mr. Aceves's enrichment program. In this day in age, motivating young minds seems almost impossible unless you have some technological gadget; however, Xinachtli proved us wrong yet again because it goes beyond touching their minds, it touches their hearts and souls in unimaginable ways. The second outcome was voiced from the teachers themselves, who commented on how the motivation the program instills in them translated and transferred into better academic performance. This produced a self-discipline in students that was difficult to explain.

The third and most important product of the program was the respect that was generated through the lessons; self-respect, first and foremost, but it extended beyond this to respect for others, respect for nature, and respect for processes and systems. It was a kind of respect that I had not witnessed in a very long time. Most of the time we focus on the goal and the results, which are very important, however the journey and path to get there are just as vital, and possibly more essential. Present day technology creates a sense of automaticity and rush, thus it does not develop patience and a sense of peace and enjoyment. Most of the time people just want to "get things done" and check a box, not realizing the delight and satisfaction of going through a process. Xinachtli brings back the harmony and serenity to the concept of "waiting", and it teaches patience. The most valuable things we know, are valuable precisely because of the time it takes to create them, and if we are not willing or able to wait and appreciate the process, we will miss out on many beautiful experiences in life. I personally experienced this when I engaged in one of the sessions and observed students sitting down in a circle using simple instruments like a drum, rattle, and flutes to interact with each other in unique ways. I have certainly not seen something like what I saw in Mr. Aceves's classroom.



## Bill Childress Elementary School

P.O. Box 100  
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Principal

Jessica Melendez-Carrillo  
Assistant Principal

Monica Barraza  
Counselor

During another one of my visits to the classroom, I was impressed by how well students in a second-grade class were using metaphors and symbols to express knowledge about math and science. Their discussion about the mythic story shared orally by Mr. Aceves clearly indicated critical thinking and a depth that touches not only the mind but the heart and soul as well. This develops a very important skill that, in my opinion, is lacking in 80% of human beings; that is, listening skills. Listening is the most difficult skill to develop and teach, but Mr. Aceves made it look so easy and doable, that it made me think it can be accomplished, through very carefully planned lessons.

Mr. Aceves brought in presenters and I was thrilled when a couple from Peru came and shared their culture with our students through our enrichment program. I believe that this part of his program can be extended to include parent and local community participation in the future. How can acceptance and tolerance be taught if students are not exposed to a variety of cultures and people? It is through interaction with others that we learn to accept and realize that our world consists of rich and beautiful beliefs. Mr. Aceves was successful and realizes that this is the way to grow minds, hearts and souls.

Xinachtli is an excellent enrichment program for any academic plan, and can easily be integrated with all the disciplines in a variety of ways. Present day programs focus greatly on STEM (Science, Technology, Engineering, and Math), and recently they have discovered that an important missing component was the arts, thus it has evolved into STEAM. I believe that there are still components missing such as literacy and cultural awareness. Xinachtli is a more complete program which includes the literacy, cultural awareness, and goes deeper than that. It includes the awareness for the earth, the universe, and all the species within it.

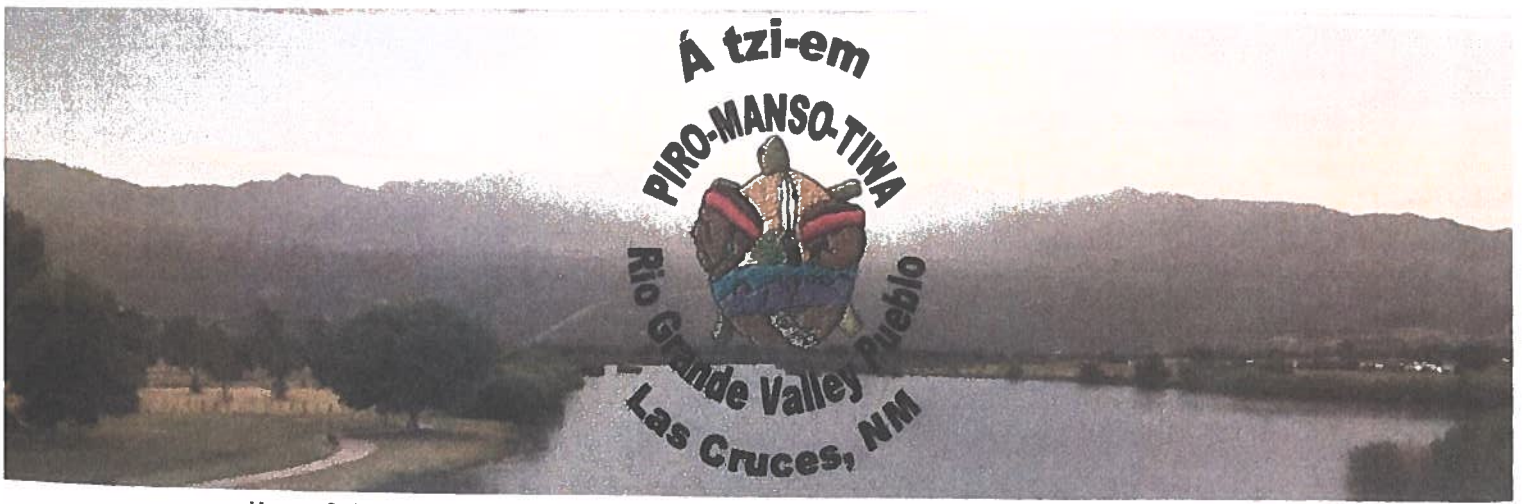
To prevent present day tragedies, such as shootings, violence, intolerance, and hatred, we have to integrate compassion, patience, and kindness into the curriculum and Xinachtli definitely accomplishes this and much more!

Thank you for your consideration and time.

Respectfully yours,

**Maria Reyna Salcedo**

Principal, Bill Childress Elementary  
Canutillo ISD



Henry O. Torres (Govenor) 575-680-6616 P.O. Box 16181 Las Cruces, NM 88004

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I support the efforts of NACA, as Governor of the Piro Manso Tiwa Indians of Las Cruces, New Mexico.

The tribe feels that this is an outstanding service to our community. We will also be available to help,

When needed, for the success of the school. We can help in some limited activities as needed. Our

Intentions as Native Americans and concerns for our children will always be in our hearts, to help the

Children and the Raices del Saber Xinachtli Community School. I believe that in supporting this bill you


Will impact the lives of countless children.

Thank you for your consideration of our tribe's viewpoint on this matter, I believe it is an important

Issue, and would like to see the legislation pass to ensure effective educational services for the students

involved.

Sincerely,



Henry O Torres,

4070 Cherry Cider

Las Cruces, New Mexico 88007

575-680-6616

## Woerner, Karen, PED

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**From:** Schools, Charter, PED  
**Sent:** Monday, July 23, 2018 9:08 AM  
**To:** Woerner, Karen, PED  
**Subject:** Fw: Raices del Saber Xinachtli Community School Comment Submission

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**From:** Gabriel Vasquez <gvasquez@las-cruces.org>  
**Sent:** Sunday, July 22, 2018 8:32 PM  
**To:** Schools, Charter, PED  
**Subject:** Raices del Saber Xinachtli Community School Comment Submission

New Mexico Public Education Commission  
Jerry Apodaca Education Building  
300 Don Gaspar Ave  
Santa Fe, NM 87501

Attn: Chair Patricia Gipson

Good evening Ms. Gipson and esteemed members of the Public Education Commission. I am writing to express my strong **support** for the approval of the charter for Raices del Saber Xinachtli Community School.

As the City Councilor for District 3 in Las Cruces, one of the city's poorest districts, serving a majority Hispanic population, I understand, appreciate, and fully support the educational model being proposed by the Raices school, have full confidence in its founding staff, and believe it would offer students and their families an alternative education curriculum and environment that would benefit our students and the City of Las Cruces.

Growing up bilingual has opened many opportunities for me that have put me in a privileged position to speak and communicate with a diverse population in New Mexico. The cultural connections and culturally relevant curriculum and learning environment being offered by Raices would give students a rich educational opportunity rooted in the history of the Mesilla Valley and much of New Mexico.

I highly encourage you to approve the charter for Raices del Saber Xinachtli Community School.

Best Regards,

**Gabriel Vasquez**  
City Councilor, District 3  
Main: 575-541-2070

[gvasquez@las-cruces.org](mailto:gvasquez@las-cruces.org)





Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

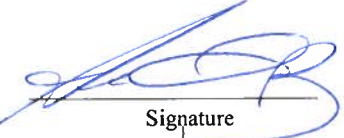
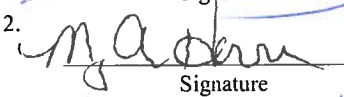
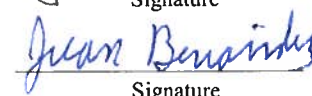


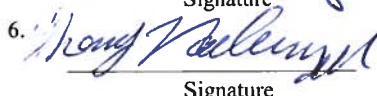
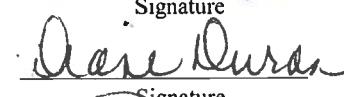
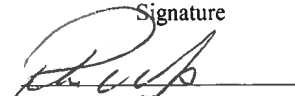
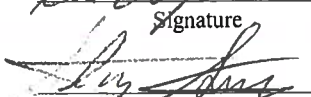
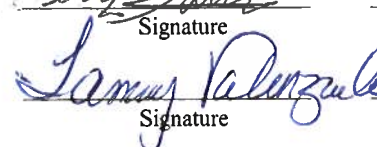
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.		<u>Frances I. Rodriguez</u>	<u>1801 E Colorado Ave LCNM</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
2.		<u>Mary Ann Herrera</u>	<u>6325 Chomiso PL</u>	<u>88012</u>
	Signature	Printed Name	Physical Address	Zip Code
3.		<u>Juan Benavides</u>	<u>1223 AKBAS, L.C.</u>	<u>88005/131</u>
	Signature	Printed Name	Physical Address	Zip Code
4.		<u>Modesta Benavides</u>	<u>1223 AKBAS L.C.</u>	<u>88005-1131</u>
	Signature	Printed Name	Physical Address	Zip Code
5.		<u>Nicholas Ray</u>	<u>12390 Ft McLane L.C.N.M.</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code
6.		<u>Thomas A. Valenzuela</u>	<u>12390 Fort McLane</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code
7.		<u>Diane Duran</u>	<u>1996 Chateau Dr</u>	<u>88005</u>
	Signature	Printed Name	Physical Address	Zip Code
8.		<u>Peter Vargas</u>	<u>3801 Tigra Dr</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
9.		<u>Stanley J. Utrilla</u>	<u>1801 Colorado St</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
10.		<u>Tammy Valenzuela</u>	<u>12390 Fort McLane LCNM</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code



Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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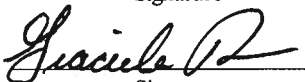
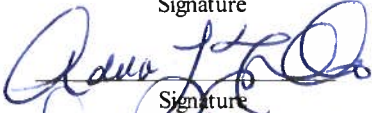

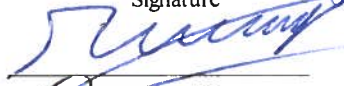

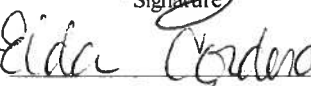

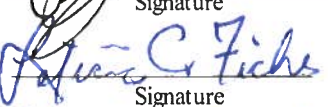
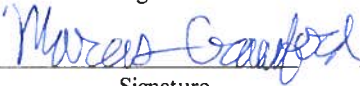
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- |     |   |                          |                               |              |
|-----|---|--------------------------|-------------------------------|--------------|
| 1.  |  | <u>Gloria Otero</u>      | <u>2400 Jordan A, LCNM</u>    | <u>88001</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 2.  |  | <u>Graciela Ramos</u>    | <u>909 Alamo St, LCNM</u>     | <u>88001</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 3.  |  | <u>Adela L. Trujillo</u> | <u>1723 Royal Dr LC NM</u>    | <u>88011</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 4.  |  | <u>Isabel Dominguez</u>  | <u>4081 Monte Sombra LCNM</u> | <u>88012</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 5.  |  | <u>Rolando Acosta</u>    | <u>5860 Organ Peak Dr.</u>    | <u>88012</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 6.  |  | <u>Cesar A Gomez</u>     | <u>5215 Pueblo trl LCNM</u>   | <u>88012</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 7.  |  | <u>Elda Cordero</u>      | <u>820 mimbrs st. L.C. NM</u> | <u>88001</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 8.  |  | <u>Alberto Zavala</u>    | <u>4735 Arabela Dr. LCNM</u>  | <u>88012</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 9.  |  | <u>Leticia C. Fickes</u> | <u>4207 Winters St. LCNM.</u> | <u>88005</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |
| 10. |  | <u>Marcus Crawford</u>   | <u>2200 Mars Avenue</u>       | <u>88012</u> |
|     | Signature   | Printed Name             | Physical Address              | Zip Code     |

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

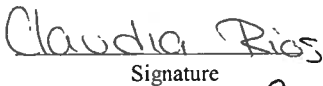

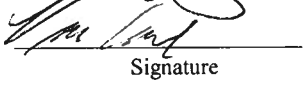


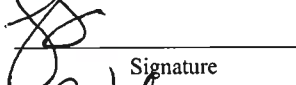

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.	 Signature	<u>Claudia Rios</u> Printed Name	<u>661 Vistaso loop</u> Physical Address	<u>88021</u> Zip Code
2.	 Signature	<u>Yianka Gonzalez</u> Printed Name	<u>3850 N. Fork</u> Physical Address	<u>88012</u> Zip Code
3.	 Signature	<u>Veronica Casbagis</u> Printed Name	<u>900 E Madrid</u> Physical Address	<u>88001</u> Zip Code
4.	<u>Luz C. Acosta</u> Signature	<u>Luz C. Acosta</u> Printed Name	<u>900 E Madrid</u> Physical Address	<u>88001</u> Zip Code
5.	<u>María Moreno</u> Signature	<u>María Moreno</u> Printed Name	<u>2008 Princess Jeanette</u> Physical Address	<u>88001</u> Zip Code
6.	<u>Nicole moren</u> Signature	<u>Nicole moren</u> Printed Name	<u>2008 Princess Jeanette</u> Physical Address	<u>88001</u> Zip Code
7.	 Signature	<u>Cristina Dominguez</u> Printed Name	<u>814 Luisa Anthony Dr</u> Physical Address	<u>79921</u> Zip Code
8.	 Signature	<u>Blanca Ontiveros</u> Printed Name	<u>3298 Highridge St</u> Physical Address	<u>88012</u> Zip Code
9.	 Signature	<u>Blanca Ontiveros</u> Printed Name	<u>930 E BOUTHER</u> Physical Address	<u>88001</u> Zip Code
10.	 Signature	<u>Jeron Campbell</u> Printed Name	<u>10000 Arid Way</u> Physical Address	<u>87114</u> Zip Code


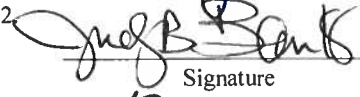
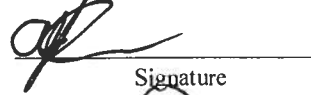



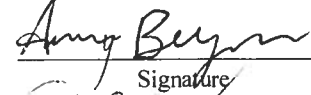



Petition to the New Mexico Public Education Commission  
In Support of  
Raíces del Saber Xinachtli Community School

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area. Parents and teachers alike greatly desire a learning environment in which children will become bilingual and biliterate (reading writing, and speaking) in both English and Spanish at high levels of proficiency. Of equal importance is a learning environment in which the 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots which will contribute to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores. Tanto padres de familia como maestros desean tener un ambiente de aprendizaje en el cual los niños tengan un ambiente de alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Ingles y Español con altos niveles de competencia. De igual importancia es este ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que provienen de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en su vida.

1.	 Signature	Jamie A. Ortega Printed Name	4373 N. Hwy 28, Lc. nm Physical Address	88005 Zip Code
2.	 Signature	Judy B. Banks Printed Name	3415 Bataan Mem. W. Physical Address	88012 Zip Code
3.	 Signature	Alfredo Camacho Printed Name	3516 Wintemaven Physical Address	88007 Zip Code
4.	 Signature	Irene Peña Printed Name	1902 Hawaii Ave Physical Address	88310 Zip Code
5.	 Signature	Veronica Villa Printed Name	2401 N. Yuma St SE Physical Address	88001 Zip Code
6.	 Signature	Destiny Lara Printed Name	6465 Jan Lane Physical Address	88012 Zip Code
7.	 Signature	Arely Bojarano Printed Name	900 E. Madrid Physical Address	88001 Zip Code
8.	 Signature	Delon Wiggfield Printed Name	1506 Alabama St. Physical Address	88004 Zip Code
9.	 Signature	Annette Segura Printed Name	1717 Calle Fielder Ct. Physical Address	88001 Zip Code
10.	 Signature	Johnathan Fretwell Printed Name	128 21st Ave Physical Address	88048 Zip Code


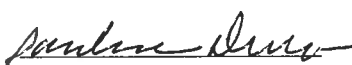
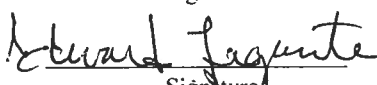

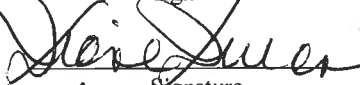
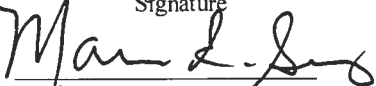
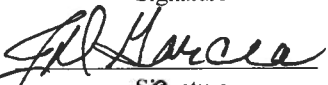



Petition to the New Mexico Public Education Commission  
In Support of  
Raíces del Saber Xinachtli Community School

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1.  RITA DURAN 1996 CHATEAU DR. L.C. NM 88005  
Signature Printed Name Physical Address Zip Code
2.  Pauline Duran 1996 Chateau Dr, LC, NM 88005  
Signature Printed Name Physical Address Zip Code
3.  Edward Legarete 1985 Chateau Dr, LC NM 88005  
Signature Printed Name Physical Address Zip Code
4.  William Lieto B Street Organ NM 88052  
Signature Printed Name Physical Address Zip Code
5.  Diane Duran 1996 Chateau Dr, LC NM 88005  
Signature Printed Name Physical Address Zip Code
6.  MARIA E. SAENZ 140 N Resorio, LAMES 88044  
Signature Printed Name Physical Address Zip Code
7.  Judith Garcia 271 Norway Anotillo TX 79835  
Signature Printed Name Physical Address Zip Code
8.  Anai Pulido 2330 Nevada Ave. Apt 912 88001  
Signature Printed Name Physical Address Zip Code
9.  Cynthia Ortiz Perez 3815 smain st #67 88047  
Signature Printed Name Physical Address Zip Code
10.  Claudia Jimenez 2013 Princess Jeanne Dr I.C. NM 88000  
Signature Printed Name Physical Address Zip Code



Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

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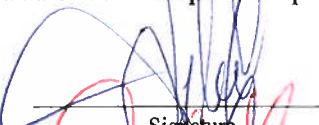
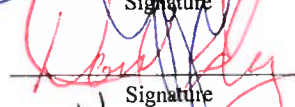



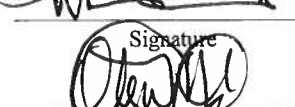
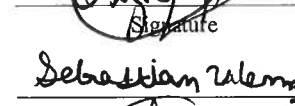
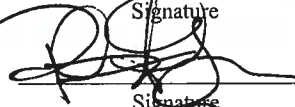
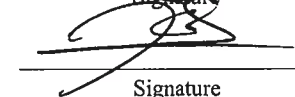

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1.		Lydia Madron	18200 Stern Pr.	Marquitos NM 88048
	Signature	Printed Name	Physical Address	Zip Code
2.		DAVID G BENBERG	1129 N. Campo, W	88001
	Signature	Printed Name	Physical Address	Zip Code
3.		RANG HARRIS		88005
	Signature	Printed Name	Physical Address	Zip Code
4.		RAY REICH	856 BLUE Pk	88008
	Signature	Printed Name	Physical Address	Zip Code
5.		OLIVIA JOHNSTON	3901 Sonoma Spring	88011
	Signature	Printed Name	Physical Address	Zip Code
6.		MICHAEL CASNEW	" " "	88011
	Signature	Printed Name	Physical Address	Zip Code
7.		OLGA MORALES	2000 DESERT WINDY	88012
	Signature	Printed Name	Physical Address	Zip Code
8.		Sebastian Valenzuela	12390 Desert Valley Road	88007
	Signature	Printed Name	Physical Address	Zip Code
9.		John Garcia	1325 BonBort Ave	88005
	Signature	Printed Name	Physical Address	Zip Code
10.		Maria Flores	714 City View Dr	88011
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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- |     |  |                                       |  |                   |
|-----|--|---------------------------------------|--|-------------------|
| 1.  | <br>Signature  | Ana Hernandez<br>Printed Name         | 2065 Sealsipuedes L.C.<br>Physical Address | 88012<br>Zip Code |
| 2.  | <br>Signature | Jose Pineda<br>Printed Name           | 310 N Alameda<br>Physical Address          | 88005<br>Zip Code |
| 3.  | <br>Signature | Yoanna Villagran<br>Printed Name      | 7555 Shoestring<br>Physical Address        | 88012<br>Zip Code |
| 4.  | <br>Signature | Juan C Moran<br>Printed Name          | 1955 Colorado<br>Physical Address          | 88001<br>Zip Code |
| 5.  | <br>Signature | Martha I. Hernandez<br>Printed Name   | 1527 Foster #27<br>Physical Address        | 88001<br>Zip Code |
| 6.  | <br>Signature | Martha I. Beuter<br>Printed Name      | 580 Foster Ap # 8<br>Physical Address      | 88001<br>Zip Code |
| 7.  | <br>Signature | Marcos Hernandez<br>Printed Name      | 1527 Foster Ap. 27<br>Physical Address     | 88001<br>Zip Code |
| 8.  | <br>Signature | Noe Alejandro Rivera<br>Printed Name  | "<br>Physical Address                      | "<br>Zip Code     |
| 9.  | <br>Signature | Alexis Alberto Rivera<br>Printed Name | "<br>Physical Address                      | "<br>Zip Code     |
| 10. | <br>Signature | Ivanna Izaguirre<br>Printed Name      | 9551 Carretas Rd<br>Physical Address       | 88005<br>Zip Code |

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1. Seferina Bojorques Seferina Bojorques 1030 E. Court 88001  
Signature Printed Name Physical Address Zip Code
2. Idalia G. Sanchez Idalia G. Sanchez 5812 La Reina #22 88012  
Signature Printed Name Physical Address Zip Code
3. BLADIMIR SANCHEZ BLADIMIR 3865 S. MAIN ST. UNIT 3 88047  
Signature Printed Name Physical Address Zip Code
4. Ana Gonzalez Ana Gonzalez 1203 4th Las Cruces NM 88005  
Signature Printed Name Physical Address Zip Code
5. Ismarely Munillo Ismarely Munillo 1041 Sixth St Las Cruces NM 88005  
Signature Printed Name Physical Address Zip Code
6. Salvadores Salvadores 8450 Grouse Run 88012  
Signature Printed Name Physical Address Zip Code
7. Anna Munillo Anna Munillo 1245 Grouse Run 88012  
Signature Printed Name Physical Address Zip Code
8. Daniel Torres Daniel Torres 1203 4th 88005  
Signature Printed Name Physical Address Zip Code
9. Manuela Villagran Manuela Villagran 1425 Hamiel dr Las Cruces NM 88001  
Signature Printed Name Physical Address Zip Code
10. Refugio Rodriguez Refugio Rodriguez 1425 Hamiel dr Las Cruces NM 88001  
Signature Printed Name Physical Address Zip Code



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- |     |                                      |   |  |                          |
|-----|--------------------------------------|---|--|--------------------------|
| 1.  | <u>Marta Martinez</u><br>Signature   | <u>Marta Martinez</u><br>Printed Name       | <u>1955 Colorado #24</u><br>Physical Address     | <u>88001</u><br>Zip Code |
| 2.  | <u>Bertha A Sanchez</u><br>Signature | <u>Bertha A Sanchez</u><br>Printed Name     | <u>8 Creosote Court</u><br>Physical Address      | <u>88012</u><br>Zip Code |
| 3.  | <u>Nancy Gomez</u><br>Signature      | <u>Nancy Gomez</u><br>Printed Name          | <u>6135 Ledesma dr</u><br>Physical Address       | <u>88032</u><br>Zip Code |
| 4.  | <u>MARIA TORREALBA</u><br>Signature  | <u>MARIA TORREALBA</u><br>Printed Name      | <u>6345 N.D. AWA Rd #226</u><br>Physical Address | <u>88001</u><br>Zip Code |
| 5.  | <u>Gabea Lees</u><br>Signature       | <u>Gabruck Gonzalez</u><br>Printed Name     | <u>830 Holtz</u><br>Physical Address             | <u>88005</u><br>Zip Code |
| 6.  | <u>Flor Banuelos</u><br>Signature    | <u>Flor Banuelos</u><br>Printed Name        | <u>5551 Patagonia Dr</u><br>Physical Address     | <u>88011</u><br>Zip Code |
| 7.  | <u>Jocelin Montoya</u><br>Signature  | <u>Jocelin Montoya</u><br>Printed Name      | <u>5551 Patagonia Dr</u><br>Physical Address     | <u>88011</u><br>Zip Code |
| 8.  | <u>Daisy Holquin</u><br>Signature    | <u>Daisy Holquin</u><br>Printed Name        | <u>1620 sacramento</u><br>Physical Address       | <u>8001</u><br>Zip Code  |
| 9.  | <u>J. M. Jr.</u><br>Signature        | <u>Javier Montegano Jr.</u><br>Printed Name | <u>6616 Hawk rd.</u><br>Physical Address         | <u>88012</u><br>Zip Code |
| 10. | <u>Emilio Ramirez</u><br>Signature   | <u>Emilio Ramirez</u><br>Printed Name       | <u>1196 W picacho</u><br>Physical Address        | <u>88005</u><br>Zip Code |



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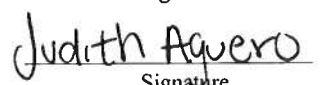
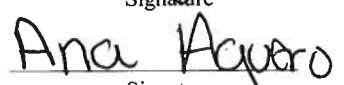
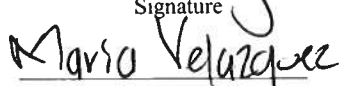
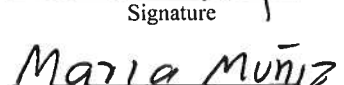
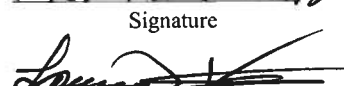
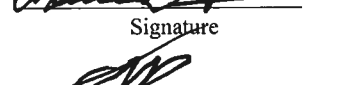

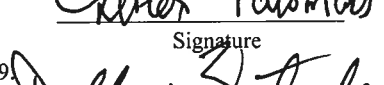
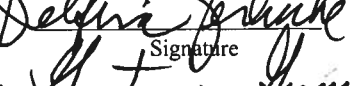
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

- |     |   |  |   |                          |
|-----|---|--|---|--------------------------|
| 1.  | <u></u><br>Signature | <u>Maibela Barajas</u><br>Printed Name   | <u>2801 W Picacho Av.</u><br>Physical Address     | <u>88007</u><br>Zip Code |
| 2.  | <u></u><br>Signature | <u>Judith Aguero</u><br>Printed Name     | <u>4801 S. Main</u><br>Physical Address           | <u>88047</u><br>Zip Code |
| 3.  | <u></u><br>Signature | <u>Ana Aguero</u><br>Printed Name        | <u>4801 S. Main</u><br>Physical Address           | <u>88047</u><br>Zip Code |
| 4.  | <u></u><br>Signature | <u>Maria Velazquez</u><br>Printed Name   | <u>4801 S. Main</u><br>Physical Address           | <u>88047</u><br>Zip Code |
| 5.  | <u></u><br>Signature | <u>Maria Muniz</u><br>Printed Name       | <u>4801 S. Main</u><br>Physical Address           | <u>88047</u><br>Zip Code |
| 6.  | <u></u><br>Signature | <u>Lourdes Velazquez</u><br>Printed Name | <u>1442 Branding Iron</u><br>Physical Address     | <u>88005</u><br>Zip Code |
| 7.  | <u></u><br>Signature | <u>Cesar Maldonado</u><br>Printed Name   | <u>1442 Branding Iron</u><br>Physical Address     | <u>88005</u><br>Zip Code |
| 8.  | <u></u><br>Signature | <u>Esther P</u><br>Printed Name          | <u>Mesilla Park N.M</u><br>Physical Address       | <u>88047</u><br>Zip Code |
| 9.  | <u></u><br>Signature | <u>DELFINA</u><br>Printed Name           | <u>245 AVENIDA DE MESILLA</u><br>Physical Address | <u>88005</u><br>Zip Code |
| 10. | <u></u><br>Signature | <u>Gustavo Gomez</u><br>Printed Name     | <u>100 E Idaho</u><br>Physical Address            | <u>88005</u><br>Zip Code |

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.


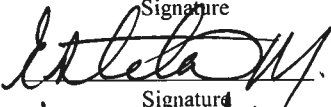
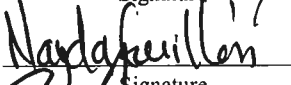
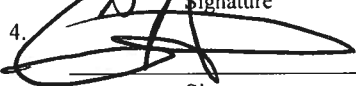

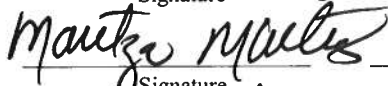


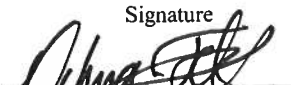

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

- |     |  |   |   |                          |
|-----|--|---|---|--------------------------|
| 1.  | <br>Signature  | <u>Claudia F.</u><br>Printed Name         | <u>1855 Rocca Secca</u><br>Physical Address   | <u>88012</u><br>Zip Code |
| 2.  | <br>Signature | <u>Esthela M.</u><br>Printed Name         | <u>#8588 Diamond Cir.</u><br>Physical Address | <u>88012</u><br>Zip Code |
| 3.  | <br>Signature | <u>Nardavillen</u><br>Printed Name        | <u>#8090 Piquet Cir.</u><br>Physical Address  | <u>88012</u><br>Zip Code |
| 4.  | <br>Signature | <u>Cindy Hernandez</u><br>Printed Name    | <u>#10550 HOLMAN RP.</u><br>Physical Address  | <u>88012</u><br>Zip Code |
| 5.  | <br>Signature | <u>Guadalupe Gallegos</u><br>Printed Name | <u>34 Ella Mae Vado</u><br>Physical Address   | <u>88072</u><br>Zip Code |
| 6.  | <br>Signature | <u>Maritza Martin</u><br>Printed Name     | <u>1352 N-Alameda</u><br>Physical Address     | <u>88001</u><br>Zip Code |
| 7.  | <br>Signature | <u>Maria D. Valdes</u><br>Printed Name    | <u>405 Alameda</u><br>Physical Address        | <u>88005</u><br>Zip Code |
| 8.  | <br>Signature | <u>Fabiola Gtz.</u><br>Printed Name       | <u>2230 Dona Ana Rd.</u><br>Physical Address  | <u>88007</u><br>Zip Code |
| 9.  | <br>Signature | <u>Alma Tellez</u><br>Printed Name        | <u>5535 maura Ln</u><br>Physical Address      | <u>88012</u><br>Zip Code |
| 10. | <br>Signature | <u>Nidia Medina</u><br>Printed Name       | <u>6320 payanid.</u><br>Physical Address      | <u>88012</u><br>Zip Code |

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

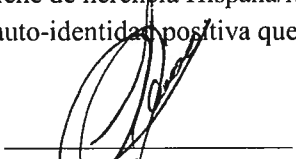
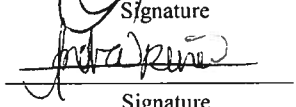
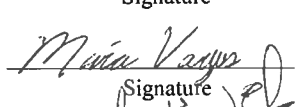
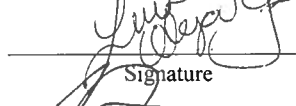
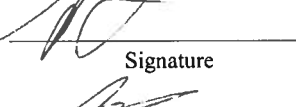
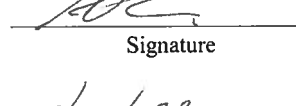
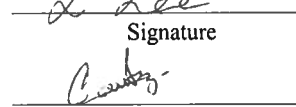
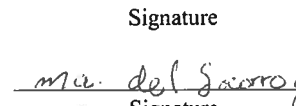
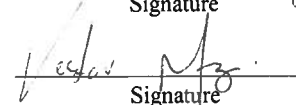

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

- |     |  |                                  |   |                   |
|-----|--|----------------------------------|---|-------------------|
| 1.  | <br>Signature  | Laura Mosen<br>Printed Name      | 5142 Greck TR<br>Physical Address           | 88012<br>Zip Code |
| 2.  | <br>Signature | Indra Peña<br>Printed Name       | 5525 Braw rd sp# 2<br>Physical Address      | 88012<br>Zip Code |
| 3.  | <br>Signature | Maria Vargas<br>Printed Name     | 5625 Brink Rd<br>Physical Address           | 88012<br>Zip Code |
| 4.  | <br>Signature | Luisa A. Soto<br>Printed Name    | 6345 Dona Ana Rd. Sp17<br>Physical Address  | 88007<br>Zip Code |
| 5.  | <br>Signature | Lestey Ortiz<br>Printed Name     | 1126 Riverside<br>Physical Address          | 88007<br>Zip Code |
| 6.  | <br>Signature | IVAN CAMDA<br>Printed Name       | 1126 RIVERSIDE<br>Physical Address          | 88007<br>Zip Code |
| 7.  | <br>Signature | Juan Lee<br>Printed Name         | 2405 W. Picacho Apt 93<br>Physical Address  | 88007<br>Zip Code |
| 8.  | <br>Signature | Cristian Ortiz<br>Printed Name   | 2405 W. Picacho Apt. 93<br>Physical Address | 88007<br>Zip Code |
| 9.  | <br>Signature | Socorro Gonzalez<br>Printed Name | 2405 W. Picacho Apt. 92<br>Physical Address | 88007<br>Zip Code |
| 10. | <br>Signature | Victor Martinez<br>Printed Name  | 2405 W. Picacho Apt. 92<br>Physical Address | 88007<br>Zip Code |

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.




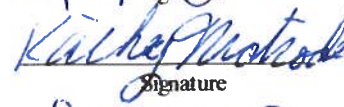
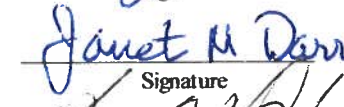
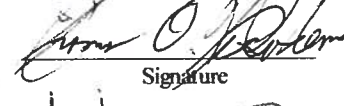


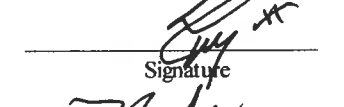

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.	 Signature	Pauline Hovey Printed Name	905 Conway Ave. #9 Las Cruces Physical Address	88005 Zip Code
2.	 Signature	Linda Whitford Printed Name	905 Conway Ave. #8 Las Cruces Physical Address	88005 Zip Code
3.	 Signature	WALTER WHITFORD Printed Name	905 Conway Ave. #3 Las Cruces Physical Address	88085 Zip Code
4.	 Signature	Kathy Nickodemus Printed Name	905 Conway Ave. #28 Las Cruces Physical Address	88005 Zip Code
5.	 Signature	Janet Marijorie Derran Printed Name	PO Box 493 Mesilla NM Physical Address	88046 Zip Code
6.	 Signature	Konas O. Nickodemus Printed Name	905 Conway Ave. #28 Las Cruces Physical Address	88005 Zip Code
7.	 Signature	JoAnn B. Burns Printed Name	905 Conway Ave. #60 Las Cruces Physical Address	88005 Zip Code
8.	 Signature	Laura Salazar Florez Printed Name	351 Luna Azul Dr. Chaparral, NM Physical Address	88081 Zip Code
9.	 Signature	Wis Huerta Printed Name	3005 Camino Real Las Cruces Physical Address	88001 Zip Code
10.	 Signature	Nicholas Matvidal Printed Name	5502 Fernwood Las Cruces Physical Address	 Zip Code

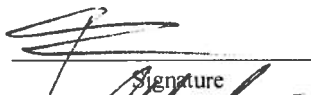


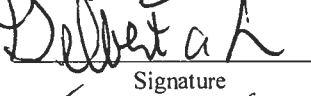


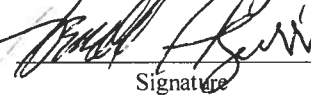

Petition to the New Mexico Public Education Commission  
In Support of  
Raíces del Saber Xinachtli Community School

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area. Parents and teachers alike greatly desire a learning environment in which children will become bilingual and biliterate (reading writing, and speaking) in both English and Spanish at high levels of proficiency. Of equal importance is a learning environment in which the 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots which will contribute to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores. Tanto padres de familia como maestros desean tener un ambiente de aprendizaje en el cual los niños tengan un ambiente de alfabetizacion bilingue (donde puedan hablar, leer, y escribir) en ambos idiomas Ingles y Español con altos niveles de competencia. De igual importancia es este ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que provienen de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raices culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en su vida.

1.	 Signature	<u>Manuel Esda</u> Printed Name	<u>505 Cowling Trail</u> Physical Address	<u>88007</u> Zip Code
2.	 Signature	<u>Mike TAPIA</u> Printed Name	<u>1525 Stewart</u> Physical Address	<u>88003</u> Zip Code
3.	 Signature	<u>Alema Jackson</u> Printed Name	<u>1174 Turkey Knob Dr.</u> Physical Address	<u>88012</u> Zip Code
4.	 Signature	<u>Gilbert ALCEDO</u> Printed Name	<u>4911 Arrieta Dr</u> Physical Address	<u>88012</u> Zip Code
5.	 Signature	<u>Virginia VARGAS</u> Printed Name	<u>700 E. Nevada</u> Physical Address	<u>88001</u> Zip Code
6.	 Signature	<u>ESTEBAN VARGAS</u> Printed Name	<u>700 E. Nevada Ave.</u> Physical Address	<u>88001</u> Zip Code
7.	 Signature	<u>ARNOLD AGUIRRE</u> Printed Name	<u>3801 TIGUA DR</u> Physical Address	<u>88001</u> Zip Code
8.	 Signature	<u>Anthony Rios</u> Printed Name	<u>3441 Emilia</u> Physical Address	<u>88001</u> Zip Code
9.	 Signature	<u>R.A</u> Printed Name	<u>51-2 Mc Crimmon</u> Physical Address	<u>88072</u> Zip Code
10.	 Signature	<u>Rudy ROMERO</u> Printed Name	<u>625 RENTERIA</u> Physical Address	<u>88047</u> Zip Code



**Petition in Support of  
Raíces del Saber Xinachtli Community School**

**TO: NEW MEXICO PUBLIC EDUCATION COMMISSION**

**ENGLISH:**

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

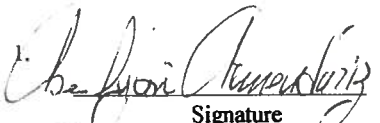
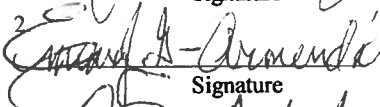



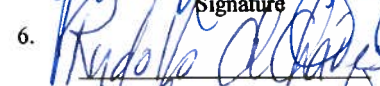


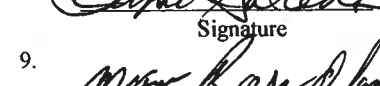
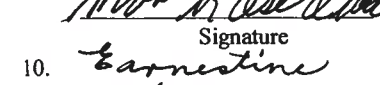
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

**SPANISH:**

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Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.		Abel Lujan Armutlan, Ph.D.	1902 Desert Greens Dr.	88011
	Signature	Printed Name	Physical Address	Zip Code
2.		Ernest G. Armutlan	1902 Desert Greens Dr.	88011
	Signature	Printed Name	Physical Address	Zip Code
3.		Dorothy Andrade	1405 Wolford Dr.	88001
	Signature	Printed Name	Physical Address	Zip Code
4.		Jose Andrade	1405 Wolford	88001
	Signature	Printed Name	Physical Address	Zip Code
5.		Graciela Armentario-Chavez	1506 Pebble Beach Rd.	88011
	Signature	Printed Name	Physical Address	Zip Code
6.		Rudolf Ch. Chavez	1506 Pebble Beach Rd.	88011
	Signature	Printed Name	Physical Address	Zip Code
7.		Luis Horta	3005 Camino Real	88001
	Signature	Printed Name	Physical Address	Zip Code
8.		Maria R. Salcedo	1859 Deer Circle	88021
	Signature	Printed Name	Physical Address	Zip Code
9.		Maria Rosa Olacio	44 Mc Cinnis Rd. W.	88001
	Signature	Printed Name	Physical Address	Zip Code
10.		Ernestine Simmons	2131 Pioneer Ave. LCNM	88011
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

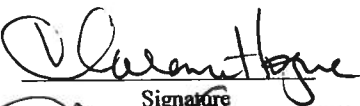
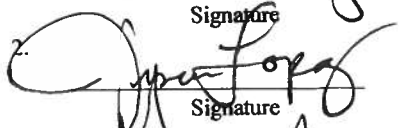

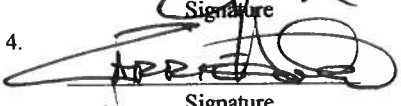

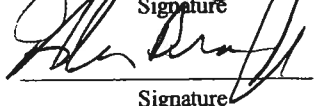
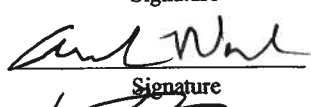
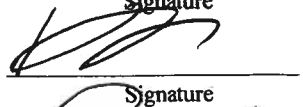
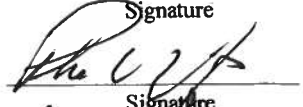
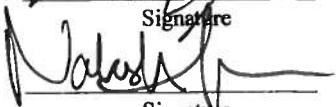
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

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Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.		Clarence Hogue	1500 Indian School Rd NE, Albuquerque, NM	87104
	Signature	Printed Name	Physical Address	Zip Code
2.		Jessica Lopez	1000 Indian School Rd NE, Albuquerque, NM	87104
	Signature	Printed Name	Physical Address	Zip Code
3.		Troy Hurt	" "	" "
	Signature	Printed Name	Physical Address	Zip Code
4.		CARIE Hambley	440 Linda Vista, NE, NM	88005
	Signature	Printed Name	Physical Address	Zip Code
5.		Yvonne Douglas Flores	1173 Cave Springs Trail, Albuquerque, NM	88001
	Signature	Printed Name	Physical Address	Zip Code
6.		Alan Braver	615 Main St NW, Albuquerque, NM	87104
	Signature	Printed Name	Physical Address	Zip Code
7.		Amanda Walden	1129 N. Campo St., Albuquerque, NM	88001
	Signature	Printed Name	Physical Address	Zip Code
8.		KARA BORRON	641 Las Paredes, Albuquerque, NM	87048
	Signature	Printed Name	Physical Address	Zip Code
9.		Peter A Vargas	3801 Tigra Dr., Albuquerque, NM	88001
	Signature	Printed Name	Physical Address	Zip Code
10.		Natasha Cuevas	1214 Apache Ave NE, Albuquerque, NM	87112
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of  
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

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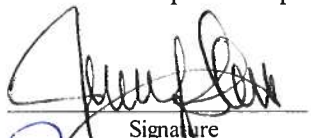


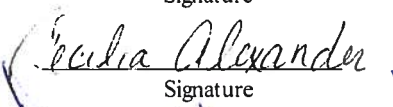

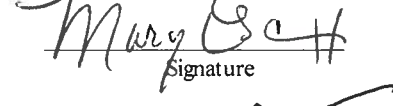

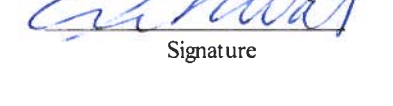
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- |     |  |                                   |  |                   |
|-----|--|-----------------------------------|--|-------------------|
| 1.  | <br>Signature  | Jennifer Stewart<br>Printed Name  | 1805 Camelot Dr<br>Physical Address      | 88005<br>Zip Code |
| 2.  | <br>Signature | Rosalinda Ramirez<br>Printed Name | 244 W. Madrid<br>Physical Address        | 88005<br>Zip Code |
| 3.  | <br>Signature | Mark Hohnstreiter<br>Printed Name | 3232 Eagle Ridge Dr.<br>Physical Address | 88012<br>Zip Code |
| 4.  | <br>Signature | Cecilia Alexander<br>Printed Name | 3921 Aguade Vida<br>Physical Address     | 88012<br>Zip Code |
| 5.  | <br>Signature | Dawn Hammer<br>Printed Name       | 5113 Kensington way<br>Physical Address  | 88012<br>Zip Code |
| 6.  | <br>Signature | Mary Escamilla<br>Printed Name    | 5384 Rexview Rd.<br>Physical Address     | 88012<br>Zip Code |
| 7.  | <br>Signature | Michael Tanco<br>Printed Name     | 1990 East Loman Ave<br>Physical Address  | 88001<br>Zip Code |
| 8.  | <br>Signature | Arlene Ruelas<br>Printed Name     | 217 Capri Rd.<br>Physical Address        | 88005<br>Zip Code |
| 9.  | <br>Signature  | <br>Printed Name                  | <br>Physical Address                     | <br>Zip Code      |
| 10. | <br>Signature  | <br>Printed Name                  | <br>Physical Address                     | <br>Zip Code      |



Petition in Support of  
Raíces del Saber Xinachtli Community School

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1.	<u>Maria Sanchez</u> Signature	<u>Maria Sanchez</u> Printed Name	<u>2320 Lester</u> Physical Address	<u>88001</u> Zip Code
2.	<u>Abraham Colon Ortega</u> Signature	<u>Abraham Colon Ortega</u> Printed Name	<u>2320 Lester</u> Physical Address	<u>88001</u> Zip Code
3.	<u>Blanca Enriquez</u> Signature	<u>Blanca Enriquez</u> Printed Name	<u>7 Creosote</u> Physical Address	<u>88012</u> Zip Code
4.	<u>Marco Butchard</u> Signature	<u>Marco Butchard</u> Printed Name	<u>7 Creosote</u> Physical Address	<u>88012</u> Zip Code
5.	<u>Fernando Sanchez</u> Signature	<u>Fernando Sanchez</u> Printed Name	<u>8 Creosote CT</u> Physical Address	<u>88012</u> Zip Code
6.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
7.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
8.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
9.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
10.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code

## Woerner, Karen, PED

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**From:** Schools, Charter, PED  
**Sent:** Wednesday, July 25, 2018 3:52 PM  
**To:** Woerner, Karen, PED  
**Subject:** Fw: Community Input Hearing

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**From:** Ek Simmons <eks4939@gmail.com>  
**Sent:** Wednesday, July 25, 2018 3:36 PM  
**To:** Schools, Charter, PED  
**Subject:** Community Input Hearing

I have **several concerns** about the proposal for the Raices del Saber Xinachtli Community School:

1. Will the school be a non-profit or for-profit? Will it be a public or private school?
2. Will there be a tuition, or will admission be free?
3. Who will own the physical plant the school is housed in?
4. Who will govern the school and who will it be accountable to?
5. How will potential attendees be recruited and chosen to enroll?
6. What role will the parents play?
7. How will the community (not staff or Raices personnel) be involved with the school?

Respectfully submitted,

**Earnestine Simmons**  
[eks4939@gmail.com](mailto:eks4939@gmail.com)

15 speakers

min 20 sec



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

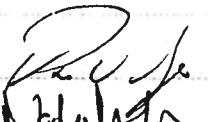


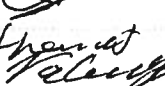
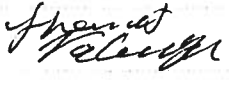
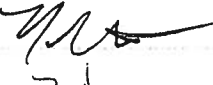





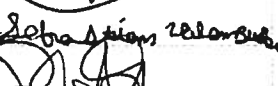
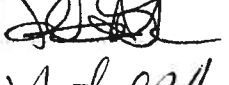
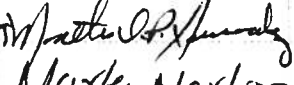
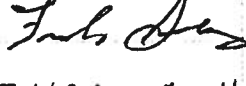

CHRISTOPHER RUSZKOWSKI  
SECRETARY OF EDUCATION



SUSANA MARTINEZ  
GOVERNOR

VISITORS ATTENDING PUBLIC EDUCATION COMMISSION – COMMUNITY INPUT HEARING

for Raices del Saber Xinachtli Community School  
FRIDAY JULY 20, 2018 from 1:00 P.M. – 4:30 P.M.

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	YES
Peter Doe		Self	In support	
Reyna Salcedo	<i>Reyna Salcedo</i>	Xinachtli Project	In Support	Yes
Rosa Olacio	<i>Rosa Olacio</i>	Xinachtli	In Support	Yes
JUAN BENAVIDES JR	<i>Juan Benavides Jr</i>	PRO TRIKE	In Support	YES
Emma d. G. Armenta	<i>Emma d. G. Armenta</i>	self	in support	yes
Clarence Hogue	<i>Clarence Hogue</i>	NISN	in Support	NO
Jessica Lopez	<i>Jessica Lopez</i>	NISN	In Support	No
Troy Hunt	<i>Troy Hunt</i>	NISN	In Support	No
CARRIE Hamble	<i>CARRIE Hamble</i>	Waco Cross Green Church	In Support	YES
Joanna Ferrary	<i>Joanna Ferrary</i>	State Legislator	In Support	Yes
Yvonne H. Flores	<i>Yvonne H. Flores</i>	City of Las Cruces	In Support	yes
Kerry Bobus	<i>Kerry Bobus</i>	NISN	In HUGE support	N
Alan Brauer	<i>Alan Brauer</i>	NISN	In support	Yes
Amanda Walden	<i>Amanda Walden</i>	Raices	In support	No
Anai Pulido	<i>Anai Pulido</i>	Raices	In support	NO

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
Peter Vargas		Piro/Monso/Tiwa	Approval	<del>Yes</del> NO
Natasha Curfear		Raices	In support of	NO
Wis Huerta		Raices/NMSU	In support	Yes
Laura Flores		Raices	In support	
Thomas Valenzuela		Piro Monso Tiwa	In Support	Yes
Nicholas Matwidal		NMSU	In Support	
RANDY HARRIS		Community	" "	NO
RAY REICH		RAICES	" "	YES
Olivia Johnston		Self	" "	
MICHAEL CASEMUS			" "	
Olga Morales		Self	In support	yes
Sebastian Valenzuela		Piro Monso Tiwa	In Support	NO
Peter Garcia		Self	Support	yes -
Martha Hernandez		Self	support	no
Marta Martinez	Marta Martinez	Self	Support	no
Bertha A Sanchez	Bertha A Sanchez	Self	SUPPORT	no
Fernando Sanchez		self	support	no
Azucena Sanchez	Azucena Sanchez	Self	SUPPORT	no
Maria Flores		Self	support	yes

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
Matt Pahl		NM Charter Coalition	-	No
Diane Daren Jones			approval	Yes



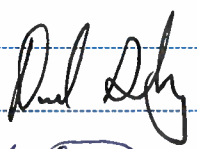



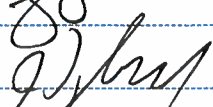

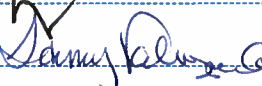
STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
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John Doe		Pluto Public Schools	In Support	
Peter Doe		Self	In support	
Ricardo Delgado	<i>[Signature]</i>	self	support	
Alma Delgado	<i>[Signature]</i>		"	
Karla Martinez	<i>[Signature]</i>	self	In Support	
Lesley Ortiz	<i>[Signature]</i>	self	In support	
Maria E. Saez	<i>[Signature]</i>	self	In support	
Judy Garcia	<i>[Signature]</i>	self	In support	
Cynthia Ortiz	<i>[Signature]</i>	self	In support	
Laura Bryant	<i>[Signature]</i>	self	undecided	
Claudia Jimenez	<i>[Signature]</i>	Self	In Support	
Thomas Holguin	<i>[Signature]</i>	Self	In Support	
Maria Moreno	<i>[Signature]</i>	Self	In support	
Nicole Moreno	<i>[Signature]</i>	Self	In support	
JoAnn B. Burns	<i>[Signature]</i>	Self	In support	
Kathy Nickodemus	<i>[Signature]</i>	Self	In support	

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
DAVID GEREMEREC		Self	In support of	
Cristina Dominguez		La Semilla Food Ctr.	In support of	
Adriana Ortizeros		NMDT	In support of	
Johana Suarez		NMDT	In support of.	
Jeran Campbell		Self	Support	
Gisa Sanchez				
Tammy blencoe		PMT	Support	