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CHRISTOPHER RUSZKOWSKI
SECRETARY-DESIGNATE OF EDUCATION

August 6, 2018

Dear Public Education Commissioners:

Enclosed is the 2018 Charter School Application Final Analysis and Recommendation for Solare Collegiate Charter School applying for a state charter in Albuquerque, NM to serve grades 5 - 8 and represented by founders, Rachael Sowards, Veronica Gonzales-Zamora, Peter Lorenz, and Camille Vasquez. 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 in the team analyses and interviews in this evaluation to fully support the recommendation.

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", with a checkmark at the end.

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; 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
Application Overall Score	291*	287*
• Education Plan/Academic Framework	84	84
• Organizational Plan and Governance/Organizational Framework	139*	135
• Business Plan/ Financial Framework	44	44
• Evidence of Support	24	24
Capacity Interview Overall Score	80	80
Overall Score – Application and Capacity Interview	371*	367

*Points earned for the “Organizational Plan” is higher than total points possible because the Food Services points were awarded as “Preference Points”. Preference points are awarded because the applicant school plans to participate in the NSLP.

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 19, 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
EDUCATION PLAN/ACADEMIC FRAMEWORK	84	84
Evidence/Statements Supporting Score in this Section: The application review team found this section to be complete and adequate. The applicant scored "Meets the Criteria" in all areas (except Graduation Requirements which are not applicable) in this section. Specifically, in relation to the first prompt "I.A. Mission" the review team evaluated the response as "Meets Criteria." The review team's evaluation concluded, "the applicant's mission statement and detailed narrative provides a clear overview of how the school intends to implement best practices to achieve high rigorous expectations for its proposed target population." The review team's evaluation does not specifically address the evaluation criteria: "Identify the proposed outcomes and how they will be achieved is innovative and unique." However, the applicant's response does specifically address the applicant's "Unique Approach and Innovations." Specifically, the applicant notes "Based on the academic performance of elementary and middle schools in our target zip code of 87121, a college preparatory mission in and of itself is an innovation", and expands by describing seven (7) innovative elements of its school design which are "informed by best practices and proven results of high-poverty, high-achieving charter schools in New Mexico and nationally." The seven innovative/unique elements are 1) an extended school day and year; 2) a literary focus across content areas; 3) a focus on oral literacy and developing student voice; 4) double blocks and English and math; 5) a heritage Spanish Program and New Mexico Culture Curriculum; 6) a trimester system with a thematic focus on identity during the trimesters; and 6) content specialist teachers beginning in 5 th grade. <u>Overall, this section of the application is adequate as 100% of the responses were rated "Meets the Criteria" and 100% of the possible points were earned for Education Plan/Academic Framework.</u>		

Application Section	Points Received	Applicant School's Possible Points
ORGANIZATIONAL PLAN AND GOVERNANCE / ORGANIZATIONAL FRAMEWORK	139	135
<p>Evidence/Statements Supporting Score in this Section:</p> <p>The application review team found this section to be complete and adequate. The applicant scored “Meets the Criteria” in all but one (1) area in this section. The Staffing Plan section was scored “Approaches the Criteria” for the reasons described below. The applicant also earned “Preference Points” for planning to participate in the National School Lunch Program (NSLP).</p> <p>According to the evaluators, with respect to the application:</p> <p>II.D.(3) Staffing Plan</p> <p>“However, the applicant’s response provides a minimal description of a plan of how the school will adjust the staffing needs to respond to budget shortfalls.”</p> <p>During the Capacity Interview, the three (3) standard questions on finance (questions 12-14) and one (1) school-specific question about potential budget shortfalls (question 18) were scored “Meets the Criteria”.</p> <p>According to the evaluators, “The applicant team described a thorough and detailed recruitment plan that includes what steps the proposed school will take if the target enrollment numbers are not met. First, the team will set monthly goals to review its progress. Second, the team has and will continue to develop multiple budgets to adjust and understand the various scenarios they may encounter as it reviews the enrollment numbers. Lastly the team intends to scrutinize student expenses and would first cut back on furniture and instructional materials before adjusting its staffing. It is clear through the team’s response that all founding members are invested and thoroughly understand the plan in place and actions to address” this concern. Also, “The applicant team, first and foremost, indicated student facing positions take priority....”</p> <p><u>The review team determined that the responses by the school adequately addressed the concern in the written application. The school received the full points (4) on each of these questions. In addition, the applicant received <i>more</i> than 100% of the points available for this section because the applicant received bonus points for school lunch and transportation responses. This section of the application is adequate.</u></p>		

Application Section	Points Received	Applicant School's Possible Points
BUSINESS PLAN/ FINANCIAL FRAMEWORK	44	44
Evidence/Statements Supporting Score in this Section: The applicant review team found this section to be complete and adequate. The applicant scored "Meets the Criteria" in all areas in this section. <u>Overall, this section of the application is adequate as 100% of the responses were rated "Meets the Criteria" and 100% of the possible points were earned for Business Plan/Financial Framework.</u>		

Application Section	Points Received	Applicant School's Possible Points
EVIDENCE OF SUPPORT	24	24
Evidence/Statements Supporting Score in this Section: The applicant review team found this section to be complete and adequate. The applicant scored "Meets the Criteria" in all areas in this section. <u>Overall, this section of the application is adequate as 100% of the responses were rated "Meets the Criteria" and 100% of the possible points were earned for Evidence of Support in the application.</u>		

Section	Points Received	Applicant School's Possible Points
CAPACITY INTERVIEW	80	80
Evidence/Statements Supporting Score in this Section: The evaluators asked fifteen standard questions (Questions 1-15) and five school specific questions (Questions 16-20). All responses by the applicant team were scored as "Meets Criteria". This section to be complete and adequate. <u>Overall, this section of the application is adequate as 100% of the responses were rated "Meets the Criteria" and 100% of the possible points were earned for the Capacity Interview.</u>		

COMMUNITY INPUT HEARING

During the July 19th community input hearing in Albuquerque, attendees expressed both support and opposition of the school. No representatives of the school district attended the hearing. Eighteen attendees spoke with 11 in favor and 7 in opposition.

- Raymond Nance, 2012 Charter School Teacher of the Year, spoke in support of Rachael Sowards as a dedicated educator, problem-solver, and her ability to bring a top team together to prepare “a unique solution for students whose needs are not being met in the traditional educational system.”
- Samuel Naranjo, former student of Rachael Sowards, described the help and support he received from Mrs. Sowards and credited her for his accomplishments. He further stated that “I am honored to say Mrs. Sowards has all of these [communication skills, relationship orientation, dedication, support, and organization].” *See Letters of Support below.*
- P. Kim Herrera read a letter of support that was also submitted. *See Letters of Support below.*
- Trey Hammond, Pastor at La Mesa Presbyterian Church and co-chair of Albuquerque Interfaith, expressed his opposition and concerns that “out-of-state for-profit educational companies have been creating platforms to access New Mexico public education dollars”. [Note: Solare is not sponsored by a for-profit organization.] He also stated that charter schools “shouldn’t be recruiting people from the outside, but they should emerge from the residents of the community itself.” [Note: The lead founder for Solare, Rachael Sowards, lives in the South Valley.] And finally, he was concerned that some charter applications may state that there’s more local support than there might be, referencing a school that was approved last year, not this school.
- Julie Radoslovich, Principal and Director of South Valley Academy, represented La Red, an organization of nearly 15 nonprofits and schools serving the South Valley and shared a letter of opposition that was submitted. *See Letters of Support below.*
- Robert Baade, Director of the Robert F. Kennedy Charter School, indicated that Ms. Sowards met with him. He said that “there is a level of community involvement her; it’s clear. But it’s not at a grassroots level.”
- Isaac DeLuna, Political Director for the New Mexico Dream Team, who is opposed and said that as a parent of a 5 year old, he “just can’t wrap my mind around how it is that we keep spending this money into new institutions.”
- Kip Bobroff, Leader with Albuquerque Interfaith and brother of Kara Barbroff – who leads NISN and is affiliated with another charter school applicant, asked those opposed to stand. She said that the name of the “outfit that is sponsoring this school, Building Excellent Schools, had not been mentioned” and urged an inquiry into the funding, the ties to New Mexico and why NM should be turning over our schools “to outside operators”.
- Diane Garcia, heir of the Atrisco Land Grant, born and raised in the South Valley, supports the school and wants people to have a choice.
- Jade Rivera, Founder and Director of Albuquerque Collegiate Charter School, gave strong support of Solare, Ms. Sowards, and the founding team. She responded to comments made previously by the audience by explaining that charter schools are public schools, that the school does NOT have an affiliation with a for-profit entity, and that members of the team are from the community and have been incredibly thoughtful in their application. “With that, it is the highest scoring application that we have ever seen through the PEC authorization process, which I

believe is incredibly rigorous, having gone through this process one year ago.”

- Sharon Tenorio, Chief of Marketing and Outreach for Big Brothers Big Sisters, who stated that her organization is in support because they believe the administration and leadership has the “potential of all the children in the South Valley in mind, and that they are going to work really hard with organizations like our and other nonprofit organizations”.
- Ellen Bernstein, President of the Albuquerque Teachers Federation, stated that “Charter Schools were intended to be a path to innovation, not a bridge to privatization.” She further stated that “This is one of these charter schools. Funded by money that Betsy DeVos sent to the state.....and now the Koch Brothers Latino outreach effort, the LIBRE initiative, along with corporate school moguls, Building Excellent Schools, which is funded by the Waltons.”
- Patricia Baros, lifelong resident of the South Valley, supports the school because communities need more opportunities and more resources.
- Dwayne Norris, Teacher at Bandalier Elementary School and one of the Vice-Presidents of the Albuquerque Teachers Federation, was in opposition. He said that “We know that there is money coming down from the feds, from Betsy DeVos and the Department of Education to start this charter. But it will be the taxpayers who end up paying for this charter.” He further stated that “it takes 15 percent more money to educate a child at a charter school than it does at a public school.” [He did not offer any resources or evidence of where he obtained this information.]
- Peter Sanchez, CEO of the Atrisco Companies, successor organization of the Atrisco Land Grant, stated that he has been working with Rachael Sowards for over a year, that she has a grassroots movement, has representatives from South Valley where “our heirs [30,000 most of which live in the community] have been there for over 400 years. He further stated that “We need a school like this of this caliber, of this ability.”
- Krishna Kandath stated that good intentions do not run charter schools. You need people, ideas and resources. This school has that advantage....they have a board, a group of people with high levels of integrity, they come out of a variety of specializations, backgrounds...” She further stated that “often fiscal mismanagement is what leads to downfall of these schools” yet “this school is so well-positioned” for success.
- Michael Loftin, Executive Director of Homewise, a non-profit organization that helps people buy their first home. Of the 674 families that they helped, 237 were in the South Valley and the west side. The team reached out to him and he “was very impressed. We think this would be a major addition to helping improve the South Valley and West Mesa”.

Of the 100 individual people that signed in, 12 were either undecided or did not indicate support or opposition. Of the remaining 88 people who signed in, 66% (58 individuals) were in support of the school.

Those in support included 41 people representing themselves and/or their families, two (2) from InAccord (the school’s legal counsel), two (2) from NMEducation.org, and two (2) from Teach for America. Of the individuals who signed in as supporters of the school there was also one representative from each of the following: District Attorney’s Office, Abrazo Technologies, ACCESS NM, AMF, Big Brothers Big Sisters, Delta Dental, Excellent Schools NM, Homewise, NACA-Inspired School Network, Pivot Evaluation, the South Valley Business Community and YMCA. One school leader from another charter school in Albuquerque supporting approval of the application pointed out that Solare Collegiate Charter School’s application received the highest score of any state charter school in history.

Of the 33% (30 people) who were opposed to the school, more than three quarters (24 individuals or 80%) were representative of the same four organizations: Albuquerque Interfaith (5), American Federation of Teachers (5), NACA Inspired Schools Network (NISN) (4), and NM Dream Team (10). In addition, five were representing themselves and/or their families, one was from Civic Policy Center, and one from La Red. It is notable that one member of the Albuquerque Interfaith organization is the NACA Inspired Schools Network, the supporting organization of the other new charter school applicant.

The Public Education Commission asked questions regarding:

a) **Uniqueness of the mission and education plan**

According to the applicant review team, “the applicant’s mission statement and detailed narrative provides a clear overview of how the school intends to implement best practices to achieve high rigorous expectations for its proposed target population.” The applicant team clearly stated in the application that “Based on the academic performance of elementary and middles schools in our target zip code of 87121, a college preparatory mission in and of itself is an innovation.” However, the applicant team further explained that there are several innovative elements that the school will implement including:

- (1) extended school day and year,
- (2) literacy focus across the content areas,
- (3) oral literacy,
- (4) double blocks of English and Mathematics,
- (5) Heritage Spanish program and New Mexico Culture Curriculum
(The commission did observe that the school recognizes acquisition of a second language as an important cultural component, not just an academic pursuit.)
- (6) Voice Strengthens Identity, and
- (7) content specialization beginning in Grade 5.

These elements are not currently being offered at schools in the 87121 zip code.

In addition to rigorous, high academic expectations, the school has identified core values of Perseverance, Professionalism, Integrity, Community and Kindness which will be explicitly taught and highlighted. Also, by design, the teachers will spend no more than 20 percent of the time per day doing direct instruction to increase student participation and engagement.

b) **Grassroots**

The applicant team responded that the lead founder lives in the community. In addition, she has sought input from, and partnered with, many organizations, businesses and individuals from the area.

c) **Ability for students to express themselves**

The school plan includes a focus on New Mexican Culture, through a curriculum created collaboratively by Solare Collegiate and the National Hispanic Cultural Center. The weekly curriculum will focus on arts, culture, food, and traditions of New Mexico, with a purposeful emphasis on the South Valley and Westside communities.

The narrative stated that “Based on conversations with families and stakeholders in our community, we have determined that Physical Education, Heritage Spanish, and New Mexico Culture to be the enrichment courses that best support our mission.” Students will have 50 minutes of Physical Education every other day, Monday through Thursday, and 50 minutes of

Heritage Spanish on opposite days. Each Friday, students will have an 80-minute New Mexico Culture enrichment class. "Using resources available from our community partners....., we will develop a four-year sequence with a focus on cultural traditions, food, holidays, and art specific to New Mexico. This is described in the application on pages 9 and 23. The applicant team stated that they intend to offer dance, music, sculpture, all art forms within the context of NM culture. Another opportunity for students to have a voice is made available each Friday at weekly "community meetings" focused on the core values.

d) Native American population

The applicant team responded that Community outreach is ongoing. The demographic research showed that the population is primarily Hispanic. However, the team has been working on potential relationships with Isleta pueblo. For example, the Three Blind Mice t-shirt vendor is a partner and the team has plans to do more networking with him. The founder indicated that she had worked in Cochiti over the past several years and has experience working with families there. Her approach has been to avoid being heavy-handed in outreach; not presenting, but rather listening and learning. The team intends to continue these efforts. She reiterated that the team sees community outreach as ongoing and asked any organizations with concerns to please reach out.

e) Relationship with the Community

The applicant team has established partnerships with several groups in the community, including ACCESS NM, Albuquerque Hispano Chamber of Commerce, Homewise, Instituto Cervantes of the National Hispanic Cultural Center, Presbyterian Healthcare Services, and local small businesses. The team responded to questions about community relations by describing many strategies that they would continue to use to reach out to the community. They indicated that they were unaware of the opposition and offered their contact information to the audience, inviting them to meet and discuss the concerns. The team clearly welcomed the input and want to try to build connections. They expressed a commitment to strengthen relationships and acknowledged that they are ready to listen and learn from those opposed to the school.

f) Funding Sources

One member of the team responded to the funding concerns raised as follows: "I was actually quite concerned about the issue that was raised by the president of the teachers' federation about the funding from the Waltons. And so I did go look because I wanted to be sure, and also because I had read one of the letters that was coordinated by the Center for Civic Policy that quoted the National Alliance for Public Charter Schools. Turns out the National Alliance for Public Charter Schools, in the last year received \$2,928,707 from the Walton Foundation. I also noted, since I know you have another hearing coming up, that the NACA Inspired Schools Network received \$283,650 from the Walton Foundation. And so I do think it's of some concern about out-of-state corporate dollars trying to hijack education in New Mexico. In our case, however, we've chosen to tie ourselves to the Atrisco Land Grant heirs, the Instituto Cervantes, and the National Hispanic Cultural Center."

Letters of Support or in Opposition

Many letters were received by the deadline of three business days after the applicant's PEC hearing (by 5:00 pm on July 24, 2018). **Of the 36 letters received, 30 (83%) expressed support of Solare Collegiate Charter School.**

Letters of support (30) were received. Several organizations expressed support, including the Albuquerque Hispano Chamber of Commerce, Homewise, Instituto Cervantes of the National Hispanic Cultural Center, and Presbyterian Healthcare Services. In addition, at least four former students of one of the founders, many educators, and several parents provided letters/emails of support.

- Mauricia Alarcon Moreno, representing the National Hispanic Cultural Center, wrote a letter supporting the school and citing her organization's commitment to work with the school to "provid[e] high quality Spanish language instruction." She specifically notes that the lead applicant "sought us out to get advice about quality Spanish language instruction."
- Beth Henderson, Danna Allerton, Meena Subramaniam, and Janie Trevino, representing Presbyterian Healthcare Services, all wrote in support. They stated, without citing specific evidence that "there is a need for charter schools like Solare Collegiate." The letters each state that Solare will provide "rigorous academics, individualized support, and character development" which will "help students in middle school to excel in high schools and colleges." The letters all also state that the applicant team "has firm community roots" without providing specific evidence. Finally the letters cite the proposed "Spanish and New Mexico cultural education."
- Mike Loftin, CEO of Homewise, wrote in support of the school. Homewise is a NM-based non-profit that supports low income families in becoming homeowners. Homewise cites its work in the South Valley, and notes that it "understand[s] the desired and needs of these families well when it comes to education." The letter notes "we too often see families ecstatic to purchase a home in the communities we serve, but disappointed in the public school options for their children." The letter states that they support Solare Collegiate because of its design – "small...focuses on high school and college prep, with a balance of high quality academics and individualized support to make the information accessible." The letter also states that they "foresee strong parent demand for an option like this."
- Kim Herrera, whose family owns Bob's Burgers and who sits on the Atrisco Company Advisory Board of Directors, wrote in support of the applicant. She notes that the school "is desperately needed in the South Valley" because it is an "option that marries high school prep and early college preparatory education with affordability and accessibility." In her letter, she describes Malakai, a rising 2nd grader whose academic needs will not be met in the public schools in the South Valley. The letter praises the Solare approach that is "doubling down on critical core values: Literacy. Data. And Leadership Skills."
- Ernie C'de Baca, President and CEO of the Albuquerque Hispano Chamber of Commerce, wrote in support stating "I recognize the critical need for a high school and college preparatory school option in southwest Albuquerque, particularly at the middle school level." The letter states "[t]he Solare Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community." The letter also commits to a partnership with the school. Finally, the letter cites the school's "Spanish language and New Mexico Cultural

programming.”

- Jean and Richard Woodward, parents of one of the founding applicant’s former students, wrote in support. They praised the leader’s approach and commitment and call her “a dedicated educator and professional that believes in all students.”
- Kenny Snyder, a former student of the founding applicant, wrote in support. He praises the applicant and says “any charter school she has such a huge hand in will not only benefit the community but the students who attend it.”
- Christine Sargent, a parent of students in a new charter school, wrote in support. The letter says “[w]e love the idea of there being a truly high quality Middle School option” and cites that the area currently has only D and F schools.
- Pepper Poole, an account executive at KWBQ-TV/KAST-TV, wrote in support of the school. Without citing reasons she states “this school will be the future of NM and will forge a new direction in learning.”
- Pramod Panikkath, who does not identify his role, wrote in support. The letter says, without citing evidence, “there is a need for charter schools like Solare Collegiate.”
- Danielle Plomaritas, a parent, wrote in support. The letter notes that the writer teaches for charter schools and is a “huge advocate for them.” Without citing evidence the letter states “[t]he location where Solare is hoping to be is an area that needs a rigorous and caring charter school aimed at such a critical time developmentally in students.”
- Samuel Naranjo, a former student of the founding applicant, wrote in support. He praises the applicant and says she has “five necessary features that a school leader should have.” The letter says the school leader “will run a great school.”
- Vasudevan Nampoothiri, who does not identify his role, wrote in support. The letter says, without citing evidence, “there is a need for charter schools like Solare Collegiate.”
- Vania Meetze, a former colleague of the founding applicant, wrote in support. The letter praises the lead applicant and says “I believe that her school will be a vital addition to your community.”
- Antoinina Martinez, a parent, wrote in support. She says “I wish they will be able to experience an amazing opportunity to attend this school that will prepare them for their future.”
- Paul Lockhart, a former charter school applicant, wrote in support. The letter praises the lead applicant and cites her collaborative and supportive nature.
- Ashley Leatherman, a “lifelong member of the South Valley”, an educator, and a former UNM student of the lead applicant, wrote in support. The letter states “this school is exactly what the community needs” and cites “smaller classes and a better opportunity for student centered education.” The letter highlights elements of the proposed educational program and specifically cites the traditional public school’s lack of college preparatory focus, which did not set her or her classmates up for success. The letter praises the lead applicant’s “honest and frank conversations” and “ability to connect with students and offer the children of my community more opportunities than we have been able to offer them in the past.”
- Kevin Koppenhaver, an acquaintance of the lead applicant, wrote in support. He praises the lead applicant and states “I have no doubt that the Solare Charter School will be a huge success and pay huge dividends for it [sic] students.”
- Krishna Kandath, who does not identify his role, wrote in support. The letter says, without citing evidence, “there is a need for charter schools like Solare Collegiate.”
- Molly Gurule, a former supervisor of the lead applicant, wrote in support. The letter praises the lead applicant and states “[s]he understand that schools are not a one size fits all model.” The

letter states that Solare “would be an asset to the community of the South Valley.” The letter specifically notes the writers personal struggle with identity as a Native American and her hope “because [the applicant] will include a focus on heritage Spanish and New Mexico Culture.”

- Monica Gonzales, the aunt of a 6th grad student, wrote in support. She states “he’s so smart and ready for college prep yet the schools he’s in district for do not focus on college prep.” The letter states, “[t]he south valley has a huge need for a school like solare [sic]...so kids like my nephew don’t get left behind and on the wrong track.”
- Sonny Gokhale, an adjunct faculty member in the finance department of UNM, wrote in support. The letter states “I believe Solare Collegiate Charter School will be a strong driver in closing the achievement gap faced by many children today.” The letter says the application’s “data clearly demonstrates, there is a great need for Solare Collegiate charter School to bring greater learner opportunities ...to the community.”
- John DuBois, a member of the community, wrote in support. Without citing evidence, the letter says the school will “provide a unique, and much needed educational program in our South Valley.”
- Denise Del Aguila, a native New Mexican, wrote in support. The letter cites “the choice [the applicants] present to students in the South Valley and city of Albuquerque as a whole.”
- Jerome Daye, who does not identify his role, wrote in support. The letter generally praises the proposed school without specific reasons or evidence.
- Marilyn Cope, a former student of the lead applicant, wrote in support. The letter praises the lead applicant.
- Jodi Burshia, an educator and parent, wrote in support. The letter states “[t]he experiences I encounter in the classroom demonstrate the need for programs such as the Solare Collegiate Support program...as the Solare Collegiate Support program works to create relevant spaces and connections for students (indigenous and non-indigenous) to academically flourish.”

Six (6) letters of opposition were also received. The letters that expressed opposition include Albuquerque Interfaith, Albuquerque Public Schools Superintendent, Center for Civic Policy*, one retired public school teacher, one parent/educator, and one other. These letters generally cited the same concerns with the proposed model, and appeared to share misconceptions about the program being proposed.

- Caroyln Baker-Nair, an educator, expressed opposition to charter schools citing concerns regarding “tax dollars for private organizations” and “support [for] public education.” Her opposition appeared to demonstrate a misunderstanding regarding charter schools and their status as public entities.
- Francesca Blueher, a retired teacher, expressed opposition for the model she feels is being proposed by the Solare Collegiate application. The letter talked about the writer’s oppositions to charter organizations that the applicant (a proposed free-standing charter school) is not associated with, zero tolerance behavior policies that are not included in the Solare Collegiate application, test prep curriculum that is not included in the application, and administration of state mandated assessments and interim assessments encouraged by the PEC. The letter also criticizes the applicant’s proposal to work with the Instituto Cervantes. This letter appears to demonstrate a misunderstanding of the applicant’s proposal.
- Chris Sturgis, who does not identify his role, expressed opposition to the program design. He noted that he felt the school did not have a “culturally responsive strategy ...incorporated

throughout the school. Instead he felt the application addressed the students culture “in a stand alone curriculum.” The letter also stated a concern that “the focus on literacy seems to emphasize reading” over writing.

- Albuquerque Interfaith—representing several low performing charter schools in the south valley, NACA and NISN, and other groups—expressed opposition to the application citing a variety of concerns. The letter first opposes the school because it claims the applicant is not transparent about its relationship with Building Excellent schools, despite the applicant clearly describing its relationship with that organization throughout its application. The letter also cites a lack of transparency because of the relationship with Excellent Schools New Mexico – which is also described in the application. The letter erroneously states that the two organizations are “affiliates.” The letter then cites concerns about a “lack of quality community engagement.” The letter argues that the application “gives no evidence that they give no evidence that they conducted individual or group meetings, focus groups, or even focus groups with the families they have targeted to ask with they want from a school for their children.” However, the application directly contradicts this assertion. The letter cites a concern about a “lack of uniqueness” and “lack of innovation” but does not address the applicant’s response on pages 7-9 and 255-263 that speak to its uniqueness and innovation. The letter also expresses concerns regarding the “applicant’s approach to behavior management” referencing “zero tolerance”, which is not cited in the application, and states that it does not mention a “restorative justice” approach. However, the letter does not address the applicant’s description of “community” as an essential part of its behavior management, which is deeply rooted in the “restorative justice” philosophy. Finally, the letter expresses concerns about the applicant’s willingness to embrace state mandated standardized assessments despite the applicant’s description of a holistic education that includes character, art, culture, and language. This letter appears to demonstrate a misunderstanding of the applicant’s proposal and school development process.
- Javier Rojo from the Center for Civic Policy, submitted a letter “on behalf of community residents and several local organizations” which include three of the organizations, low performing charter schools, represented on the Albuquerque Interfaith letter. This letter does not substantively describe any reasons for opposing the school, but instead primarily focuses on misrepresentations regarding the PEC’s charter school authorizing processes. The letter states that “the process for approving charter schools in New Mexico is flawed” and cites criticisms about the PEC’s authorizing processes that have been addressed by the PEC in recent years with its development of improved authorizing processes and policies. The letter also states that, based on their own experiences, the PEC’s processes re “opaque” and unfair; it is unclear whose experiences are being cited considering many of the represented entities are not associated with charter schools and the three cited schools are all authorized by APS, not the PEC.
- Raquel Reedy, Superintendent of APS, writes opposing the school. She cites concerns with “the educational approach put forth.” Without citing evidence the letter generally states that the application “frames the students...using a deficit lens”, the “educational model sacrifices the whole child”, the “discipline plan” “limits’ students abilities to work through behavior challenges using their voice and agency”, “the primary literacy focus in Social Studies and Science restricts students abilities to engage in these content areas as historians and scientists”, and “students will not enter high school prepares...to be college or career ready in the sciences.”

*The email from the Center for Civic Policy indicated that there was “attached a signed letter opposing the approval of Solare Collegiate Charter School” yet the attached letter simply listed 21 organizations and schools, along with 13 named South Valley Residents. These were all typewritten with no signatures. In addition twenty three of the individuals who signed in as

opposing the school at the community input hearing are representatives of the organizations listed as signatories on the letter.

Additional Information

The lead applicant for Solare Collegiate Charter School, a teacher in New Mexico for eight (8) years, applied for acceptance into the Building Excellent Schools (BES) leadership fellowship program in 2017. Building Excellent Schools is a non-profit organization that supports strong leaders in being able to design, found, and lead their own autonomous charter school (not one that's managed by somebody else) by equipping them with the skills and know-how to design, found, lead, and sustain high-performing schools in communities of need.

The fellowship enables participants to receive 100 days of professional development, which includes visits to more than 45 exceptional schools operating in places all across the country and an extended residency in an operating charter school – to learn about the day to day realities facing a charter school leader.

Over its seventeen year history, the organization has worked with individuals who have founded more than 120 schools in 29 cities across 19 states, educating more than 33,000 students. There is currently one other school leader who was supported by BES working in New Mexico; that school is in its first year of operation.

After the completion of the fellowship program, individuals can chose to opt in to additional “follow-on” support, which is completely optional. The support may include continued support for leadership growth and development, support with long term planning and strategy, instructional coaching, and board training.

Building Excellent Schools also provides other support services including “Weekend Warriors” which is a professional development program for school leaders from traditional public schools, charter schools, and private schools who are seeking to share best practices and sharpen their leadership skills.

SUMMARY

Overall, the application is complete and adequate. During both the capacity interview and the community input hearing, the applicant team demonstrated the capacity to implement the education and governance/management plans as described in the application. The team is strong and represented by experts in the finance, legal, and education arenas with strong community support.

The applicant team has clearly demonstrated their preparedness to open a high quality charter school.

Rating

ACADEMIC FRAMEWORK		
I.A.	Mission	Meets
I.B.	Mission Specific Indicators	Meets
I.C.	Curriculum/Ed Program/Student Standards	Meets
I.D.	Graduation Requirements	NA
I.E.(1)	Ed Philosophy/Instructional Methods	Meets
I.E.(2)	Yearly/Daily Calendar Attachment A: Annual	Meets
I.E.(3)	Programs impact for population	Meets
I.F.(1a)	SPED Identification	Meets
I.F.(1b)	SPED Progress	Meets
I.F.(2a)	ELL Identification	Meets
I.F.(2b)	ELL Progress	Meets
I.G.(1)	Assessment Plan	Meets
I.G.(2)	Assessment Data	Meets
I.G.(3)	Assessment Communications	Meets
ORGANIZATIONAL FRAMEWORK		
II.A.(1)	Governing Board Outline	Meets
II.A.(2)	Board Qualifications & Profiles	Meets
II.A.(3)	New Member Process	Meets
II.B.(1)	Board Training	Meets
II.B.(2)	Board Evaluation	Meets
II.C.(1)	Board Oversight	Meets
II.C.(2)	Hiring Head Admin	Meets
II.C.(3)	Principal Job Description (Appendix B)	Meets
II.C.(4)	Principal Evaluation	Meets
II.D.(1)	Org Chart & Relationship	Meets
II.D.(2)	Staff Job Descriptions (Appendix C)	Meets
II.D.(3)	Staffing Plan	Approaches
II.D.(4)	PD/Novice Membership	Meets
II.E.	Employment Terms	Meets
II.F.(1)	PTA	Meets
II.F.(2)	Grievance Process: Families	Meets
II.G.(1)	Recruitment Plan	Meets
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: class load/instructional materials	Meets
II.K.(1)	Transportation	Meets
II.K.(2)	Food Service (4 additional "preference" points if using NSLP)	Meets
II.L.(1)	PSFA Checklist (Appendix E)	Meets
II.L.(2)	Facility Identification	Meets

FINANCIAL FRAMEWORK		
III.A.	School Size	Meets
III.B.(1)	SEG Worksheets (Appendix F (pdf) and #3 (xls))	Meets
III.B.(2)	5 Year Budget (Appendix G in Excel)	Meets
III.B.(3)	Budget Narrative	Meets
III.B.(4)	Budget Adjustments	Meets
III.C.(1)	Financial Oversight (Appendix H)	Meets
III.C.(2)	Financial Staff	Meets
III.C.(3)	Governance Finance	Meets
EVIDENCE OF SUPPORT		
IV.A.(2)	Outreach Activities	Meets
IV.B.	Community Support	Meets
IV.C.	Networking Relationships	Meets
IV.D.	Innovation	Meets
CAPACITY INTERVIEW		
1	Mission	Meets
2	Innovation	Meets
3	Mission Implementation	Meets
4	Leadership & Governance (GB selection & success of school)	Meets
5	Leadership & Governance (HA selection & success of school)	Meets
6	Leadership & Governance (GB and school evaluations & success)	Meets
7	Leadership & Governance (Relationship of founders, GB, and admin & success)	Meets
8	Leadership & Governance (bylaws, implementation, & success)	Meets
9	Leadership & Governance (establish, implement, change policies and procedures)	Meets
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)	Meets
13	Finance (enrollment projections)	Meets
14	Finance (plan if actual enrollment is below projections)	Meets
15	Planning Year (organizational steps during planning year)	Meets
School Specific Questions		
16	Funding for Governing Board training	Meets
17	Janitorial service for school	Meets
18	Reduce staff due to budget shortfall, how will HA meet classroom observation goals	Meets
19	Recruitment and selection of Advisory Council members	Meets
20	Accounting software; where in budget	Meets

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 10:34 AM
To: Woerner, Karen, PED
Subject: Fw: Support of Solare Collegiate

From: Académica Albuquerque <acabq@cervantes.es>
Sent: Tuesday, July 24, 2018 10:16 AM
To: Schools, Charter, PED
Cc: Director Albuquerque; rachael.sewards@gmail.com
Subject: Support of Solare Collegiate

Public Education Commissioners,

I am writing in **support** of Solare Collegiate Charter School. The Instituto Cervantes is dedicated to providing high quality Spanish language instruction in the Albuquerque community and we intend to work with Solare Collegiate following their authorization to provide Spanish language instruction in school. We believe in the Solare Collegiate model, as Rachael Sowards sought us out to get advice about quality Spanish language instruction. Again, we are in strong support of Solare Collegiate.

Best regards,

Mauricia Alarcón Moreno
Academic Coordinator



Instituto Cervantes de Albuquerque
National Hispanic Cultural Center
1701, 4th St. SW.
Albuquerque, NM 87102
tel: (505) 724-4777
e-mail: acabq@cervantes.es

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Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 1:48 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Allerton, Danna <dallerto@phs.org>
Sent: Monday, July 23, 2018 1:40 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Danna Allerton

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Woerner, Karen, PED

Subject: FW: Solare Collegiate Support

From: Jodi Lee Burshia <jburshia@unm.edu>

Sent: Friday, July 20, 2018 10:53 AM

To: Schools, Charter, PED

Subject: Solare Collegiate Support

Hello and this message is in **support** of the Solare Collegiate Support program. As a parent of child that attends Alice King Community School (AKCS), a charter school part of the Albuquerque Public School (APS) district, I am definitely interested her educational experiences. I am also interested in the types of academic support available to children in New Mexico and the Solare Collegiate Support program provides this type of needed support.

As an educator, I am deeply invested in the educational justice of students. Currently, I serve as an English and Reading Instructor at the Southwestern Indian Polytechnic Institute (SIPI) where I get to work with Indigenous students with their reading, writing, and comprehension skills. I appreciate this opportunity to work with Indigenous students to envision academic success. The experiences I encounter in the classroom demonstrate the need for programs such as the Solare Collegiate Support program. This is especially true as the Solare Collegiate Support program works to create relevant spaces and connections for students (Indigenous and non-Indigenous) to academically flourish.

Please contact me at jburshia@unm.edu and/or 520.400.4709 if you need further information.

Sincerely,

Jodi Burshia

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 16, 2018 9:10 AM
To: Woerner, Karen, PED; Archuleta, Dolores, PED
Subject: Fw: Solare Collegiate Support

From: Marilyn C <copemarilynm@gmail.com>
Sent: Monday, July 16, 2018 8:40 AM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

To whom it may concern,

My name is Marilyn Cope, and I am writing to show my written **support** for Solare Collegiate.

I had been a student of Rachael Sowards for 3 years at The ASK Academy. Rachael was, and is, an excellent educator. At ASK, I was in her English and Creative Writing classes, and was also an in-class aid for her. She prepared me for college, while also working with any issues I had along the way.

Rachael is a caring educator and goes above and beyond to ensure all of her pupils are succeeding. I have seen her take personal time, outside of school hours, to assist with any work that a student may have trouble with. Along with giving up some of her personal time, she also spends class hours breaking down the issues students are having and creating a helpful environment for them to work in.

I am very grateful for the opportunities I was presented because of her and The ASK Academy, and I know not everyone has access to the same ones. Solare Collegiate would help establish and build these opportunities for others, and create successful youth in a community that doesn't have a great school district.

I believe Rachael will succeed in replicating these efforts and outcomes at Solare Collegiate, bringing the opportunities I had to Southwest Albuquerque. I eagerly await the opening of such a wonderful place for education.

Thank you for your time,

Marilyn Cope

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 10:33 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Jerome Daye <jerome.daye@yahoo.com>
Sent: Tuesday, July 24, 2018 10:02 AM
To: Schools, Charter, PED
Cc: rsewards@solarecollegiate.org
Subject: Solare Collegiate Support

Good Morning,

My name is Jerome I reside in the 87121 area.

I whole hardly believe that this school will do nothing but help out this area. A different and a unique way of teaching is not something that should be pushed away from the youth. The world is evolving every day and a fast pace these kids should have the option to try different ways of learning and that can really help and focus on areas unique to each student, which is the main agenda of the school. This school wants to instill a better education not only for the South Valley but I'm sure for New Mexico it's when these kids grow and become our mayors, engineers, doctors, lawyers, farmers, truck drivers, city works. Let's give the next generation something better than what we have, so they can have the tools to make the best of themselves. Like the great Malcom X said "Education is the passport to the future, for tomorrow belongs to those who prepare for it today"

Thank you!

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 4:22 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Denise Del Aguila <ddelagu@gmail.com>
Sent: Tuesday, July 24, 2018 3:02 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Committee,

I'm writing in **support of** Solare Collegiate School, and the choice they present to students in the South Valley and city of Albuquerque as a whole. As a native New Mexican, I deeply believe in the power of a quality education and what it means for students and teachers; I am a product of Albuquerque Public Schools and have achieved personal and professional highs because of the teachers who pushed me to reach my potential. What I've seen over the few years is a lack of innovation in our schools because we are tied to what we know, which I've experienced this first hand as a former teacher with APS, where we would do something because it worked five years ago, not necessarily because it was a best practice. I urge the PEC to create additional choices for families – a choice to try something other than the norm, one that I believe will make a difference.

Respectfully,
Denise Del Aguila

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 8:31 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: John DuBois <jdubois85@gmail.com>
Sent: Monday, July 23, 2018 7:44 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Committee Members:

I hope this email finds you well.

I've been out of town, bummed that I could not attend last week's hearing for Solare Collegiate. I've had the pleasure of sitting down with Rachael Sowards to learn more about Excellent Schools and her plans to help our low income community, in hopes to provide a unique, and much needed educational program in our South Valley.

My background is in finance and being committed to my community. I currently work at Bank of the West as an AVP at the downtown location. I will be transitioning to Nusenda Credit Union as a Business Development Officer, providing programs and services to community members, and working with schools doing financial literacy classes. I have sat on the board for Paws and Stripes, current Future Fund Member, and will look to becoming more involved with Solare Collegiate.

I hope you more than consider Solare Collegiate to become a huge part of our community!

I can be reached through email or by cell at 505-235-6521.

Best,

John DuBois

Sent from my iPhone

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 16, 2018 8:55 AM
To: Woerner, Karen, PED; Archuleta, Dolores, PED
Subject: Fw: Solare Collegiate

From: Sonny Gokhale <sonny@ironoakcapital.com>
Sent: Sunday, July 15, 2018 7:29 PM
To: Schools, Charter, PED
Subject: Solare Collegiate

To Whom It May Concern:

I am writing this letter of **support** with great enthusiasm for the Solare Collegiate Charter School. I believe in the mission of Solare to equip students, especially in the 87121 zip code, and give them the ability to succeed as they progress to high school and college. I am also including my support of Rachael Sowards, who will do a tremendous job running the school. We have met several times to discuss her vision for the school and I found her approach truly exciting and revolutionary. I also believe in her genuine concern for the young students of Albuquerque and her dedication to helping each one of them succeed.

I believe Solare Collegiate Charter School will be a strong driver in closing the achievement gap faced by many children today. As an adjunct faculty member in the Finance department at the University of New Mexico as well as a financial professional in the area, I can attest to the need of improving literacy and math skills before students enter college, to improve the chances of their acceptance into quality degree programs and carry them through to graduation and into the professional world.

As Ms. Sowards' data clearly demonstrates, there is a great need for Solare Collegiate Charter School to bring greater learner opportunities and structure to the community. I wholeheartedly believe Solare will be proof that every student can thrive if given the right structure and support regardless of socio-economic standing.

Sincerely,

Sonny Gokhale, CFA
President, Iron Oak Capital Management
Lecturer, University of New Mexico Department of Finance
210.836.9971

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Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 4:58 PM
To: Woerner, Karen, PED
Subject: Fw: Solare collegiate support.

From: Monica Gonzales <mg11280503@gmail.com>
Sent: Tuesday, July 24, 2018 4:36 PM
To: Schools, Charter, PED
Subject: Solare collegiate support.

Hi, I am in **support** of solare collegiate charter school, for many reasons but mostly because I have a nephew going into 6th grade this year, he's so smart and ready for college prep yet the schools he's in district for do not focus on college prep. I'm fearful he's going to be left behind and never reach his full potential because he doesn't have the help he should. I wish I would have gone to a school with better college prep, but because I was just an average student with average grade and an average gpa I was push as hard as other student with better grades and gpa to go into college. The south valley has a huge need for a school like solare and I hope you take it into consideration so kids like my nephew don't get left behind and on the wrong track.

Thank you!

M. Gonzales

July 17, 2018

To Whom It May Concern,

My name is Molly Gurule, and I am the Principal of Cochiti Elementary and Middle School in Pena Blanca. I have worked with Rachael Sowards as she was our Reading Gear Up Middle School teacher and I have seen her passion for teaching and supporting students who come to a school system with varied life experiences. She understands that schools are not a one size fits all model. She and her school would be an asset to the community of the South Valley. Solare Collegiate will be a school that helps prepare students for high school and college preparation. She has gathered a team of people to help develop and plan to make this school and the students who attend successful. I am a Native New Mexican, and I struggled in school for most of my elementary and high school years. I struggled with understanding my heritage and identity in relationship to the school. I have spoken to Mrs. Sowards, and I am hopeful that because she will include a focus on heritage Spanish and New Mexico Culture, this will assist in improving the high school graduation rate along with supporting more first-generation college graduates. Please take this request to heart. I am not able to attend the hearing as I am out of town, but I full heartedly support this endeavor and wish this community well.

If you have any questions I can be reached at mogrule@bps.k12.nm.us or by cell phone at 505-249-3565.

Respectfully,

Molly Gurule

From: Molly Gurule <MoGurule@bps.k12.nm.us>

Sent: Tuesday, July 17, 2018 5:25 PM

To: Schools, Charter, PED

Subject: Letter of Support for Solare Collegiate

To Whom It May Concern,

I will not be able to attend the hearing on July thus I have attached a letter of support. Please feel free to contact me if you have any questions. I can be reached by cell phone at 505-249-3565.

Molly Gurule

Woerner, Karen, PED

Subject: FW: Solare Collegiate Support

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 1:48 PM
To: Woerner, Karen, PED <Karen.Woerner@state.nm.us>
Subject: Fw: Solare Collegiate Support

From: Henderson, Beth <bhenderso2@phs.org>
Sent: Monday, July 23, 2018 1:37 PM
To: Schools, Charter, PED
Cc: rsewards@solarecollegiate.org
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Beth Henderson

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Good morning! My name is Kim Herrera. And I'm here to talk about 3 things. Malakai, Solare Collegiate Charter School and trees.

My family has owned and operated the local, comfort-food style restaurant, Bob's Burgers, for over 50 years...55 years, actually. I'm here because I've spent the last 20+ years of my career operating the location on Rio Bravo and Isleta. Over the past 20 years I've employed thousands of south valley natives, and I've had the honor of getting to know their beautiful children. At the end of the 2017 school year one of those kids, Malakai, runs into my office and shows me a certificate. An award. He received an award for "Class Role Model". We celebrated in my office with high fives, dancing (and then I gave him a dollar for good measure). Then his mom comes into my office to tell me that he's also being tested for gifted. When I think about Malakai, I think about how he is so unique, and yet so common, at the same time. He's unique because he is the perfect combination of head and heart. He is common because even though he is the perfect combination of head and heart, his circumstances will limit his potential. I've seen it too many times.

Malakai is a rising 2th grader, and as he approaches 6th grade his mom will have to make a decision about his critical middle school years. Perhaps he will be able to test into one of the private schools...If he is accepted, he might qualify for a partial scholarship. But his mom still wouldn't be able to swing the balance. Let's say he receives a full scholarship. The location of those schools would prevent his mom from driving him there every day. This may seem hard to believe, but it's 100% true. Kids like Malakai, need a more practical option. An option that marries high school prep and early college preparatory education with affordability and accessibility.

Solare Collegiate Charter School meets and exceeds all of these requirements and is desperately needed in the South Valley. As I met with Rachel a few months ago I became more and more intrigued by the possibility of adding a school like Solare Collegiate Charter School into our neighborhood. I was so intrigued and attracted to the concept of this school because it parallels the way our old-style hamburger stand strives to *exist and behave* on the corner of Rio Bravo and Isleta. We, especially at this specific south valley location, know and love who we are—we are a locally owned and operated, unique New Mexican comfort style fast-food, yet we we strive to *exist and behave* like a 5-star restaurant. Solare Collegiate Charter school is striving for the same thing. They are doubling down on critical core values: Literacy. Data. And Leadership Skills. Their curriculum will be rigorous, and I couldn't agree with that method more. People, young and old, will behave up to expectations.

As Rachel and I continued to chat I realized that she, and the Solare group, are really in the landscaping business, just like me. I am also an heir of the Atrisco Land Grant, and I currently sit on the *Atrisco Company Advisory Board of Directors*. So as a native to the Atrisco Land, and as an existing business owner in the south valley, I consider myself not only to be in the burger business, but also in the landscaping business. Landscaping trees. Planting and nurturing and changing trees. Family trees.

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 4:53 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Krishna Kandath <minimiprof@gmail.com>
Sent: Monday, July 23, 2018 3:22 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,
Krishna Kandath

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Thursday, July 19, 2018 8:49 AM
To: Woerner, Karen, PED
Subject: Fw: Support to Solare Collegiate Charter School

From: KEVIN KOPPENHAVER <koppybronco@msn.com>
Sent: Wednesday, July 18, 2018 8:56 PM
To: Schools, Charter, PED
Subject: Support to Solare Collegiate Charter School

My name is Kevin Koppenhaver. I am emailing to recommend my **full support** to Rachel Seward and the Solare Collegiate Charter School.

I have lived in Albuquerque since 1995 where both of my children have graduated high school. During my time here, the New Mexico school system has consistently ranked in the bottom 3 or 4 in the country in public education. For that reason, I sent my son to private school (Hope Christian) where he graduated in 2011. My daughter went to ECA/CEC where she graduated in 2017. My decision to put them in private/charter schools was a direct result of the New Mexico ranking mentioned above.

Coincidentally, I traveled to the Washington DC area for business last week. I had dinner with some friends who moved there from Albuquerque a few years ago. They mentioned the high quality of the school system in that area in comparison to New Mexico. It is part of the reason they have decided to continue to live there. In short, the status quo for New Mexico is not working.

I have known Rachel for several years, and her personal commitment to education is unparalleled. I have no doubt that the Solare Charter School will be a huge success and pay huge dividends for its students. I hope that you give this your full consideration and support. My contact info for any questions is below. Thank you.

Kevin Koppenhaver
817 Ranchitos Rd NW
Albuquerque, NM 87114
505-280-6231

To Whom it May Concern,

I am writing in support of Solare Collegiate Charter School. As a lifelong member of the South Valley, this school is exactly what the community needs. I attended the public community schools from preschool until graduation and, while it is clear that the students are supported in the traditional schools in the community, Solare Collegiate will offer what these traditional schools cannot. Having been an educator for the past seven years in the community I grew up in, I can attest to the fact that smaller class sizes and a better opportunity for student centered education are vital for student success.

Solare Collegiate will help to empower students to break down the stereotypes of an underserved community by allowing students to embrace the things that make the South Valley unique. The school will celebrate the community's Heritage Spanish language which, as the district has been learning over the past several years, is different from other Spanish. Solare Collegiate also places an emphasis on growing and celebrating the traditions of a small, collectivistic community. Allowing students to learn in an environment that not only acknowledges the area-specific issues but offers critical thinking and proactive, growth mindsets to prepare students for their future academic and personal endeavours, is the best option for student success.

I graduated from the only (at the time) traditional, public, South Valley community high school in 2007 in one of the largest classes the school had seen. It was accepted as a fact that "not all of us are going to make it." As a result, fewer than 20 students from my graduating class went on to higher education or trade schools. In an ever changing world, it is unfair for students to be written off or not have the skills necessary to be successful in college because "we didn't know any better." I almost missed the UNM application deadline my senior year, had no clue what the ACT was, and then proceeded to sit through most of my classes wondering just how much longer I could handle "faking it" before everyone realize I still had "no clue" what I was meant to be doing or how the world of academia worked.

It was during my time at UNM that I attended a class with Rachel Sowards. At the time, she was teaching in the College of Education and, from what my peers and I could tell, was one of the few teachers who truly understood what it was like to be in the classroom still. Her information wasn't from decades ago before she went into college and stayed there. It was heartfelt anecdotes about what worked for her students in Nashville and how much she missed them. It was the honest, and frank conversations that we were all so desperate to hear but it seemed like other professors were too afraid to acknowledge the need for change.

I am confident in Mrs. Sowards ability to connect with students and offer the children of my community more opportunities than we have been able to offer them in the past. Solare Collegiate would be a beacon of hope for students who need a fresh approach to education and are determined to take what they learn to better the community they came from as is the tradition my peers and I have followed.

Thank you,
Ashley Leatherman

From: Leatherman, Ashley M <ashley.leatherman@aps.edu>

Sent: Tuesday, July 17, 2018 2:09 PM

To: Schools, Charter, PED

Subject: Solare Collegiate Charter School

Good Afternoon,

Attached is my letter in support of the proposed Solare Collegiate charter school.

Thank you,
Ash Leatherman
West Mesa High School
Librarian Ex 57461

Dear Commissioners,

I am writing to state my support for Solare Collegiate Charter School. As a former applicant, I had the opportunity to go through the charter applicant training with the Lead Founder, Rachael Sowards. During my time with Ms. Sowards, I was impressed with how open and supportive she was during the application process. As a long time educator and lifelong New Mexican, I am confident Solare Collegiate Charter School will provide academic opportunities for students that is severely lacking in current educational settings. She was hungry to work collaboratively with the other applicants, and I know that she will have the same energy and desire to work collaboratively with schools in her community.

Paul Lockhart

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 2:40 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Charter School

From: Mike Loftin <mloftin@homewise.org>
Sent: Tuesday, July 24, 2018 11:52 AM
To: Schools, Charter, PED
Subject: Solare Collegiate Charter School

Dear Commissioners:

I am writing to you to express public comment in **strong support** of Solare Collegiate Charter School.

Homewise is a New Mexico-based nonprofit that has helped families achieve home ownership for over 30 years. We are primarily focused on helping families for whom home ownership may not otherwise be an option and have helped a lot of families purchase their first home in the South Valley/Southwest Mesa of Albuquerque. In fact, we have helped more families purchase homes in this area - the area where Solare Collegiate intends to locate - than any other part of Albuquerque. Most of the families we help are parents with school-aged children, so we believe that we understand the desires and needs of these families well when it comes to education.

Given this knowledge, we believe that Solare Collegiate will provide the families we serve with a school option that is both high-quality and unique, and we foresee strong parent demand for an option like this for several reasons. First, Solare Collegiate is intentionally small in size-- 416 students in total, with class sizes of 26 students. In addition, it is a middle school that focuses on high school and college prep, with a balance of high quality academics and individualized supports to make the information accessible.

When I met with the proposed school leader, she told me "it is disrespectful to expect less from our students with difficult circumstances." Our goal is to assist families in achieving prosperity, and we too often see families ecstatic to purchase a home in the communities we serve, but disappointed in the public school options for their children. We know that rigorous, quality educational opportunities are necessary to help the families we support achieve long-term wellbeing, and therefore Solare Collegiate is an option that we enthusiastically support.

Thank you for your time, and please do not hesitate to contact me with additional questions.

Sincerely,

Mike Loftin
Chief Executive Officer



Office: 505.955.7023
Fax: 505.983.4655
mloftin@homewise.org
1301 Siler Road, Building D
Santa Fe, New Mexico 87507
www.homewise.org

Woerner, Karen, PED

Subject: FW: Solare Collegiate Support

From: **Antoinina Martinez** <antoinina.m14@gmail.com>

Sent: Wednesday, July 18, 2018 11:41 AM

To: Schools, Charter, PED

Subject: Solare Collegiate Support

Good Morning,

I send this email to you today to show my **support** for Solare Collegiate. As a mother of two children I wish they will be able to experience an amazing opportunity to attend this school that will prepare them for their future.

Thank you!

Sent from my iPhone

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 2:41 PM
To: Woerner, Karen, PED
Subject: Fw: Support of Solare Collegiate

From: Vania Meetze <vaniameetze@gmail.com>
Sent: Tuesday, July 24, 2018 12:20 PM
To: Schools, Charter, PED
Subject: Support of Solare Collegiate

To Whom It May Concern: I am writing in **support** of Solare Collegiate Charter. I have been a science teacher for 11 years in the public school system. I worked with Mrs. Sowards at Cochiti Middle School. She was an asset to our school. Mrs. Sowards is incredibly knowledgeable about students interests. She knew the best authors and genres to provide in her classroom to hook students into reading. Her ability to take student data and create growth plans for those students is impressive. I believe that her school will be a vital addition to your community. She cares about students well being as well as their academic growth. We saw unprecedented growth in struggling readers with her as a teacher. As a public education teacher, I donot feel like Charters are taking away from our public schools. I believe Charter Schools enhance the education system, providing alternatives for students who are not thriving in Public Schools. I urge you to give these students an opportunity to have a place that they feel like they can have a fresh start. Solare would provide that exact opportunity in your community.

With Regards,

Vania Meetze

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 8:37 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Vasudevan Nampoothiri <sriavvn@yahoo.com>
Sent: Monday, July 23, 2018 10:13 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Vasudevan Nampoothiri



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Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Friday, July 20, 2018 8:18 AM
To: Woerner, Karen, PED
Subject: Fw: In support of Solare Collegiate Charter School

From: Samuel Naranjo <angrybirds201@icloud.com>
Sent: Thursday, July 19, 2018 8:26 PM
To: Schools, Charter, PED
Subject: In support of Solare Collegiate Charter School

Good morning Madame Chair and the Commission, my name is Samuel Naranjo. I am a former student of Rachael Sowards. She was my Literacy teacher at Cochiti Middle School. I would like to start off with all the goals she has helped me accomplish. It has been my goal since 6th grade to acquire a 4.0 GPA Mrs. Sowards motivated me to accomplish this goal by encouraging me every quarter of the school year to be the best version of myself I possibly can be. Back when I was in 6th grade I hated reading it was my least favorite class that I would never want to step a foot in, since then she has pushed me to read and I enjoy reading as well as I enjoy the class. If I would list every accomplishment that Mrs. Sowards helped me with we would be here for hours. If it wasn't for her most of my accomplishments would have not been accomplished. Mrs. Sowards is flexible in learning. If you have trouble with something she will make it her priority to help you in every possible way to make sure you understand what was taught. I believe there are 5 necessary features that a school leader should have and they are communication skills, relationship-orientation, dedication, support, and organization. I am honored to say Mrs. Sowards has all of these. Mrs. Sowards has communication skills, she knows how to talk to her students. If there's a problem she will address it in the nicest possible way. She is relationship-oriented, she gets to know her students and that skill can help her find ways to teach her students on more of a personal level. Mrs. Sowards is most definitely dedicated to everything that she puts herself into. She is very supportive to Her students, anything that you bring up to her she will go to the furthest extent to help you achieve your goal with her support. Mrs. Sowards is very organized in everything she does. She is ahead of the game. She knows what's coming up next and how to complete the task. With all these highly impressive skills that she has, she will run a great school. Her students will be the next great generation to continue with furthering innovations. All thanks to Mrs. Sowards for her motivation and support I am a 4.0 student that has the highest reading score in my Class and School and I am now ready to conquer high school.

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 17, 2018 9:56 AM
To: Woerner, Karen, PED
Cc: Archuleta, Dolores, PED
Subject: Fw: Solare Collegiate Support

From: Danielle Plomaritas <durg314@gmail.com>
Sent: Monday, July 16, 2018 8:41 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Public Education Commission-

I'm writing my **support** of the proposed charter school, Solare Collegiate. As a parent, I am continually concerned about the status of education in our state, and city of Albuquerque, especially with the dismal ranking we are assigned.

I am also a teacher who moved here from Virginia in 2011. Virginia does not offer charter schools, so I was excited to experience them here in New Mexico. I teach for a charter school now and am a huge advocate for them. I've seen incredible results from students traditionally pushed aside or behind academically, that end up flourishing. This has especially been the case for low SES and minority students. Charter schools allow for extra care and attention, with specialized focuses, that are positive influences on children and their families. Down the road, our investment in their education pours back into the community.

The location where Solare is hoping to be is an area that needs a rigorous and caring charter school aimed at such a critical time developmentally in students, that of middle school. I hope you offer your support in this endeavor that will greatly benefit our children, their future, and our state's future.

Thank you,

Danielle Plomaritas

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 3:18 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Pramod Panikkath <pramod_panikkath@yahoo.com>
Sent: Monday, July 23, 2018 2:46 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email to show my **strong support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by having Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Pramod Panikkath

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 10:36 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Pepper Poole <Pepper.Poole@kwbq.com>
Sent: Tuesday, July 24, 2018 10:24 AM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Hello.

I wanted to write in my **support** for Solare Collegiate Charter School. It is my belief this school will be the future of NM and will forge a new direction in learning.

Please consider approving this school.

Regards,

Pepper Poole

Pepper Poole

Account Executive

KWBQ-TV/KASY-TV

13 Broadcast Plaza SW

Albuquerque, NM 87104

C: 505.301.8909

Pepper.Poole@KWBQ.com

www.KWBQ.com



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Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Thursday, July 19, 2018 8:46 AM
To: Woerner, Karen, PED
Cc: Archuleta, Dolores, PED
Subject: Fw: Support for Solare Collegiate

From: Christine Sargent <csargent@gmail.com>
Sent: Tuesday, July 17, 2018 8:51 PM
To: Schools, Charter, PED
Subject: Support for Solare Collegiate

Hello,

I am writing to express my enthusiastic **support** for Solare Collegiate! I am unable to attend the community input hearing tomorrow due to a work conflict so thought I'd send a quick note. We are sending our kids to Altura Prep starting in August. We love the idea of there being a truly high quality Middle School option for them and all of their classmates once they graduate from 5th grade in a few years.

It is also really exciting to think about the possibility of showing that a Middle School can be truly high achieving in an area with only D and F schools right now.

Thanks for all you do,

Christine Sargent
Albuquerque, NM
917-405-7786

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Friday, July 20, 2018 8:18 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate support

From: Kenny Snyder <b4773ry3@gmail.com>
Sent: Thursday, July 19, 2018 10:23 PM
To: Schools, Charter, PED
Subject: Solare Collegiate support

My name is **Kenneth Snyder** and I am a former student of Rachel Sowards. She was a fantastic educator not only to myself but to my peers and multiple years of students before and after, she made learning engaging and actually worth while, and was always willing to help and spend extra time with students to help the understand the subject matter. In short any charter school she has such a huge hand in will not only benefit the community but the students who attend it and I feel as if you would be depriving those kids of an educator and school that genuinely cares about them and their future if this school isnt able to happen.

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 1:46 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Subramaniam, Meena <msubraman@phs.org>
Sent: Monday, July 23, 2018 1:35 PM
To: Schools, Charter, PED
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Meena Subramaniam

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Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Wednesday, July 25, 2018 3:48 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Support

From: Trevino, Janie <jtrevino@phs.org>
Sent: Monday, July 23, 2018 1:36 PM
To: Schools, Charter, PED
Cc: rsewards@solarecollegiate.org
Subject: Solare Collegiate Support

Dear Public Education Commission,

I am writing this email in **support** of the proposed Solare Collegiate Charter School. The charter school will serve the zip code of 87121 where there is a need for charter schools like Solare Collegiate. Through rigorous academics, individualized support, and character development Solare Collegiate will help students in middle school to excel in high schools and colleges. Solare Collegiate has firm community roots. It will also support the students by Spanish and New Mexico cultural education. Overall, I strongly support Solare Collegiate Charter School.

Regards,

Janie Trevino

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July 18, 2018

To Whom It May Concern,

This is a testimonial letter in **support** of an amazing teacher and individual, Mrs. Sowards! I am a parent of Chad Woodward, who had the opportunity to have her in 8th grade for both English and US History. Chad struggled in school and needed a teacher that believed in him and Mrs. Sowards was that person. She encouraged him and gave him the support he needed. Chad was hard working and Mrs. Sowards would work with him after school and tutor him in writing. She also gave him extra support during the school day.

We were on an uphill battle with Chad because he was so down on himself. We believed in him as parents but the outside world was so important for his success. The year with Mrs. Sowards gave Chad the strength to persevere in the rest of his education. He struggled in 9th grade at that school but was determined to succeed. We left that charter school which seemed to be designed for the intelligent students and not for all. As we look back we know that it was the teacher that made the difference at that charter school and she would continue to touch the lives of many others that she interacted with. As a parent and also an educator I know that both teachers and schools can make or break a student. We know without a doubt that Mrs. Sowards was the difference we needed for our son! No we can't pick the teachers in today's times but we now have the opportunity to choose the school. After Mrs. Sowards made that difference for Chad we were on a mission to find the right charter school for Chad and we did. Chad graduated this year with National Honors and plans to make it to the 2024 Olympic Games in Recurve Archery! He also wants to attend Culinary School, after the Olympics, and be the sole owner of an Italian restaurant. We know that Chad was changed by Mrs. Sowards and she gave him a new beginning in his education.

Mrs. Sowards attended Chad's graduation, after losing touch with her. It was at that time that she shared with us her plans for a charter school. I know that given the opportunity to open a school Mrs. Sowards will be able to touch so many more lives than just the students in her classroom! She is a dedicated educator and professional that believes in all students and her Charter School, Solare Collegiate will make the difference New Mexico students deserve! Solare Collegiate will be the school we hear about in the media that parents and students want to attend! She is not in this for financial gains, her dream is to open this school because she loves kids and loves watching them succeed!

Sincerely,

Jean & Richard Woodward

From: machrj@aol.com <machrj@aol.com>

Sent: Tuesday, July 24, 2018 11:33 AM

To: Schools, Charter, PED

Subject: Solare Support

Woerner, Karen, PED

Subject: FW: Support for Solare Collegiate Charter School in lieu of Public Hearing participation

From: Tessah Latson <Tessah@ahcnm.org>

Sent: Thursday, July 12, 2018 11:48 AM

To: Schools, Charter, PED

Subject: Support for Solare Collegiate Charter School in lieu of Public Hearing participation

Hello,

Due to scheduling conflicts, we are not able to be present at the upcoming public hearing, but please accept the attached letter of support signed by our CEO, Ernie'DeBaca, which was included in the original application. We support the establishment of this school with no reservations, and are happy to provide additional comments or support directly to NM PED as requested.

Sincerely,

Tessah Latson

Director, Barelas Economic Opportunity Center (BEOC)

Albuquerque Hispano Chamber of Commerce

1309 4th Street SW

Albuquerque, NM 87102

505.842.9003

www.ahcnm.org

My WHY: To create meaningful and sustainable change for a stronger community.

AHCC WHY: We believe in contributing to a greater cause.



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1309 4th Street SW • El Camino Real • Albuquerque, NM 87102 • 505.842.9003 • Fax 505.764.9664
www.ahcnm.org

Ernie C'de Baca
PRESIDENT & CEO

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April 12, 2018

New Mexico Public Education Commission
300 Don Gaspar Ave.
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong **support** of Solare Collegiate Charter School, a grades 5-8 charter school proposed to open in the 87121 zip code.


As the President & CEO of the Albuquerque Hispano Chamber of Commerce (AHCC), representing over 1200 local businesses and over 110,000 community members, I recognize the critical need for a high school and college preparatory school option in southwest Albuquerque, particularly at the middle school level. Solare Collegiate satisfies all of those requirements, with a strong emphasis on rigorous academics balanced by individualized supports needed by students, especially for our city's most disadvantaged students. The Solare Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Solare Collegiate is committed to prepare students to excel in the high schools and colleges of their choice; a commitment that is shared by the AHCC and greater membership. After speaking with Rachael Sowards, Lead Founder of Solare Collegiate, the AHCC is excited to partner with/support Solare Collegiate in the future. Through our Education Committee and established community partnerships, AHCC is here to see Solare Collegiate succeed. This partnership is important to our organization as we believe in the potential of the children of Albuquerque and the role Solare Collegiate will play in fostering that potential.

Again, I would like to extend my support and recommendation for the approval of Solare Collegiate Charter School. Southwest Albuquerque is in dire need of a school that prioritizes highly rigorous, college preparatory curriculum, while also offering Spanish language and New Mexico Cultural programming. It is my hope that Solare Collegiate should be granted a charter and open in the fall of 2019, benefiting the students of southwest Albuquerque.

If you have any questions or concerns, please do not hesitate to contact me:
ernie@ahcnm.org, 842-9003.

Sincerely,


Ernie C'de Baca
President & CEO

JOIN. CONNECT. THRIVE.

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Thursday, July 19, 2018 8:49 AM
To: Woerner, Karen, PED
Subject: Fw: Oppose Solare Collegiate Charter School

From: Carolyn Baker-Nair <cnair@gmx.com>
Sent: Thursday, July 19, 2018 8:00 AM
To: Schools, Charter, PED
Subject: **Oppose** Solare Collegiate Charter School

I am a parent, an educator, a member of the Albuquerque community, a citizen of New Mexico and a citizen of the United States.
I oppose the Solare Collegiate Charter School in New Mexico.
I oppose what it would mean for New Mexico's children and our future.
I oppose tax dollars for private organizations.
I support democracy in our nation, especially in education.
I support education standards that are upheld to the highest degree.
I support public education.
Do not approve the Solare Collegiate Charter School.
Make a stand for New Mexico's future.
Represent the people of New Mexico.

Carolyn Baker-Nair

8416 Hilton Ave NE
Albuquerque NM 87111
(505) 322-9318
cnair@gmx.com

July 24, 2018

New Mexico Public Education Commission
% Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501
Re: Solare Collegiate Charter School

Dear Public Education Commission:

For many years I have been following the expansion of charter operations that have been making their way around the country in the current era of reform, accountability, and high stakes testing. KIPP, Success Academy, and the Uncommon Schools Network are just several examples of charter operations that have been established over the past two decades. These schools operate under the same playbook: implement a highly regimented test prep curriculum tied with a no-excuses behavior system, target communities of color in high poverty neighborhoods, and embed themselves in areas that have traditional public schools labeled by state mandated high stakes testing as "failing". These charter operations do not reflect needs expressed by the targeted community, but instead reflect the values of organizations outside the neighborhood, city, or even state.

After attending the hearing last Thursday and then reading the 264 pages of the application, it is abundantly clear that Solare Collegiate Charter School is following this playbook. I noticed the absence of community voice in the application, an abundance of resources and time measuring "academic growth" through high stakes tests, a promotion of a zero tolerance behavior policy, and implementation of data analysis around student test scores. In addition, the Spanish Heritage program described in the application and in the hearing is vague, questionable, and fueled by an as yet to be determined relationship with Instituto Cervantes. For this reason, I am strongly opposed to the authorization by the Public Education Commission of Solare Collegiate Charter School.

Zero Tolerance Behavior System

References to the work of Doug Lemov and the Uncommon Schools Network are sprinkled throughout the Solare Collegiate Charter School application. Doug Lemov wrote *Teach Like a Champion* that details a behavior management system that is highly structured, punitive, and unbending in its implementation. This program is often referred to as a Zero Tolerance Behavior Policy. Uncommon Schools and other charter operations have built their entire behavior management system around Lemov's work. Solare is following their lead.

I have included some articles at the end of this letter that highlight some of the damaging effects to students of a zero tolerance management system. If you read the articles and view the videos, you will encounter the term "tracking". Tracking, mentioned throughout the Solare application, is a foundational strategy in many test prep charter operations. This technique requires "scholars" to clasp their hands on top of their desk, sit up straight, and "track" their eyes with the speaker (usually the teacher). Students as early as Kindergarten in elementary charter school operations are taught to track. If students do not conform to tracking, there are specific and punitive consequences for them. Teachers are also monitored by charter school leadership on how well their students track. When I first heard about the tracking strategy, I thought about how I would respond to someone telling me to sit up straight, clasp my hands, and always look at the speaker when I was at meetings, conferences, doing collaborative work, etc. I urge you to consider what you would do if asked to track.

What was not mentioned in the Solare application is what will be done with students who don't comply with this rigid behavior management system. In the Uncommon Schools network, one of the fallouts due to non-compliance is a very high student attrition rate. Most damaging to our children is that zero tolerance behavior programs completely ignore the root causes of student behavior. Today, all our schools, especially schools in neighborhoods of high poverty, are seeing more children coming to school with deep trauma. A zero tolerance system puts a blind eye to the trauma and instead has the potential to re-traumatize children with its consequences. In both the hearing and the application, there was no plan on working with children beyond reaching rigorous academic goals. No counselor for behavioral and mental health, no social worker. This is very worrisome indeed.

Test-Prep Curriculum

Uncommon Schools Network, like Solare charter schools, boasts their ability to raise student "achievement" with "historically under achieving" populations using a "rigorous academic curriculum". How does Solare propose to do this? By using a test prep based, on-line dependent curriculum (Eureka Math and Accelerated Reader) paired with measuring achievement using standardized tests and assessments in Reading and Math. Achievement in the Arts, social justice work, community engagement, ethnic studies, or languages are not measured, valued, nor included in the Solare curriculum.

Measuring student achievement in Reading and Math at Solare will be intense, ongoing, time consuming, expensive, and mostly administered on-line. The assessment and accountability section of the Solare application takes up 20 pages with the testing calendar taking up five pages. Students will be administered the PARCC, NMSBA, and End of Course Exams annually. Next there are the computer based MAP tests in Reading and Math 3 times a year, the STAR computerized test in Reading and Math at least 4 times a year, internally developed interim assessments administered 6 times a year and finally, students must complete an exit ticket after each lesson on a daily basis. For more details

on Solare's student assessment program, please refer to pp. 85-105 on the application.

Teachers will spend a great amount of time analyzing the enormous amount of data they gather at regularly scheduled "Data Days". Through "data dialogues", teachers will identify students who do not meet the expected level of growth on test scores as "triggers". "Triggers" will be referred to the Student Assistance Team, be given targeted interventions, and individualized instruction. No mention is made about what happens if these strategies do not raise the test scores. Solare simply states in its application that it is, "confident that students will reach the ambitious short cycle and summative goals."

Contract with Instituto Cervantes

Solare reported that because of community input, they would adopt a Spanish Heritage program to maintain and strengthen language spoken at home. The Governing Board made the decision to work with Instituto Cervantes in developing the curriculum and teaching the students. The goal of the Instituto Cervantes, established by the Spanish government, is to promote the language and culture of Spain and Latin American cultures. I worry that the rich New Mexican culture in the South Valley that includes Native American and Chicano cultures will be overlooked and ignored. Further information about the Heritage Spanish program was at best vague.

Thank you for listening to my concerns about Solare collegiate charter school. It is my hope that the PEC is thoughtful and considerate as to the impact this charter operation will have on our children, the South Valley community, and our future. Please let me know if you have any questions.

Sincerely,

Francesca Blueher

Retired Public School Teacher
1613 Harvard Drive NE 87106
Albuquerque NM
5053661096

Articles

An interview with the founder and CEO of Success Academy. This piece highlights some of the consequences of higher test scores:

Eva Moskowitz's Crusade to Turn Children into 'Little Test Taking Machines'

Success Academy uses a combination of excessive punishment and direct pressure to remove students who win lottery seats at the school.

<https://www.alternet.org/education/eva-moskowitzs-crusade-turn-children-little-test-taking-machines>

This article mentions Uncommon Schools and its "data driven", test prep focused values:

The Disturbing Reason Why Some Charter Schools May Have Higher Test Scores

It's devastating for black students and children with special needs.

<https://www.motherjones.com/politics/2016/03/charter-schools-suspend-more-black-students-disabilities-test-scores/>

A video that shows how to teach kindergartners how to track:

https://www.youtube.com/watch?time_continue=155&v=eZqg1ZoNJPQ

This is critique of Lemov's book, *Teach Like a Champion*. Lemov's work is mentioned favorably several times in the Solare application.

The Power of Pedagogy: Why We Shouldn't Teach Like Champions

<https://citiessuburbsschoolchoice.wordpress.com/2016/05/07/the-power-of-pedagogy-why-we-shouldnt-teach-like-champions/>

From: Francesca Blueher <francescablueher@gmail.com>

Sent: Tuesday, July 24, 2018 1:14 PM

To: Schools, Charter, PED

Subject: Fwd: Public Input **against** Solare Collegiate Charter School

Dear Public Education Commission,

Attached and below are comments against the proposed Solare Collegiate Charter School.

Sincerely,

Francesca Blueher

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Friday, July 20, 2018 8:19 AM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Charter School

From: chris sturgis <sturgis.chris@gmail.com>
Sent: Friday, July 20, 2018 5:41 AM
To: Schools, Charter, PED
Subject: Solare Collegiate Charter School

I am writing in regards to the application of the Solare Collegiate Charter School. I am highly concerned that this school claims to be "guided by the belief that voice strengthens identity" yet interprets this as two contained courses. A strong culturally responsive strategy that draws on the assets of students and their family should be incorporated throughout the school not embedded in a stand alone curriculum.

One of the strategic advantages of charter schools is to bring innovation. This application suggests that they are not even drawing from the most developed ideas regarding child and adolescent development and culturally responsive education. Both of these are important to consider as they can help to build intrinsic motivation.

I am also concerned that the focus on literacy seems to emphasize reading whereas writing is equally important, perhaps even more so. Writing is one avenue for students to develop voice and the higher order skills. The focus of the curriculum seems to be only on the basics without opportunity for deeper learning.

I hope that you will encourage the applicant to revisit their design before you approve their model. We want the best for NM and this does not appear to be an application that is drawing from the best practices.

Chris Sturgis
121 Mesa Vista Street
Santa Fe NM 87501

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 4:24 PM
To: Woerner, Karen, PED
Subject: Fw: Solare Collegiate Charter School Application
Attachments: ABQ Interfaith Re SCCS 07242018 Final.pdf

From: Kip Bobroff <kipbobroff@gmail.com>
Sent: Tuesday, July 24, 2018 3:41 PM
To: Schools, Charter, PED
Cc: Joaquin Sanchez
Subject: Solare Collegiate Charter School Application

Attached as a pdf please find comments from Albuquerque Interfaith in opposition to the application of Solare Collegiate Charter School.

Please contact Joaquin Sanchez at the above email address with any questions.

Thank you.

ALBUQUERQUE INTERFAITH

July 24, 2018

New Mexico Public Education Commission
% Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

Re: Solare Collegiate Charter School Application

Dear Public Education Commission:

Albuquerque Interfaith is a 25-year-old broad-based non-profit organization of fifteen congregations, public schools, and non-profits acting together for the common good. AI has advocated for excellent public schools since our founding. For over a decade, AI has supported charter schools created and controlled by local communities, responding to local needs and accountable to families seeking good educations for their children. AI believes in transparency, innovation, accountability, and communities making their own decisions for their children.

Albuquerque Interfaith opposes approval of the application of Solare Collegiate Charter School because it fails to meet these principles. Its application and public testimony obscure the fact that SCCS has been initiated by entities outside New Mexico seeking to “target” the South Valley for their own larger education reform agenda. The school plan has been developed with little *meaningful* conversation or input from South Valley and Westside families, let alone true local control. As a result, SCCS’s educational plan is neither unique nor innovative. Its near total reliance on excessive standardized testing ignores educational research that using only such measures harms children from the communities it proposes to serve. Its application barely mentions its strategy for behavioral management despite strong research that similar overly punitive “no-excuses” disciplinary approaches fail large numbers of children and, for many, lead to incarceration not graduation.

Transparency. SCCS developed as part of a national effort established and funded by outside organizations through the organization “Building Excellent Schools” that aims to propagate a particular model of education. The New Mexico affiliate, Excellent Schools New Mexico, was established to start 30 new charter schools using that model. Rather than discuss that affiliation openly and transparently, the public presentation on July 19 hardly mentioned it. Indeed, the SCCS application explicitly denies that ESNM is integral to the school’s establishment, despite relying heavily on \$200,000 in startup funding from the organization, particularly if it does not receive Charter School Program funding. The families of the South Valley deserve to know where the strategies and resources come from that are being used to target their communities.

Lack of quality community engagement. According to the International Association for Public Participation (IAP2) (2014), an international leader in defining effective community engagement

practices, public groups define the extent to which the community at large are involved in setting mission, vision and direction for an initiative. The Association defines the quality of community engagement through a six step spectrum that begins with “Inform” and increases incrementally to “Empower”. SCCS’s testimony confirmed that their approach to engaging the South Valley community has been almost through the lens of “Inform”: they provided the public with information to assist them in understanding the problem, alternatives, opportunities and/or solutions of their school.

SCCS’s application gives no evidence that they conducted individual or group meetings, focus groups, or even focus groups with the families that they have targeted to ask what they want from a school for their children. This is the lowest level of engagement and embraces the disposition of “We’ll keep you informed.” Conversely, community designed charter schools, the traditional process in New Mexico, requires school founders to embrace the two highest levels of the Public Participation Spectrum: “Collaborate”: partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution and “Empower”: place final decision making in the hands of the public. The absence of collaboration and empowerment, as defined by IAP2, on SCCS’s account, brings into question their readiness in creating sustainable community partnerships within the South Valley community.

Lack of Uniqueness. Not surprisingly, given its outside roots and lack of meaningful community engagement, SCCS’ stated mission could well be the mission of every public school in New Mexico. The applicant’s strategy matches the “Building Excellent Schools” national website’s description almost exactly: “an academically rigorous instructional program, dramatically increased instructional time, and a relentless focus on literacy and mathematics.” Extended time on Math and English/Language Arts instruction is a widely used strategy in most public schools through the Response to Intervention (RTI) protocol. The proposed heritage language and cultural enrichment are a small part of the applicant’s strategy.

Lack of Innovation. The mission statement and application capture little innovation of any sort. In the application itself, there is scant evidence of innovation, beyond requiring staff to work a minimum of 48 hours each week (Application, p.169), a model for attracting inexperienced and less-qualified teachers and then burning them out.

Behavioral Management. The application raises many red flags around the applicant’s approach to behavioral management, most importantly a lack of specificity. We are concerned that the national models the applicant cites such as “Uncommon Schools” have incorporated “zero tolerance” school and “No Excuses” approaches which contribute to pushing out struggling students rather than providing resources and strategies to overcome socio-economic barriers. The application makes no mention of the “restorative justice” approach that has been successfully embraced in many local schools to reduce suspensions and other negative disciplinary outcomes. Because the application provides so little detail on its behavioral management approach, it is impossible to know whether SCCS will support its students adequately or “push out” those who struggle.

Accountability. We are concerned that SCCS's application indicates overwhelming reliance on standardized testing to ensure accountability and student success. While standardized testing should be one part of student and school assessment and accountability, such a near exclusive fails to evaluate and encourage the kind of holistic education that developing future citizens and leaders of our democracy requires.

Conclusion. Albuquerque Interfaith believes in public schools and supports charter schools that are firmly based in our community; initiated, planned, and controlled by and with the deep engagement of the families they serve; and accountable in meaningful ways to those families. While SCCS's founders are no doubt well-intentioned and have spent almost a year "selling" their proposed school, it is not a process or a result that will serve well the families of the South Valley.

Sincerely,

/s/

Albuquerque Interfaith

Reference

Core Values, Ethics, Spectrum – The 3 Pillars of Public Participation. (2014). Retrieved July 22, 2018, from <https://www.iap2.org/page/pillars>

Albuquerque Interfaith is made up of congregations, public schools, and non-profit organizations working to develop the capacity of ordinary people to participate in democracy. Its member institutions include First Congregational Church, UCC First Unitarian Church, Friends Meeting, La Mesa Presbyterian Church PCUSA, NACA/NISN (Native American Community Academy/NACA Inspired School Network), PTEC (Parents and Teachers Educating the Community), Robert F. Kennedy Charter School, St. Andrew Presbyterian Church PCUSA, St. Mark's Episcopal Church, St. Paul Lutheran Church, St. Therese of the Infant Jesus Catholic Church SBMTNA (Santa Barbara/Martineztown Neighborhood Association) Second Presbyterian Church, and South Valley Academy Charter School. It is affiliated with the Industrial Areas Foundation, the nation's oldest and largest network for broad-based organizing.



July 24, 2018

To the members of the Public Education Commission,

This letter serves to articulate concerns regarding the application for Solare Collegiate Charter School which would be located in the 87121 ZIP code. These concerns arise not from enrollment but from the educational approach put forth by Solare Collegiate.

- The application frames the students from the 87121 ZIP code using a deficit lens, considering only the areas in which they need to grow and not from the developmental assets they bring to the learning community.
- The educational model intended by Solare Collegiate sacrifices the Whole Child in favor of extensive English Language Arts and Mathematics blocks which do not leave more than 50 minutes per Social Studies, Science or specialties class four days per week and New Mexico Culture but once per week for 80 minutes.
- While Solare Collegiate claims to honor student voice, the discipline plan, which utilizes merits and demerits, to support student behavior limits students' abilities to work through behavior challenges using their voice and agency. Systems of power and oppression could be replicated using this approach.
- The primary literacy focus in Social Studies and Science restricts students' abilities to engage in these content areas as historians and scientists. Reading about Social Studies and Science is not the same as doing the work of historians, citizens and scientists.
- Eighty minutes per week in which to engage in a science lab will not develop students true understanding of the cross-cutting concepts and rigorous standards of the newly adopted New Mexico STEM Ready Standards. Students will not enter high school prepared thus limiting their opportunities to be college or career ready in the sciences.

The applicants for Solaire Collegiate want what we all want for the students of Albuquerque: excellent schools for our students to achieve and thrive. The manner in which they are approaching this shared goal are counter to the interests of our students and community.

Sincerely,

Raquel Reedy
Superintendent
Albuquerque Public Schools

Nancy N. Chavez
Executive Administrative Assistant
Office of the Superintendent
505-880-3706 | c: 505-328-7194
Fax 872-8855
chavez_n@aps.edu | www.aps.edu



**ALBUQUERQUE
PUBLIC SCHOOLS**

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Tuesday, July 24, 2018 4:20 PM
To: Woerner, Karen, PED
Subject: Fw: Opposition Letter to Solare Collegiate Charter School
Attachments: PEC Opposition Letter Regarding Solare Application.pdf

From: Javier Rojo <jrojoccp@gmail.com>
Sent: Tuesday, July 24, 2018 1:12 PM
Cc: Ane Romero; Melanie Aranda; Oriana Sandoval; Kara Bobroff
Subject: Opposition Letter to Solare Collegiate Charter School

Hello,

On behalf of community residents and several local organizations, I have attached a signed letter opposing the approval of Solare Collegiate Charter School.

Thank you for your time.

--

Javier Rojo

CCP Policy Fellow
Master in Public Affairs Candidate '19
Princeton University

Center for Civic Policy
1000 Silver Ave NW | Suite 320
Nashville, TN 37203
Email: jdaniel.ccp@gmail.com
Phone: 505-980-5127 | Fax: 505-242-1231
Website: www.civicpolicy.com

July 18, 2018

Ms. Patricia Gibson, Chair
Mr. Gilbert G. Peralta, Vice Chair
Ms. Karyl Ann Armbruster, Secretary
New Mexico Public Education Commission
300 Don Gaspar Santa Fe, NM 87501

New Mexico's charter school system has historically supported autonomy and innovation, leading to a healthy diversity of educational options available to students and their families. Across the state, many of these schools have served in a way that complements local school districts and meets a unique need. This is imperative to the success of those charter schools which work in collaboration and in a transparent way with existing community and education partners.

Unfortunately, this has not been the full process in which Solare Charter School has operated in submitting their application for the Building Excellent Schools program. Therefore, we respectfully request that the Public Education Commission (PEC) not support the Solare Charter School's application to open a Building Excellent Schools (BES) school. In addition, we also request that the Public Education Commission, take the following steps to improve and ensure that key community partners are at the table when proposed charter school applications are being reviewed and that proper guidelines and performance standards are instituted to ensure the way in which charter schools operate:

- Work with existing charter and district leaders to establish clarity and agreement on how charter schools should be assessed for authorization, replication, and expansion, and establish a clear and transparent approval process including community engagement and public hearings.
- Require that all new charter school applicants demonstrate collaboration and partnership with local schools, school districts, school boards, tribes and non-profits to complement existing services and meet the educational needs of the community and students, versus duplicating and competing for resources, which may have a negative financial impact on surrounding schools.
- Conduct an impact study with the Legislative Finance Committee or Legislative Education Study Committee, including a feasibility assessment of new school locations, an analysis of continued charter school authorizations without sustainable facilities solutions, and the impact of the lack of clarity and agreement on how charter schools should be evaluated for authorization, replication/expansion, and renewal prior to the approval of any new charter schools in New Mexico.

The process for approving charter schools in New Mexico is flawed. The National Alliance for Public Charter Schools gave New Mexico an 8 out of 16 points for a transparent charter application, review, and decision-making process. It was noted that New Mexico lacked application approval criteria. Furthermore, the recent 2018 National Charter School Law Rankings & Scorecard conducted by the Center for Educational Reform, gave New Mexico 8 out of 15 points for authorizing charter schools, noting excessive regulation and providing a case study for the nation in New Mexico's emphasis on compliance with administrative regulations over a focus on student outcomes. Based on our own experiences and observations, the New Mexico Public Education Commission and Public Education Department decision-making processes remain opaque. Some New Mexico charter schools face an especially rigorous approval process, while others are treated with considerable leniency. The Schott Foundation and the Network for Public Education recently assigned the state of New

Mexico an "F," and highlighted that its charter school practices were not aligned or transparent in the democratic processes.

We ask that PEC work with us to develop more transparent, equitable, and community-informed processes for charter school authorizations. It is critical that we hold applicants accountable not only to state regulations, but to the New Mexico schools, students, and families who depend on and deserve an open, fair, and responsive educational system. Adhering to this type of process, truly guarantees that families will indeed be able to make the best school choice for their communities and children.

We hope that this letter is the beginning of a productive dialogue and we look forward to taking the necessary steps towards creating and sustaining a transparent system together. Thank you for your time and attention regarding this matter.

Respectfully,

New Mexico American Federation of Teachers
Enlace Comunitario
New Mexico Dream Team
OLE: Organizers in the Land of Enchantment
Center for Civic Policy
NM Voices for Children
Progress Now NM
Partnership for Community Action
Agri-Cultura Network
Encuentro New Mexico
Prosperity Works
New Mexico Center on Law and Poverty
South Valley Economic Development Center
Rio Grande Community Development Cooperation
La Plazita
National Immigration Law Center
Centro Savila
El Centro
South Valley Academy, local charter school

Robert F. Kennedy Charter School, local charter school
Native American Community Academy, local charter school
Melanie Aranda, South Valley resident
James Aranda, South Valley resident
Alysia Maldonado, South Valley resident
Pamela M. Baca, South Valley Resident
Ana M. Guadian, South Valley Resident
Mario R. Lara, South Valley Resident
Leobardo S. Maldonado, South Valley Resident
Laura J. Sauameda De Fernandez, South Valley Resident
Rosalinda A. Torres, South Valley Resident
Teresa M. Roskos Payne, South Valley Resident
Julio C. Rivas, South Valley Resident
Manuel Ornelas Dominguez, South Valley Resident
Gloria G. Rodriguez, South Valley Resident

19 speakers
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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

CHRISTOPHER RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

VISITORS ATTENDING PUBLIC EDUCATION COMMISSION – COMMUNITY INPUT HEARING
for Solare Collegiate Charter School
THURSDAY JULY 19, 2018 from 8:30 A.M. – 12:00 P.M.

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	YES
Peter Doe		Self	In support	
Ernestine Ernestine Chaco		—	—	NO
Mary Catherine Baca MCB		—	—	no
Travis Miller				NO
David Binder				NO
Raymond Nance		self	Support	yes
Domen Fuentes		self	support	no
Glenna Voigt		SELF		
Measman Stern		Self	Support	no
Jerome Baye		Self	Support	no
Melissa Wauneka		Teach For America	In Support	No
Denise Del Aguila		Teach For America	Support	No



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Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	YES
Peter Doe		Self	In support	
TERESA NARANJO	<i>Teresa Naranjo</i>	Self	IN Support	NO
Samuel Naranjo	<i>Samuel Naranjo</i>	Self	IN support	Yes
Tom Genne	<i>Tom Genne</i>	NISN	in support	NO
Mark Sowards	<i>Mark Sowards</i>	Self	IN support	NO
Adam Garcia	<i>Adam Garcia</i>	Self	In Support	NO
Sita Subramony	<i>Sita</i>	Self	In support	
Pranav Venkit	<i>Pranav</i>	Self	In support	NO
Debra, Au	<i>Debra Au</i>	Self	In support	No
P. Kim Herrera	<i>P. Kim Herrera</i>	South valley Buss Community	BOB BARRON ATRISO COMUNITES IN support	yes
Janie Blais	<i>Janie Blais</i>	Self NMAFCS	Support	
Rev. Trey Hammond	<i>Rev. Trey Hammond</i>	Albuquerque Interfaith	Oppose	Yes
Wendy Dietz	<i>Wendy Dietz</i>	Albuquerque Ymca	Support	NO



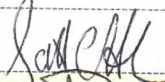

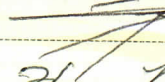

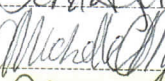
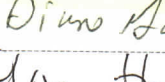

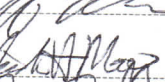



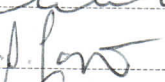
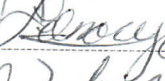
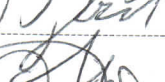
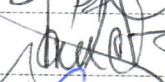
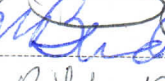
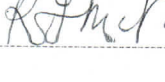




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Peter Doe		Self	In support	
Troy H		visn	opposed	no
B. DEL ROSARIO		PED-		
Julie Radoslovich		La Red	Opposed	Yes Yes
Kase		NKA	opposed	N
JOAQUIN SANCHEZ		Community Mem	Opposed	Yes
CHRIS NARILAN			Support	No
JOAQUIN SANCHEZ		ALBUQUERQUE INTERMEDIATE	OPPOSED	No
Reinette Archibald		Solare Collegiate	Support	NO
Lynette Garcia		Solare Collegiate	Support	NO

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
Scott Hindman		Excellent Schools NM	Support	No
Robert Baade		South Valle	OPPOSED	YES
Isaac Deluna		NM DreamTeam	Opposed	Yes
Kip Bobroff		Ang Interfaith	Opposed	Yes
Fonda Kirchmeyer		ABQ Interf + ATF	opposed	NO
Michelle Murgio		NMDT	Opposed	NO
Diane Garcia		Self/ Family	Support	Yes
Clarencet Hoge		NISN	Opposed	NO
Jeff Keas		Students	Support	No
Miranda Mesquez		students	Support	no
Rafael Reyes		SELF		No
Matthew Pahl		NM Coalition		No
Anna Delgado		Community	Opposed	No
Chet Charleston		Community	opposed	no
Michelle Poiani		ATF-TEACHER	opposed	no
Lilliamayo				no
Teron Campbell		Self	Support	No
Thomas Outler		District Attorney	Support	No
ANNETTE LAMICHE		SELF		NO
Norma Binder		Soire Collegiate	Support	NO
Kathy McMahon		" "	"	NO

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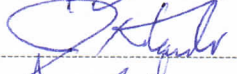

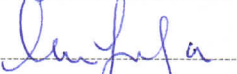
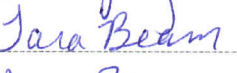
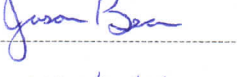
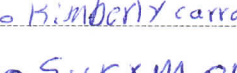
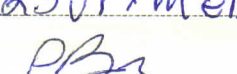
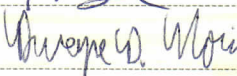
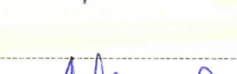
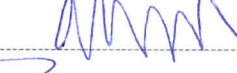



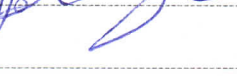

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us


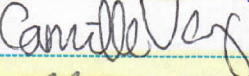
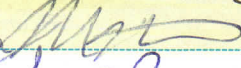



CHRISTOPHER RUSZKOWSKI
SECRETARY OF EDUCATION

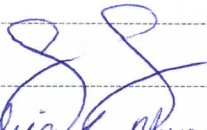

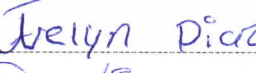
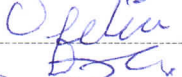
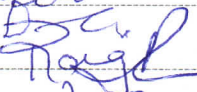
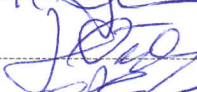
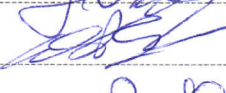


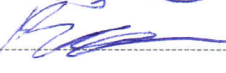
SUSANA MARTINEZ
GOVERNOR

VISITORS ATTENDING PUBLIC EDUCATION COMMISSION – COMMUNITY INPUT HEARING
for Solare Collegiate Charter School
THURSDAY JULY 19, 2018 from 8:30 A.M. – 12:00 P.M.

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	YES
Peter Doe		Self	In support	
Dawn Lay Lara		self	In Support	yes
Jeremy Nelson		Self	IN Support	NO
Jessica Lopez		NISN		NO
Luis C. Garcia		self	undecided	NO
Bridget McKenney		Self	In Support	No
Donielle Montoya		Self	in support	NO
Alan Brainer		Albuquerque Inter Faith	opposed	NO
Ellen Bernstein		Albuquerque Teachers Federation	Opposed	Yes
Marianna Anaya		Albuq. Teachers Federation	Opposed	NO

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
PATRICK DYER		SELF	IN SUPPORT!!!	—
Jacob Kolander		Self	In support	
Denise Garcia		Riudt Evaluation	Support	✓
Monica Lechuga		ACCESS	SUPPORT	✓
Tara Beam		Self	Support!	
Jason Beam		Self	Support!	
Kimberly Carrasco		NMDT	opposed	
Surry Mendosa		NMDT	opposed	NO
Patricia Barros		Self. Family	Support	yes
Dwayne Norris		ATI	Opposed	yes
Peter Sanchez		AMF	support	yes
Abby Lewis		In Accord	Support	No
PETER LORENZ		Secg/board	SUPPORT!!!	—
Geri Barnhart		Self/AFT	opposed	NO
Monica Gonzalez		Solare	support	
Dailene Johnson		Solare	Support	no

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
KRISHNA KANDATH		SOLARE-Community	IN SUPPORT	Yes
Camille Vasquez		solare Collegiate	In support	—
Michael L. H.		Homecare	In support	yes
LYMAN PAUL			In Support	—
GERASIM			In Support	—
Mandyter		private citizen	OPPOSED	no

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank)
Seth Soares		NMEducation.org	Support	
Nubia Murguia		NMDT	Opposed	
Evelyn Diaz		NMDT	Opposed	
Ofelia Ferrel		NMDT	Opposed	NO
Raquel Rivas		Delta Dental	Support	NO
Lynne Ortiz		NMED	Support	
Daniel A. Torres		In Accord	Support	
Veronica Gonzalez-Zamora		Solave Collegiate	Support	
Juan Delgado		Community	Support	
Francisco Lopez-Panther		NMDT	Oppose	