

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
VOLUME TWO

December 10, 2019

8:10 a.m.

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

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1 A P P E A R A N C E S
 2 COMMISSIONERS:
 3 MS. PATRICIA GIPSON, Chair
 4 MS. TRISH RUIZ, Vice Chair
 5 MS. KARYL ANN ARMBRUSTER, Secretary
 6 MR. R. CARLOS CABALLERO, Member
 7 MR. MICHAEL CHAVEZ, Member
 8 MR. TIM CRONE, Member
 9 MS. SONIA RAFTERY, Member
 10 MR. DAVID ROBBINS, Member
 11 MS. GLENNA VOIGT, Member
 12 PED STAFF:
 13 MR. ALAN BRAUER Acting Director
 Options for Parents and Families
 14 MS. KAREN WOERNER Deputy Director
 Options for Parents and Families
 15 MS. BEVERLY FRIEDMAN PED Custodian of Record
 and Liaison to the PEC
 16 PEC COUNSEL:
 17 MS. AMI JAEGER
 18
 19
 20
 21
 22
 23
 24
 25

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1 THE CHAIR: I'm bringing out of recess --
 2 not that we really recessed yesterday, apparently --
 3 this meeting of the Public Education Commission.
 4 It is Tuesday, December 10th, and it is
 5 8:10 a.m.
 6 So thank you, all. Welcome back. Welcome
 7 to all the newcomers that are here.
 8 I'm just going to spend a quick minute or
 9 so talking about the State Accountability system and
 10 the conditional renewals that we are doing. This is
 11 the first time that we have not had the full State
 12 Accountability system available to us through our
 13 renewal hearing.
 14 So we've created some angst on everyone's
 15 side. And we spent a lot of time having
 16 conversations about what can we do about this, what
 17 should we do about it. And nothing is ever ideal,
 18 but this is the best that we felt we could come up
 19 with to deal with the situation and to be fair to
 20 all schools.
 21 So that the renewals are -- schools that
 22 are granted renewal are granted the renewal on
 23 condition that either we've found -- with the new
 24 Accountability system, we had concerns going in, so
 25 the schools have to show us something specific in

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1 the data that will be available in January, or, if
 2 the school has shown us substantial progress already
 3 as long as they continue to show that in the State
 4 Accountability system.
 5 Some schools will be asked to come back up
 6 before us; some schools, they'll just be on the
 7 Consent Agenda, most likely in February.
 8 But I do have a little statement that I do
 9 for all schools so that we are clear with this.
 10 PED has not provided a report or review of
 11 data for the School Year '18-'19 Accountability. It
 12 is important for schools to have the complete
 13 academic data as part of its renewal information for
 14 this renewal and also for future years.
 15 The PEC needs complete State
 16 Accountability Reports to make the best decision on
 17 school renewal applications.
 18 The PEC will review financial and
 19 operational performance because the data is complete
 20 at this meeting in December 2019.
 21 If the PEC decides to issue a renewal with
 22 conditions, the PEC will clearly state what
 23 Accountability information it will review from the
 24 PED Accountability Report. When the Accountability
 25 data is prepared by PED and the school has had an

<p style="text-align: right;">Page 151</p> <p>1 opportunity to review the data -- at least ten 2 days -- the PEC will review the data and remove the 3 condition or take action, such as a Corrective 4 Action Plan or possibly non-renew the charter. 5 At the future meeting, January or February 6 2020, the PEC will only consider the issues related 7 to the reason for the conditions and will not 8 consider any other issues related to renewal. 9 So we will absolutely close out today any 10 financial or operational concerns. And if there are 11 any with schools, those will be placed in the motion 12 already and those aren't up for discussion in 13 February again. Okay? 14 So -- and, please, if you have any 15 questions about it, don't hesitate to ask us, 16 because this is all kind of new territory for us, 17 and we want to make sure people are as comfortable 18 as you can be with it. 19 So, welcome. It's been suggested we do 20 roll call, just so we've got that -- yeah. Thanks. 21 COMMISSIONER ARMBRUSTER: Commissioner 22 Robbins? 23 COMMISSIONER ROBBINS: Present. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Voigt?</p>	<p style="text-align: right;">Page 153</p> <p>1 Beverly. And we will divide the time up between the 2 people; the eight minutes will be divided up. 3 So, please -- so we're back on track. 4 Thank you once again for coming. We're 5 going to start with CSD, and then you'll have your 6 15 minutes, and then we'll have the public comment. 7 MS. KAREN WOERNER: Good morning, 8 Madam Chair, Commissioners, school representatives, 9 and guests. 10 I'm going to first start by reminding 11 everyone of the rubric that was used in our data 12 analysis, the school's [inaudible] has seen this, 13 regarding how we came to the determination in our 14 analysis of Meets Standards, Demonstrates Progress, 15 or Failing to Demonstrate Progress. It's very 16 clearly outlined in the rubric. And that's what 17 determined the first three -- few pages of our 18 report. 19 If you're looking, Commissioners, online, 20 Tuesday's material, meetings, are -- this school 21 starts on Page 6. 22 In the data analysis, it shows that the 23 school's academic performance has been on an upward 24 trend both in math and reading across the term of 25 the contract. Their science proficiency rate last</p>
<p style="text-align: right;">Page 152</p> <p>1 COMMISSIONER VOIGT: Here. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Armbruster is here. 4 Commissioner Davis is not here. 5 Commissioner Chavez is not here. 6 Commissioner Gipson? 7 THE CHAIR: Here. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Raftery? 10 COMMISSIONER RAFTERY: Here. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Crone -- 13 COMMISSIONER CRONE: Here. 14 COMMISSIONER ARMBRUSTER: -- is here. 15 Commissioner Ruiz? 16 COMMISSIONER RUIZ: Present. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Caballero is not here. 19 So we have a quorum of seven. 20 THE CHAIR: Seven? All right. Okay. 21 Sorry. 22 COMMISSIONER ARMBRUSTER: At the moment. 23 THE CHAIR: If there is anyone here who 24 wishes to talk during the eight-minute comment time 25 for the school, there is a sheet right here by</p>	<p style="text-align: right;">Page 154</p> <p>1 year was at 51 percent. If you recall, the state 2 average was 35 percent, so above that. 3 There is sub growth -- the student growth 4 indices do show at or above Expected, a couple of 5 dips in the math but not significantly below the 6 zero. Remember, zero is As Expected. 7 The student proficiency by subgroup has 8 also been showing an upward trend in reading for all 9 subgroups, and in math, a little growth in the last 10 year. 11 Their charter school goals, I'm going to 12 speak to that a little bit. The way it worked, from 13 what I can read in Albuquerque Public Schools' 14 goals, they were changed over the course of the 15 contract. So they weren't always the same goal 16 throughout the contract years. 17 But if you look on there in our Part A 18 analysis, you'll see that the -- there were five 19 goals, but they were not the same each year. And in 20 some years, they primarily met them. But there were 21 some where they did not meet, but then they weren't 22 consistent the same each year. 23 Attendance rates are good. 24 Student membership grew this last year, 25 had a little bit of a jump.</p>

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<p>1 Their retention within the school year and</p> <p>2 between school years, within the school year, it's</p> <p>3 been the 90s, 90 percents, 91 to 99. Between school</p> <p>4 years has varied, but always above 82 percent. And</p> <p>5 the teacher retention rate is around the 75, 76,</p> <p>6 78 percent retention on their teachers.</p> <p>7 Obviously, our biggest concern was in the</p> <p>8 financial compliance, as you saw their audit</p> <p>9 findings this last released audit had 30 findings,</p> <p>10 which as you note in the Part A analysis, several of</p> <p>11 those have been cleared or resolved through a second</p> <p>12 audit that was conducted.</p> <p>13 I did obtain this information from the</p> <p>14 State Auditor's website, actually, the only school</p> <p>15 that has something published already in 2019. It</p> <p>16 was their review that was done -- I believe it was</p> <p>17 in October. And that information is documented in</p> <p>18 your packet in your Part A.</p> <p>19 Going back to the analysis on the first</p> <p>20 few pages, you notice in the organizational</p> <p>21 performance framework, there were several indicators</p> <p>22 on their chart that showed either Does Not Meet or</p> <p>23 Working to Meet, and those areas are listed here,</p> <p>24 most of which were related to the financial</p> <p>25 components.</p>	<p>1 the hours for 2018 and 2019. However, in our data</p> <p>2 analysis, we still gave that a Demonstrates</p> <p>3 Substantial Progress, because the history shows that</p> <p>4 they didn't always make their hours in the prior</p> <p>5 years of the contract term.</p> <p>6 THE CHAIR: Okay?</p> <p>7 MS. KAREN WOERNER: I think that's it.</p> <p>8 THE CHAIR: Welcome once again. And if</p> <p>9 you would just identify yourself and anyone else</p> <p>10 that's speaking during this time for the report.</p> <p>11 MS. MARY TARANGO: Okay. Can I speak into</p> <p>12 the thing, or can I use my principal voice?</p> <p>13 Madam Chair, Commissioners, good morning.</p> <p>14 Thank you for allowing us to be here. I'm Mary</p> <p>15 Tarango. I'm the CEO.</p> <p>16 Bianca Belmonte-Sapien, our principal.</p> <p>17 Michael Vigil and Zach Kirchgessner, who</p> <p>18 are from the financial group.</p> <p>19 We have Jennifer Elliott representing</p> <p>20 special ed. Two students from Student Council.</p> <p>21 We have representation from the PTA.</p> <p>22 Hugo Sanchez, who is on the Cutler</p> <p>23 Foundation, who was very instrumental in our bond</p> <p>24 sales.</p> <p>25 Rita Hershey, who is our consultant to</p>
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<p>1 So the liquidity -- saying that right --</p> <p>2 total audit findings, repeat audit findings,</p> <p>3 classification of audit findings, financial</p> <p>4 compliance, and Generally Accepted Accounting</p> <p>5 Principles. And then there were two additional ones</p> <p>6 which were noted as exceptions in the site visit and</p> <p>7 the concern about background checks. Again, that</p> <p>8 was taken from the reports from the Albuquerque</p> <p>9 Public School site visits.</p> <p>10 They had 93 percent of their employees</p> <p>11 submit -- sign a petition, 75 percent of their</p> <p>12 households.</p> <p>13 Their school NMCI Index score for their</p> <p>14 facility is at 15 percent, which is low -- lower</p> <p>15 than the average and, therefore, a good index.</p> <p>16 And one additional point I want to make</p> <p>17 is, in the Part A analysis, we reported on their</p> <p>18 governing board list and training that has been</p> <p>19 updated since that time. And the school did</p> <p>20 provide, in their Part B, a detailed list of</p> <p>21 their -- it was Page 42 of their Part B. They</p> <p>22 provided a list of their governing council members</p> <p>23 for the term of the contract and how many hours of</p> <p>24 training they received each year.</p> <p>25 And so they did, in fact, meet or exceed</p>	<p>1 facilitate the bond sales.</p> <p>2 Virginia is on her way, our chairperson of</p> <p>3 our governance council.</p> <p>4 Art Silva is our vice-president and the</p> <p>5 founder.</p> <p>6 So -- Jim Richardson, our facilities</p> <p>7 manager, his daughter and future parent and future</p> <p>8 students are here with us as well.</p> <p>9 And I think I hit all of this.</p> <p>10 So thank you again for allowing us to be</p> <p>11 here. There's just a couple of things I wanted to</p> <p>12 add in terms of our building. We are in a</p> <p>13 52,000-square-foot facility at this point. We are</p> <p>14 negotiating bond sales, which is why, you know,</p> <p>15 there's, you know, some concern about the timing.</p> <p>16 And I can answer questions then, later on</p> <p>17 perhaps, about the actual paperwork that we'll need</p> <p>18 to provide later on.</p> <p>19 Robert Fuentes, our legal counsel, is here</p> <p>20 and may be making a statement at the end as well.</p> <p>21 We are in our 20th year. We are very</p> <p>22 fortunate to be in a facility, which is part of the</p> <p>23 reason why we are now coming to PEC. We've been</p> <p>24 advised by many, many people that at this point in</p> <p>25 time, with our background, that it is probably a</p>

<p style="text-align: right;">Page 159</p> <p>1 good move for us, even in terms of the flexibility 2 that we have and the ability to acquire more funds 3 specifically for our building, rather than being a 4 part of APS in general. 5 So we appreciate that. 6 One thing that I don't believe has been 7 highlighted enough is our move into the community 8 and our building goes beyond our facility. We are 9 part of the @Cutler Association, which addresses the 10 Cutler Corridor. We have received funds from the 11 County, the City, and legislative funds last year to 12 improve the Cutler Corridor itself. 13 They got the green light to start 14 lighting, which will improve the Cutler area in 15 general. 16 We have been welcomed into this community. 17 We have another meeting coming up. It's just great. 18 The one downfall that we do understand 19 quite clearly are the finances and last year's 20 audit, which is why we did, again, push to have 21 those released early for the bond sales and for our 22 renewal. 23 We have reorganized. I am now the CEO 24 rather than the principal, still the head 25 administrator. Bianca is now the principal. And</p>	<p style="text-align: right;">Page 161</p> <p>1 opportunities. As you can imagine, the natural 2 curiosity of middle-school-aged students is 3 profoundly difficult to wrangle in the classroom. 4 So we are aided by the fact that our mission is that 5 whenever possible, that our lessons will take place 6 throughout school instruction in an arena where the 7 children are able to make connections between the 8 community and their academics. 9 Our teachers are very well-versed with the 10 standards and grade-level expectations, and they use 11 the data from NWEA and MAPs to create amazing 12 opportunities for our students. 13 Some of the OSI experiences that our 14 students partake in relate to math and science. 15 Last year, our sixth-graders went to the Very Large 16 Array, thanks to the support of our PTA, who also 17 funds a grade-level bus for one of the OSI 18 experiences. 19 Our teachers do go out and write many 20 grants and receive those awards. For example, a 21 target grant was used this year to provide a bus to 22 go to one of the cultural experiences at Acoma 23 Pueblo that our fifth-graders will take. 24 We often use the public bus transportation 25 system to go into the community to have these</p>
<p style="text-align: right;">Page 160</p> <p>1 the Vigil Group has taken on more responsibility for 2 our finances. So we believe that we put some things 3 into place that will create a better picture. 4 The renewal -- the second amendment, now, 5 we're in -- you know, was complicated at best. We 6 were trying to follow direction from many, many, 7 many different sources, and it just kind of didn't 8 come out in the end. 9 Granted, there are areas in that audit 10 that we are clearly at fault and accept that 11 responsibility. But, again, that was the reason for 12 the reorganization, okay? 13 So thank you again for being here. 14 Bianca? 15 MS. BELMONTE-SAPIEN: Madam Chair, 16 Commissioners, one of the things that I'd like to 17 highlight, that through this growth, even though it 18 has presented challenges, we have stayed true to our 19 mission. 20 One of the things that we are very proud 21 of is the fact that our students participate in over 22 20 different out-of-school experiences per grade 23 level each year. Our students go out into the 24 community in a variety of capacities. 25 Some of them are service learning</p>	<p style="text-align: right;">Page 162</p> <p>1 experiences. And I feel what better exposure to the 2 community than on the public buses, and what a great 3 skill for our kids if they plan to go out into the 4 community and don't have the means to have a car or 5 to get rides. They know how to use the public bus 6 system. 7 Our students go to the New Mexico film 8 experiences. Our teachers take them to natural 9 history experiences. They do community service in 10 the Valle de Oro. They clear trails. They go into 11 the different bosque areas and learn about the 12 ecosystem. 13 Our entire model is based on learning 14 something in the classroom, going out into the 15 community, either researching it or having that 16 experience in a hands-on capacity, and then coming 17 back for teachers to assess that learning and move 18 the students to the next level. 19 The students' formative assessments are 20 something that our students take and run with in 21 terms of modifying instruction. Our students are 22 ability-placed into different groups, allowing the 23 teachers to modify instruction. 24 Through our growth, we have had some 25 challenges. Particularly, our EL population now</p>

1 numbers 30. For most schools, that is a drop in the
2 bucket; but for us, it has tripled over the past
3 several years.

4 So this year, we trained our teachers at
5 the beginning of the year with the CLR framework and
6 expectations. We have provided training with WIDA
7 and the different rubrics that WIDA uses to measure
8 progress of our students.

9 And because we are a full inclusion
10 school, our teachers take very much the curriculum
11 and modify it exactly to what their students need
12 and help with growth.

13 We know that developing our next 90-day
14 plan will help us to focus our mission-specific
15 goals. And we have had some spread among our goals
16 due to our current authorizer requesting us to look
17 at some different measures. We've met our goals
18 over the years, so they've asked us to modify our
19 goals and put some growth indicators in there with
20 not just are we doing the 20 OSIs, but how well are
21 we doing the 20 OSIs.

22 And so in challenging ourselves, we've not
23 met some of our goals; but we know that that's a
24 place that we can now grow.

25 We feel that we push our students with

1 they can use Chromebooks to explore anything that
2 they want to, to develop their identity and to -- to
3 affirm their cultural backgrounds and languages.

4 I think that with our development of our
5 new 90-day plan, we'll be able to fold in the new
6 expectations of the CLR framework as well as to
7 narrow our mission-specific goals and really focus
8 on what our OSIs do for our students and families.

9 Thank you.

10 THE CHAIR: Thanks.

11 Is that it?

12 Okay. Thanks.

13 We're now on to the Public Comment part.
14 And there are five people that signed up; so about a
15 minute and a half apiece.

16 And the first person on the list is
17 Analisa Encinias.

18 FROM THE FLOOR: Good morning. My name is
19 Analisa Encinias. I am Student Council President at
20 21st Century, and I've been going here for three
21 years. I am in eighth grade now.

22 And this year, we haven't -- we have gone
23 on a couple of OSIs; but last year, I'd like to talk
24 about one OSI that I really liked.

25 We went to Casa San Isidro and got to

1 very high expectations, and we have added two
2 full-time instructors to our associated arts
3 classes. We've grown our band and music program.
4 We've grown our art program to a full-time program.
5 Our PE program, because of our new building, has a
6 classroom now for health instruction as well as PE.
7 We are able to run two PE classes at a time.

8 Our students make connections, especially
9 our students with disabilities, through the arts.
10 They're able to very much excel in their learning.

11 And we have a study lab classroom now,
12 where our lowest quartile, along with our special ed
13 students, are able to get that extra boost and also
14 practice skills that are provided to them in the
15 full inclusion setting with the support of a
16 full-time EA and two instructors that are split
17 among the grade levels.

18 We are very excited to apply some of our
19 library GO funds to purchase multicultural materials
20 and to work with our equity committee, our equity
21 council, to apply our very minimal EL monies.

22 I think we've received the same amount for
23 the past three years, which is \$500.

24 We are very excited to provide our
25 students with a one-to-one laptop situation so that

1 do -- we got to learn about the culture there, what
2 they used to do. And we also got to work on some
3 tin work and learn about what they did.

4 And I'm in -- I do the Spanish Market here
5 in Santa Fe, so that kind of tied back to what I do.
6 And so that was one of my favorite OSIs.

7 I did volleyball this year, and also
8 seventh-grade and sixth-grade year and every year
9 that I did a sport at the -- it was all -- like, I
10 improved more and more every year.

11 And the coaches were really helpful.
12 Coach DA has helped everyone a lot. All the
13 associative arts teachers is -- I've been to every
14 associative arts. Like I said about the Spanish
15 Market, I'm in art this year; so -- and we're doing
16 painting, so I actually really like that. Yeah.

17 THE CHAIR: Thank you. Will the record
18 reflect that Commissioner Ruiz has to step out?

19 Next is Mia Mergard.

20 FROM THE FLOOR: Hi. My name is Mia
21 Mergard. I am the vice president of Student
22 Council.

23 One of the things that I really like about
24 this school are the OSIs because they're not really
25 like field trips; you still have fun on them, but

<p style="text-align: right;">Page 167</p> <p>1 you're actually, like, learning a lot more than you 2 would on a -- like, a normal field trip in public 3 schools. 4 I've been going here for four years. This 5 is my last year, sadly. And my brother and sister 6 went here. And I -- actually, I moved schools to go 7 here because of all the great things that I was 8 hearing about it. 9 Their music program is amazing. Their 10 teacher, Mr. Johnson, he's like the best music 11 teacher that I could ever ask for. 12 Student Council is one of the things that 13 I look forward to because you're helping your 14 community and I can do a lot of things that I 15 actually want to do for my community. 16 And, yeah, I'm done. 17 THE CHAIR: Thank you so much. 18 Next is Janet Giron. 19 FROM THE FLOOR: Good morning. My name is 20 Janet Giron, and I have four students -- or four 21 children who attend 21st Century. I love this 22 school. 23 One of the reasons that I love this school 24 is because the staff, every single staff member, 25 invites parents to be part of their child's</p>	<p style="text-align: right;">Page 169</p> <p>1 level. And I love that they -- they themselves feel 2 a sense of community in the school that they go to. 3 And, you know, I appreciate everything 4 that this school has done for my kids and for me 5 as -- well, as a parent, because I enjoy being 6 involved. I like my kids knowing that I am part of 7 their education as well their teachers. And they 8 have welcomed all of us with open arms. 9 THE CHAIR: Thank you. 10 Next is Billie Iafeta. 11 FROM THE FLOOR: Hello. My name is Billie 12 Iafeta. And, first off, my son attended 21st 13 Century five years ago. I originally transferred 14 him over there from a public school because he was 15 being bullied, and it wasn't being dealt with. 16 What attracted me to 21st Century was the 17 fact that it was a small school, classrooms were 18 smaller, and the OSIs. And quickly -- he adapted 19 well quickly. 20 From then, my daughter, who is now a 21 sixth-grader, I put her in for fifth grade last 22 year. And she loves it. She's thriving well. 23 She's in band, basketball. She loves the OSIs. I 24 love the OSIs and the fact that they get out in the 25 community, and they're learning and exposed to so</p>
<p style="text-align: right;">Page 168</p> <p>1 education. So I attend most of the OSIs. 2 I'm actually going to have to leave here 3 early to head over to one OSI. But having -- I have 4 triplets that are in sixth grade, and then I have a 5 seventh-grader. And so I get to go on 40 OSIs a 6 year. 7 And it's so much fun. I can't even tell 8 you how exciting it is to see the kids learning 9 hands-on. 10 My children are involved in so many 11 activities. They're involved in sports. They're 12 involved in Science Bowl, spelling bee, golf. The 13 band program, like she said, is phenomenal. 14 And one thing that I love about this is I 15 can be at home with my children and instead of them 16 playing video games, they are practicing guitar and 17 keyboard and they are playing together and not 18 fighting. So wonderful, wonderful programs that 19 they have at the school. 20 The art programs are phenomenal. They 21 line the school's hallways with all their different 22 art, and it's just beautiful. 23 I love the small class size that is 24 offered at 21st Century. My kids know every single 25 child in their classes -- you know, in their grade</p>	<p style="text-align: right;">Page 170</p> <p>1 much. 2 And it's a great school. It's a great 3 environment, wonderful staff and administration. 4 That's pretty much it. Thank you. 5 THE CHAIR: Thank you. And, finally, 6 Juliann Salinas. 7 FROM THE FLOOR: Hi. Thank you for -- my 8 name is Juliann Salinas. I'm the 21st century PTA 9 president. I'm also the diversity chair for the 10 New Mexico PTA and another hat I wear is the 11 associate director of Enlace Comunitario. 12 I'm also the proud parent of Ana. She's 13 an eighth-grader who attends the 21st Century 14 Academy and has attended since fifth grade. 15 To talk about how she's benefited from 16 21st Century, I'm going to echo what my companions 17 here have said. 18 It's an academically challenging 19 environment, but yet there's peer support 20 encouragement throughout the school. 21 Bullying is not tolerated. 22 Students have access to administration and 23 consideration for their concerns and self-advocacy. 24 For example, our Student Council advocated 25 for the right to wear jeans on Fridays; not</p>

<p style="text-align: right;">Page 171</p> <p>1 chocolate milk for everybody, but jeans on Fridays. 2 And they got it. And they were -- they made their 3 case. 4 But the school made -- you know, made them 5 make the case. They used it as a learning example, 6 as an opportunity for them to develop a platform, 7 present it, and push it forward. So they got the 8 buy-in from all the students and presented it. 9 And it's a small example. But our 10 child -- it's very indicative of what the OSIs do 11 for our children. Our child, for example, 12 appreciates the real-world application of the 13 academics that the school instruction provides. 14 Everything is rooted in real-world activity. So 15 it's not just some abstract concept; but they 16 actually get to bring it home. 17 They go to the water treatment plant, and 18 they bring in science and math and history and 19 epidemiology and everything else. So I really 20 appreciate that it's all tied into actual real-world 21 application. 22 My husband and I have been involved and 23 honored to serve as the tennis coaches for the last 24 two winning seasons and active participants in the 25 music program, as both we are -- music programs.</p>	<p style="text-align: right;">Page 173</p> <p>1 I'm -- honestly, I don't remember what your student 2 population, what your number is. Are you still at 3 small-school size adjustment? 4 MS. MARY TARANGO: We've never been a 5 school -- 6 THE CHAIR: You're just keeping small 7 classes, but you're not -- Okay. All right. So 8 that -- 9 MS. MARY TARANGO: 331. 10 THE CHAIR: Okay. I was trying to flip 11 through and I couldn't find it. 12 So I just -- before we dig into probably 13 Mr. Vigil -- and it was a little confusing -- will 14 the record please reflect that Commissioner 15 Caballero is here? 16 It was a little confusing with the goals, 17 because they did -- they changed. And that's just 18 not something that we -- that we do, so it was a 19 little wonky for us. 20 But the one goal that you didn't meet -- I 21 think it was in '15, and then again in '19 -- was 22 your critical -- it was -- whatever is referred to 23 with your discipline. It was the critical -- 24 MS. BELMONTE-SAPIEN: Critical incident 25 reporting.</p>
<p style="text-align: right;">Page 172</p> <p>1 So we just encourage you to -- strongly 2 encourage you to renew the charter and hope that 3 21st Century continues to serve as an example of 4 best practices in middle-school education in 5 New Mexico. 6 Thank you. 7 THE CHAIR: Thank you. 8 Okay. So we appreciate, certainly, the 9 time and effort and energy that you have put into 10 the application. We know it's -- can be rather 11 time-consuming. But it's important for us to get a 12 full picture. 13 And certainly appreciate everything that 14 was said here. We often say how -- how much we 15 encourage and like when schools are able to 16 introduce arts into the programming, which becomes 17 challenging for a lot of charter schools. Space is 18 often an issue; finances are sometimes an issue. 19 And the fact that the school has embraced that and 20 it's flourishing is -- is really encouraging. 21 And I hope you'll continue to serve as an 22 example to other charters that it can be done, you 23 know. 24 (Commissioner Caballero enters meeting.) 25 THE CHAIR: And sometimes it's not easy.</p>	<p style="text-align: right;">Page 174</p> <p>1 THE CHAIR: Yes, the critical incident 2 reporting. And that stuck with me, only because in 3 one of the -- in the student interview piece -- 4 (Commissioner Ruiz re-enters meeting.) 5 THE CHAIR: -- one of the students said 6 the one aspect that they didn't like was the -- the 7 global -- so it's, like -- you know, so can we 8 just -- and I did look at some of the stats. 9 And I guess the seventh grade was where 10 there was more -- and -- I'll certainly understand 11 seventh grade. So, you know, I get that. 12 But can you just talk a little bit 13 about -- 'cause it -- was it just -- because you 14 didn't meet it in '15, and you did meet it in '16 or 15 '17 and '18, and you didn't meet it last year. 16 So was it just the -- you know. And, 17 unfortunately, we've all had these years. 18 So can you talk a little bit about it? 19 MS. BELMONTE-SAPIEN: Absolutely, 20 Madam Chair. 21 So, originally, the goal was to use 22 mediation to resolve student incidents. So it was, 23 just, are we using mediation? So, yes, we were 24 using mediation. 25 And so the district then asked, "Well, how</p>

<p style="text-align: right;">Page 175</p> <p>1 well are you using your behavioral methods?"</p> <p>2 So we had to add a percentage to actually</p> <p>3 measure whether we were meeting that goal.</p> <p>4 At the same time that we were asked by our</p> <p>5 charter authorizer to look at that goal, we then had</p> <p>6 two building administrators. So we had a principal</p> <p>7 and an assistant principal at the same time. So</p> <p>8 there was an opportunity to handle more of the</p> <p>9 discipline at the office level with incident</p> <p>10 reporting, versus at the classroom and teacher</p> <p>11 level.</p> <p>12 And so we did see a spike in the spring</p> <p>13 with our seventh-grade incidents. And I see a</p> <p>14 Commissioner saying, "Yes, we understand why that</p> <p>15 is. They're seventh-graders."</p> <p>16 And so we were hoping that because we were</p> <p>17 a Title I school that year, we were hoping that we</p> <p>18 could use the Title I compact to get some buy-in</p> <p>19 with our parents and student and teacher population.</p> <p>20 So we decided to try it.</p> <p>21 And we decided we'd like to see a</p> <p>22 25 percent decrease. We did not see the decrease in</p> <p>23 all grade levels. But we definitely learned from</p> <p>24 doing that work and looking back at that engagement.</p> <p>25 We are no longer a Title I school this</p>	<p style="text-align: right;">Page 177</p> <p>1 MR. VIGIL: Madam Chair, Commissioner</p> <p>2 Voigt.</p> <p>3 So the Vigil Group came in. We were</p> <p>4 initially consulting with the school about a year or</p> <p>5 so ago. In January of this last year, we took over</p> <p>6 the full business management services for the</p> <p>7 schoolwork, doing all the financial services as of</p> <p>8 January.</p> <p>9 So what we've done is we've gone back and</p> <p>10 we've looked at all the processes and procedures</p> <p>11 that are in place. Many of the findings that you</p> <p>12 will find in the audits for 2018 involved the</p> <p>13 financing of phase 1 of their new facility. And the</p> <p>14 way it worked.</p> <p>15 Now, I did attend a couple of meetings in</p> <p>16 which the attorneys from APS, the foundation and the</p> <p>17 school -- maybe even PED -- were there, trying to</p> <p>18 figure out -- because APS did contribute some of the</p> <p>19 funds to build -- or to do phase one of the</p> <p>20 building, to acquire this facility. It was in their</p> <p>21 General Obligation bond issue from a few years back,</p> <p>22 and they had the obligation to use that money for</p> <p>23 the school.</p> <p>24 So the attorneys worked it. The auditors</p> <p>25 didn't like it.</p>
<p style="text-align: right;">Page 176</p> <p>1 year; but we have kept some of the compacts and</p> <p>2 agreements. So when we have our parent-teacher,</p> <p>3 student-led conferences in February, we will again</p> <p>4 provide those compacts to see if that can help to</p> <p>5 quell the spring behaviors that we regularly see at</p> <p>6 the middle-school level.</p> <p>7 THE CHAIR: Okay. Thanks.</p> <p>8 COMMISSIONER VOIGT: Madam Chair?</p> <p>9 Madam Chair? Thank you.</p> <p>10 THE CHAIR: Commissioner Voigt.</p> <p>11 COMMISSIONER VOIGT: Thank you. Good</p> <p>12 morning, and thank you so much for being here this</p> <p>13 morning.</p> <p>14 First of all, I want to say that I really</p> <p>15 understand how your successful and rapid growth has</p> <p>16 more or less left a trickle-down of dust settling.</p> <p>17 And your involvement with seeking bonds and</p> <p>18 teachers, creating program grants, kudos to that,</p> <p>19 because you're being proactive in maintaining your</p> <p>20 sustainability.</p> <p>21 I do have some questions for Mr. Vigil.</p> <p>22 Maybe he could go through and talk about some of the</p> <p>23 aspects of the financial findings that are the</p> <p>24 repeated and modified -- on the repeat and modified</p> <p>25 list.</p>	<p style="text-align: right;">Page 178</p> <p>1 I'll be real honest with you. There is no</p> <p>2 allegation of any misappropriation or any</p> <p>3 misspending of money. It's in the accounting and</p> <p>4 how it was done is what the issues have been.</p> <p>5 And I think many of the issues that came</p> <p>6 out -- and it was prior to us taking the lead fiscal</p> <p>7 control -- is that APS, for example, did pay a</p> <p>8 million-and-a-half dollars directly from APS to the</p> <p>9 contractor. The auditors wished to receive the</p> <p>10 inspection reports of how they paid the money. We</p> <p>11 did not receive those from APS.</p> <p>12 But because it was paid on behalf of the</p> <p>13 school, the school gets the finding and all the</p> <p>14 related findings through that, that amount of money.</p> <p>15 We did ask the district for -- "Provide</p> <p>16 what you did." We knew they were out there.</p> <p>17 They did not provide it.</p> <p>18 When we tried to work with the auditors,</p> <p>19 you know, they're pretty black-and-white, and, "This</p> <p>20 is the school's responsibility." But, you know, as</p> <p>21 I have used the metaphor in the past, the charter is</p> <p>22 the tail; APS is the dog. We don't get -- the tail</p> <p>23 does not wag the dog. They tell us what they're</p> <p>24 going to give us and what they're not going to give</p> <p>25 us, and we don't really have a fight on that.</p>

<p style="text-align: right;">Page 179</p> <p>1 Those are some of the issues we did run. 2 However, there were problems as 3 Ms. Tarango has indicated. The prior business 4 manager did make a number of mistakes. And we have 5 gone back -- so when we took over in January, we 6 went back as far as we could and corrected those 7 mistakes we were able to. 8 However, late filings for ERB, late 9 filings for retirement health care, that sort of 10 stuff, I can't go back in time and change filing 11 date. That's impossible. 12 So there were over 30 findings in the 2018 13 audit. There are nine findings in the 2019 audit. 14 So we've reduced a substantial number of findings by 15 just putting in processes and procedures that we 16 would normally use through our internal control 17 process. 18 I do use two different business managers 19 working with me that work in my company to work with 20 the school. One is Zach behind me. And we also use 21 Kyle Hunt, who also -- you might see him at another 22 hearing in the future working with other schools. 23 So we have tried to put as much support as 24 we could to clean up the processes as much as 25 possible.</p>	<p style="text-align: right;">Page 181</p> <p>1 school has money. The school is paying its bills. 2 The school is paying its payroll. The school is 3 paying all payroll liabilities. 4 We're current on all aspects as of today. 5 We have adjusted all the prior issues, and, 6 hopefully, going forward, those will not occur in 7 the future. 8 COMMISSIONER VOIGT: Thank you for that 9 explanation. 10 THE CHAIR: Commissioner Robbins? 11 COMMISSIONER ROBBINS: Thank you, 12 Mr. Vigil. I appreciate that. 13 One thing I would like to add. I was on 14 the APS Board from 2009 to '13, and so I'm familiar 15 with 21st Century. And there were issues back then. 16 And so it's a little concerning that we, you know, 17 move forward almost ten years, and we still have 18 some issues. New, yes, different. 19 But one thing -- and this is more to the 20 governance board than anything. Financial 21 impropriety, not incorrect record-keeping, is an 22 essential element for a charter to be revoked. 23 Proper accounting -- and I think having 24 the Vigil Group there will be an advantage. But you 25 cannot just move forward. The governance council</p>
<p style="text-align: right;">Page 180</p> <p>1 We have also worked with the Albuquerque 2 Public Schools Charter School Office, and we've 3 rewritten the whole internal control manual. And 4 they have approved our rewrite. So it's finally 5 been accepted for -- you know, took us a while. We 6 sat there hours with them numerous times going 7 through every single finding, doing a corrective 8 action plan, and also addressing the internal 9 control procedures. 10 So we believe we have put into place 11 internal controls, controls that will maintain the 12 school's sustainability through its accounting in 13 accordance with the applicable rules and 14 regulations, including GAAP. 15 So going forward, my expectation is the 16 findings will be reduced until we get to zero and 17 have no findings. 18 If you go back a few years, the school 19 didn't have [inaudible] findings. They had one or 20 two max per year. It was that one bond sale that we 21 had. 22 I will report to you that the 2019 23 financial statements of this school show a fund 24 balance -- of all funds -- of \$480,000. So the 25 school is not in financial distress in any way. The</p>	<p style="text-align: right;">Page 182</p> <p>1 cannot move forward without documenting what they're 2 doing, having proper votes, and following State 3 procedures on the Procurement Code. 4 One thing I noted in one of the findings 5 from '18 was there wasn't a CPO in place. That is a 6 major red flag, because a lot of times the pressure 7 to go ahead and do things and get things done and 8 everything. 9 But when financial considerations are 10 shortcut, problems can be magnified. And even 11 though there's no misappropriation alleged or 12 anything like that, it still is incumbent upon the 13 school and all of the individuals at the school, 14 especially the governance council -- I'm speaking to 15 them, basically -- that they maintain very good, not 16 only oversight, but understanding of the 17 requirements. 18 And when your business manager says, "You 19 can't do that," listen to them. Thank you. 20 THE CHAIR: Thank you. I'm -- do you 21 still have a Corrective Action Plan with the Budget 22 Bureau? Because you -- did you not submit a CAP? 23 Did I not see somewhere -- not in the -- I don't 24 think it was in the renewal packet. I thought I 25 might have seen it through governance minutes of</p>

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1 your school -- that you had submitted, maybe two
 2 years ago, a Corrective Action Plan with the Budget
 3 Bureau over all those audit issues? Am I incorrect?
 4 MR. VIGIL: Madam Chair, we have a
 5 Corrective Action Plan with the authorizer of APS
 6 currently. But we do not have a Corrective Action
 7 Plan with the current budget. Matter of fact, all
 8 reports have been filed timely with David Craig's
 9 office, the School Budget and Accountability.
 10 THE CHAIR: I might have just
 11 misunderstood. So have all those been cleared out
 12 by APS on that Corrective Action Plan? Do you know?
 13 MR. VIGIL: Madam Chair. So what will
 14 happen with the Corrective Action Plan, many of
 15 those are procedural changes. So as we go into next
 16 year's audit. For example, I'll use the ERB
 17 finding. There was a finding that one of the ERB
 18 monthly payments was paid late prior -- in 2018.
 19 In 2019, in general, we took over. There
 20 was one that had been paid late in October. I
 21 couldn't go back and change it. We have the finding
 22 again.
 23 However, our processes are now the Vigil
 24 Group's processes. So we guarantee they will never
 25 be late again.

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1 And so next year's audit will now show
 2 that there won't be -- that finding should not
 3 repeat itself.
 4 THE CHAIR: I guess just a little -- one
 5 key thing is the Corrective Action Plan is with the
 6 prior authorizer. They'll no longer have any
 7 authority over that Corrective Action Plan.
 8 COMMISSIONER VOIGT: That's right.
 9 THE CHAIR: So I -- you know, it just
 10 gets -- yeah. And we -- I think we were all gifted
 11 the disk from the Auditor's Office with all the
 12 school's audits. So I did glean through it. And
 13 I -- and you can correct me if I'm wrong. I thought
 14 I saw that there was an audit finding with a
 15 conflict of interest between the foundation
 16 asking -- a member of the foundation and the school
 17 administrator. I thought that was an audit finding
 18 of a conflict of interest.
 19 Am I incorrect on that, that there --
 20 MR. VIGIL: Madam Chair, the only conflict
 21 of interest the auditors have raised was,
 22 initially -- and I'll be outright -- is with our
 23 principal was named principal, and one of the
 24 governing council members was her husband. So he
 25 resigned.

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1 THE CHAIR: It was the foundation. I'm
 2 sorry. I knew it was something like that.
 3 MR. VIGIL: Her being named principal.
 4 Even though the foundation only hires Ms. Tarango,
 5 to avoid any conflict, he resigned from --
 6 THE CHAIR: Can you repeat that? You said
 7 the foundation?
 8 MR. VIGIL: The governing council. I'm
 9 sorry. The governing council that hires
 10 Ms. Tarango.
 11 THE CHAIR: Right.
 12 MR. VIGIL: Mr. Sapien later did resign to
 13 avoid even the appearance of a conflict of interest.
 14 THE CHAIR: Okay. All right. I knew -- I
 15 thought it was something like that, but I thought it
 16 was the foundation. So, okay. I appreciate that.
 17 (Commissioner Chavez enters meeting.)
 18 THE CHAIR: Would you please note that
 19 Commissioner Chavez is now here?
 20 THE REPORTER: (Indicates.)
 21 THE CHAIR: Commissioners, any other --
 22 COMMISSIONER CABALLERO: Yes, one
 23 question, Madam Chair.
 24 THE CHAIR: Certainly.
 25 COMMISSIONER CABALLERO: You mentioned

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1 that the -- oh, that's all right. You mentioned
 2 that the school drop in the low-income percentage of
 3 students is -- did I hear that right?
 4 MS. BELMONTE-SAPIEN: Our Title I status
 5 was removed this year because we did not have enough
 6 students based on the risk indicators that APS
 7 assigned to us, that we did not qualify to be a
 8 Title I school any longer.
 9 COMMISSIONER CABALLERO: Is that under the
 10 new standards by PED? Or you lost that type of
 11 enrollment in the student population?
 12 MS. BELMONTE-SAPIEN: Our student
 13 population grew, and with the indicator. And the --
 14 the population that we draw from traditionally is
 15 lower than for students from economically
 16 disadvantaged households. We do have a larger
 17 percentage of students that don't come from that
 18 community.
 19 MR. VIGIL: Madam Chair, Commissioner
 20 Caballero, if I could just address that?
 21 So APS does put different Title I criteria
 22 to who is awarded Title I funds for their APS
 23 schools. So their percentage is a much higher
 24 percentage -- I believe it's a 45 percent -- than
 25 what the State awards.

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1 So when a school moves between the State
 2 and APS, we find that schools, if they move through
 3 the State, many times will qualify all of a sudden
 4 for Title I again.
 5 You move to APS, you don't qualify for
 6 Title I.
 7 So APS increases the rate -- the
 8 percentage rate at which you will qualify.
 9 (Chair Gipson leaves meeting.)
 10 COMMISSIONER CABALLERO: Right. And my
 11 question, really, was, I saw that it was a 6 percent
 12 of low income, the students. I thought that maybe
 13 it was much higher in low income and thereafter
 14 dropped.
 15 And so my question was why the lack of
 16 interest by the low-income community that once used
 17 to go to that school and is no longer there?
 18 My concern is that low-income students
 19 should have the same opportunity to go to a
 20 top-notch school as this one as any other student,
 21 because it's very easy for a charter school to -- to
 22 rank really, really high without low-income
 23 students. Not to say that all the low-income
 24 students are at the bottom. But the courts have
 25 even said they are at risk for learners.

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1 So that's my main concern. Are we not
 2 making the same type of efforts to -- to bring them
 3 in or -- are you in competition with another charter
 4 school?
 5 MS. MARY TARANGO: Okay. Two things that
 6 I'd like to address in that. And that is, one, in
 7 the way that we conduct our lottery.
 8 So it is as simple and as basic as you can
 9 get. We take their names; we take their contact
 10 information; we put them in a jar; we shake it up,
 11 and we draw. There is no application; there is no
 12 prior information that's required. That's how we do
 13 our draw. And it is witnessed; it is published.
 14 That is taken care of.
 15 One thing that limited us in the past was
 16 transportation, which, you know, does limit choice.
 17 Last year, we added a bus, which we have
 18 to pay for the initial year. So finances play into
 19 that.
 20 This year, we have added a second bus from
 21 the westside, where there is a high concentration of
 22 low-income. We serve 28 ZIP code areas. So, I
 23 mean, in terms of -- you know, in my opinion, you
 24 know, pre-bias, that might limit low-income. We're
 25 making efforts to make sure that it's fair and

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1 equitable in terms of access.
 2 We are investigating adding a third bus
 3 from the southern district of Albuquerque, where we
 4 seem to be getting more of a draw as well.
 5 So we're not -- I think we do a very fair
 6 process of enrollment. But, you know, we realize
 7 that we do want to expand that. So if you have any
 8 suggestions of how we might be able to provide more
 9 access, we'd be happy to hear that, because we're in
 10 a growth phase.
 11 COMMISSIONER CABALLERO: Right. A lot of
 12 times, it's just communication with parents. And
 13 when you're dealing with parents in the low-income
 14 areas, it's very, very difficult to get to them.
 15 Most of the time, it's the old-fashioned
 16 way. You can't do it digitally. You can't do it
 17 through text. It's just -- I would suggest you hook
 18 up with some community-based organizations or hire a
 19 part-timer that is fluent in those areas and get
 20 them to -- at least on a part-time basis, give you
 21 advice, if nothing, knocking on doors, and that
 22 would help.
 23 And you'd be surprised. I came from a
 24 very, very poor neighborhood. And a bunch of us
 25 made it. In fact, in my graduating class, there are

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1 16 medical doctors. And we were all dirt-poor. But
 2 we were very fortunate in the school that we went
 3 to.
 4 And so I -- again, I want my -- my
 5 low-income students to have the opportunity to go to
 6 this -- this school. I see -- I want them all to go
 7 here. I know they can't, but that would be nice, at
 8 least a larger percentage than 6 percent.
 9 But you do have 41 percent Hispanic, which
 10 is also very good. Thank you.
 11 COMMISSIONER RUIZ: Commissioners, any
 12 further questions?
 13 COMMISSIONER VOIGT: I'd like to make a
 14 motion.
 15 COMMISSIONER RUIZ: Okay.
 16 COMMISSIONER VOIGT: Did the school have
 17 something else?
 18 MS. MARY TARANGO: This is Robert Fuentes.
 19 He's our legal counsel.
 20 MR. ROBERT FUENTES: Distinguished board
 21 members, Madam Chair, my name is Robert Fuentes, and
 22 I represent 21st Century Public Academy.
 23 For purposes of the record, we understand
 24 the position of the board with regard to additional
 25 data and changing of the rules. And we have

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<p>1 participated in good faith in this proceeding, and 2 we understand there is the possibility of a further 3 round similar to this with exchange of information 4 and questioning. 5 And to that extent, we would like to make 6 a record that we -- 7 COMMISSIONER ARMBRUSTER: I'm sorry. Is 8 that mic on? 9 MR. ROBERT FUENTES: I'm sorry. Do you 10 want me to begin again? 11 Distinguished members, my name is Robert 12 Fuentes, and I represent 21st Century Public 13 Academy. The Academy understands the position of 14 the board with regard to change of procedure and the 15 requirement for additional data. 16 We have participated in this round of 17 exchange in good faith. But because of the change 18 in the procedure, it is probable that there will be 19 another round of data exchange. 20 We wish to go on record saying that we 21 will willingly participate and voluntarily comply 22 with all the requests of the board, that we 23 respectfully reserve any rights that we may have to 24 appeal or protest any findings that are made by this 25 Commission under the new rules and procedures.</p>	<p>1 Commissioner Armbruster, will you please 2 do roll call? And can we note for the record that 3 Commissioner Gipson stepped out, and she will not be 4 able to vote on this? 5 (Commissioner Gipson's absence noted.) 6 COMMISSIONER RUIZ: Is there any 7 discussion on the motion? 8 COMMISSIONER ARMBRUSTER: I just had one 9 comment. And I think it's always problematic when 10 someone says, "We're going to put a Corrective 11 Action Plan," where I see it is it's not like it's a 12 bad thing. It's like a guidance thing. It's about 13 the -- the choices are to say, "Oh, well, we won't 14 accept you," so that will close your school. That's 15 absurd. 16 Or, "We're going to give you guidance on 17 how to do something better so you are in this 18 place." 19 I know it could be perceived that we've 20 got you. And that -- I really want that not to be 21 true. But you're coming to us new, and it's a 22 protection for you as well as for us. We don't want 23 to go -- we've been down these paths. And as you 24 know, oftentimes, when we've had to close a school, 25 it's because of financial reasons.</p>
<p>1 Thank you for your understanding. 2 COMMISSIONER RUIZ: Thank you. And before 3 we take the motion, I just want to reiterate that we 4 are truly concerned about the financial issues with 5 the school. And I know that there's a lot of things 6 that have been corrected, but there's still a lot of 7 unresolved issues and concerns. And so we need 8 to -- I just want to express that. 9 COMMISSIONER VOIGT: Okay. Thank you. So 10 I'd like to make a motion to renew the charter for 11 the 21st Century Public Academy for five years, with 12 the conditions that the New Mexico System of School 13 Support and Accountability Report prepared by PED 14 shows a similar performance for the School Year 15 2018-'19 in the student growth, highest quartile; 16 student growth, middle quartile; student growth, 17 lowest quartile; the English Learner progress; 18 chronic absenteeism; college-and-career readiness; 19 educational climate; and a negotiated financial 20 Corrective Action Plan with no statistically 21 significant decrease in performance. 22 COMMISSIONER ROBBINS: Second. 23 THE CHAIR: Okay. We have a motion by 24 Commissioner Armbruster -- by Commissioner Voigt, a 25 second by Commissioner Dave Robbins.</p>	<p>1 I don't think you're in that place. But I 2 just wanted to express my opinion, because I'm 3 really impressed by all you have done and what you 4 are doing. 5 And as a former middle-school teacher, I 6 think that this is important to me. I can only 7 speak for myself in doing this. And I just wanted 8 to make sure that you understood my point of view 9 for that. That is not a punishment. 10 COMMISSIONER RUIZ: Any other comment? 11 (No response.) 12 COMMISSIONER RUIZ: Oh, okay. 13 COMMISSIONER ARMBRUSTER: Okay. Take 14 roll? 15 Commissioner Raftery? 16 COMMISSIONER RAFTERY: Yes. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Crone? 19 COMMISSIONER CRONE: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Robbins? 22 COMMISSIONER ROBBINS: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Voigt? 25 COMMISSIONER VOIGT: Yes.</p>
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1 COMMISSIONER ARMBRUSTER: Commissioner
 2 Ruiz?
 3 COMMISSIONER RUIZ: Yes.
 4 COMMISSIONER ARMBRUSTER: Commissioner
 5 Armbruster votes "Yes."
 6 Commissioner Caballero?
 7 COMMISSIONER CABALLERO: Yes.
 8 COMMISSIONER ARMBRUSTER: And so we are
 9 back to eight votes.
 10 THE CHAIR: So --
 11 COMMISSIONER ARMBRUSTER: I'm sorry. I
 12 went through all that. I crossed your name out and
 13 had to go back again. I'm sorry.
 14 COMMISSIONER CHAVEZ: Just for the record,
 15 I have read all the information, and I vote "Yes."
 16 COMMISSIONER ARMBRUSTER: Thank you.
 17 Sorry. The motion passes.
 18 THE CHAIR: The motion passes. And thank
 19 you for being here. Thank you for all the work that
 20 you do for kids. And we are going to take a
 21 ten-minute break, please, at this time. Thank you.
 22 (Recess held, 9:09 a.m. to 9:25 a.m.)
 23 COMMISSIONER RUIZ: I'm calling this
 24 meeting back to order, please.
 25 And so we want to welcome ASK Academy. I

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1 Accountability information it will review from the
 2 PED Accountability Report. When the Accountability
 3 data is prepared by PED and the school has had an
 4 opportunity to review the data, the PEC will review
 5 the data and remove the condition or take other
 6 actions, such as a CAP or possibly non-renew the
 7 charter.
 8 And at the future meeting in January or
 9 February of 2020, the PEC will only consider the
 10 issues related to the reason for the conditions, and
 11 it will not consider any other issues related to the
 12 renewal.
 13 And so, again, welcome. We're glad you're
 14 here, and I will open it up now for -- oh, one
 15 thing. If there's anyone that wishes to speak
 16 during the Public Comment portion, if you will
 17 please sign up with Ms. Friedman.
 18 And with that, I will let CSD do their
 19 presentation.
 20 Thank you.
 21 MS. KAREN WOERNER: Thank you,
 22 Commissioner Ruiz. Commissioners, school
 23 representatives, again, I just want to let those
 24 folks who were not here earlier know that when we
 25 look at the part analysis, the first part of the

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1 want to welcome ASK Academy and thank you for being
 2 here and all the work that you do for our children
 3 in providing a quality education.
 4 I want to preface. As we all know, we
 5 don't have the full reports on scores and
 6 everything. So I want to read a few things that we
 7 need to go over regarding that.
 8 So the Renewal of Charter with Conditions:
 9 The PED has not provided a report or review of the
 10 data for the SY '18-'19 Accountability. It is
 11 important for schools to have the complete academic
 12 data as part of its renewal information for this
 13 renewal and also for future years.
 14 The PEC needs complete State
 15 Accountability Reports to make the best decision on
 16 school renewal applications.
 17 And the PEC will review financial and
 18 operational performance, because the data is
 19 complete, at this meeting in December.
 20 So it's really important, especially on
 21 that one, that we understand when we come back and
 22 we reconvene, that we will not be discussing that
 23 portion of it.
 24 If the PEC decides to issue a renewal with
 25 conditions, the PEC will clearly state what

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1 report from CSD, we are using a rubric that was
 2 provided in the application around Meeting
 3 Standards, Demonstrating Substantial Progress, or
 4 Failing to Demonstrate Progress.
 5 In your packet, Commissioners, if you're
 6 using the online version of today's notes, it starts
 7 on Page 274.
 8 ASK Academy serves Grades 6 through 12
 9 with a current enrollment of approximately
 10 554 students, a cap of 600. Their mission
 11 advertises science, technology, engineering, and
 12 math, with project-based learning, research
 13 programs, relationship-building, and a partnership
 14 program, among other things.
 15 The data analysis, Part A -- otherwise
 16 referred to as Part A -- provided by the CSD shows
 17 that their proficiency rates in math and reading
 18 have held fairly steady at around 53 to 55 percent
 19 in reading, 38 or 39 percent in math, with a dip
 20 this last year to 30 percent on the last assessment.
 21 Their science proficiency rate last year
 22 was at 77 percent, a clear reflection of their
 23 mission, I suppose.
 24 Their growth indices by subgroup show that
 25 they are at or above the zero mark, which shows that

<p style="text-align: right;">Page 199</p> <p>1 growth is as expected. 2 Their chart regarding higher performing 3 students in math, in the first year of their 4 contract was showing that those higher performing 5 students were not growing in math. But that has 6 since been -- they've recovered from that and have 7 since been showing growth for those students as 8 well. 9 The same is true in the lowest performing 10 students in reading. But, again, that has been 11 corrected over the course of the contract with those 12 students showing expected or better growth. 13 Their subgroup proficiencies in reading 14 have been pretty steady, with a slight climb except 15 for one anomaly in the first year. They had a 16 98 percent proficiency in reading, which the school 17 could speak to if they wish. 18 Otherwise, they're pretty steady in 19 maintaining -- their proficiency levels are pretty 20 straight across the board. 21 Graduation rate was shown, in the last 22 report that we have, at 71 percent. 23 Their mission-specific goals have been met 24 or exceeded every year of the contract term. 25 Their enrollment has been climbing with,</p>	<p style="text-align: right;">Page 201</p> <p>1 each year, there have been two findings, '16, '17, 2 and 18. Of course, we don't have the most recent 3 year yet. 4 Also the school had 98 percent of its 5 employees sign a petition, 78 percent of their 6 households. 7 Their NMCI, New Mexico Condition Index, 8 score for their facility was at zero percent, and, 9 remember, lower is better. 10 And with that, thank you. 11 COMMISSIONER RUIZ: Thank you. Okay. So 12 we will now do the portion of the school comments. 13 Please introduce yourself clearly and speak into the 14 mic so that the lovely lady here can get your name. 15 Thank you. 16 MR. DAN BUSSE: Good morning, Madam Chair, 17 members of the Commission, Director Brauer, Deputy 18 Director Woerner, and Ms. Friedman. 19 First of all, I'd like to thank each of 20 you individually for what you do every day for the 21 students of New Mexico. You guys work kind of 22 quietly behind the scenes, and you don't get the 23 credit you deserve. You do a lot for us. You keep 24 in contact with us, and you let us know what we need 25 to do to keep functioning and serving our kids. So</p>
<p style="text-align: right;">Page 200</p> <p>1 over the years, steady growth with students being 2 retained within the school year well in the 3 90 percents -- 91 to 94 percent of the students 4 remaining enrolled during the year, and then 84 to 5 88 percent between school years. 6 Their teacher retention rate has also been 7 fairly steady at the 80 to 85 percent mark. 8 They did receive -- in their 9 organizational performance framework, there were two 10 indicators specifically that were noted on the chart 11 as being areas that had repeat Working to Meet or 12 Does Not Meets ratings. Those were around English 13 Language Learners and financial compliance. 14 The English Language Learners, they have 15 been improving their identification of EL students 16 and -- over the years. And the most recent was 17 simply a letter, annual letter that needs to go to 18 the parents, was not sent. The school has since 19 corrected that and is working to correct that for 20 all students. 21 And the financial compliance indicator was 22 because of their audit findings with a repeat 23 finding. So that's why that shows on their report 24 that way. 25 Their audit findings this last year --</p>	<p style="text-align: right;">Page 202</p> <p>1 from the ASK Academy, we do appreciate that. Okay? 2 I am Dan Busse. I'm the general manager 3 of The ASK Academy. As part of our renewal 4 application, you received a plethora of information 5 about our organizational, our data, our academic, 6 and you also had a lot of parent and scholar 7 comments about who we are and what we do and how 8 well we're doing that, and, I think, trust that all 9 of those met your high standards. 10 So what we're going to focus on today is 11 the -- I do want to mention, as one of those data 12 points, though, that we did get "A"s our last three 13 years in a row, and we're proud of that. Just like 14 a parent would be proud of their kids, we're proud 15 of our school for that. 16 So, with that, rather than go into any 17 more of those details, we thought this would be a 18 good chance for us. We're going -- we're hoping for 19 our next five-year. And, oh, about 15 years ago, 20 these two gentlemen on my right and left had a dream 21 about building a charter school that would meet the 22 needs of New Mexico and the community of Rio Rancho. 23 And we're going to let them speak today to 24 that dream, how it's coming to fruition, what we 25 have improved on every year.</p>

<p style="text-align: right;">Page 203</p> <p>1 And we're also going to have three of our 2 scholars, two from our high school and one of our 3 middle-schoolers, speak to you about what they've 4 accomplished at ASK and what ASK has done for them. 5 That does the best speaking for us. What our kids 6 are doing is really what our final measure is. So 7 thank you again. 8 MR. PAUL STEPHENSON: Thank you, 9 Mr. Busse. Paul Stephenson, co-founder of the ASK 10 Academy. As most people in this room knows, all 11 charters began with a dream. We sat in front of 12 this body ten, eleven years ago, and we shared our 13 dream. 14 We believe STEM is New Mexico. And so we 15 wanted to build an institute that did -- that met 16 that need. And why shouldn't more New Mexico 17 children go to Sandia National Labs and be in those 18 jobs? 19 So we stood there, and we said, "Hey, 20 watch what we're going to do," ten, eleven years 21 ago. Now we're sitting before you and we want to 22 say, "Look what we have done, and look what we are 23 doing." We have empirical data to share with you 24 today. 25 I want to frame it a little bit as you</p>	<p style="text-align: right;">Page 205</p> <p>1 have. 2 Our four-day calendar, we use very 3 creatively. Every Friday, we have two hours for our 4 kids to come in with academic support and academic 5 help voluntarily. Currently, 44 percent of our kids 6 come in on a Friday when they don't -- they don't 7 have to be in school. 8 MR. PAUL STEPHENSON: They're not going to 9 a game? 10 MR. DAN BARBOUR: They're not going to a 11 game. They're coming into school for the academic 12 support. We have research progress, research 13 conference and project-based learning, where kids 14 get the opportunity to explore what they 15 individually want to learn. 16 Our laptop program. Our laptop program 17 gives a high school student a laptop every year for 18 four years to take home. Our laptop program. Our 19 laptops are used every day in our middle school. 20 It's not just a laptop, but it's a tool for 21 learning. 22 It supports the curriculum every class on 23 campus. It helps us develop our 21st-century 24 skills, and it helps our kids with their critical 25 thinking and problem-solving for future challenges</p>
<p style="text-align: right;">Page 204</p> <p>1 listen to us, because we believe that New Mexico 2 education can improve. We believe that there is 3 empirical data around us, from us and other schools 4 around the state, that are doing incredibly good, 5 positive, new, revolutionary change that's making a 6 difference in kids' lives. 7 I want to frame what you hear from us 8 today. Listen through the lens or through the -- 9 through the ear-hole, what kind of things are 10 schools like ASK doing that we could use that's 11 sustainable, replicable, and can be transferable to 12 other schools and help all New Mexico children 13 across our state? 14 So with that said, what makes us 15 different, Mr. Barbour? 16 MR. DAN BARBOUR: Hi. My name is Dan 17 Barbour. I'm director at ASK Academy. Well, what 18 makes us different? We have an aligned, integrated 19 pathway, six through twelve, for biomedical sciences 20 and engineering. We have university partnerships; 21 we have engineering partnerships and partnerships 22 with our local medical industry. 23 Our kids get those opportunities in the 24 essentials that they do. Our building relationships 25 brings our students opportunities they may not ever</p>	<p style="text-align: right;">Page 206</p> <p>1 that they don't know what's going to come their way. 2 So with that said, Mr. Stephenson, why 3 don't you tell them about what's new at ASK? 4 MR. PAUL STEPHENSON: Great. Thank you, 5 Mr. Barbour. Those are things that we do that we 6 think can be transferable. But what we do that's 7 new that maybe you haven't heard since we sat here 8 five years ago is that recently we were named in the 9 top 10 Best High Schools in the nation -- top 10 10 percent Best High Schools in the Nation honored 11 by News & World Report for the last couple of years. 12 We've have dual-agreements with five 13 institutions across the state, most recently with 14 the UNM School of Engineering. We have just 15 recently inked in the last year and a half seven 16 dual-credit agreements with seven college 17 engineering courses, not -- not courses designed for 18 high school kids, but in the engineering -- ECE -- 19 School of Engineering. Our kids can access those 20 schools -- those classes, and they were designed for 21 us and a few other schools in the APS area. 22 We have over a dozen ASK interns that have 23 gone through the Sandia National Labs, very 24 prestigious summer internship, life-changing 25 experience. So that's something that we are proud</p>

<p style="text-align: right;">Page 207</p> <p>1 of over the last eight or nine years. 2 We have intern programs that over 40 ASK 3 scholars go to and work in the engineering labs, the 4 design firms, the -- the hospitals, the bio-labs, 5 getting that firsthand, real-world experience with 6 those agreements that we've made with STEM partners. 7 And most recently, just last weekend, the 8 inaugural, first-of-its-kind Governor's STEM 9 Challenge, we had a team of ten that went and won a 10 \$10,000 -- \$5,000 -- we wanted 10 -- but we won a 11 \$5,000 award with that team. So we're really, 12 really proud of that. 13 And then also last year, in the '18-'19 14 school year, we had a Lemelson-MIT event team that 15 won a \$10,000 grant to create a product, and they're 16 currently waiting on the patent for that product. 17 As a matter of fact, we have a couple of individuals 18 that were on that team, and I'd like to introduce 19 Rodney Riker [ph] to speak first about that. 20 MR. RIKER: Thank you, Mr. Stephenson. 21 And as mentioned, the team James and I were a part 22 of was awarded a competitive \$10,000 grant from the 23 Lemelson-MIT program to solve a problem within our 24 local community. And based off the interest that we 25 had on the team, we decided to look at the medical</p>	<p style="text-align: right;">Page 209</p> <p>1 realtime to the server. Any hospital can retrieve 2 them and watch them real-time. 3 So when a hospital responds to something 4 in a rural community, they can send an ambulance 5 that's actually prepared, because the device 6 includes realtime video and real-time pictures that 7 cuts down on -- really cuts down on a lot of the 8 triage time that's a giant waste of time. 9 And when life or death is in just a few 10 minutes there, we do save those few minutes. So we 11 were able to build this device and do this whole 12 project because of the relationship we built with 13 this school and we built with the community. 14 And so we -- that includes, like, with 15 Intel and Sandia Labs. And I can't tell you how 16 many hours I spent with a representative from 17 Sandia Labs working with us on this project. And -- 18 MR. PAUL STEPHENSON: Okay. Thank you, 19 sir. Thank you, gentlemen. That was real-world 20 kind of things, MIT-level university. Wow. Thank 21 you, gentlemen. 22 Mr. Barbour, talk to us a little about the 23 Sixth Grade Academy that we started this year. 24 MR. DAN BARBOUR: So imagine a 25 self-contained facility on our campus devoted to the</p>
<p style="text-align: right;">Page 208</p> <p>1 personnel shortage here in New Mexico. 2 And because a group of high-schoolers are 3 unable to directly solve that problem, we looked for 4 optimizations within the actual system, especially 5 as it pertains to rural and EMS services. And what 6 we found is there are time leaks that can be plugged 7 in both the triaging and communication when it comes 8 to emergency medical response. 9 So in response to that, our team developed 10 the EMR system to smooth over that process, a system 11 that, I might add, won a technical award when we 12 were down at MIT this past summer. And to give some 13 context to that tech award, the hundreds of teams 14 that applied to the program, out of the 35 15 finalists, out of the 15 teams that actually got the 16 grant, our singular team won that award for the best 17 technical aspect within a project. 18 And to give you some more context to that 19 technical aspect, I'm going to go ahead and turn it 20 over to my fellow scholar, James, to give you an 21 idea as to what we did. 22 JAMES: Thank you, Rodney. So, basically, 23 what we came up with there is the EMR device. It's 24 a device that sits on the bottom of the wrist and it 25 sends live vitals, reads five vitals and reports in</p>	<p style="text-align: right;">Page 210</p> <p>1 transition of sixth-graders from elementary to 2 middle school. That's what we have put in place. 3 It is devoted to the needs of sixth-grade kids as 4 they are going to move on in their academic success 5 and transition them successfully. 6 It addresses rigor; it addresses culture; 7 it addresses expectations. All of this will help 8 them gain the future success of academic skills 9 they're going to need for ASK Academy and for any 10 future education that they may need. 11 Can you imagine the example of success 12 when you bring in your sixth-graders and you are 13 focused on addressing their needs in that transition 14 time moving forward? 15 So, Mr. Stephenson, why don't you tell us 16 a little bit about some of the programs that we have 17 going on? 18 MR. PAUL STEPHENSON: Yeah. We've got 19 robotics is a blood flow for us in our building. We 20 play to -- to learn incredible technical things with 21 robotics. We have 150 scholars across our campus 22 annually, on average, that are playing with robots. 23 And we go compete with these those. 24 At the middle-school level, we compete in 25 RoboRAVE tournaments here in the United States as</p>

<p style="text-align: right;">Page 211</p> <p>1 well as in Japan and China. As a matter of fact, on 2 one of the China trips, our first one as an academy, 3 we had, I believe, three middle-schoolers. They 4 were eighth-graders. 5 And -- thank you -- all girls that 6 competed incredibly well, took second and third 7 place in China in robotics. At the high school, we 8 have a VEX program that we compete in that we are 9 state champions. We go to regionals; we go to world 10 competitions each and every year. 11 As a matter of fact, we've got a scholar. 12 She's a middle-schooler, Garnet Waldrop. I would 13 like to introduce you to what she is doing in 14 robotics at the Academy. Oh, and this is a rarity, 15 I think. 16 FROM THE FLOOR: Thank you, 17 Mr. Stephenson. I attended RoboRAVE International 18 in China last July. My partner, Abigail, and I 19 competed in the SumoBot competition against other 20 robots in the standard EV3 in NXT robots that are 21 created by Lego. 22 Most of our competitors were male 23 high-school students. We placed 11th out of 24 45 teams. We were the highest placing team from our 25 school and the highest placing team from the U.S.</p>	<p style="text-align: right;">Page 213</p> <p>1 small interest in STEM. Since sixth grade, I 2 developed a love for STEM and see it as a future 3 career. 4 Currently, I'm interested in attending 5 Rose-Hulman Institute of Technology. This is the 6 number one engineering school in the United States 7 for the last 22 years, and they only accept 500 8 freshmen. I know with the education I'm receiving 9 at the ASK Academy, this is a real possibility for 10 me. 11 My goal is to major in biomedical 12 engineering and focus on nanobot technology. The 13 ASK Academy empowers females in STEM fields, and I 14 know they believe in me and will help me reach my 15 goals. Our teachers are the best and inspire the 16 scholars to reach for the stars. Who knows? I 17 might be the next to go to Mars. Thank you. 18 MR. PAUL STEPHENSON: Thank you, Garnet. 19 Mr. Barbour, why is it necessary that ASK 20 is in New Mexico? 21 MR. DAN BARBOUR: Madam Chair, we 22 respectfully request two more minutes. 23 COMMISSIONER RUIZ: Time is up. I'm 24 sorry. 25 MR. DAN BARBOUR: Thank you. I can think</p>
<p style="text-align: right;">Page 212</p> <p>1 My partner and I wanted to build a metal 2 frame to go with our robot. My guitar teacher, 3 Darren Beckett, who is the Chief Technology Officer 4 at Sigma Labs here in Santa Fe, agreed to help us 5 print a 3-D metal case if we were able to design and 6 present our idea to Santa Fe and international 7 teams. 8 It was very fun getting to see what 9 engineering looks like in the real world. We 10 learned about -- we learned a lot about 3-D metal 11 printers and how they work and how other tools work 12 with the printers. We worked with lots of 13 engineers. 14 Together we worked through different 15 problems we had with the frame. For example, right 16 before we went to China, we found out our robot was 17 a little too big and didn't meet the expectations 18 for our competition. We had to make an emergency 19 trip up to Sigma Labs to refine our design. We 20 learned a lot about problem-solving with this 21 wonderful experience. 22 The ASK Academy is a great school. I had 23 my choice of going to PAPA, which is a performing 24 arts school, my local middle school, or the ASK 25 Academy. I chose the ASK Academy because I had a</p>	<p style="text-align: right;">Page 214</p> <p>1 of no better way to end a presentation than with a 2 young scholar. 3 COMMISSIONER RUIZ: Thank you. Thank you 4 so much for that. And, wow, what a presentation. I 5 want to know what coffee you're drinking. 6 A lot of things that I wanted to talk to 7 you about. Actually, I made a lot of notes, and I 8 think some of these have gone out the window because 9 you answered a lot of the questions. 10 One of the things that I wanted to say -- 11 oh, I'm sorry. Did we have anybody sign up for 12 Public Comment? 13 MS. FRIEDMAN: We did have. 14 COMMISSIONER RUIZ: I'm sorry. Okay. So 15 we did have one. Stephanie Waldrop. And we had 16 one, so you have eight minutes, Ms. Waldrop. 17 FROM THE FLOOR: Unlike my daughter, 18 Garnet, I am not a public speaker. So pardon me. I 19 wrote some notes. 20 Good morning. My name is Stephanie 21 Waldrop. As I said, my daughter is Garnet, and she 22 just spoke with you. 23 We had our choice of schools. ASK was one 24 of them. And every day she chooses to go to ASK. 25 Not only has ASK expanded her vision of what is</p>

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<p>1 possible for her future; they have also supported 2 her during her darkest days. 3 Last year her father, my husband, passed 4 away unexpectedly. The scholars surrounded her with 5 love and support. Without them, I'm not sure Garnet 6 would be succeeding academically. She has a 4.25 7 GPA, so I'm pretty proud at the moment. But she's 8 also succeeding socially and mentally. 9 She did a TED Talk on Friday night that 10 would not be possible without ASK and the support of 11 her teachers. 12 Her teachers challenge her every day, and 13 when she needs help with a concept, which she often 14 does in algebra, they're there to lead the way and 15 ensure that she not only learns the concept for the 16 test and for the homework, but that she understands 17 it for the future. So it's not just moment 18 learning; it's a continuous learning. 19 So thank you very much for your time. I 20 cannot fill eight minutes. 21 COMMISSIONER RUIZ: Thank you so much. 22 Okay. 23 MR. DAN BARBOUR: May we take the balance 24 of the public comment time? 25 COMMISSIONER RUIZ: (Indicates.)</p>	<p>1 any of the other fields in there, do you know how 2 many of them we actually get to retain in 3 New Mexico? 4 Because that seems to be a concern for a 5 lot of the fields that our kids go into. We'll 6 educate them, and then they leave. And so one of my 7 questions is do you all track that? Do we retain 8 any of those kids? What's the percentage? 9 MR. DAN BARBOUR: So, Madam Chair, that's 10 very difficult to track. 11 MR. PAUL STEPHENSON: But that's a really 12 good question. 13 MR. DAN BARBOUR: That's a great question. 14 That's something we're going to have to take into 15 account as we go forward. But I do know one of our 16 scholars that went to New Mexico Tech is now up at 17 Los Alamos Labs. 18 As far as other ones, as we go forward, 19 Facebook and social media I think would be the 20 appropriate way to be able to find out. Oh, yeah. 21 And Ryan is still at Sandia National Labs. 22 MR. PAUL STEPHENSON: And understand, too, 23 that we've only really had five graduating groups. 24 So we're really hitting that wave when they're now 25 stepping out of the university setting. So those</p>
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<p>1 MR. DAN BARBOUR: Well, thank you very 2 much. We're persistent. 3 MR. PAUL STEPHENSON: You never get 4 anything if you don't ask. 5 COMMISSIONER RUIZ: Exactly. 6 Okay. So one of the things that I 7 wanted -- there's a lot of things I'd like to tell 8 you, and I'll keep it to a minimum. But the 9 enthusiasm with which your students and, of course, 10 your staff and the work that you do is so 11 commendable. And I appreciate that. 12 And being in the STEM field, and we know 13 that that is the future of a lot of our population, 14 we know that our governor has an interest in that. 15 And so I do appreciate that. 16 The experiences that these kids have, both 17 the girls team and -- I mean, I've never seen 18 anything like that. So that's wonderful. I think 19 that those are excellent things. 20 One of the questions I did have. So I 21 know that you have these internships that they're 22 able to -- to be a part of. And I'm wondering if 23 you have taken any kind of information on -- of all 24 the kids that you send to Los Alamos or any of the 25 other places that you send them for engineering or</p>	<p>1 numbers wouldn't be that large anyway. But it is 2 one of our focuses in trying to keep them in the 3 state of New Mexico. 4 COMMISSIONER RUIZ: Thank you. And the 5 other thing I wanted to mention is I was glad to see 6 that you all did correct the problem that you had 7 with ELL and not sending out the letters. 8 Communication -- I'm still employed with the schools 9 as a test coordinator and a counselor. And we get 10 feedback on that, right, that parents want to, you 11 know, be able to ensure that that communication is 12 open. So I'm proud to see that, that you all are 13 doing that. 14 And I have to commend you on your academic 15 success. That is wonderful. 16 Your four-day calendar -- 17 (Chairman Gipson returns to the meeting.) 18 COMMISSIONER RUIZ: So what percentage of 19 your kids -- welcome back -- what percentage of your 20 kids come back on Fridays? Because Friday is not 21 mandatory; is that correct? It's just a four-day 22 school schedule, and then you said that Friday is 23 for enrichment. 24 Do you have an idea how many kids and what 25 percentage of your students come back voluntarily on</p>

<p style="text-align: right;">Page 219</p> <p>1 Friday?</p> <p>2 MR. DAN BARBOUR: It's approximately</p> <p>3 44 percent. Every Friday they come to school for</p> <p>4 two hours. On top of that, after school on Fridays</p> <p>5 we have a two-hour academic intervention support.</p> <p>6 And also on Tuesdays, we have another two-hour</p> <p>7 academic support for tutoring for our scholars to</p> <p>8 take advantage of.</p> <p>9 THE CHAIR: So welcome back, me. And</p> <p>10 thank you. And I don't know if this has been asked.</p> <p>11 So you can stop me.</p> <p>12 I guess part of my concern is -- and I</p> <p>13 understand your mission with the biomedical and the</p> <p>14 engineering. But it -- it appears that you're not</p> <p>15 necessarily attracting a lot of minority children to</p> <p>16 the school.</p> <p>17 And I guess a piece of -- a piece of me is</p> <p>18 asking, you know, for years, it's always been, you</p> <p>19 know, girls were discouraged from the science and</p> <p>20 the math, so that you see fewer girls going into</p> <p>21 those areas. And with the mission itself of really</p> <p>22 being focused -- and I understand the mission, and</p> <p>23 that's what the school is set up for.</p> <p>24 But because it's so rigidly with the</p> <p>25 biomedical and engineering, is that a message that's</p>	<p style="text-align: right;">Page 221</p> <p>1 or, only, obviously, the female. There are a lot</p> <p>2 more female doctors. We're working actively to</p> <p>3 increase that.</p> <p>4 Every Tuesday afternoon, in addition to</p> <p>5 our academic supports, we have a robotics club.</p> <p>6 That's open to everyone. We work with the Boys and</p> <p>7 Girls Club which is right next door to us, large</p> <p>8 degree of socioeconomically disadvantaged members</p> <p>9 there. We open our doors. Our summer program is</p> <p>10 open to them.</p> <p>11 That's the type of partnership. Yes, we</p> <p>12 want everyone. We want everyone to succeed in STEM</p> <p>13 because it is the future.</p> <p>14 So we are taking those steps.</p> <p>15 We've had scholars commute from Cuba. And</p> <p>16 they were a lower-income family. But every day they</p> <p>17 drove that 60 miles in from Cuba to attend ASK.</p> <p>18 So we've got members of the pueblos, the</p> <p>19 surrounding pueblos, that attend ASK. Our custodian</p> <p>20 is a former governor of Jemez Pueblo. We love</p> <p>21 New Mexico, and we love our community, and we are</p> <p>22 responding to the people that are responding to ASK.</p> <p>23 THE CHAIR: Right. Because I just want to</p> <p>24 be clear that, from the article that we have,</p> <p>25 Rio Rancho is at 33 percent white. And your school</p>
<p style="text-align: right;">Page 220</p> <p>1 being sent out, unfortunately, to many of the</p> <p>2 minority students? Because they're not being</p> <p>3 encouraged as much in the lower grade levels.</p> <p>4 So I'm just -- I guess I'm asking, have</p> <p>5 you had any conversations about that? Because I</p> <p>6 know you have robust conversations about your</p> <p>7 school. And is there anything that you have done or</p> <p>8 think you can do better to try to -- to get those --</p> <p>9 those students in?</p> <p>10 MR. DANIEL BUSSE: Thank you, Madam Chair.</p> <p>11 Brilliant observation and question.</p> <p>12 Rio Rancho is very economically diverse.</p> <p>13 It has high-income areas and low-income areas. We</p> <p>14 are actually located in one of the lower-income</p> <p>15 areas of Rio Rancho. So we're happy that those</p> <p>16 scholars that live adjacent to us now, this is wide</p> <p>17 open to them. We want that. That's what we want.</p> <p>18 And seeing some like Garnet here today,</p> <p>19 again, our -- when our middle-school girls went to</p> <p>20 China, it was all females. That's a goal of ours.</p> <p>21 We want not only STEM to stay in New Mexico, but</p> <p>22 especially the young ladies of our state. They need</p> <p>23 to be encouraged.</p> <p>24 We are actually trying to break that idea</p> <p>25 that it's just a boys' club in an engineering school</p>	<p style="text-align: right;">Page 222</p> <p>1 is at 46 percent. And the Hispanic population for</p> <p>2 Rio Rancho is 56 -- Rio Rancho Public Schools is 56,</p> <p>3 and you're at approximate 46.</p> <p>4 MR. DANIEL BUSSE: Our lottery, like --</p> <p>5 THE CHAIR: So it's not -- it's not -- you</p> <p>6 know.</p> <p>7 COMMISSIONER VOIGT: It's not that far</p> <p>8 off.</p> <p>9 THE CHAIR: There is somewhat of a</p> <p>10 disparity there between the two.</p> <p>11 MR. DANIEL BUSSE: And our lottery, is,</p> <p>12 like 21st Century's, it's a wide-open lottery.</p> <p>13 There's no --</p> <p>14 THE CHAIR: Right. And I understand that.</p> <p>15 I was just curious to see if -- because, as I said,</p> <p>16 I think historically, we've said, you know, girls</p> <p>17 were not encouraged to go into those math and</p> <p>18 science programs. And that's -- you know, that's</p> <p>19 for sure. So it's not something that we just want</p> <p>20 to see -- it's that cycle we're trying to break, you</p> <p>21 know.</p> <p>22 COMMISSIONER VOIGT: Madam Chair?</p> <p>23 So I think, as the school stated, though,</p> <p>24 for the Rio Rancho and that community, it's really</p> <p>25 statistically not that far off. The demographics of</p>

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<p>1 Hispanic and Anglo populations is not that far off. 2 So congratulations on sending girls to 3 China. And I think travel, in itself, is a huge 4 education. 5 When was that that they went? What year? 6 MR. DAN BARBOUR: I believe that was two 7 years ago, Garnet? 8 MS. GARNET WALDROP: Last year. 9 FROM THE FLOOR: It was last year and the 10 year before. 11 MR. PAUL STEPHENSON: Two years in a row. 12 COMMISSIONER VOIGT: I just wanted to ask 13 the students that went. Garnet, what were the top 14 three memories -- what were the top three impactful 15 memories that you brought home after that trip? 16 MS. GARNET WALDROP: Well, I got to see 17 how people from other countries interacted and how 18 they all work together to achieve one goal. I also 19 watched how teams with -- teams who weren't doing so 20 well in the competition get help from their other 21 fellow teams from their same schools. And that 22 showed a lot of teamwork and not, "Oh, I want to win 23 so I'm not going to help you." 24 And how my team -- my teams that went from 25 my school, how we all worked together to achieve our</p>	<p>1 and there, "C" was a passing, just like yours. 2 So the retention is key. And also how 3 many students you bring in -- since you're bringing 4 in students in the middle school, what's the 5 percentage of your minority students, low-income or 6 just minority, at that level? 7 Because you -- if you bring in 80 percent 8 in the middle schools are non-minority, those 9 percentages are going to be moving up. And the few 10 minority students that stay because it's so rigorous 11 and your retention is not actually there, you have a 12 revolving door of students coming in just to have 13 enough brown faces to meet the standards, because 14 it's a public school. 15 So there's got to be more than just an 16 effort. 17 I went to college in University of Texas 18 at El Paso. We always had a 39 percent percentage 19 of Hispanics there, even though the city was 20 56 percent. So they were very proud of that. But 21 the students within a study of the graduation 22 rate -- and the graduation rate was 16 percent. 23 So nobody graduated, not in four years, 24 not in five years, not in seven, not in eight. And 25 once we brought that up, we forced the university to</p>
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<p>1 goal, even though we were competing in different 2 categories. 3 COMMISSIONER VOIGT: Awesome. Thank you. 4 Did you have some good food? 5 MS. GARNET WALDROP: Yes. Yes. 6 COMMISSIONER VOIGT: Great. 7 COMMISSIONER CABALLERO: Madam Chair? 8 THE CHAIR: Commissioner Caballero? 9 COMMISSIONER CABALLERO: Thank you, 10 Madam Chair. I thought I would be the only one 11 bringing up what was glaring. To me, 10 percent is 12 not kind of reflective of the population. 1 or 13 2 percent is a little off. But 10 percent, it's a 14 lot. And then you have an indicator that shows that 15 you have parents -- 78 percent approve. So that 16 means there's a chunk of parents that disapprove. 17 And so at I wonder, are those the parents 18 of minority students? 19 And in your responses for bad 20 graduations -- you see a school could be across the 21 street, like I had in El Paso, a parochial school. 22 And if you wanted to send your kids there, you paid. 23 But this is a public school. And even in 24 the parochial school, once they accepted you, they 25 made sure you were successful. So the retention --</p>	<p>1 do good, honest retention. 2 So when we look at all the indicators, and 3 we look at your -- in that little section where you 4 fail or meet, you fail in the -- in the language -- 5 let me point it out. 6 In the Organization Performance Framework, 7 11-8.04, Protecting the Rights of English Learners, 8 Title III. And in 2016-2017, you failed; '17-'18, 9 you were Working to Meet. And you're still Working 10 to Meet '18-'19. 11 And so you're a fantastic school. But 12 since you're a public school and you're getting 13 financed by public dollars, it's got to -- it's got 14 to reflect the population there. 15 You can't just do it for certain 16 populations. You've got to do -- if what you're 17 doing is not meeting up to standard, then you've got 18 to up the -- your efforts to bring them in. And if 19 you bring them in, you've got to do the retention. 20 I don't know if you're doing the retention. 21 I see the Fridays for enrichment, for 22 intervention, Tuesdays. Also, I don't know how many 23 of those are minority. But it seems to me there's a 24 lag. And, no, 10 percent is not almost there. The 25 indicator is that you don't do what you should be</p>

<p style="text-align: right;">Page 227</p> <p>1 doing for minority students; it's not there. Only 2 78 percent of parents do not approve. That means 3 that there's a big chunk that disapprove. I would 4 venture to say that those parents are minority 5 parents. 6 And so your graduation rates were awful. 7 I can almost say that -- that minority students 8 bailed out and had to go elsewhere. And, no, GED at 9 this age is not good enough. It is not good enough. 10 So even your responses on your -- on your 11 failure to graduate, graduation rates, are awful. 12 Your academics are fantastic. Everything 13 you're doing for academics is awesome. And, yes, 14 you're at the top of the -- of the heap nationally. 15 But I certainly wish more minority students would be 16 in there to -- so that I could feel good about it. 17 Thank you, Madam Chair. 18 THE CHAIR: Thank you. 19 COMMISSIONER CRONE: Madam Chair? 20 THE CHAIR: Commissioner Crone? 21 COMMISSIONER CRONE: Excuse me. We -- in 22 interviewing schools with the STEM focus, Chair 23 Gipson and I have expressed our belief in a good 24 well-rounded liberal education. And I did make the 25 comment yesterday that I'm definitely old-school</p>	<p style="text-align: right;">Page 229</p> <p>1 MS. GARNET WALDROP: Waldrop. 2 COMMISSIONER CRONE: Back to that, what 3 are you doing in the arts, humanities, so forth? 4 MR. PAUL STEPHENSON: Thank you, 5 Mr. Crone. Great question. Arts and humanities. 6 We do -- you did hear us talk today about how we're 7 different. There are a lot of things we do that are 8 the same. 9 So we have a -- as a matter of fact, my 10 math department -- my math team is kind of 11 embarrassed by how strong the ELA team is in getting 12 our kids to grow much better statistically than even 13 in mathematics. So we are really proud about how we 14 focus on that. 15 Also one of our contributing partners is 16 Jonathan Wolfe, president of the Fractal Foundation. 17 We do a lot of that about -- talking about the art 18 and the mix of mathematics and creating algebraic 19 algorithms to create artwork through fractals. So 20 those are things that we're very proud about doing. 21 We have a significant number of our kids, 22 because we have engineering and design in the design 23 pathway, we have many of our artists and scholars 24 that get to thrive in that world of art as they 25 design industrial parts, or architectural ed, this</p>
<p style="text-align: right;">Page 228</p> <p>1 conservative in believing Greek and Latin should 2 still be a part of the curriculum. 3 I also think about the connection with 4 art, music, that -- and so the word STEAM is being 5 used. And so it's also the humanities as well. So 6 I believe Jackson Pollock, for instance, that some 7 scientists analyzed his painting and saw a 8 connection with fractals. And the tight association 9 with math and music. 10 And so I just want to -- I'll ask a 11 question, but I want to ask a prior question. I'll 12 come back to that and ask what you do in that area. 13 But I wanted to ask Garnet, did I hear 14 your mom say you were on TED Talks? 15 MS. GARNET WALDROP: I was. 16 COMMISSIONER CRONE: What was the subject 17 of your talk? 18 MS. GARNET WALDROP: I talked about how 19 small actions can make a huge impact. 20 COMMISSIONER CRONE: That was last Friday 21 night? So that's available. 22 MS. GARNET WALDROP: Not yet, but it'll be 23 soon. 24 COMMISSIONER CRONE: What's your name 25 again?</p>	<p style="text-align: right;">Page 230</p> <p>1 is, or those kind of things. 2 Matter of fact, my geometry class right 3 now is working on a project to create a Conn [ph] 4 sculpture depicting the distance between the sun and 5 the earth and the diameter of the two orbs 6 proportionally, creating that art. 7 So we thrive in that world. It's a great 8 question. But just because we talk so much about 9 STEM doesn't mean we're not STEAM and that those 10 aspects don't invade our walls as well, as our 11 passions and interests of scholars shape us. 12 COMMISSIONER ROBBINS: Madam Chair? 13 THE CHAIR: Commissioner Robbins? 14 COMMISSIONER ROBBINS: I just want to 15 follow up with the idea of the statistics and 16 looking at, you know, targeting, or not targeting, 17 areas. I think one thing we have to be very careful 18 of is when we talk about a -- any charter school or 19 any school at all targeting or not targeting groups, 20 if you have an open lottery, if that lottery is not 21 publicized in a targeted manner and if the 22 individuals that elect to do that come, you 23 shouldn't be criticizing the charter school for the 24 outcomes. 25 At the same time, your school is middle</p>

<p style="text-align: right;">Page 231</p> <p>1 school and high school. A lot of elementary school 2 students may not receive the encouragement in the 3 science, in math. One of the things that I've noted 4 in talking with many elementary schoolteachers and 5 principals is a lot of our elementary schoolteachers 6 are not comfortable in teaching science and math. 7 And so their students are not comfortable 8 with science and math coming out of elementary 9 school. And you get into middle school and high 10 school and you have dedicated science and math 11 teachers. But a lot of times your elementary 12 schoolteachers aren't dedicated, don't have degrees 13 in those areas. 14 So I think that's one thing that can harm 15 the development of those young students going into 16 the STEM or STEAM areas is that when we are not 17 developing programs and giving the resources at the 18 elementary level to improve math in students. I 19 notice that you have a 30 percent proficiency in 20 math among your students, slightly higher than the 21 state average and slightly higher than public 22 schools in general. 23 My background and experience, that bothers 24 me that only 30 percent of students are proficient 25 in math. I loved math. I was -- I took trig and</p>	<p style="text-align: right;">Page 233</p> <p>1 things. 2 So we have to figure out ways at the 3 youngest age, when they're five, six, seven years 4 old, encouraging them and giving them the tools at 5 the elementary age. 6 So I don't want to criticize a school that 7 has high academics, has high success, has students 8 that are succeeding and going on and working and 9 getting college credits and going on and things. 10 And, again, we see some schools that have 11 high standards, and students like the idea of going 12 there. But when they get there, they realize that's 13 not for them. You know, if they're in a traditional 14 public school, they're stuck. But with a charter 15 school, they'll leave and they'll go back to the 16 public school or they'll go to a different charter 17 school. 18 So we aren't tracking 100 percent of 19 students of why they go to a school and why they 20 leave a school, and, when they leave, where they 21 wind up. But I think we oversimplify when we look 22 at a number and we oversimplify the outcomes without 23 realizing the root causes of the -- really driving 24 the initial numbers. 25 And I think that's one thing that -- you</p>
<p style="text-align: right;">Page 232</p> <p>1 calculus as an elective in high school, not as a 2 requirement. And, you know, I delved into 3 quantitative analysis and differential calculus. I 4 mean, those are things that were fun for me. 5 But if we -- if we look at a school that's 6 a middle and high school, and they're looking -- 7 working with a population that have not been 8 encouraged from a young age into those areas, we 9 have to look -- don't penalize the school. We have 10 to look at how, as a society, we can encourage the 11 youngest students to be excited about math and 12 science, so that when we get to a middle school and 13 they start getting into more of the ground rules of 14 engineering and science and biology and physics and 15 those things, that they've already developed an 16 interest. 17 You know, one of the things that we see 18 is, you know, most people who become doctors, guess 19 what? Their parents were doctors. Most people who 20 become dentists, guess what? Their parents were 21 dentists. Most people who become engineers, their 22 parents were engineers. You don't have a lot of 23 people outside those professions with children that 24 go into those professions. It's just not the norm. 25 And they have parents that can encourage them and</p>	<p style="text-align: right;">Page 234</p> <p>1 know, I don't want to criticize, and I really hope 2 that this Commission doesn't criticize ASK Academy, 3 because your demographics aren't exactly 100 percent 4 equal. That would bother me equally if it was, 5 because that would tell me that you are targeting 6 and that you don't have an open -- if you were 7 within 1 or 2 percent exactly on every demographic, 8 that would indicate to me you have targeted and 9 excluded some students who, from an open lottery, 10 should have been admitted and weren't admitted. 11 MR. DANIEL BUSSE: Could I -- okay. I 12 just want to address a couple of things. One, the 13 78 percent number. That 78 percent -- the 14 78 percent number, that was 78 percent of total 15 households, not 78 percent responded favorably. So 16 that was the total number of responses. 17 And to Commissioner Crone, I have a 18 Master's degree in English. I'm a licensed English 19 and social studies teacher. My wife is a member of 20 the itinerant art program in APS. We value all 21 that; we really do. 22 Part of what charters do is that idea of 23 how do we incorporate that design? Look at an 24 iPhone. What is an iPhone built on? It's built on 25 design.</p>

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<p>1 So we do a lot of computer-assisted design 2 courses. We do encourage our kids. We have classes 3 in middle school. We have a photography class in 4 middle school. We do some of those things. But we 5 do emphasize those other areas. But we've got a -- 6 I'm really proud of our English Department. We talk 7 often. 8 COMMISSIONER CRONE: Could I respond to 9 that? 10 I'm a social behavioral scientist, 11 sociologist. Back in the '80s or '90s, the English 12 teachers leaned on us for writing across the 13 curriculum. And quite honestly, I did shift. I 14 went away from the STEM testing. And I got a lot 15 better results. 16 And part of that was autobiographical, 17 because we got to write about ourselves and put it 18 into a sociological context. 19 Do you have projects where students do 20 some sort of research, write a paper and present the 21 paper? 22 MR. DAN BARBOUR: Yes. 23 COMMISSIONER CRONE: Good. 24 MR. DAN BARBOUR: Commissioner Caballero, 25 I don't want to gloss over the points you brought up</p>	<p>1 Commissioner Raftery? 2 COMMISSIONER RAFTERY: Yes. I kind of 3 want to address Ms. Waldrop or the students. 4 MR. PAUL STEPHENSON: We understand that 5 she's the center. 6 COMMISSIONER RAFTERY: How did you find 7 out about 21st Century -- oh -- ASK Academy? I'm 8 sorry. I was reading something else here a minute 9 ago. 10 How did you find out about it and what 11 made you decide to go to it? 12 MS. GARNET WALDROP: Well, I was looking 13 at other middle schools like PAPA and the local 14 middle school. And I didn't want to go to my local 15 middle school. So I researched more charter schools 16 in my area, and ASK Academy popped up. And I looked 17 into that. I was like, oh, it's a STEM school. 18 That might be interesting. 19 COMMISSIONER RAFTERY: So you were 20 interested in STEM and that's how? 21 MS. GARNET WALDROP: Yes. 22 COMMISSIONER RAFTERY: On Fridays do you 23 go to any schools and talk to the kids? Do you do 24 outreach to the public schools, the elementary 25 schools, anything like that?</p>
<p>Page 236</p> <p>1 because I think they're very important. I think 2 that the fact that we were failing two years ago and 3 we're Working to Meet Standards shows that we took 4 it some serious to start making some progress. 5 We've had some change in personnel. 6 We also know we're a school of choice. I 7 did some analysis last night. We have 69 students 8 that enrolled with us at the beginning of the year 9 that have left us. And there were 24 middle-school, 10 and the 50 -- the 45 high-school. The goal now is 11 to figure out how and why they left us. 12 We have robotics outreach programs to our 13 middle school and elementary schools to try and 14 engage all the kids across our community to bring 15 them in. With the current settlement, 16 Martinez-Yazzie lawsuit, we now are putting in 17 places and looking at our systems to be able to 18 address equity in education for all of our groups. 19 And so, yes, I believe that what you were 20 saying is very important, and we are actually taking 21 steps to address those so that the equity that you 22 see across the -- across the United States, across 23 New Mexico and within ASK Academy will be greatly 24 improved. 25 THE CHAIR: Thank you.</p>	<p>Page 238</p> <p>1 MR. PAUL STEPHENSON: Have you done that? 2 MS. GARNET WALDROP: I haven't done that. 3 MR. DANIEL BUSSE: If we could, we would 4 love to. But the public schools don't necessarily 5 invite us in to promote STEM. We had originally 6 applied for our charter with the City of Rio Rancho; 7 but they chose not to give us a charter. 8 So the State has been outstanding for us. 9 If we could go into some of those -- if we could go 10 in and address public schools, I think that would be 11 tremendous. I think that would be tremendous for 12 the state. It would allow kids to see all the 13 choices that are out there. 14 A lot of the families that Commissioner 15 Caballero speaks of are kind of bound by their 16 socioeconomic circumstances, and they don't have 17 that ability to get out and see what-all is out 18 there. 19 If we could bring in two more people, I 20 think it would be a boon for the State of New Mexico 21 and education in general. Any public school that 22 would have us come in and talk to their elementary 23 kids about what's possible, if we could put that in 24 front of them and let them know that this is right 25 here, it's right at your fingertips, that would be</p>

<p style="text-align: right;">Page 239</p> <p>1 outstanding.</p> <p>2 But, again, the districts are not</p> <p>3 necessarily giving us an open forum to promote the</p> <p>4 things that we're doing. We would love to.</p> <p>5 MR. PAUL STEPHENSON: With that in mind,</p> <p>6 Ms. Raftery, if I can respond, I am sensing, as</p> <p>7 founder, over ten, twelve years of being a charter</p> <p>8 and the animosity that can naturally occur with</p> <p>9 traditional public and charters within a community.</p> <p>10 We did get invited, and we went, to an</p> <p>11 elementary school this fall, and had a team of my</p> <p>12 National Honor Society scholars that did robotic,</p> <p>13 did STEM, STEM activities with those children.</p> <p>14 So I'm sensing that the walls are kind of</p> <p>15 coming down with those resistance and animosity</p> <p>16 toward it. So that was an encouraging thing for me.</p> <p>17 So, yes, those are things we're ready to</p> <p>18 do, we're willing to do, and we're incredibly able</p> <p>19 to in our community to help promote STEM, to help</p> <p>20 promote ASK and opportunities for the community</p> <p>21 members that may not have heard it before, by other</p> <p>22 means that we PR our existence and what we're about.</p> <p>23 COMMISSIONER RAFTERY: Well, I just feel</p> <p>24 like in the elementary schools, you know, that's how</p> <p>25 kids get interested, by seeing these robotics. The</p>	<p style="text-align: right;">Page 241</p> <p>1 different fields that they're doing on. So -- but</p> <p>2 you still have to have people want to go there.</p> <p>3 MR. PAUL STEPHENSON: And thank you,</p> <p>4 Ms. Waldrop. Also we have what we call a Learning</p> <p>5 Walk, which monthly, we advertise out to the</p> <p>6 community that anybody and everybody that might be</p> <p>7 interested in seeing who we are, what we do, we</p> <p>8 don't want them to listen to us; we want them to</p> <p>9 listen to them.</p> <p>10 And so we get them in the classrooms while</p> <p>11 classes are going on. And we have scores of</p> <p>12 individuals every single month that come in and fill</p> <p>13 our hallways and our classrooms asking questions of</p> <p>14 us, but also of the clients that we're serving.</p> <p>15 COMMISSIONER RAFTERY: Thank you.</p> <p>16 THE CHAIR: Commissioner Armbruster?</p> <p>17 COMMISSIONER ARMBRUSTER: I have a number</p> <p>18 of things to say. First of all, I hope you all</p> <p>19 realize that Los Alamos, our premier lab, is hiring</p> <p>20 1,000 people a year. Just wanted to let you know</p> <p>21 that.</p> <p>22 Second of all, are all those wrist things</p> <p>23 pink? I think that's great. First of all, I can</p> <p>24 find it. But pink is the color. Pink is the thing.</p> <p>25 I also want to say I absolutely understand</p>
<p style="text-align: right;">Page 240</p> <p>1 parents -- your parents, do they do outreach at all?</p> <p>2 What do they do?</p> <p>3 MR. PAUL STEPHENSON: You mean outreach to</p> <p>4 the community and other educational entities?</p> <p>5 COMMISSIONER RAFTERY: Right.</p> <p>6 MR. PAUL STEPHENSON: Ms. Waldrop, would,</p> <p>7 you like to respond to that?</p> <p>8 MS. STEPHANIE WALDROP: I would say some</p> <p>9 of the parents do. So on Saturday, we had a</p> <p>10 RoboRAVE rally at the school. I posted the</p> <p>11 information all over Enchanted Hills, where I live;</p> <p>12 also on the Facebook pages for the surrounding</p> <p>13 neighborhoods which surround ASK Academy.</p> <p>14 A couple of weeks ago we did a STEAM night</p> <p>15 at one of the local elementary schools, where the</p> <p>16 RoboRAVE girls team was invited. And they worked</p> <p>17 with the robotics with not only a massive amount of</p> <p>18 girls that showed up, but boys as well, talking</p> <p>19 about ASK Academy, talking about robotics.</p> <p>20 And they even wrote -- reprogrammed the</p> <p>21 boys' robots, which weren't working, I understand.</p> <p>22 Just putting that out there.</p> <p>23 So I do know that there is a lot of</p> <p>24 outreach. I know that I myself and other parents</p> <p>25 often talk about ASK Academy, what's going on in the</p>	<p style="text-align: right;">Page 242</p> <p>1 why traditional public schools -- because all of you</p> <p>2 are public schools -- wouldn't want you, because</p> <p>3 it's a race of children. I get that. I was</p> <p>4 teaching in public schools for 39 years. I got</p> <p>5 that.</p> <p>6 But what I want to get above is charter</p> <p>7 schools versus traditional public schools and I want</p> <p>8 to talk about children. And I am not a science</p> <p>9 person. My husband is. I am not. Nor is our</p> <p>10 daughter, actually. She's more in the humanities</p> <p>11 types of things. And that's fine.</p> <p>12 But being able to reach out, and sort of</p> <p>13 talking about Commissioner Caballero's concern, too,</p> <p>14 like, I don't know, in front of Smith's or</p> <p>15 something. I'm not familiar with Rio Rancho. But</p> <p>16 when it's warmer, not now. Doing some of these</p> <p>17 kinds of things and advertising it through social</p> <p>18 media, which is I think what people read. I don't</p> <p>19 know if they read newspapers anymore, but I do.</p> <p>20 However, letting people know. Because I</p> <p>21 think when I'm talking about what's important for</p> <p>22 children is to see women, such as Garnet -- and I</p> <p>23 know you have many others -- and the guys -- of what</p> <p>24 you can do. Because when you don't know what you're</p> <p>25 missing, then you don't know.</p>

<p style="text-align: right;">Page 243</p> <p>1 It's I think incumbent upon all charter 2 schools or traditional schools, doesn't matter, to 3 put out what there is, particularly as to 4 elementary, as Commissioner Robbins was saying, 5 because they don't know. What you know about is art 6 and music and those kinds of things. Wonderful, by 7 the way. But it's opening up another door, another 8 path for your life. 9 So I personally am very impressed with all 10 that you've said and your school in general. And no 11 school is perfect, and yours isn't, either. But 12 we're always making improvements in how we present 13 information, how we get it out to other people. So 14 I'm saying it's not to necessarily increase your 15 load in your lottery. But I'm addressing 16 Mr. Caballero's concern, because where would they 17 see that? 18 And I don't know if, just in general, 19 hearing, "Oh, ASK Academy is having a night for 20 everyone to come see it," if that would actually do 21 it, other than to people who already want to be in 22 the system. 23 I think it's more people not knowing about 24 it. And I'm probably talking about myself, by the 25 way.</p>	<p style="text-align: right;">Page 245</p> <p>1 IEP, because everyone has individual needs. 2 We have some resource classes. This is 3 very difficult right now with the teacher shortage. 4 We are pounding the pavement for our 5 special-ed-certified teachers, as you may know about 6 our shortage. We have reading intervention classes 7 where our kids can go in, and we monitor from -- we 8 do analysis on them, and we place them, and we 9 monitor them. 10 If you look in our student surveys, which 11 you got from our stakeholders, you will see some 12 responses from our scholars that will address that 13 also. 14 I would also like to point out that we 15 currently have a wait list of 300, and at 16 22 percent, signature is very difficult. It doesn't 17 mean they couldn't approve; it just means that for 18 whatever reason, we could not get them. 19 As we looked forward, we are continually 20 monitoring what we are doing. As you said, 21 perfection, it's not achievable. But as long as 22 every day we come doing our best trying to improve 23 and look at the data and the lessons we learned the 24 day before, we can make improvement, informed. 25 MR. PAUL STEPHENSON: And, again, our</p>
<p style="text-align: right;">Page 244</p> <p>1 Are you going to answer me in a minute, 2 Mr. Barbour? 3 MR. DAN BARBOUR: Sure. 4 COMMISSIONER ARMBRUSTER: And the other 5 thing I wanted to say was -- let me see. I just did 6 this. Did that. Did that. I had two other little 7 questions. 8 One was on your students with 9 disabilities. So are you giving them the extra 10 help? Are they the people coming in to get help 11 with reading? Because I'm sure reading/writing is 12 probably their issue, and possibly math as well. Do 13 they get extra help on a pullout basis? Are they in 14 the regular class? Are they coming in for tutoring? 15 Because as a former middle-school teacher, 16 I know that it's hard to keep up with what's going 17 on in class if the reading is so laborious for you 18 to do. It's not that they can't read; it's just 19 that it's a very laborious class. 20 Wondering how you work on that as far as 21 the Yazzie-Martinez thing as well, what you're doing 22 to kind of get them going. 23 MR. DAN BARBOUR: That's a great question. 24 So with our -- all of our scholars, we actually have 25 a philosophy that every one of our scholars is on an</p>	<p style="text-align: right;">Page 246</p> <p>1 reading -- our intervention program for reading, it 2 is a pullout. So we do pull them out of the class, 3 and we help those we've identified and use data and 4 software and intervention programs to help 5 strengthen that muscle while they're with us. 6 Did that answer your question? 7 COMMISSIONER ARMBRUSTER: Yes. I'm saying 8 that as -- by the way, I'm not looking for a job. 9 However, I am a special education teacher. 10 MR. PAUL STEPHENSON: Are you sure you're 11 not looking for a job? 12 COMMISSIONER ARMBRUSTER: And so that's 13 why I'm saying that. I know that when my students 14 were in inclusion classes, they -- I really didn't 15 expect that the -- it was a 7/8 middle school in 16 Los Alamos -- but that those seventh- and 17 eighth-grade teachers had the ability, time, or 18 knowledge, even, to remediate my kids on the level 19 where they were functioning. They could get some of 20 that information, but they still needed specific 21 information on how to read. I mean, that's the way 22 it is. So that's why I asked the question. 23 And this is just a comment. And somewhere 24 in my mind, I think maybe Commissioner Gipson and 25 you were there the last time when we were doing</p>

<p style="text-align: right;">Page 247</p> <p>1 these goals. Because I'm hoping that your goal is 2 not to be -- have one year's growth for all kids. 3 Because what we've been doing on a number of ones -- 4 and you can just do this on your own; I'm not making 5 you do it -- is the goal is really to get at least a 6 year and a half for -- because if you're a 7 sixth-grader reading on a fourth-grade level, and 8 then you're a seventh-grader reading on a 9 fifth-grade level, you are actually in the same 10 place. 11 So I think the goal -- and I know that 12 before, we didn't write goals like that. We wrote, 13 "Make one year's growth. So many percentage will 14 make one year's growth." 15 But we really need to make more than that 16 for some, not all. But for the ones that are 17 behind, they will never get behind [verbatim]. 18 And, Garnet, I want to say to you, I'm 19 very impressed by you. And how do you spell your 20 last name so I can look up that TED Talk? 21 MS. GARNET WALDROP: W-A-L-D-R-O-P. 22 THE CHAIR: I have it here on the sign-up 23 sheet. 24 COMMISSIONER ARMBRUSTER: I could have 25 asked you. Special ed. What can I say? Thank you.</p>	<p style="text-align: right;">Page 249</p> <p>1 this is -- maybe you don't do it exactly like we do 2 it, but this is the basis, and you can tweak it as 3 to what's going to best fit you. 4 But there's those core things that don't 5 change no matter what the school is and no matter 6 what the school's mission is. There's those core 7 things you have to get, as you know, in order to 8 move that mission forward. 9 And I greatly appreciate that. And it is 10 shown through -- outside of some concerns -- and 11 more of it is -- and I guess obviously growing up 12 female -- it was -- you know, I think I was impacted 13 by that. "I don't want to do that." 14 So, you know, it's just that niggling 15 little concern. But I appreciate that and look 16 forward to see how your equity council goes, and 17 looking at schools and how they're able to establish 18 them and meld them in with the workings of your 19 governance council as well. 20 So it's -- 21 MR. PAUL STEPHENSON: Thank you, 22 Madam Chair. 23 THE CHAIR: It's exciting to see this go 24 forward. 25 MR. DAN BARBOUR: And thank you very much,</p>
<p style="text-align: right;">Page 248</p> <p>1 THE CHAIR: I just want to say thank you. 2 Because on our little chart with the organizational 3 performance framework, I think the school has the 4 fewest red lines of any school that's coming before 5 us. So kudos to you. 6 And it also shows that -- it falls to all 7 the areas that there's good conversations going on, 8 by the governance council, with the administration. 9 And I absolutely appreciate that. 10 And I appreciate -- you know, we see you 11 in so many things. Don't have an opportunity to 12 often say the thank-you, that this school truly does 13 show that you get what it takes to work, and you 14 work at it. And you work at it well, as a 15 well-honed team. 16 And I hope -- and my whole hope is that -- 17 not looking for any of you to go -- but that 18 there's -- you know, that there's that plan so that 19 this continues to be a well-oiled machine going down 20 the road as well. 21 And my hope is that you -- going forward 22 for us, we do a much better job of making sure that 23 schools like this are able to get out there and to 24 have that greater conversation with other schools 25 that aren't quite getting it as well, that this --</p>	<p style="text-align: right;">Page 250</p> <p>1 because this is actually something that we 2 considered at the urgency [verbatim] of our 3 governance council. And we have our member, David 4 Stoliker, here today representing. 5 We're at a point where this is the first 6 year we are no longer growing and expanding. We 7 have reached our cap, within our cap, close, over 8 the ten years. It's now time for our systems, it's 9 now time for our -- and, yes, there is a transition 10 plan in place for our leadership to understand how 11 they might keep this going on. 12 The sustainability of this project, as 13 Mr. Stephenson said in the beginning, sustainable, 14 replicable, and hoping that we get to use the 15 lessons learned from our institution across the 16 state of New Mexico. Those are very much in place 17 as we go forward. 18 So thank you for bringing those up. And 19 in the evolution of an organization, we're at the 20 point where those systems need to be really 21 solidified for those transitions and for that 22 continuity. 23 THE CHAIR: Right. 24 MR. DAN BARBOUR: Thank you. 25 COMMISSIONER CABALLERO: From this point,</p>

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<p>1 Madam Chair. I am very critical on issues of 2 minority enrollment and retention. And with the 3 advent of the lawsuit, the atmosphere in all the 4 schools have got to change. 5 I was in Los Alamos, and I was very 6 fortunate to hear faculty and everybody talk about a 7 change of environment, a change of climate in a 8 proposed school. And I had to think about it. And 9 it does have an impact. 10 In the Hispanic community, things go 11 rapidly on word-of-mouth, good reputation and bad. 12 And I talk to parents whether they -- those parents 13 are in charter schools in my area or not. And some 14 parents talk about, "Well, I couldn't keep my child 15 in charter schools because they didn't want them. 16 He was too far behind," or "too unruly." 17 To me, that's not what -- the charter 18 schools are supposed to go beyond. 19 And now with the lawsuit, our standards 20 have gotten higher. And, no, if you follow the 21 rules, open enrollment, and you're still behind, 22 then you've got to do something more to encourage. 23 And the whole notion of reverse discrimination 24 against the white was -- was used at the Legislature 25 to put down two of the lawsuits that needed -- two</p>	<p>1 THE CHAIR: Are we ready for a motion? 2 COMMISSIONER VOIGT: Madam Chair, may I -- 3 unless Commissioner Raftery would like this one? 4 COMMISSIONER RAFTERY: Sure. Go ahead. 5 COMMISSIONER VOIGT: Go for it. 6 COMMISSIONER RAFTERY: I move that the 7 Public Education Commission renew the charter for 8 the ASK Academy for five years, with the conditions 9 that the New Mexico System of School Support and 10 Accountability Report prepared by PED shows similar 11 performance for SY 2018-2019 in the student growth, 12 highest quartile; student growth, middle quartile; 13 student growth, lowest quartile; English Learner 14 progress; chronic absenteeism; college-and-career 15 readiness; educational climate; and growth in 16 four-year graduation rates, with no statistically 17 significant decrease in performance. 18 COMMISSIONER VOIGT: Second. 19 THE CHAIR: Who did the second? 20 There's a motion by Commissioner Raftery; 21 there's a second by Commissioner Voigt. 22 Any further discussion? 23 (No response.) 24 THE CHAIR: If not, roll call, please. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>
<p>Page 252</p> <p>1 of the bills that needed to pass. 2 And the courts came back and said, "No, 3 you have to comply. You have to comply. We're not 4 going to buy that." 5 So don't buy that. Do whatever needs to 6 be done. And I'm not one to -- to bring down a 7 school that's as awesome as you are. But I want you 8 to be better. Because my Chicanitos need you. My 9 Hispanic kids need you. My Native American kids 10 need you. 11 And I want them there. And I want you to 12 retain them at all costs. Retain them, retain them, 13 retain them. And I want to -- in ten years from 14 now, I want to hear that they're all in Los Alamos 15 or whatever doing great things. 16 Because they're out there. And we cannot 17 just ignore them. Your school, top-notch as it is, 18 has to bring them in, has to retain them. 19 And I don't know what you have to do. I 20 don't have the answer. I just know what you guys -- 21 you guys are incredible. You can figure it out. 22 MR. PAUL STEPHENSON: Thank you so much 23 for inspiring us to be better. We value your words 24 of wisdom. And you have encouraged us this morning. 25 Thank you, sir.</p>	<p>Page 254</p> <p>1 Voigt? 2 COMMISSIONER VOIGT: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Gipson? 5 THE CHAIR: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Chavez? 8 COMMISSIONER CHAVEZ: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Robbins? 11 COMMISSIONER ROBBINS: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Armbruster votes "Yes." 14 Commissioner Raftery? 15 COMMISSIONER RAFTERY: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Ruiz? 18 COMMISSIONER RUIZ: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Caballero? 21 COMMISSIONER CABALLERO: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Crone? 24 COMMISSIONER CRONE: Yes. 25 THE CHAIR: That's a nine-to-zero vote.</p>

<p style="text-align: right;">Page 255</p> <p>1 The motion passes. 2 Is that right? 3 COMMISSIONER RUIZ: Did you -- 4 THE CHAIR: I didn't? Sorry. I didn't 5 remember voting. I'm sorry. 6 (A discussion was held off the record.) 7 (Recess taken, 10:44 a.m. to 11:14 a.m.) 8 THE CHAIR: Good morning. Thanks for 9 waiting for us. We appreciate this. 10 So for those that weren't here at the very 11 beginning of the day, we had a brief discussion 12 about, and we received an e-mail about, the fact 13 that the State Accountability System isn't 14 completely up and running right now and all the data 15 isn't available. So we're doing these conditional 16 renewals. So -- oh. Renewals With Conditions. 17 Sorry. 18 Lawyer semantics. 19 So I have a stock statement that I do 20 before every school, just so that we're all clear. 21 The PED has not provided a report or 22 review of data for this school year, '18-'19, 23 Accountability. It is important for schools to have 24 the complete academic data as part of its renewal 25 information for this renewal and also for future</p>	<p style="text-align: right;">Page 257</p> <p>1 as it is. 2 So with that in mind, we'll -- oh. There 3 is a sign-up sheet here for anyone that wishes to 4 speak in the Public Comment portion. So if folks 5 would do that. 6 If not, I'll turn it over -- we'll do CSD. 7 You'll have your 15 minutes, and then we've got the 8 eight minutes of Public Comment. 9 MS. KAREN WOERNER: Thank you, 10 Madam Chair, Commissioners, school representatives. 11 Las Montañas, as you know, serves grades 9 through 12 12 in Las Cruces, with a current enrollment of 13 approximately 183, or at least at the time of the 14 Part A. 15 They are, as you know, what we would call 16 a reengagement high school, preparing students to 17 meet the challenges of post-secondary and a 18 workforce environment. 19 Their data, I would say a few -- the theme 20 of their data is upward trend and continuous 21 improvement. As indicated both in their -- the 22 charts for their proficiency rates, you can see over 23 the last few years have a significant increase each 24 year, a pretty drastic increase in their reading 25 over this last year, as well as their -- I</p>
<p style="text-align: right;">Page 256</p> <p>1 years. The PEC needs complete State Accountability 2 Reports to make the best decision on school renewal 3 applications. 4 The PEC will review financial and 5 operational performance because the data is complete 6 at this -- because the data is complete at this 7 meeting in December 2019. 8 If the PEC decides to issue a renewal with 9 conditions, the PEC will clearly state what 10 Accountability information it will review from the 11 PED Accountability Report. When the Accountability 12 data is prepared by PED and the school has had an 13 opportunity to review the data -- no less than ten 14 days -- the PEC will review the data and remove the 15 condition, or take action, such as a Corrective 16 Action Plan or possibly non-renew the charter. 17 At the future meeting, January or February 18 of 2020, the PEC will only consider the issues 19 related to the reason for the conditions and will 20 not consider any other issues related to the 21 renewal. 22 So, once again, if you have any questions 23 or concerns, please don't hesitate to ask before you 24 go, or after that. We want to make sure people are 25 as clear and as comfortable as they can be with this</p>	<p style="text-align: right;">Page 258</p> <p>1 apologize -- in your packet, this was cut off, so 2 you have one in color today. 3 But you see that they've also been showing 4 improvement in their organizational performance 5 framework over the years as well, as indicated by 6 the colors on that chart. 7 Their science proficiency rate was -- was 8 low. And, again, I think that's taking into 9 consideration the type of school and the students 10 they serve. 11 Their index -- their growth indices, if 12 you look by subgroup, again, a continuous 13 improvement. In the early years of this charter 14 term, there was a lot of below the zero; if you look 15 at those charts, a lot of negative, meaning less 16 than expected growth. And, gradually, over the 17 years, it's now a lot of them are above the line or 18 at zero, both in reading and math. We've seen those 19 kinds of improvements. 20 They're reading -- student proficiency by 21 subgroups for their economically disadvantaged 22 students with disability and English Learners has 23 again shown that upward trend over the course of the 24 contract term, as has, really, all the charts in 25 their packet.</p>

<p style="text-align: right;">Page 259</p> <p>1 The charter school goals have had mixed 2 reviews, if you will. There was a year where they 3 did not -- had Falls Far Below, but have met or 4 exceeded most of those goals in '18 and '19. 5 Their students remaining enrolled in the 6 school has been on a -- a bit of an incline upward, 7 increasing the number of students they retain during 8 the school year, as well as those who return from 9 one school year to the next, with an increase from 10 49 percent to 72 percent returning the following 11 year. 12 The teacher retention rate has been around 13 the 80 percent mark each year. And their audit 14 findings have been minimal during the school -- the 15 term of the contract, though they did have five in 16 the last year that we have data. 17 Moving back to the initial few pages of 18 the chart, you'll see that in every area, they 19 either met -- met the standard or are showing 20 substantial progress. 21 The area in organizational performance 22 framework -- or the areas where they had repeat 23 Workings to Meet indicators or Falls Far Below are 24 indicated under 3-B, Organizational Performance 25 Framework.</p>	<p style="text-align: right;">Page 261</p> <p>1 missing one or more in the prior year when we did 2 the last report. 3 Also on the health-and-safety requirement, 4 it was some students were missing immunizations, and 5 we asked the school to follow up on those students 6 to be sure that they got properly immunized, and the 7 school has taken care of that as well. 8 Petitions. 100 percent of the employees 9 and 78.3 percent of their households did respond and 10 sign the petition. 11 And their New Mexico Condition Index for 12 their facility is 8.43, again, well below the 13 current average of 23, with lower being better. 14 And I think that concludes my notes. 15 THE CHAIR: Okay. Thank you. Good 16 morning once again. And if you would just identify 17 everyone that's going to speak for the school now 18 for the record. Thanks. 19 MR. CAZ MARTINEZ: Good morning, 20 Madam Chair, members of the Commission. First I'd 21 like to thank Director Brauer, Deputy Director 22 Woerner, and the entire CSD team for all their 23 support and guidance. 24 I would like to introduce first the 25 members of -- of the team that are sitting behind us</p>
<p style="text-align: right;">Page 260</p> <p>1 One was around English Language Learners. 2 And though the school has been working to identify 3 those, there were still several students showing up 4 on what we call the ELP Error Report, which shows 5 discrepancies between what the school has identified 6 as English Learners and whether or not they've taken 7 an ACCESS test that was not proficient in the past. 8 The school is working on that. Again, I 9 think it's related to just being a high school and 10 and missing some of the students. But with the new 11 policy of checking S.T.A.R.S. for those scores, the 12 school will avoid those errors in the future, we 13 hope. 14 The recurrent enrollment was less than the 15 goal of 85 percent. But I will tell you that it was 16 76 percent, which in the new contract, as you know, 17 you set -- the Commission set 75 percent as the 18 expected in the new contract. 19 And for the type of school that this is, I 20 would say 76 percent is a high recurrent enrollment. 21 The facilities requirements were around 22 prior year emergency drills were a lag behind, so 23 we're always looking at the prior year's drills. I 24 will tell you that the school has gotten in 25 compliance with their emergency drills but were</p>	<p style="text-align: right;">Page 262</p> <p>1 here. Geri Bennett is here as a role of business 2 manager. Vice president, Dr. Blanco Rolle-Martinez 3 is a governance council member, was a school 4 psychologist with the local school district. 5 And our governance council president is 6 also here, Ms. Laura Carrion, who is an 7 instructional specialist, again, with the local 8 school district. 9 I'm going to introduce my table team here 10 in a few minutes. After -- I'm sorry. I am Caz 11 Martinez, the director of the school. 12 So I'm going to go ahead and begin with -- 13 with explaining that we are proud of the 14 improvements that we have made over the last three 15 or four years, the improvements that Deputy Director 16 Woerner has outlined and that is in your Part A. 17 But we are also in a position that we 18 realize we know we have a lot to improve on. And 19 some of the data is before you, we recognize that 20 the data in some places are low; but we also 21 recognize the students we serve largely -- I'm not 22 going to talk about demographics a lot, because you 23 have that in your packet as well. 24 But, largely, we could say with relative 25 certainty that, if Las Montañas didn't exist in the</p>

<p style="text-align: right;">Page 263</p> <p>1 Las Cruces community, that the majority of our 2 students would either be on the streets and not be 3 in school at all or be in a school where they are 4 feeling very socially uncomfortable in a big, large 5 school environment. 6 So, again, we are proud of the 7 improvements that we've made, but recognize that 8 there's a lot that we need to do to continue to 9 improve upon, which is why I'm very excited about 10 being involved in the High School Redesign Network, 11 which is a -- a grant opportunity that was afforded 12 to eight founding schools in the state. 13 And we've been working very closely with 14 the Priority Schools Bureau, with Johns Hopkins 15 University and Stanford University, along with the 16 seven other network partners around the state. And 17 through that work, we determined that we need to 18 really focus on relationship-building at our school, 19 and, if we did that, then we can use that as a 20 foundation to build lesson plans that really relate 21 to our students. 22 And if we were able to do that, then we 23 could increase classroom engagement, which would 24 naturally increase student attendance, increase 25 graduation rate, and really being able to build</p>	<p style="text-align: right;">Page 265</p> <p>1 a first time I've done this, Mr. Martinez approached 2 me and asked me if I would be part of the team to 3 come up here, part of the family. We stress family 4 at our school, the Rams, the Ram family. I was 5 honored to come and speak on behalf of students with 6 disabilities, our special education department. I 7 talk about not only our students, but our families 8 and our community. 9 I was born and raised in Las Cruces, so 10 it's close to my heart that I am in a special 11 education role there at Las Montañas Charter School. 12 I've been there four years, two as a special ed 13 teacher and two as the director -- this is my second 14 year as the director. 15 As you know, we are a small school, so we 16 wear many hats. So I am a special ed teacher, also, 17 and I do drivers education, and I do a little bit of 18 everything; so -- but that's part of our team. 19 I want to just express that I am in charge 20 of the special ed students with disabilities. So 21 everything that goes on with the special education 22 population comes through me. I'm very proud of 23 that. 24 We do have a team of two full-time special 25 ed teachers that are certified that have gone to</p>
<p style="text-align: right;">Page 264</p> <p>1 lessons that -- that centered around the students. 2 And then once we got those steps and were 3 confident that we can get to a point where our 4 students will be college-and-career-ready and we 5 could leverage those higher engagements to build the 6 essential skills needed for students in -- to get 7 them prepared for career pathways or college 8 readiness. 9 So, again, we're very excited for those 10 resources or those partners we've been able to 11 establish and work with, along with the grant money 12 that comes around with it. We do realize that grant 13 money is temporary. But the resources and the 14 knowledge that we will build as a school community 15 will go way beyond the monetary resources that this 16 grant has provided. 17 Now, I would like to introduce Mr. John 18 Lee. He's our special ed director and is in charge 19 of, you know, all things related to students with 20 disabilities. 21 MR. JOHN LEE: Good morning, Madam Chair,s 22 Commissioners. I just wanted to start off by saying 23 thank you for hosting us this morning for our 24 hearing. 25 When I was asked to participate in this as</p>	<p style="text-align: right;">Page 266</p> <p>1 school and gotten the certification to be special ed 2 teachers. We are a 100 percent inclusion school. 3 We do not do a pullout setting, a resource setting; 4 but we do offer SLC classes this year with our 5 Redesign Network. 6 So that has been something that has been 7 very positive for myself and my team, the special ed 8 team, because we have our caseloads for an hour a 9 day now, where we meet and we touch on things, like 10 Mr. Martinez said with the Redesign Network; social 11 skills, just being positive role models, of course. 12 We have -- I know, members of the 13 Commission that have been in special education, we 14 take a lot of time talking about IEPs, individual 15 goals, things that they need on a daily basis, 16 whether it's, you know, just one-on-one with the 17 student, seeing how they're doing in classes, things 18 of that nature. 19 So it's been a huge -- it's been a huge 20 positive thing for our department, special ed. 21 My case managers are very excited about 22 it, and I think our kids are thriving. Every 23 student that comes through Las Montañas comes 24 through me. So I'm able to look at their IEP, meet 25 with parents, and I'm in charge of 100 percent</p>

<p style="text-align: right;">Page 267</p> <p>1 compliance when it comes to special ed. 2 I take it very seriously, and I think 3 we're doing a great job as a school. And I just 4 want to say, for myself and my students -- I'm 5 thinking of my students a lot -- we do have a lot of 6 success stories when it comes to special education 7 there. 8 Our population is a little high, I think, 9 across the board for the state. I believe we're at, 10 like, 24 percent special ed students. 11 Like I said, this will be my fourth year 12 there. When I first started there, I was a special 13 ed teacher. It was myself and another teacher that 14 was part director, like the role I have now. And 15 now we're up to three full-time, because our 16 population has been growing in special education, 17 students with disabilities. 18 So I just want to say that we are growing, 19 and we actually have grown in that area. And I 20 believe that our school is just attracting those 21 type of students, which is great, because we're 22 growing with students with disabilities. 23 MR. CAZ MARTINEZ: Thank you, Mr. Lee. 24 And if you hear "SLC," that refers to a Student 25 Learning Community, which is a program we put in</p>	<p style="text-align: right;">Page 269</p> <p>1 Being that I'm going to speak towards the 2 SLC program, the Student Learning Community class 3 that we have been working with for several years -- 4 we used to call it the "advisory class." As 5 Mr. Martinez mentioned, we started calling it the 6 Student Learning Community class this year. 7 In that class, we focused a commitment 8 with the Workforce in our community that comes in on 9 a biweekly basis to help guide me in presenting 10 different -- different sections of the Workforce. 11 For example, we focus on resume writing, 12 mock interviews, social skills, just even social 13 media etiquette, and preparing them for the 14 workforce. 15 Our biggest goal is that we're not 16 graduating to the couch. We're graduating either to 17 follow a pathway of technical school, vocational, 18 work, community college, and university. So we have 19 a real good connection with the DACC, also, who 20 comes in on a monthly basis to help us support with 21 financial aid, with preparation on college 22 vocabulary, just the vocabulary words of grads, 23 scholarships, things that we realize that students, 24 if they didn't have those conversations at home, 25 nobody is having with them, depending on our</p>
<p style="text-align: right;">Page 268</p> <p>1 place through the Redesign Network, so everyone is 2 aware when you hear "SLC." 3 Now I'll introduce Ms. Claudia Salas. 4 She's the bilingual director, works closely with our 5 English Learners. She's also one of the SLC 6 teachers, Student Learning Community teachers, that 7 work specifically with seniors on our campus. 8 MS. CLAUDIA SALAS: Good morning and thank 9 you for having us today, Madam Chair, and members of 10 the Commission. I will be reporting on the ELL 11 population. 12 Our current numbers right now is that we 13 host 56 ELLs. Out of the 56, 36 have met 14 proficiency. 20 of those are still meeting the 15 proficiency. And we're preparing them to take the 16 ACCESS test in the spring. 17 We provide support by providing a reading 18 intervention course that is web-based. It's a 19 reading program that's focused on tailored to 20 current reading ability and learning needs. 21 I am -- like Mr. Lee reported that we have 22 many hats in our school. So I am also the 23 S.T.A.R.S. director. I teach Spanish 1 and 2. I 24 focus on extended learning on Fridays. And -- what 25 else? Oh. The senior advisory.</p>	<p style="text-align: right;">Page 270</p> <p>1 population, that this was very hard to understand 2 what does it mean about what we're going to be doing 3 next year. 4 And so our commitment is to have that 5 support from our community. We also do a Cooter 6 Inventory to decide what kind of pathways our 7 students are going to take. 8 And with that information, I go ahead and 9 reach out to the community and bring in professions 10 from all the different professional pathways. So we 11 have nursing, firemen. Today, actually, we're 12 having an entire SWAT team coming with everybody 13 dressed up in all their different uniforms for 14 students who want to take the career pathway of the 15 police force. 16 And our biggest focus also this year has 17 been the SEL, which is the Social Emotional Learning 18 component. With that component, we have five 19 categories that we are really focused on. We are 20 doing social awareness, self-awareness, 21 self-management, relationship skills, and 22 responsible decision-making skills. And that is a 23 new component that we decided that we needed to put 24 in, because not only did we need emotional support 25 as teachers, but our students definitely needed that</p>

<p style="text-align: right;">Page 271</p> <p>1 emotional support as well. 2 So it's been a great experience to learn 3 along with them with the starting of the 4 social-emotional component that we've incorporated, 5 and it's just been a great experience overall. 6 MR. CAZ MARTINEZ: Thank you, Señora 7 Salas. 8 I introduce Valerie Ratliff-Parker. She 9 is a math teacher, instructional specialist, and 10 also a key member of the High School Redesign Team, 11 who has been with that team from the beginning. 12 MS. RATLIFF-PARKER: Good morning. It's 13 still morning, Madam Chair, Commission. 14 So I'd like to talk a little bit -- I'm 15 also the data analyst, so I've worked a lot with 16 Deputy Woerner on our data and our reports and 17 what's going on with the kiddos. 18 I do have to say, though, that we have 19 definitely a different story than ASK Academy. We 20 are 95 percent Hispanic, 100 percent Free and 21 Reduced Lunch. So it's definitely a different 22 story. And we service a different population, the 23 population, Commissioner Caballero, you were exactly 24 referencing. 25 And we love our kids so much. And there's</p>	<p style="text-align: right;">Page 273</p> <p>1 direction to go. 2 So if we can focus on their interests and 3 then work on their goals from there, then that's 4 what the instructional model has definitely guided 5 us with that. And that's helped with our 6 improvement, because we have -- as Deputy Woerner 7 has in your packets, we've improved with our data. 8 They're small gains, but they're gains. 9 And I think we're going to continue to move forward 10 instructionally and do a lot of work with the 11 teachers as well, because we've transitioned to 12 standards-based grading, which is a huge shift. 13 It's a paradigm shift for the teachers as well, 14 because they're used to this comprehensive grade. 15 You get a bunch of grades, you average them, and 16 then that's what you get instead of grading on 17 mastery. So that's been an instructional change. 18 But I think it's going to change for the good. 19 So that's what I have. 20 Oh. And we have grown with our 21 proficiency in the last State assessment from last 22 year. But I know that those aren't officially out 23 yet. But we did improve in our English proficiency 24 substantially, and also with our math. So our data 25 is looking good.</p>
<p style="text-align: right;">Page 272</p> <p>1 a lot of them that don't have the parental support 2 or an adult to mentor them. And that's definitely 3 our strong part. Our strong suit, as Las Montañas, 4 is to build that relationship with the kids. And we 5 have such a strong foundation with our 6 relationship-building that we can move from there. 7 But that's where we start with these kids. 8 And as an instructional coach, the 9 academic component that we focus on is re- -- and 10 through our redesign program -- is looking at the 11 instructional modeling that we're doing for these 12 kids. 13 And since they've experienced a lot of 14 trauma, and their brain will receive information 15 differently because of the trauma that they've 16 experienced, then we have to approach that 17 instruction a little bit differently. 18 And so we've done a lot of work, in 19 partnership with Explore Academy, on their 20 instructional model, because it's different. It has 21 a lot to do with student choice and student voice, 22 where students can choose something that interests 23 them. And we're trying to get that interest from 24 the kids that usually feel like they don't have 25 anywhere to go, they're not sure where to go, which</p>	<p style="text-align: right;">Page 274</p> <p>1 MR. CAZ MARTINEZ: Madam Chair, members of 2 the Commission, that's all we have for our 3 presentation. 4 THE CHAIR: Okay. Thank you. And thank 5 you for all that. And I'll just say that the chart 6 in color, once again, now that we have a look at the 7 complete chart, I think you win the prize for having 8 the most red in the first year, and you only have 9 one; so you've wiped out almost all of it. 10 And that that is -- to me, once again, 11 just like the ASK Academy tells that story, it tells 12 the story of there were struggles with this school 13 financially, academically, organizationally, back in 14 2015. I mean, there's no doubt -- there's no doubt 15 about it. But this is a testament to what the 16 school has done. 17 Caz, you came in in 2016 as the head 18 administrator? 19 MR. CAZ MARTINEZ: Yes, this is my fourth 20 year. Yes. 21 THE CHAIR: Yeah. So Caz took over at 22 the -- you know, in a really bad situation. So the 23 school has -- it's kudos to the governance council, 24 because it, once again, is -- if you want to refer 25 to it as family, as team -- but there is genuine</p>

<p style="text-align: right;">Page 275</p> <p>1 discussion that goes on. 2 The redesign program and the willingness 3 to buy into that, because, it's not easy to do that 4 redesign program. 5 So for the willingness of that school 6 community to do this, and acknowledging the fact 7 that they needed to do it to best serve those 8 students and their community, it's a testament to 9 what a school can do. And I truly do appreciate it, 10 because, as was mentioned, this is also a community 11 of students that are sitting in a variety of state 12 systems as well. 13 MR. CAZ MARTINEZ: Correct. 14 THE CHAIR: So, you know, they're 15 challenging from the get-go and desperate to attach 16 to something that they can see as family. So I 17 appreciate everything that you've done here and the 18 story that you -- that you've told here. 19 So any other questions? 20 COMMISSIONER CABALLERO: Yes, Madam Chair, 21 I have a few questions. 22 THE CHAIR: Sure. Oh, I'm sorry. I 23 didn't -- because I didn't have a sheet in front of 24 me, I don't know. I didn't get a sheet, so I just 25 assumed that there was no Public Comment.</p>	<p style="text-align: right;">Page 277</p> <p>1 of the High School Redesign Network. 2 This is our first year of implementation, 3 so we're going into our fourth month of 4 implementation of a five-year blueprint. 5 COMMISSIONER CABALLERO: I'm curious. 6 With -- I will say you're probably going to be 7 successful in your redesign. 8 Now, are you -- is your redesign and 9 methodology ESSA-compliant, so that it can be 10 replicated by other schools in the nation? 11 MS. RATLIFF-PARKER: So that the design -- 12 the whole thought behind the high school redesign in 13 Johns Hopkins was for each school to develop their 14 own vision. So it wasn't an idea to be replicated. 15 It was really a reflectionary tool for each school 16 to use and look at our needs, our school, our kids, 17 our staff, our capacity and what do we see. 18 So they were really good about saying, 19 "You guys need to figure this out. We're not going 20 to tell you what to do. We're not going to tell you 21 how to redesign. You need to sit back and reflect. 22 Go back to your stakeholders and talk to them." 23 It's a very reflectionary process that's 24 made to work with your school. 25 MR. CAZ MARTINEZ: But the philosophies</p>
<p style="text-align: right;">Page 276</p> <p>1 MS. KAREN WOERNER: Excuse me. 2 MS. FRIEDMAN: No, there is none. 3 MS. KAREN WOERNER: Okay. 4 THE CHAIR: I assumed there wasn't any, 5 because I didn't have a sheet; but then... 6 MS. FRIEDMAN: No one signed up. Sorry. 7 THE CHAIR: Commissioner Caballero? 8 COMMISSIONER CABALLERO: Yes. Thank you, 9 Madam Chair. The name, again, of the redesign 10 program? 11 MR. CAZ MARTINEZ: The High School 12 Redesign Network. 13 COMMISSIONER CABALLERO: And it's -- the 14 University's attached to that? 15 MR. CAZ MARTINEZ: Johns Hopkins 16 University is the main research group attached to 17 that. And then a subsidiary of that in a -- a 18 program within a program is Stanford University and 19 a program called "School Retool." 20 COMMISSIONER CABALLERO: When did you 21 start this? 22 MR. CAZ MARTINEZ: Last year was our 23 planning year. And we're part of the founding 24 members of -- according to the Priority Schools 25 Bureau, that's what our title is, a founding member</p>	<p style="text-align: right;">Page 278</p> <p>1 behind it can be replicated with other schools, you 2 know, with the role training and development that we 3 received as a founding group. 4 COMMISSIONER CABALLERO: Right. The -- my 5 only concern, Madam Chair, is that federal monies 6 are going to be flowing to the schools that pick up 7 a program that are compliant with the replication -- 8 in other words, it has to be truly a program that's 9 workable and there's proof for it. That's what ESSA 10 talks about. 11 And so I want New Mexico to be able to 12 have the benefit of your success in other schools. 13 And the only way to pick it up is if you follow 14 those guidelines. And I know it takes money. Maybe 15 you can convince your founders that, "Hey, we need 16 to comply with ESSA. Throw us a little bit more so 17 we can..." -- and it helps you. Because anytime 18 you're doing the ESSA requirements, you do the 19 self-evaluations constantly, and you do it with 20 data, and you do it with scientific methodology, as 21 Mr. Crone knows. 22 COMMISSIONER VOIGT: Commissioner 23 Caballero, this is a PED grant. 24 THE CHAIR: I didn't recognize you, 25 because Mr. Martinez wanted to say something.</p>

<p style="text-align: right;">Page 279</p> <p>1 MR. CAZ MARTINEZ: Yes, Commissioner, it 2 is a PED grant. And the Priority Schools Bureau is 3 the grant manager. So Elizabeth Peterson and her 4 staff, they're making sure that all of your concerns 5 are met through -- and it is compliant. 6 And we know that, because we had to 7 resubmit our blueprint about three times, because 8 they definitely were checking up on us and making 9 sure it was, along with all the other schools in the 10 network. 11 So -- and it's really -- I mean, 12 everything -- they've done a really good job of 13 training and allowing us to align with every other 14 requirement, such as the DASH plan. So our 15 New Mexico DASH plan is aligned correctly with our 16 High School Redesign blueprint. 17 It's on the framework of the DASH plan 18 where we reflect, we revisit, we review; you know, 19 we make adjustments as needed throughout the -- 20 throughout the implementation of the plan, which, 21 again, in our short time of year one, we've already 22 made some adjustments and will continue to do so, 23 based on feedback and results. 24 THE CHAIR: Are you good now? 25 COMMISSIONER VOIGT: I'm good.</p>	<p style="text-align: right;">Page 281</p> <p>1 interviews, surveys, discussions, meetings, get 2 input. 3 And so we gathered, you know, a ton of 4 data around our stakeholders and what they wanted, 5 and then, you know, the plan arose from that. 6 COMMISSIONER ARMBRUSTER: So the specific 7 program, they knew that it was the choices and 8 flavors and whatever those things were. 9 MR. CAZ MARTINEZ: Yes. 10 COMMISSIONER ARMBRUSTER: They all said, 11 "Yes, let's change." 12 MR. CAZ MARTINEZ: Correct. Correct. 13 That specific program was a framework that we 14 thought would fit with our decision of our redesign. 15 So our vision of our redesign came first. Then once 16 we discovered what Explore was doing, the Explore 17 Academy in Albuquerque was doing, we decided that 18 that would -- instead of reinventing something that, 19 you know, we created ourselves, that framework would 20 actually work for us. 21 But it would look, you know, quite a bit 22 different than what they're doing. But the 23 framework piece as far as the guidelines of the -- 24 of the way the academic schedule is made and built 25 would work with what we were trying to do.</p>
<p style="text-align: right;">Page 280</p> <p>1 THE CHAIR: Okay. Commissioner 2 Armbruster? 3 COMMISSIONER ARMBRUSTER: Sorry. I just 4 wanted to understand this sequence. So you have the 5 school. It's pretty high-risk kids. And the 6 program that you talk to your stakeholders about -- 7 I don't know when you got your charter. A long time 8 ago. And they approved that particular -- whatever 9 it is you said you were going to do. 10 And so then there's this redesign. And -- 11 and you-all could choose a different one. And you 12 mentioned Explore's choices things. And so you're 13 adopting that. 14 So then did your stakeholders all come to 15 a meeting and say, "Yes, we want you to change"? 16 MR. CAZ MARTINEZ: Madam Chair, members of 17 the Commission, our mission and our vision never 18 changed throughout the entire process. 19 So it was just a different way of trying 20 to get to that -- that mission, you know, and that 21 vision as a school. 22 And, yes, our stakeholders were involved 23 in the entire process. That's part of Johns Hopkins 24 and the Priority Schools Bureau training was go 25 back, get data from your stakeholders, do</p>	<p style="text-align: right;">Page 282</p> <p>1 COMMISSIONER ARMBRUSTER: So you sort of 2 took their model and made it yours for what you 3 needed. 4 MR. CAZ MARTINEZ: Correct. Correct. 5 COMMISSIONER ARMBRUSTER: And am I correct 6 that of your 1-and-something 83 students, that 83 7 are ones with either EL or students with 8 disabilities? 9 MR. CAZ MARTINEZ: The majority of our 10 students are, yes, one of those categories. And 11 100 percent Free and Reduced Lunch. Almost 12 70 percent of our students do receive SNAP benefits. 13 Then we have a population that's homeless, a 14 population that's in the system, as far as state 15 systems that Madam Chair discussed. Yes, that's -- 16 that's who we are. 17 COMMISSIONER ARMBRUSTER: We should be 18 thanking you for -- 19 THE CHAIR: Commissioner Voigt? 20 COMMISSIONER VOIGT: Thank you, 21 Madam Chair. So I think it's wonderful that the 22 Public Education Department offers these 23 introspective funding school improvement grants. I 24 know that's what the redesign grant is about. It's 25 not necessarily that you needed redesign; but you</p>

<p style="text-align: right;">Page 283</p> <p>1 took the initiative to apply for those funds and 2 then do a reflection and look at where you could 3 improve and make those tweaks. 4 I know there's been other similar grants 5 for schools to take advantage of to proactively 6 improve their operations of their program. So kudos 7 on doing that. 8 And I think it's awesome that you are 9 giving your students choice and voice, because we 10 know that students who can and are able to speak up 11 for their learning and be advocates for themselves, 12 that leads to more civic engagement when they become 13 older and they're more empowered individuals. So 14 just kudos on that work. 15 MR. CAZ MARTINEZ: Thank you. 16 THE CHAIR: Commissioner Robbins? 17 COMMISSIONER ROBBINS: I want to 18 compliment the staff and the governance council for 19 their emphasis with this at-risk group. Groups, 20 multiple groups. If we had more charter schools 21 that did this, I think the district schools would 22 probably like that. I think the students in the 23 district schools would probably be better off also. 24 Unfortunately, a lot of times, these 25 schools are looked at and the performance of these</p>	<p style="text-align: right;">Page 285</p> <p>1 be sustainable as we currently are. 2 So not hiring extra staff, but having to 3 serve additional students, is our short-term 4 prognosis for sustainability. 5 COMMISSIONER ROBBINS: And I applaud you 6 for that. It puts a greater strain on your staff. 7 You'll probably see an increased turnover in staff 8 as a result of that, unfortunately. But these are 9 the type of programs that I think the 10 Yazzie-Martinez lawsuit was focusing on and saying, 11 "The State's not doing enough to fund these type of 12 programs in traditional schools and the charter 13 schools." 14 And when we take away the Small School 15 Size Adjustment, regardless of the population 16 they're serving, but especially the at-risk 17 students, when we take it away from at-risk student 18 charters, that's where we're really hurting and 19 we're not going to move forward in this state. 20 And so I really hope legislators can be 21 talked with and encouraged to reconsider the 22 direction, even though I know that there's been a 23 lot of talk saying they're not going to go back on 24 that and everything, I think they really need to 25 reconsider, because the plaintiffs are considering</p>
<p style="text-align: right;">Page 284</p> <p>1 schools as compared to the district schools, they 2 say, "Well, they aren't doing as well; we need to 3 close them down." 4 I said, "No. We need more of them, 5 because these are the students that need greater 6 attention. These are the students that need that 7 specialized one-on-one attention." 8 And this is why, with the small schools -- 9 and you're a small school. You get the Small School 10 Size Adjustment right now? 11 MR. CAZ MARTINEZ: Yes. 12 COMMISSIONER ROBBINS: Where would -- your 13 cap that is at 325, which is above the Small School 14 size. With the reduction in the Small School size, 15 how is that going to impact you over the next couple 16 of years as they reduce that and put at risk your 17 program? 18 MR. CAZ MARTINEZ: Madam Chair, members of 19 the Commission, Commissioner Robbins, it will impact 20 us significantly, and has. 21 Fortunately, we raised our student 22 enrollment from last year to this year by 23 15 students, and we're going to have to continue to 24 raise our enrollment by a minimum of 15 students 25 every year over the next four more years in order to</p>	<p style="text-align: right;">Page 286</p> <p>1 action because of what has happened in funding this 2 last year. And especially attention on charter 3 schools. 4 And a lot of the charter schools that this 5 Commission looks at do have a much 6 higher-than-average at-risk population. And I think 7 that's the danger when we target these, and we say, 8 "Well, charters, you know, they're competing with 9 the districts." 10 No. They're actually helping the district 11 schools, and they're helping the students in those 12 schools so they can focus differently. 13 They need to help their at-risk students, 14 too. But I think schools like this are immeasurably 15 necessary. And I applaud you, applaud your courage 16 and your commitment to those students. Thank you. 17 MS. RATLIFF-PARKER: Commissioner Robbins, 18 can you go talk to the legislators for us? 19 COMMISSIONER ROBBINS: Yeah. 20 MS. RATLIFF-PARKER: Great. 21 MR. CAZ MARTINEZ: Yes. Thank you. 22 THE CHAIR: And we -- we've spoken about 23 this. And it's -- at the very least, if there 24 couldn't be some other funding stream that was made 25 available for schools who do absolutely need to stay</p>

<p style="text-align: right;">Page 287</p> <p>1 small -- I mean, that's the -- it's the population 2 of students. That's why the students are thriving 3 in those -- in those smaller environments. 4 And if it's not Small School Size 5 Adjustment, then what can it be? 6 COMMISSIONER ROBBINS: Something else. 7 THE CHAIR: Something else that maybe is 8 more palatable. The at-risk index helps a little 9 bit to assign. But it doesn't meet that need 10 enough. 11 But we've talked about the fact how sad it 12 is that why the CSP grant can't be tapped into for 13 that. But it is only a growth, and we're not 14 looking for growth; so it's -- it's difficult. 15 And I think you're absolutely right. 16 Legislators need to -- to see that this is what -- 17 and it ties in, also -- not necessarily to your 18 school -- but it also ties into that age cap, that 19 those schools where they lost the funding for that 20 as well. So that it's a broader conversation. But 21 we're getting ready to start that conversation 22 again. 23 COMMISSIONER VOIGT: Madam Chair? 24 THE CHAIR: So we have to be thoughtful in 25 what we say and who we -- you know, how we say it,</p>	<p style="text-align: right;">Page 289</p> <p>1 one to follow. 2 Yeah. I just -- I just have this 3 question. Of course, I know you do the lottery and 4 all that stuff. And I imagine 400 children are not 5 in a lottery. 6 So because of the students you serve -- 7 and it would be better for the State to have these 8 children of students be in a high school, as opposed 9 to an extended high school, I guess is what the word 10 is. 11 So do -- like, other entities in 12 Las Cruces kind of highly suggest some students 13 might want to join a different school or come visit 14 you to see what kind of things -- do they -- I mean, 15 I'm sorry, but I don't live in Las Cruces. 16 MR. CAZ MARTINEZ: Yes, Madam Chair, 17 members of the Commission, we do get recommendations 18 from other schools in the community for certain 19 students. I get phone calls from principals around 20 the city of the public school district and say, 21 "Come on over." We do not have a lottery right now 22 because we're not at our cap. So any student that 23 comes, we do enroll. 24 COMMISSIONER ARMBRUSTER: And is the 325 25 the building cap? Or -- I mean, 400 is a high</p>
<p style="text-align: right;">Page 288</p> <p>1 but to make -- to do whatever we can to make sure 2 that these schools are landing in a better place and 3 that legislators understand the real ramifications 4 of what -- that it's not gaming the system. 5 Commissioner Voigt? 6 COMMISSIONER VOIGT: Thank you, 7 Madam Chair. Just real quick. I would just like to 8 recommend to the school that you invite your 9 legislators over for breakfast or something, and, 10 especially pre-session, get them to know your school 11 and see your kids and your programs. 12 You know, now is the time to brag. And 13 I'm sure they would love to see what's going on. 14 MR. CAZ MARTINEZ: Thank you for that 15 recommendation. 16 THE CHAIR: And they did have -- I'll just 17 say they did have a nice article in the paper about 18 the redesign; although, the reporter thought you 19 were remodeling. 20 MR. CAZ MARTINEZ: They thought it was a 21 physical structure redesign. 22 COMMISSIONER ROBBINS: School redesign. 23 MR. CAZ MARTINEZ: Correct. Yeah. 24 THE CHAIR: Commissioner Armbruster? 25 COMMISSIONER ARMBRUSTER: That's a hard</p>	<p style="text-align: right;">Page 290</p> <p>1 school, right, in terms of -- not a Small School, 2 which you're not going to get for very much longer 3 anyway. 4 MR. CAZ MARTINEZ: Yes, that is the 5 building cap. Yes. 6 COMMISSIONER ARMBRUSTER: So 325? It 7 would be nice if you -- are all of your students 8 at-risk or just, like -- I don't know what to 9 call -- regular? 10 MR. CAZ MARTINEZ: Some are in a better 11 position than others. But they are all at-risk. 12 COMMISSIONER ARMBRUSTER: I just wondered 13 if they could be -- as you just heard, I work in 14 special ed -- you know, sort of visitations. 15 Because for some students who may not be totally as 16 at-risk. That's a spectrum -- I guess I would just 17 say you could be at the bottom or at the top of 18 that. 19 Because it might be just because you have 20 students mostly with some issues in terms of 21 learning that a number of students might be a little 22 more comfortable and not -- they're not the -- 23 necessarily what I would assign them to the 24 "at-risk" words, but they could be role models in a 25 way, but they could also be benefiting from what you</p>

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1 have to offer in terms of small school.
 2 And I imagine you have intense
 3 remediation. That would be my guess with that
 4 population.
 5 And so I don't know if you can do that. I
 6 don't know if it's allowed. I have no idea. But it
 7 might be something that's -- that would help you get
 8 a higher enrollment, but not necessarily bad
 9 children, but just some different role models and
 10 increase your 15 -- maybe you would get 20 or 25.
 11 MR. CAZ MARTINEZ: There are things we've
 12 been doing recently to try to address that. We've,
 13 you know, started athletic programs, and now we're
 14 starting career-technical organizations. We have
 15 BPA. We have Oracle Academy, which is a computer
 16 software program that our students are going
 17 through.
 18 So, hopefully, we'll be able to increase
 19 programs like that and attract, you know, students
 20 who want to specifically learn and go on to a career
 21 pathway that we offer. And so, hopefully, that will
 22 happen.
 23 COMMISSIONER ARMBRUSTER: Are there, like,
 24 unions, liking IBEW or -- you know, those are
 25 electricians -- or plumbing and those kinds of

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1 things, where they would come in and take advantage
 2 of this group who would probably be ripe for those
 3 types of things? Not to say they couldn't go on to
 4 a four-year university, but at least they would have
 5 somewhere to go.
 6 MS. RATLIFF-PARKER: Thank you,
 7 Commissioner Armbruster. That's part of our
 8 redesign plan. It's a five-year redesign plan.
 9 This is barely our first year of implementation; but
 10 within our blueprint, our goal is to have some CTE
 11 pathways and partnerships with the community.
 12 We've already started to develop those
 13 partnerships with some mechanics, with some -- the
 14 choices that the kids made, we did the CTE survey to
 15 find out which areas to focus on and work on those
 16 partnerships.
 17 COMMISSIONER ARMBRUSTER: That was the
 18 Cooter test?
 19 MS. RATLIFF-PARKER: No, it was a
 20 different one. It was the New Mexico PED CTE
 21 Pathway choices.
 22 COMMISSIONER ARMBRUSTER: There are so
 23 many jobs that pay \$100 an hour, having just had
 24 someone at my house, similar to my teaching salary;
 25 but, still, you know, there's just such a huge need.

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1 That seems like a [inaudible] thing to do.
 2 MR. CAZ MARTINEZ: We are addressing that
 3 need by addressing relationships with city
 4 government and the economists there to let us know
 5 what sort of jobs are available that are those
 6 high-skilled jobs and high-paying jobs that you
 7 don't necessarily need a four-year degree for.
 8 So we're definitely working with city
 9 government, county government, and different
 10 organizations in the community to get that
 11 information so that we can roll it out and help us
 12 build programs in our school.
 13 COMMISSIONER ARMBRUSTER: Thank you for
 14 all you're doing.
 15 THE CHAIR: Commissioner Raftery?
 16 COMMISSIONER RAFTERY: I'm pretty sure
 17 you're familiar with the Next Generation CTE. Have
 18 you applied for this?
 19 MR. CAZ MARTINEZ: Yes. The deadline is
 20 the 20th. We're going to finish it up after we get
 21 back to town.
 22 COMMISSIONER RAFTERY: Okay.
 23 THE CHAIR: Okay.
 24 Commissioner Chavez?
 25 COMMISSIONER CHAVEZ: Madam Chair, I just

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1 want to just recognize the school and everything
 2 they've been able to accomplish. I was familiar
 3 with the school before Mr. Martinez took over, and
 4 before I came on to the Commission, I actually did
 5 some work with them.
 6 And to see how much they've grown over the
 7 last three our four years has just been remarkable.
 8 And I just want to echo what Mr. Martinez said with
 9 their kids. If they weren't in that school, they'd
 10 probably be out in the streets.
 11 And they have a large population like
 12 that. And so -- and I just want to echo what
 13 Ms. Parker said also about this Chart 22 in our
 14 packet here. If you compare it to the previous
 15 school that we just talked about, it's
 16 night-and-day. It is absolutely night-and-day.
 17 And then all the work that I was familiar
 18 with Ms. Salas, also, and the work they've been
 19 doing with their ELs. It's a school of improvement.
 20 And it's continual improvement that continues to do
 21 what they can to meet the needs of their population,
 22 which is highly at-risk.
 23 And so kudos to all of you and the
 24 leadership and the role that you take in making sure
 25 that you're serving your kids. Thank you.

<p style="text-align: right;">Page 295</p> <p>1 MR. CAZ MARTINEZ: We appreciate it, 2 Commissioner Chavez. 3 THE CHAIR: Thanks. 4 Are we ready for a motion? 5 COMMISSIONER CABALLERO: Just one comment. 6 THE CHAIR: Oh, sure. 7 COMMISSIONER CABALLERO: One of the 8 Commissioners mentioned the unions. And I would 9 just mention that the unions do have internships 10 that students can get into, and they get paid while 11 they're learning and working, which is very 12 different from going to the community college. It's 13 just classroom. 14 And they would have an opportunity to, 15 actually, once they've finished classroom, they 16 start working, and they start getting paid. 17 So it's a big plus for some of these 18 students that really need to earn money so that they 19 don't leave the school. 20 The other thing is a school that has your 21 type of student is weighted down considerably. And 22 it's tough. I mean, you are carrying a load. 23 But redesign that you guys are doing is 24 the answer. And just to give you a ray of hope, 25 there were two bills that were not passed in the</p>	<p style="text-align: right;">Page 297</p> <p>1 we feel that we're on the right path. 2 It's also hard to acknowledge ourselves, 3 because, you know, our heads are down, we're working 4 every day, and we're not seeing it from a different 5 perspective. So it's nice when other entities and 6 organizations like PED and hearing your words 7 today -- I'm definitely going to share that with the 8 staff, and that'll help build morale. So I 9 appreciate it. 10 THE CHAIR: Are we ready now for a motion? 11 I'm sorry. 12 MS. KAREN WOERNER: Madam Chair, thank 13 you. I just wanted to add something that Caz is 14 not -- Mr. Martinez is not sharing. But the High 15 School Redesign concept of changing everything in 16 how you're teaching, as well as the scripts to 17 Common Core standards as opposed to the percentage 18 grading is a huge shift for teachers. And to their 19 credit, they didn't lose, I don't think, any 20 teachers. 21 And that's unheard of in a redesign 22 program. You typically lose a lot of teachers who 23 say, "I can't handle all this," which speaks to 24 their relationship and their family in their school. 25 He was touching on it but didn't quite go</p>
<p style="text-align: right;">Page 296</p> <p>1 Senate that were part of the Yazzie case, they're 2 going to go up again, hopefully, if allowed by the 3 Governor this time; if not, the next time. 4 But there's going to be -- there's got to 5 be more money coming in because those elements were 6 not passed. And the Court said, "You must have this 7 money available." 8 And so not for you to make plans that this 9 money is coming, but there's some ray of hope. So 10 don't despair as much. 11 MR. CAZ MARTINEZ: Thank you for that 12 optimism. We need it. And also I want to 13 acknowledge the entire staff. I know they're not 14 here. Obviously, they're at school. 15 But you're right. It is very challenging. 16 And then throwing the redesign on them and 17 completely changing our day-to-day operations, the 18 way we do things, is another very high-level 19 challenge that they've been through. 20 And it wasn't without tears, and -- you 21 know, in my office, with different personnel and 22 stuff like that. But now, you know, every -- every 23 month that goes by in our first semester of 24 implementation does get better. So I think we've 25 been able to breathe a little easier in knowing that</p>	<p style="text-align: right;">Page 298</p> <p>1 there, and I wanted to share. 2 THE CHAIR: Sure. Are we ready? 3 COMMISSIONER VOIGT: Yes, Madam Chair. 4 I'd like to make a motion that the Public 5 Education Commission renew the charter for 6 Las Montañas Charter High School for five years, 7 with conditions that the NM System of School Support 8 and Accountability Report prepared by PED shows a 9 similar performance for School Year 2018-19 in the 10 Student Growth highest quartile, Student Growth 11 middle quartile, Student Growth lowest quartile, 12 English Learner progress, chronic absenteeism, 13 college-and-career readiness, education climate, and 14 growth in the four-, five- and six-year graduation 15 rate, with no statistically significant decrease in 16 performance. 17 COMMISSIONER CHAVEZ: Second. 18 THE CHAIR: There's a motion by 19 Commissioner Voigt, a second by Commissioner Chavez. 20 Any further discussion? 21 (No response.) 22 THE CHAIR: If not, roll call, please. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Gipson? 25 THE CHAIR: Yes.</p>

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<p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Chavez? 3 COMMISSIONER CHAVEZ: Yes. 4 COMMISSIONER ARMBRUSTER: Commissioner 5 Crone? 6 COMMISSIONER CRONE: Yes. 7 COMMISSIONER ARMBRUSTER: Commissioner 8 Robbins? 9 COMMISSIONER ROBBINS: Yes. 10 COMMISSIONER ARMBRUSTER: Commissioner 11 Caballero? 12 COMMISSIONER CABALLERO: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Ruiz? 15 COMMISSIONER RUIZ: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Voigt? 18 COMMISSIONER VOIGT: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Raftery? 21 COMMISSIONER RAFTERY: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Armbruster votes "Yes." 24 So a nine-to-zero vote, and you are 25 renewed.</p>	<p>1 The PED has not provided a report or 2 review of data for the School Year '18-'19 3 Accountability. It is important for schools to have 4 the complete academic data as part of its renewal 5 information for this renewal and also for future 6 years. 7 The PEC needs complete State 8 Accountability reports to make the best decision on 9 school renewal applications. 10 The PEC will review financial and 11 operational performance because the data is complete 12 at this meeting in December of 2019. If the PEC 13 decides to issue a renewal with conditions, the PEC 14 will clearly state what Accountability information 15 it will review from the PED Accountability Report. 16 When the Accountability data is prepared 17 by PED and the school has had an opportunity to 18 review the data -- no more than ten days -- the PEC 19 will review the data and remove the condition or 20 take other action, such as a Corrective Action Plan, 21 or non-renew the charter. 22 At a future meeting, January or February 23 2020, the PEC will only consider the issues related 24 to the reason for the conditions and will not 25 consider any other issues related to renewal. So we</p>
<p>Page 300</p> <p>1 THE CHAIR: Motion passes, nine-zero. 2 Congratulations. 3 MR. CAZ MARTINEZ: Thank you. 4 THE CHAIR: And we are going to take a 5 lunch break. 6 (A recess was taken at 12:07 p.m., and 7 reconvened at 12:58 p.m., as follows:) 8 THE CHAIR: So welcome back, everyone. We 9 are on to our final school today. And that is 10 Monte del Sol. So folks from Monte del Sol want to 11 come up? 12 Looking out in the audience, I'm assuming 13 no one is in the audience signing up for Public 14 Comment. So I don't have to make that statement. 15 MR. MICHAEL SMITH: Yes, ma'am. They're 16 all at school. 17 THE CHAIR: Right. So I need to find my 18 script. I had it. It's just -- I've pulled out 19 multiple papers during the day, and it just gets 20 messed up. 21 Okay. So as I've done before for all the 22 schools, Renewal of Charter With Conditions. 23 The PED has not -- sorry. And I know you 24 can't hear it, but my phone is ringing in my ear so 25 it just gets distracting.</p>	<p>Page 302</p> <p>1 will close out operational and financial today, 2 100 percent, and 95 percent of your academic. 3 So that we're clear, if there's any 4 questions or concerns, please don't hesitate to -- 5 I'm guessing someone's going to say something, but 6 I'm not sure. 7 MS. PATRICIA MATTHEWS: I'm waiting for 8 you to be ready to go; so -- 9 THE CHAIR: So we will turn it over to 10 CSD. We're skipping the eight minutes of Public 11 Comment, I think. And then we'll turn to -- to us 12 after your 15 minutes. 13 MS. PATRICIA MATTHEWS: Can I use this 14 time just to make the quick objection, so we don't 15 use the school's time? 16 THE CHAIR: No. I -- actually, yesterday, 17 we did not allow that; so... 18 MS. AMI JAEGER: But we did allow it 19 during the Public Comment period. 20 THE CHAIR: Thanks for reminding me of 21 that. We did allow it in Public Comment. But none 22 of the schools used their 15 minutes. So then it 23 got put into there. But sign up for the -- it 24 depends. I don't know if the school anticipates 25 using all 15 minutes.</p>

<p style="text-align: right;">Page 303</p> <p>1 MS. PATRICIA MATTHEWS: I just don't want 2 what happened to ASK to happen. So I'm going to 3 sign up. 4 THE CHAIR: Right. 5 MS. KAREN WOERNER: Sorry about that. 6 Madam Chair, Commissioners, school 7 representatives. 8 So going -- Monte del Sol, as you know, is 9 a school in Santa Fe serving Grades 7 through 12. 10 Currently, their enrollment is right at their cap. 11 In fact, I think at the time of the Part A, it was a 12 little bit over their cap. They're a small school 13 celebrating diversity with a mentorship program, 14 awareness of the world, arts, and environmental 15 sustainability as some parts of their mission. 16 As you saw on Part A, the data analysis, 17 the school has -- over the course of the contract 18 term, has had varying performance in terms of their 19 math and reading, meaning that it went -- the 20 reading did increase from the first to the second 21 year, then decreased, and then has risen up yet 22 again a little bit, not quite to the level it was at 23 two years ago. 24 Math similarly had taken a dip and has 25 been increasing each year. They are currently at</p>	<p style="text-align: right;">Page 305</p> <p>1 The four-year graduation rate was at 2 72 percent. 3 On their mission goals, we had varying 4 degrees of success over the course of the years, 5 from the first year having Falls Far Below and Do 6 Not Meet on all of them for the first two years, and 7 then gradually improving their performance to Meets 8 or Meets and Exceeds. There were four goals, and 9 this last year they Met or Exceeded three of the 10 four. 11 Proficiency retention within the school 12 year is pretty high, with it being at 95 and 13 96 percent the last couple of years; and between 14 school years has ranged from 85 and 76, and now 15 79 percent, between school years. 16 The first couple of years of the contract 17 term, their teacher retention rates was in the 18 60th percentile, but that has increased to over 19 80 percent. 20 Their financial compliance was a concern, 21 with seven findings in the last publicly released 22 reports, three of which were repeats, four of which 23 were material weaknesses or significant 24 deficiencies. 25 So going back to the first few pages of</p>
<p style="text-align: right;">Page 304</p> <p>1 27.4 percent proficiency in reading. Remember, the 2 State is 34 percent State average. And the math at 3 16.4, just under the State average of 20 percent. 4 Their science proficiency rate this last 5 year was at 31 percent, which is approaching the 6 State average of 35. 7 As you noted in your Part A, their current 8 standing points and school improvement points are 9 somewhat significantly below the benchmark for the 10 State. Their indices on growth by subgroup does 11 show an improvement over the years; although, 12 they're still showing some areas for some groups 13 below the zero percent, which means less than 14 expected growth. That was with their subgroup 15 growth in reading. 16 Similarly with math. And the -- with 17 higher performing and with their lower performing 18 students, it's a little bit better trajectory in 19 terms of the growth As Expected. It's closer to 20 that zero mark, where it's As Expected in their 21 lowest performing students. 22 Again, their proficiency by subgroup 23 varies as somewhat -- I don't see a real trend 24 necessarily, and somewhat consistent from one year 25 to the next.</p>	<p style="text-align: right;">Page 306</p> <p>1 the report, this school did receive a rating of 2 Failing to Demonstrate Substantial Progress in the 3 audit areas because of the reasons I just expressed. 4 The others areas were found to be Meeting Standards 5 or Demonstrating Substantial Progress. 6 In the organizational performance 7 framework, there were several areas of concern, 8 meaning the ones that had the repeat Workings to 9 Meet or Falls Far Below, that the school had to 10 address per the application. 11 One was students with special needs. And 12 those concerns over the last two years were around 13 service logs and some IEP issues. This last time, 14 it was one overdue IEP. 15 English Language Learners, those issues 16 ranged from identification of students, as we've 17 seen with many other schools, but also with the 18 screening tools used and not assessing if parents 19 had opted out of EL services, which is not required. 20 If they opt out of EL services, they're still 21 required to take the test until and unless they 22 reach proficiency. 23 Recurrent enrollment was actually 24 75 percent and then 79 percent. Again, as is 25 mentioned at the other schools, this was below the</p>

<p style="text-align: right;">Page 307</p> <p>1 goal of the current contract the school is on. But, 2 as you know, the new contract has a requirement of 3 75 percent for recurrent enrollment, so in which 4 case the school would be meeting that. 5 Financial compliance concerns were 6 revolving around their chief procurement officer, 7 the membership of their audit committee, and, of 8 course, those seven findings that I've already 9 mentioned. 10 The area of Generally Accepted Accounting 11 Principles was because of audit findings. And, 12 specifically, when there are repeat, significant 13 deficiency and/or material weaknesses, the ratings 14 in this area gets affected; so, again, it's tied to 15 the financial audit. 16 Regarding background checks, there were 17 background checks for two -- this last year, there 18 were background checks for two files that we 19 reviewed that were -- that did not contain 20 background checks of two staff files -- two of the 21 staff files that we reviewed -- 22 Let me try that again. 23 Two of the staff files that we reviewed 24 did not contain background checks. One has since 25 been provided, but to my knowledge, we still have</p>	<p style="text-align: right;">Page 309</p> <p>1 And, lastly, the New Mexico Condition 2 Index score for the school for their facility was 3 21.41, which is slightly below the average. And, 4 again, lower is better. 5 Thank you. 6 THE CHAIR: Thank you. Good afternoon. 7 So, welcome, and, if you would, just introduce for 8 the record the folks that are here to speak for the 9 school. 10 DR. ROBERT JESSEN: My name is Robert 11 Jessen. I am the Head Learner. Sitting next to me 12 is Zoë Nelson, the Assistant Head Learner. Charles 13 McIntyre is a board member. Michael Smith is the 14 board president. And Joe Butler is a board member 15 and the financial committee chair. 16 MR. MICHAEL SMITH: Treasurer. 17 THE CHAIR: Thank you. Thank you all for 18 coming. 19 DR. ROBERT JESSEN: Thank you. 20 Madam Chair and Commissioners, five years 21 ago, we sought successfully to renew our charter 22 with the State. In these subsequent years, I, the 23 Head Learner, have learned a lot, the institution of 24 Monte del Sol has learned a lot, and our students 25 have learned as well.</p>
<p style="text-align: right;">Page 308</p> <p>1 not received the other. 2 Facilities requirements was around 3 emergency drills. Some were missing, and then the 4 documentation at the school was incomplete or 5 inconsistent. And they are working with an action 6 plan to improve that. 7 Regarding health-and-safety requirements, 8 there were some staff members who did not -- had not 9 completed their required reporting child abuse and 10 neglect training and a large number of students who 11 still had open or missing shots for their 12 immunizations, 15 percent of the students on the 13 list. 14 And there were some issues the last couple 15 of years that reported out to the school regarding 16 their open campus. I will say that the school has 17 done several things to mitigate the effect of that 18 open campus, and they can certainly speak to it; but 19 things related to the doors and the cameras and 20 things like that that have been an improvement in 21 that area. 22 The school did receive 93 percent of their 23 employees -- excuse me -- signed the petition. And 24 83 -- almost 84 percent of the households signed the 25 petition for the school.</p>	<p style="text-align: right;">Page 310</p> <p>1 Our contract had the following academic 2 targets for our students' growth: 3 Goal 1, reading schoolwide. The standard 4 was we needed to show 75 percent of our students 5 showed one year's growth. '16-'17, we were at 6 41 percent. '17-'18, we were at 67 percent. And 7 '18-'19, we got up to 71 percent. We showed 8 improvement every year. We still did not meet the 9 75 percent. 10 Our second goal, which is math schoolwide, 11 '16-'17 showed 39 percent; '17-'18 was 71 percent; 12 and '18-'19 was 78 percent. So a short-cycle 13 measure showed that we had -- we did meet the 14 standard. 15 To help the 22 percent who are still not 16 showing one year's growth, we have disaggregated 17 that students' data to share with the teachers so 18 that they can best understand where those students 19 need additional support. 20 Our third goal was in our Q1 math, where 21 60 percent was set to meet the standard. '16-'17, 22 the data is not available. For '17-'18, 64 percent, 23 which Meets the standard. And in '18-'19, 24 81 percent of our Q1 math students showed one year's 25 growth. So we Exceeded the standard.</p>

<p style="text-align: right;">Page 311</p> <p>1 Our fourth goal is unique. It's the 2 Mentorship Innovative Indicator. All students at 3 Monte must do two mentorships to graduate. They are 4 placed with local professionals, artists, and 5 passionate aficionados. They spend two hours a 6 week with their mentor and present to either the 7 whole body one day at the Lensic, or half the 8 student body at another venue. The experience 9 increases their personal skills and agency. So we 10 expect their GPA to go up the year after their 11 mentorship.</p> <p>12 The results showed that to be true. But 13 the real impact of the mentorship program is shown 14 through qualitative data, or, even better, I invite 15 the Commissioners to the first day of the Learning 16 Festival at the Lensic. I think you would enjoy it 17 greatly.</p> <p>18 Regarding proficiency, as measured by 19 PARCC tests and NMTA, first are demographics: 20 74 percent Hispanic, 19 percent Caucasian, 5 percent 21 Asian, and 2 percent Other.</p> <p>22 This last year, moving from of the PARCC 23 to NMTA, which I believe is the analysis that we're 24 expecting in the next year, our English Language 25 Arts proficiency went from 23 percent to 27 percent,</p>	<p style="text-align: right;">Page 313</p> <p>1 increased in each of the last three years. In 2017, 2 we had four recipients of the Seal; 2018, seven; 3 2019, eight; and in 2020, we have 15 potential 4 candidates to achieve the Bilingual Seal.</p> <p>5 We also have what I would like to brag is 6 the best McKinney-Vento program, which serves our 7 homeless youth. We call it our CASA program. As of 8 May 2019, Monte del Sol has -- we're in the top 9 1.6 percent of the homeless student graduation rate 10 in New Mexico. Average homeless student graduation 11 rate for New Mexico is 52.5 percent. Monte's is 12 75 percent.</p> <p>13 Three of our four CASA seniors graduated 14 with our cohort in 2019. Two are mothers, both of 15 whom graduated with the Bilingual Seal. Two are now 16 in college. The fourth graduated this fall and will 17 head to Spain with an international volunteer 18 program.</p> <p>19 In May 2019-2018, all of our CASA program 20 seniors, seven students, graduated. Six graduated 21 with our cohort. And one junior in the CASA program 22 graduated a year early.</p> <p>23 All are enrolled in college. They were 24 accepted into the American University in Paris; 25 St. John's College, Santa Fe; UNM; Johnson & Wales</p>
<p style="text-align: right;">Page 312</p> <p>1 Latino or Hispanic went from 19 percent to 2 23 percent, and Economically Disadvantaged went from 3 21 percent to 24 percent.</p> <p>4 Math proficiency from PARCC to the NMTA, 5 total was 13 percent to 16 percent; latino 6 10 percent to 13 percent; and Economically 7 Disadvantaged, 9 percent to 13 percent.</p> <p>8 So we showed consistent growth in our 9 proficiency, although lower than we would like to 10 have the ultimate proficiency.</p> <p>11 In terms of how Monte del Sol serves the 12 Hispanic community, our graduation rate for that 13 population rate is 84 percent. New Mexico 14 graduation rate, I think, shows 73 percent; Santa Fe 15 Public Schools, 71 percent.</p> <p>16 Our Hispanic math growth, as measured by 17 NWEA MAPs, we have at 78 percent, and our Hispanic 18 Q1 math was at 84 percent. Hispanic reading growth, 19 also measured by MAPs, was at 68 percent. We are 20 lagging in reading. But that still showed growth of 21 about 3 to 4 percent.</p> <p>22 Students also at Monte del Sol earn the 23 Bilingual Seal, which is a rigorous process that 24 shows proficiency in all language areas, reading 25 writing, speaking, and listening. And that has</p>	<p style="text-align: right;">Page 314</p> <p>1 University in Denver; Highlands University; Central 2 New Mexico Community College in Albuquerque; and 3 Santa Fe Community College.</p> <p>4 I slipped a little qualitative data in 5 here, and I would like to finish with one more. A 6 Monte graduate four years ago, the child of Mexican 7 immigrants, who also became a mother prior to 8 graduation, earned the Davis Scholarship at 9 graduation and is set to fulfill her requirements 10 for graduation this year at the University of 11 Denver.</p> <p>12 She has been accepted by UNM Law School, 13 UC-Boulder Law, and Berkeley Law School.</p> <p>14 The teacher is proudest when the student 15 eclipses the teacher. Lucero was in my Spanish 16 language arts class in the seventh grade and my 17 senior government class. I applied to Berkeley and 18 wasn't accepted.</p> <p>19 So I'm very proud of Lucero for that 20 accomplishment. Wherever she chooses to attend law 21 school, she plans on working on immigration issues.</p> <p>22 Madam Chair and Commissioners, I would 23 like to introduce Zoë Nelson, our Assistant Head 24 Learner, to tell you how we're working on getting 25 better.</p>

<p style="text-align: right;">Page 315</p> <p>1 MS. ZOË NELSON: Good afternoon, 2 Madam Chair and Commissioners. Twenty years ago, we 3 were founded with a vision to offer a 4 private-school-type education within a public-school 5 setting. 6 One important element that private schools 7 in New Mexico offer are being really knowledgeable, 8 deeply knowledgeable of the student. As a public 9 school, our toolbox has to contain methods, systems, 10 and sensitivities to respond to and adequately 11 understand the diverse needs of our students. 12 As an administrator, this translates to 13 how we support our teachers. In other words, to 14 advocate for our diverse student population, we have 15 to create an organization conducive to teaching and 16 learning. For the past two decades, we have 17 successfully done this through relational learning. 18 In a recent survey, Monte del Sol students 19 responded to the question, "What do I love most 20 about Monte?" 21 Here are some of their responses: 22 "I love the diversity and acceptance 23 here." 24 "The incorporation of different cultures 25 is my favorite thing."</p>	<p style="text-align: right;">Page 317</p> <p>1 initiatives. 2 We are contracted with the Center -- the 3 Santa Fe Center for Transformative School 4 Leadership, who has a track record of successfully 5 working with at-risk student populations. 6 We are in Year Zero to focus on 7 organizational resilience, and a yearlong 8 collaborative appreciative inquiry cycle. 9 In the last year, we have received over 10 \$150,000 in grants to launch our sustainability 11 career-and-college-readiness program. This school 12 year, we will have around 30 dual-credit hours on 13 campus in the culinary arts, sustainable technology, 14 trades, math, and computer science, all leading to 15 certificates in those areas. 16 Of the students enrolled currently, nine 17 are special education students, 15 English Language 18 Learners, and 31 are on Free And Reduced lunch. 19 Our special education department focuses 20 on inclusion and co-teaching methods, along with 21 providing services through academic labs. 74 22 students have IEPs. That's 21 percent of our 23 student population. 52 are IDEA B students. And 18 24 students are EL students and AP students. 25 We also offer honors classes in English,</p>
<p style="text-align: right;">Page 316</p> <p>1 "I love that I have had many opportunities 2 to appreciate and learn about different people." 3 "I love the small class size, the 4 small-school feel and the sense of community this 5 engenders." 6 "What I love most about Monte is that 7 every teacher respects the students and works as 8 hard as they possibly can to give us the best 9 education possible." 10 From an operations standpoint, our team is 11 focused on improvement. We're competent, 12 purpose-driven, and positioned to lead Monte del Sol 13 into its third decade. 14 In the last 12 months, we have improved 15 our systems for EL identification by formalizing 16 protocols in the registrar's office, increased human 17 resource and business office communications, 18 provided professional development for our leadership 19 team following a human-centered model, implemented 20 restorative councils practices with commitment to 21 wellness team meetings and discipline protocols, and 22 continued to improve our communication with 23 families, including targeted support for students at 24 risk of failing, middle and high school parent 25 meetings, and multi-stakeholder collaboration</p>	<p style="text-align: right;">Page 318</p> <p>1 algebra, and art. And our 2019-'20 AP offerings are 2 in Environmental Science, World History, U.S. 3 History, 2-D Arts, Spanish Language Culture, and 4 English Literature and Composition. 5 And in efforts to provide safe and 6 productive activities for students after school, we 7 have after-school tutoring and physical activities. 8 An average of 35 students participate in tutoring 9 Monday through Thursday after school. 10 And then we also work with Capoeira 11 Santa Fe in the Pomegranate Studio, who run a seeds 12 program for girls in dance that focuses on 13 self-confidence and financial literacy. 14 So thank you for your time, and I will 15 pass the mic to Michael Smith, the board chair. 16 MR. MICHAEL SMITH: Madam Chair and 17 Commissioners, my name is Michael Smith, and I've 18 served as the president of the governing board of 19 Monte del Sol Charter School for three years. 20 Prior to that, I was the finance chair, 21 the treasurer on the board for four years. 22 We worked hard to grow a professional and 23 capable board. Among our members is included the 24 Secretary, Charles McIntyre, who's here. He's a 25 former master teacher from Florida with over</p>

<p style="text-align: right;">Page 319</p> <p>1 30 years of teaching experience. Our 2 vice president, Dr. Robert Jenkins, who is teaching 3 today and at school, has served in all levels of 4 education from elementary school teacher to high 5 school teacher to principal and a district 6 superintendent. Dr. Jenkins serves as the board 7 representative during the union negotiations. 8 Joe Butler is a former athletic 9 coordinator at Moriarty and was most recently a 10 New Mexico Activities Association vice president. 11 And he holds a degree in accounting, and he 12 chairs -- he's the treasurer, and he chairs our 13 finance committee. 14 Mara Bruton is a former teacher at 15 Monte del Sol, working as special education teacher 16 coordinator at another charter school in Santa Fe. 17 Our newest member is Margarita Blanco, a 18 graduate from Monte del Sol who has recently 19 finished her studies at UNM with a major in 20 political philosophy. 21 I'm proud to say that my three children 22 have either graduated from or are currently 23 attending Monte del Sol, and they have all loved 24 their time as Dragons. 25 THE CHAIR: Is that it?</p>	<p style="text-align: right;">Page 321</p> <p>1 and the action of the Commission. 2 So the school is -- does want to state an 3 objection. 4 (Bell rings.) 5 MS. FRIEDMAN: Excuse me. 6 MS. PATRICIA MATTHEWS: I have eight 7 minutes. I'll speak very slowly. 8 The school objects to any bifurcation or 9 extension of the charter renewal process that is 10 intended to, or would result in, the PEC's decision 11 not being a final decision until after the statutory 12 requirements in New Mexico Statutes Annotated 13 22-8B-12I, which the deadline would be January 1st, 14 2020, and reserves all of its appeal rights under 15 New Mexico law. 16 THE CHAIR: Thank you. 17 MS. PATRICIA MATTHEWS: And I've really 18 enjoyed working with Monte del Sol. I have since 19 Tony Gerlicz founded the school. It's been an 20 evolution, and I'm very proud of them. I'll just 21 add that. 22 THE CHAIR: Okay. Thanks. Could I just 23 ask for some clarification of some of the data that 24 you offered before we really start digging in? 25 Because there seemed to be some -- a couple of</p>
<p style="text-align: right;">Page 320</p> <p>1 I apologize, because I don't have my 2 sheets; so I skipped Public Comment again. And 3 someone did sign up for Public Comment. So -- and I 4 think there's probably still time -- is there still 5 time left with the school? 6 MS. FRIEDMAN: There is. One minute. 7 THE CHAIR: So you better do it in public 8 comment, because there's only a minute left. I 9 apologize. 10 MS. PATRICIA MATTHEWS: It won't take a 11 minute. 12 Do you-all have anything more to say? 13 THE CHAIR: And signed up for Public 14 Comment is Patricia Matthews. 15 MS. PATRICIA MATTHEWS: Madam Chair, 16 members of the Commission, thank you very much. 17 Just in response to the instruction at the 18 beginning of the presentation about the schools, the 19 action of the Commission that will be effectively 20 conditional -- a conditional renewal -- I know we 21 can argue the semantics. But, effectively, we just 22 want to state on the record our concerns about the 23 jurisdictional deadlines that are in statute. 24 So I just want to state this for the 25 record with regard to the school's charter renewal</p>	<p style="text-align: right;">Page 322</p> <p>1 discrepancies that I see. 2 As an example -- I'm trying to find 3 this -- when you gave your statistic for your 4 percentage of Hispanic students, you said -- I think 5 you said 74 percent, because the chart that we have 6 says 64 percent. 7 COMMISSIONER CABALLERO: What page? 8 THE CHAIR: I wish I could tell you. I 9 saw it, and then I moved on to something else. But 10 I will try to find it again. 11 COMMISSIONER CHAVEZ: Chart 21. 12 DR. ROBERT JESSEN: Madam Chair and 13 Commissioners, this data if hot off the press. This 14 is the students we have right now. Included in that 15 is, the percentage of students in the seventh grade 16 who are Hispanic is 92 percent. So we're getting 17 more Hispanic as the years go by. And so... 18 THE CHAIR: So I guess I need to ask. So 19 when this data was -- it was pulled as of -- 20 MS. KAREN WOERNER: This data was pulled 21 for the last school year, because we wouldn't have 22 had the 40-day data for this school year. However, 23 I'll be happy to double-check Mr. Jessen's numbers 24 for this year on S.T.A.R.S. now. 25 But when we prepared this report, we</p>

<p style="text-align: right;">Page 323</p> <p>1 didn't have that data for the current school year, 2 and that may explain the discrepancy. 3 THE CHAIR: Right. Does -- okay. All 4 right. I'd appreciate that, just because I -- you 5 know, I had that in my -- what we have in my notes. 6 And then I did note that it was different. 7 And I'm -- I want to also check on your Q1 8 math and reading, because -- I'm looking for it. 9 COMMISSIONER CABALLERO: Page 8. 10 THE CHAIR: Page 8. 11 COMMISSIONER CABALLERO: Oh, well. 8 of 12 24? 13 THE CHAIR: I was looking at the chart 14 that had the bar chart. 15 COMMISSIONER CABALLERO: Oh. 16 THE CHAIR: You know. 17 MS. KAREN WOERNER: For the growth indices 18 matrices. 19 THE CHAIR: Yeah, for the growth. Did I 20 say "proficiency"? I meant to say "growth." I 21 think I'm getting to it. I've got the Q2, 3, 22 subgroups, reading. 23 Because based on the information that we 24 have, I -- the indications that we have is that 25 outside of your students with disabilities -- your</p>	<p style="text-align: right;">Page 325</p> <p>1 THE CHAIR: Correct. 2 MR. WILL RUSHING: The growth data that we 3 shared just now comes from short-cycle assessment 4 data, where we can test students three times in one 5 year and then measure growth based upon that. So 6 that drives towards our charter mission goals, if 7 that makes sense. 8 THE CHAIR: Sort of. 9 MR. WILL RUSHING: So our charter mission 10 asked that we measure growth for the charter based 11 upon short-cycle assessment data. 12 THE CHAIR: And growth of one year. 13 MR. WILL RUSHING: Correct. So the data 14 that we shared about the number -- that Dr. Jessen 15 shared about the number of students who demonstrated 16 growth over the course of one year was based off of 17 short-cycle assessment data. 18 So the proficiency numbers, that's one 19 side. The growth numbers that you have in front of 20 you from Part A, those are the numbers that are a 21 bit lower. And there's -- there are more variables 22 there than I could go into or really even fully 23 understand. 24 The data we're able to analyze in-house 25 comes from that short-cycle assessment data. So the</p>
<p style="text-align: right;">Page 324</p> <p>1 students with disabilities showed -- Q1 reading 2 showed the greatest growth, still not a lot; but 3 your others did not. 4 And I think you indicated that there was 5 growth. So I'm just trying to figure out where our 6 discrepancies are so that we're talking from the 7 same page here. 8 And the same thing, actually, with your Q1 9 math. Based on the information that we have, there 10 was no growth there. So I'm just -- I just -- need 11 a little clarification. 12 DR. ROBERT JESSEN: Madam Chair and 13 Commissioners, I would like to introduce Will 14 Rushing, who is the stats person that we use. This 15 is Will over here. 16 MR. WILL RUSHING: Madam Chair, members, 17 I've never done this before; so if I mess up, I 18 apologize. 19 DR. ROBERT JESSEN: So the question is our 20 growth in terms of MAPs data and the growth that 21 they show in their bar graphs. 22 MR. WILL RUSHING: So my understanding is 23 that the material that was contained in Part A is 24 growth as measured by either PARCC or the NMSA 25 transitional assessment.</p>	<p style="text-align: right;">Page 326</p> <p>1 Q1 growth of 81 percent represents Q1 math growth of 2 81 percent over the 2018-'19 school year. 3 So we're measuring the same cohort of 4 students three times over the course of the year. 5 THE CHAIR: Right. But I guess there's a 6 concern, because, you know, there's negative growth 7 shown here. So that's a -- that's a concern in the 8 Q1 math. 9 And I'm not faulting the goals. But I 10 think we've all identified, at this point in time, 11 that when students aren't proficient and students 12 haven't been growing, to only have a one-year 13 growth, the train's not going to get to the station. 14 So -- but that's -- you know -- that was negotiated 15 a long time ago. 16 But I wanted to see if there was a 17 reasonable explanation to show that what we have in 18 front of us shows little -- little -- very little 19 growth in reading and no growth in math. And 20 that's -- that's a concern that we have. 21 So -- but I wanted to see what page we 22 were coming from and making sure that we were all on 23 the same -- same page. 24 So, Commissioners, any questions? 25 COMMISSIONER VOIGT: Madam Chair?</p>

<p style="text-align: right;">Page 327</p> <p>1 THE CHAIR: Commissioner Voigt. 2 COMMISSIONER VOIGT: Thank you. Aside 3 from the lack of math growth, I wanted to give kudos 4 to the school because of your public presentations 5 that you're doing for students. I think that is 6 commendable, and that you recognize the -- the 7 growth in academic performance after those 8 presentations are completed. 9 I know it's -- getting those off the 10 ground the first year is a big lift. My former 11 school, we did those, and we were so thankful that 12 we set that purposeful time aside to implement 13 presentations of learning. 14 Can you tell me, what -- the 15 before-and-after stories or a snapshot of your 16 presentation of learning preparation and what 17 benefits -- other than academic performance 18 increasing, what are some of the other benefits that 19 you're feeling in your school culture because of 20 those public presentations? 21 DR. ROBERT JESSEN: Madam Chair and 22 Commissioners, it's part of the culture at 23 Monte del Sol for students to all present in front 24 of the entire school and also to witness those 25 presentations.</p>	<p style="text-align: right;">Page 329</p> <p>1 family of the girl's house which was in the garage 2 with all the food, and the father took him aside and 3 said, "I want to thank you. My daughter is 4 completely changed. She walks differently. She has 5 self-confidence. And I don't -- I can't thank you 6 enough for what you've done for our daughter." 7 And those are narratives and stories that 8 come out of mentorship every year. 9 It's a shock for teachers when they're new 10 to Monte, their first mentorship festival, because 11 when I first got there, I looked at a student who 12 had not been the best performer in my class and who 13 had sat down with a classical guitar and just did a 14 fantastic presentation. 15 And I thought, if I had known that, that 16 was capable in my class, and I know that next year 17 I'm going to demand more from that student. 18 COMMISSIONER VOIGT: So students being 19 able to overcome their vulnerabilities is a huge 20 asset for your school. I would love to come and see 21 those presentations. Send an invitation, and I'll 22 be there at the Lensic. 23 Also I commend you on offering honors art. 24 That's huge. I appreciate that. And I think that 25 that also lends to not only your mission, but an</p>
<p style="text-align: right;">Page 328</p> <p>1 So as the whole school is watching 2 somebody else go up and explain what's happening -- 3 for example, an eighth-grader last year who did a 4 glass-blowing mentorship got up as the last student 5 presenting for the entire day, and he knocked it out 6 of the ballpark. 7 And I heard other students say, "That was 8 a pretty cool presentation." 9 So it sets a standard for all students, 10 because they know that they will have to do that 11 twice before they graduate. 12 The other one for me in terms of the 13 culture is the element of risking and potentially 14 failing, but actually succeeding by risking. So for 15 me, some of my favorite presentations are the poor 16 girl who can't sing but thinks she can and who gets 17 out and belts out a tune in front of everybody else 18 that is cringeworthy, and no one heckles and 19 everyone applauds as if it's Napoleon Dynamite, 20 because they just saw what chutzpah it takes to do 21 that. 22 We have a mentor who trains search dogs. 23 And he told me a story the other day, which is a 24 classic narrative, called -- an example of 25 successful mentorships. He went to a party at the</p>	<p style="text-align: right;">Page 330</p> <p>1 appreciation from the students and your community 2 for recognizing that there's a lot to learning 3 besides math. 4 Thank you. 5 THE CHAIR: Commissioner Ruiz? 6 COMMISSIONER RUIZ: Thank you. A couple 7 of things -- well, several things. But one of them 8 I want to commend you on is the increase in your 9 Bilingual Seals. That's always a good thing. 10 The other thing that I really like is that 11 you're doing your mission gardening and greenhouse 12 with your kids. I think that does provide an 13 opportunity for them to grow, and, of course, to 14 continue that career path. 15 And then I had a couple of questions also. 16 First of all -- so your cap is set at 17 360 students, and your current enrollment is at 364. 18 So could you please -- and then I have a couple of 19 questions after that, but first that one, please. 20 DR. ROBERT JESSEN: Madam Chair and 21 Commissioners, our current enrollment is 358 right 22 now. Yes, on the 40th day, it was at 364. We tried 23 to hit 360. We were a little bit over then. We are 24 trying to keep it as close to that as possible, 25 because every school needs every drop of funds that</p>

<p style="text-align: right;">Page 331</p> <p>1 we can get. And our plan is not to exceed the cap 2 on the 40th day; but that happened. 3 THE CHAIR: I guess I have a question as 4 to how did it happen? You know how many students 5 you have. So how do you accept students beyond the 6 360? Because your cap is 360, so you're violating 7 the cap at this point in time. So I'm just cur- -- 8 like, how do you not know that this is going to be 9 Student No. 361 or 362 or 363, and you have to say, 10 "Unfortunately, there's no more room at the inn." 11 DR. ROBERT JESSEN: Madam Chair and 12 Commissioners, the experience of maintaining a cap 13 that never goes above 360 means that when you get to 14 the beginning of the school and students whom you 15 think will be attending tell you that they're not 16 attending, means that there is a significant melt 17 between the summer, when you think you're starting, 18 and then when you start at the beginning of the 19 year. 20 At the beginning of the year when you call 21 up students to come into your school, it gets 22 sticky, because now they're either at another school 23 and they don't want to change, and it's only when 24 the parent really insists because of all their 25 friends at that other school, that they will change.</p>	<p style="text-align: right;">Page 333</p> <p>1 something that you really need to stay within, 2 because that is exactly what your contract states. 3 The next question I have -- and 4 Commissioner Crone and I serve on NMPSIA. So 5 completing the background checks -- now, I don't 6 have to tell anybody in this room, because if you 7 are watching the -- if you're watching television, 8 you're reading the paper -- we serve on NMPSIA. I 9 can tell you firsthand that we have settled some 10 astronomical suits in the name of child molestation 11 or improper situations between educators and 12 students. 13 So I have a real concern that we're not, 14 you know, being proactive and doing everything we 15 can; because, to me, what everybody in this room is 16 after is student safety and student success. We 17 cannot ensure one without the other. 18 If the student is going to be successful, 19 they have to first know that they're in a safe 20 environment. And that includes assuring -- if that 21 means paying your staff overtime or whoever, 22 whatever you need to do, then it's my thought that 23 we need to take care of that. 24 Because I am not at all in agreement that 25 we're putting background checks and we are putting</p>
<p style="text-align: right;">Page 332</p> <p>1 So a previous year, four years ago, when 2 our registrar resigned at the end of September, we 3 saw that our numbers, by sticking strictly to 360 at 4 the beginning of the year, were actually down to 5 about 295, which would have had significant 6 consequences for our cap. 7 So we had to call everybody on our list. 8 And we have brought it, by the 40th day, up to 364, 9 I think was the number that we got for the 40th day. 10 After that experience and the significant 11 melt, we have to strategically invite more students 12 in the summer, or allow more students than 360 in 13 the summer, so that we don't suffer that melt and 14 disappearing students phenomenon at the beginning of 15 the year. 16 COMMISSIONER RUIZ: Thank you for that 17 explanation. But I still work with the schools. 18 And I understand everything that you're saying. But 19 I know that at any given point in the day, if I want 20 to know how many students I have admit- -- if I log 21 into my system, it'll take care of withdrawals, 22 transfers, new students. That's at any given day. 23 So I have an issue with that, because 24 while I understand that you have that fluctuation in 25 the 40-day report, I also think that that's</p>	<p style="text-align: right;">Page 334</p> <p>1 potential -- we've discussed this on this 2 Commission, how our state has sometimes had this 3 issue with passing the trash. And we cannot put our 4 kids at jeopardy. 5 And by not doing everything within your 6 power as a governing board, as State leadership, to 7 address that and ensure that those background checks 8 have been given and that they have been cleared, if 9 that means calling up the school districts, then 10 we're not doing what we need to do to ensure the 11 safety of our kids. 12 DR. ROBERT JESSEN: Madam Chair and 13 Commissioners, I completely, 100 percent, share your 14 concerns for the security of the students. We do 15 perform background checks on all of our teachers and 16 staff before they are alone with students at the 17 school. 18 The two cases that -- where we've been 19 missing is not actually in performing the background 20 check, but in transferring the copy of the 21 background check to the personnel file. 22 COMMISSIONER CRONE: Madam Chair? 23 THE CHAIR: Commissioner Crone? 24 COMMISSIONER CRONE: Are you done, Trish? 25 COMMISSIONER RUIZ: Yes, sir.</p>

<p style="text-align: right;">Page 335</p> <p>1 THE CHAIR: Okay.</p> <p>2 COMMISSIONER CRONE: I just looked up an</p> <p>3 article in the New Mexican that where -- actually, a</p> <p>4 person who had taken a class with me at Northern was</p> <p>5 hired, I believe, on a temporary license or</p> <p>6 something. I don't think he was certified as a</p> <p>7 teacher. It was kind of an emergency situation at</p> <p>8 that charter.</p> <p>9 He was arrested for sexting, Facebook</p> <p>10 sexting with a 16-year-old student. At that point,</p> <p>11 he was 38 years old.</p> <p>12 Your background check would not -- he had</p> <p>13 never been arrested before that point.</p> <p>14 So to go a little bit further with what</p> <p>15 Trish said is that there's a multi-million-dollar</p> <p>16 multi-victim settlement that NMPSIA is dealing with</p> <p>17 right now. A teacher, male teacher, who was --</p> <p>18 you're not really fired; you're given a neutral</p> <p>19 recommendation letter if you'll just shut up and not</p> <p>20 sue the school.</p> <p>21 I'm sorry to be so blunt, but that's</p> <p>22 pretty much what we talk about at NMPSIA.</p> <p>23 He moved from Utah to Santa Fe, molested</p> <p>24 students in Santa Fe; moved to Española, molested</p> <p>25 students in Española. So the victims began to sue</p>	<p style="text-align: right;">Page 337</p> <p>1 background checks. Because as you know, sexual</p> <p>2 predators are drawn to public schools; or any</p> <p>3 school, actually, for that matter.</p> <p>4 And, as you know, also, it doesn't matter</p> <p>5 the age of the person that they're pursuing. So I</p> <p>6 share that concern to a great extent, that children</p> <p>7 need to know that they're not going to be shot, and</p> <p>8 they're not going to be molested, among other</p> <p>9 things.</p> <p>10 Thank you.</p> <p>11 THE CHAIR: Okay.</p> <p>12 Commissioner Robbins?</p> <p>13 COMMISSIONER ROBBINS: Yes. As I've</p> <p>14 previously and probably am best noted for the focus</p> <p>15 on the financial issues and audit issues, I noticed</p> <p>16 on the overall score card there has been some</p> <p>17 improvement. However, the -- there has been lack of</p> <p>18 significant or material improvement on following</p> <p>19 Generally Accepted Accounting Principles.</p> <p>20 And you have an accountant or someone with</p> <p>21 an accounting degree heading your finance area. And</p> <p>22 for the last three years -- not the five year -- but</p> <p>23 the last three years, we had a Falls Far Below the</p> <p>24 standard. We have several other areas on the score</p> <p>25 card where you were Meeting, and now you're Working</p>
<p style="text-align: right;">Page 336</p> <p>1 this particular person.</p> <p>2 Now, if you had done a background check on</p> <p>3 him -- it's just simply an FBI check, if I'm correct</p> <p>4 on that.</p> <p>5 Other forms of social media -- for</p> <p>6 instance, if they had had a -- I'm sorry -- I don't</p> <p>7 know what the outcome of that case -- the first case</p> <p>8 I was talking about.</p> <p>9 If they had done a social media search,</p> <p>10 they would have -- they would have found out what he</p> <p>11 was all about.</p> <p>12 Now, none of the -- background checks.</p> <p>13 Those are run through PED, aren't they?</p> <p>14 MS. KAREN WOERNER: Commissioner,</p> <p>15 Madam Chair, no. The background checks were</p> <p>16 previously run through PED. But PED was notified</p> <p>17 last summer that the Licensure Bureau can no longer</p> <p>18 release background checks to the school. So the PED</p> <p>19 still does background checks for licensure purposes.</p> <p>20 But as effective this year, the school is</p> <p>21 responsible for doing background checks for all</p> <p>22 employees.</p> <p>23 COMMISSIONER CRONE: Okay. I'm a higher</p> <p>24 ed guy, so I don't know how things get done. So</p> <p>25 NMPSIA is exploring things, doing more thorough</p>	<p style="text-align: right;">Page 338</p> <p>1 to Meet Standard. So it's a mixed bag, you know,</p> <p>2 looking from one year to the next.</p> <p>3 There's less red, but there's more orange,</p> <p>4 and there's less green.</p> <p>5 So it concerns me when we have, you know,</p> <p>6 business plans, and we have financial issues. And I</p> <p>7 see that there's no fraud or misappropriation of</p> <p>8 funds. But there's a -- tends to be a lack of</p> <p>9 attention to detail.</p> <p>10 And it goes to the enrollment issue also.</p> <p>11 I understand you want to try to maximize the dollars</p> <p>12 to provide the best education for the students. But</p> <p>13 attention to detail is very, very important, not</p> <p>14 only from a financial standpoint, but to your</p> <p>15 students. If we're presenting a signal to the</p> <p>16 students that detail is less important than the</p> <p>17 intent, we're really, you know, missing the thing.</p> <p>18 It's like, you know, with what Boeing has</p> <p>19 had. They probably intended for their planes to</p> <p>20 stay up in the air. But the actuality is is some of</p> <p>21 them didn't. So the intent is not going to be</p> <p>22 sufficient. We actually have to make improvements,</p> <p>23 especially in the financial area, since we're</p> <p>24 dealing with public funds the accountability of</p> <p>25 those funds.</p>

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1 So what steps are you taking, or have you
2 taken, in order to improve the overall business and
3 financial operations of the school?

4 MR. MICHAEL SMITH: Madam Chair and
5 Commissioner Robbins, thank you for that. And
6 you're exactly correct. We -- we've had some
7 blemishes on our financial report; in particular,
8 the audits.

9 And, you know, I -- the reason I'm
10 answering, I'm the chair -- the board president.
11 But I was the treasurer four years ago, three years
12 ago, for a few years. And so I've kind of seen this
13 whole progression.

14 We got into trouble, I think, mainly when
15 we had the clawback, when the government, the State,
16 took the money back from the schools. And we all
17 realized that we needed to really tighten our belts
18 and get -- you know, get serious about saving money.
19 We had to actually fire some people.

20 And we have -- we were -- right at that
21 point, we were having our full-time business manager
22 retire. So this was in 2016-'17, I think.

23 So as she was retiring -- she had been
24 there for a few years and brought a lot of
25 stability. We had a full-time business manager and

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1 Then we hired a really -- a very
2 professional accountant, a vendor consultant. And
3 she -- but she was going to be just part-time with
4 us. So she's in the office -- she was only in the
5 office two or three times a week, no assistant
6 business manager. And there was a transition from
7 software, from accounting software from -- I can't
8 remember the previous one -- was it
9 Accountability -- or SchoolAbility.

10 Anyway, we went with Visions, a new
11 accounting software. The transition did not go
12 well. The data from -- from the old software did
13 not get inputted very well.

14 DR. ROBERT JESSEN: AptaFund.

15 MR. MICHAEL SMITH: AptaFund was the old
16 software. It did not get input very well into the
17 new software, Visions.

18 That's pretty much the source of most of
19 our audit findings is that transition.

20 We have discovered that even though it
21 saved us a lot of money, it's not worth it for us to
22 have a -- a part-time business manager. We needed a
23 full-time -- we need a full-time person.

24 We did a search. We did a search for that
25 person. We interviewed four or five people for it

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1 a part-time assistant business manager -- oh,
2 full-time assistant business manager -- we looked at
3 our budget for the coming year, and we realized that
4 we couldn't have that much outgo in the business
5 office.

6 So we contracted with a vendor.
7 SchoolAbility was the vendor that came in and had a
8 part-time person that was -- it was vendor
9 relationship.

10 The person that they assigned to us, this
11 was her first school as far as the head of the
12 business office. She was there part-time. And
13 they -- kind of the problem started there.

14 And Dr. Jessen had just started as the
15 Head Learner. And so he was getting up to speed on
16 everything.

17 They -- they were there for the next year,
18 and we realized that we were not going to be able
19 to -- well, we would like to save some money in that
20 department again. And so -- and we also weren't
21 very happy with their -- what had happened with
22 them.

23 So -- and they had some audit findings.
24 That's when the audit findings kind of started to
25 snowball a little bit.

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1 and did not find somebody suitable.

2 So our Plan B was to keep the current
3 software and financial management system and the
4 current business manager vendor and hire a trainer
5 and an auditor and hire a -- a full-time assistant
6 business manager that we are going to train to
7 become the full-time business manager over the next
8 year or so. And so that plan has been put in place.

9 At the same time, the board has been
10 hyperaware of these issues, and we have worked with
11 this consultant that we hired to train our new
12 business manager to develop a whole, you know,
13 packet of board-approved, now, procedures and
14 policies for the business office.

15 We double-sign checks. We -- all those
16 things are in place, as generally recommended, and
17 it's all been overseen by our new treasurer -- Joe
18 Butler is our -- he is the degree in accounting.
19 He's only been with us less than a year.

20 So under his leadership, the finance
21 committee and the office of the treasurer have
22 overseen putting into place all the procedures and
23 policies that we've lacked all these years. And the
24 board's fully on board with that.

25 So we really have -- I feel that we have a

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1 big-picture, detail-oriented plan for stabilizing
 2 and making sure that the board is doing the
 3 oversight, and that the business office is doing the
 4 job in not having any audit findings and just really
 5 turn the ship around.
 6 I think it's happening right now. You're
 7 going to see that in the next year or two when this
 8 audit that's been completed now comes out.
 9 And I -- I feel very confident that we are
 10 on the right path, and we're doing it in a very
 11 detailed and procedurally correct way. So --
 12 THE CHAIR: Commissioner Ruiz?
 13 COMMISSIONER RUIZ: Thank you. And I will
 14 refer to something that Commissioner Robbins said,
 15 because I think some of that may fall into that. I
 16 hope what it is is that sometimes as much as we
 17 strive, we may be lacking in those details. And
 18 it's very important. I mean, I don't have to -- I
 19 can't even stress enough how important it is.
 20 One of the things that I saw, too, is that
 21 you-all had some issues with failing to
 22 appropriately log -- or produce -- your safety
 23 drills, and that -- in today's comment, again,
 24 right? It's not where it was ten or fifteen years
 25 ago. We're in a very different situation now. And

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1 school safety is truly at a challenging time right
 2 now.
 3 One of the things I would suggest, it
 4 should be paramount, and it should be for the
 5 benefit of you for your school, and also the benefit
 6 of our kids, is that you ensure that if that takes
 7 one or two or three people doing that on your school
 8 safety team -- we have a school safety team of which
 9 I'm a member -- and, you know, that you're making
 10 sure that you're having those lockdown drills, all
 11 those different drills, and that they're
 12 appropriately logged. Because that's a very
 13 important part. And, again, I think that when I
 14 look at that, it's, like, "Okay. That's two issues
 15 with student safety. And I have a concern with
 16 that."
 17 So maybe it is just a lack of, you know,
 18 correctly logging that down. But those details are
 19 very, very important.
 20 So I would just encourage you to do
 21 whatever it takes to ensure that those protocols are
 22 being addressed appropriately.
 23 DR. ROBERT JESSEN: Madam Chair and
 24 Commissioner Ruiz, I agree 100 percent and hear you.
 25 And we've established a stipended position of safety

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1 coordinator, so that that person's number-one task
 2 is to always make sure that those procedures are
 3 followed.
 4 COMMISSIONER RUIZ: Thank you.
 5 THE CHAIR: I'm going to comment that
 6 going back to our guiding document, which is the
 7 performance framework, there's just a concern that
 8 you went from a school that Met or Exceeded most of
 9 the performance standards, with five or six Failings
 10 to Meet, which is concerning.
 11 Then you had the 2018 year, where you had
 12 a significant number of Failing to -- Falls Far
 13 Below -- pardon me -- Falls Far Below. You still
 14 had more Meets or Exceeds.
 15 And then we go to last year, and we
 16 lost -- good news, you lost a number of the Fails to
 17 Meet. But you're -- you're Working to Meet most of
 18 the standards.
 19 So that there's this rollercoaster that
 20 seems to be going on, and it's still a backwards --
 21 you know, we're in the reverse mode because we went
 22 from rocking it, by and large, with certainly some
 23 issues -- and those were significant issues. Then
 24 we have went to more significant issues, but still
 25 being good in here. And then we're back to the

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1 majority of the standards in the performance
 2 framework being Failing to Meet or Workings to Meet.
 3 So I'm just concerned about -- refresh me.
 4 You've got -- do you have three new members on your
 5 board? Or two new members?
 6 MR. MICHAEL SMITH: Three.
 7 DR. ROBERT JESSEN: Three new members.
 8 THE CHAIR: You have three new members.
 9 So I don't know if that's -- and I know -- I guess
 10 you had those issues -- and we got a number of
 11 schools that have had issues with going to different
 12 accounting reporting systems. I think that's a
 13 broader topic that we have to look at and say, "How
 14 can we -- how can we try to help so that schools are
 15 making the best choices when they're choosing these
 16 so that they're not falling into these problems?"
 17 So if we can guide governing councils to
 18 have at least the right questions, to ask those
 19 vendors, so that they don't fall into these
 20 situations -- because we know they're perilous --
 21 I'm all on board with that.
 22 But I'm concerned that maybe -- that a lot
 23 of the conversations that should be going on with
 24 the governance council hasn't, and that's why there
 25 seems to be disorder all the way down. And it's --

1 it's just concerning to me that you're not showing
2 that you're on the right -- right path.

3 You had a terrible path in '18, still.
4 Hasn't -- it didn't get better. You got rid of some
5 of the red, but you're Workings to Meet more than
6 you're Exceeding.

7 So I'm -- you know, it's concerning. And
8 there's two board members that are still -- and --
9 because I know this was populated earlier, because
10 at the time, those two board of members still had
11 zero hours of training. I'm guessing that has
12 changed since then.

13 MS. KAREN WOERNER: Madam Chair, that was
14 for last year's reporting. So I can check for this
15 year.

16 THE CHAIR: Two board members didn't get
17 any hours last year.

18 MR. MICHAEL SMITH: They resigned. Both
19 of them are --

20 THE CHAIR: So those two -- okay. So
21 those two aren't there any longer.

22 MR. MICHAEL SMITH: All of our current
23 board members are fully --

24 THE CHAIR: Okay.

25 MR. MICHAEL SMITH: Yeah.

1 THE CHAIR: Okay. Well -- and I guess
2 that's not a good answer. But it somewhat answers.
3 Because if you had two board members on board that
4 apparently refused to do any training? They didn't
5 go to any; right?

6 MR. MICHAEL SMITH: They went the year
7 before. And the year that they retired, they didn't
8 report their training because they weren't planning
9 on staying.

10 And part of the reason -- I mean, I just
11 want to say the requirements are very high for board
12 members.

13 THE CHAIR: You bet they are.

14 MR. MICHAEL SMITH: I've had at least 80
15 hours of training over these years.

16 THE CHAIR: But you still understand what
17 we're asking you to do.

18 MR. MICHAEL SMITH: I do. But --

19 THE CHAIR: This is public trust we're
20 doing.

21 MR. MICHAEL SMITH: Right. And I agree
22 that it needs to happen. I also think that under
23 the old regime at PED, that it was not often done
24 very well, the trainings that were offered. And I
25 do think that there's a big improvement in that

1 department now under the new PED.

2 But I just want to say that it is
3 something that makes it hard to get board members to
4 join your charter school board.

5 THE CHAIR: You're talking to a volunteer
6 corps here, you know. So -- and I understand that.
7 But...

8 MR. MICHAEL SMITH: We're all trained up.
9 Yes, ma'am.

10 THE CHAIR: But it still goes to the
11 concern that the -- either the lack of commitment --
12 there's -- to me, there's not the correct
13 conversations going on at the governance council
14 meetings to help guide the direction, because you're
15 in this downward trend on your performance framework
16 in all levels of reporting. Financial. The
17 background checks continues. And, you know, none of
18 us want that phone call that something horrific has
19 happened to a student at the school.

20 So it's -- I'm just -- I have that level
21 of concern with what's going on there.

22 THE CHAIR: Did you have an update?

23 MS. KAREN WOERNER: Yes. I'm not sure
24 which one you're referring to, Madam Chair, but I do
25 have updates.

1 THE CHAIR: Give us updates. Hopefully,
2 one of them will fall into that.

3 MS. KAREN WOERNER: If it's not the one
4 you want, you let me know.

5 THE CHAIR: I'll let you know.

6 MS. KAREN WOERNER: I did check the number
7 of Hispanic students enrolled in the school.
8 Dr. Jessen's numbers are correct. On the 40th day,
9 they had close to 75 percent. I checked last year's
10 to make sure we didn't make a mistake. So it was 64
11 percent last year. So there's been an increase
12 there.

13 As for the governing board, the three
14 people listed in the report have resigned. Two of
15 them had not completed any of the training, but they
16 have resigned.

17 As of this current school year, we do have
18 one new member who has completed the introductory
19 training of seven hours. If you have additional
20 members, then they are obligated to complete those
21 as well.

22 MR. MICHAEL SMITH: They did it last year.

23 MS. KAREN WOERNER: And then there's one
24 other member who's done one hour. Just caution the
25 board that I know it's a demanding training

<p style="text-align: right;">Page 351</p> <p>1 requirement, but we are trying to make it more 2 flexible. And there are also Lunch-and-Learns that 3 are offered for an hour online, as well as some 4 other trying to be more flexible in opportunities. 5 It is important that the board stay current. 6 MR. MICHAEL SMITH: Yes, ma'am. 7 MS. KAREN WOERNER: Was there something 8 else? 9 THE CHAIR: No, that's good. Thank you, 10 appreciate it. 11 Commissioner Armbruster? 12 COMMISSIONER ARMBRUSTER: A couple of 13 different things. 14 I'm -- I love the things that you're 15 doing. I love the mentorship; I love the performing 16 thing, much of what Commissioner Voigt was just 17 talking about. I think it's incredibly exciting, 18 and I know you've been around for, like, 20 years, 19 which is longer than I've been around on this board. 20 I recall -- I think I recall, let me put 21 it that way -- that both Commissioner Gipson and I 22 were here when we had this discussion about, "Can we 23 raise the cap, because we really want to have these 24 360. So we take 370, we'll get 360," something 25 along that line. That's probably not verbatim. We</p>	<p style="text-align: right;">Page 353</p> <p>1 COMMISSIONER ARMBRUSTER: Sorry. 2 DR. ROBERT JESSEN: I got my Ph.D. at 3 Northwestern, where I got trained in all the best 4 statistical methodologies. And sometimes you 5 learn -- well, the first thing you learn is that 6 statistics are brilliant and magical and tell you 7 all sorts of things. And the second class you take 8 is measurement error. 9 When PARCC was first introduced, it was a 10 political impact. Monte has been a progressive 11 school. And what I call "psy ops" wasn't carried 12 out very well in terms of preparing students, and 13 teachers also, for, "This is an important test, make 14 sure you try hardest on the test." 15 So I think initially when PARCC was 16 implemented, this is one of the problems. 17 MR. MICHAEL SMITH: May I add a little bit 18 on that? Because that's pretty high-level. 19 Just, a bunch of our students didn't take 20 it. They purposely failed PARCC when it first came 21 out. Maybe even one of my kids did that. 22 DR. ROBERT JESSEN: So these tests, 23 especially the tests that happen at the very end of 24 the school year in a couple of weeks, where there's 25 a lot of other tests going on and the fatigue and</p>
<p style="text-align: right;">Page 352</p> <p>1 did not allow that to occur. 2 And, of course, you have the same issue as 3 every other school in terms of doing that. But -- 4 so I just wanted to say that we were talking about 5 that. 6 The other thing I'm impressed by -- I 7 think you said 72 percent something, graduation. 8 And yet the scores are so low. So I'm incredibly 9 impressed with -- and maybe they're outliers -- that 10 where these students, your students, are going to 11 college. 12 And so then I have to think, well, if your 13 scores are this low, are they just doing -- are 14 these the ones who were just doing the best? It's a 15 little disconnect for me if you understand. 16 Do you understand what I'm saying? 17 It's great, regardless. But I don't see, 18 if they're not being -- such a low proficiency 19 level, how they are graduating from high school and 20 going into college. 21 But they must be, because these are very 22 fine institutions. So I don't know if you can 23 address that. 24 DR. ROBERT JESSEN: Madam Chair and 25 Commissioner Armbruster, that's a tough question.</p>	<p style="text-align: right;">Page 354</p> <p>1 all of that stuff -- so a lot of schools have become 2 greatly skilled at marshaling all the services to 3 have the pizza parties and to have everything else 4 to get the students enthused and happy and really 5 ready to take that test. 6 We haven't done that over the -- I would 7 not say "over the top" -- but that sufficient enough 8 to prepare our students to take all these things 9 seriously. That's one explanation for the lack of 10 congruence between what students actually achieved 11 and what the tests show. 12 We are showing that our MATS [verbatim] 13 test is getting better results than what we think is 14 an accurate representation of what the students are 15 doing. 16 One of the other things that I learned -- 17 because I was fortunate enough to be part of the 18 PPE, the Principals Pursuing Excellence project, and 19 they teach you lots of things that are very 20 valuable -- one of the sorts of counter-working 21 techniques of the PPE versus the PED general is that 22 the -- the main texts that they use, data-driven 23 instruction devalues, end of the year, some of the 24 tests as something akin to an autopsy. Where the 25 short-cycle assessments allow you to get the data,</p>

<p style="text-align: right;">Page 355</p> <p>1 benchmark the beginning of the year to know where it 2 is that you can work with your students, halfway 3 through the year, and then finally at the end of the 4 year, so that you can see the progress. 5 Testing is not a perfect science and, 6 that's the best answer I can give in terms of what 7 our students accomplish, whether they graduate 8 versus the general test. 9 However, even if they're not perfect, 10 there are ballpark. And we do understand the 11 proficiency rates we have at our school are not good 12 enough. There are schools out there, and some 13 people say, "Look at the demographic rates of a 14 school, and you can see what the proficiency rates 15 are." 16 That's a scatter plot, and you draw a line 17 through these dots all over the place. And there 18 are always these six or seven or eight dots way up 19 here in the corner off the line, what they call the 20 95-95-95 schools, 95 percent Free and Reduced Lunch, 21 95 percent minority, and 95 percent proficient. 22 And so that's really our aspiration, 23 working for the Santa Fe Center for Transformative 24 Education, to try to achieve that. Because the 25 woman who founded that program did that in Inner</p>	<p style="text-align: right;">Page 357</p> <p>1 in a classroom, but what outside-the-classroom 2 remediation are they getting? 3 Do you understand what I mean by that? I 4 can try to reexplain that. 5 DR. ROBERT JESSEN: Madam Chair, 6 Commissioners, let me ask a clarifying question in 7 terms of when you say "students with disabilities," 8 we're talking about IEP students? 9 COMMISSIONER ARMBRUSTER: Yes. But not 10 GATE IEP students. Students with disabilities who 11 have IEPs. Let me see if I can clarify. They're in 12 inclusion. I think you said that everyone was in 13 inclusion. So in English class, they're getting 14 some accommodations. Maybe they're listening to a 15 book on tape, or maybe someone is reading it to 16 them, or they're only reading part of it, something, 17 some accommodation. 18 But outside of that class, is there a time 19 and place where that child is actually getting 20 instruction -- and we'll just use reading for an 21 example -- in reading in the curriculum sometime? 22 MS. ZOË NELSON: Yeah. So we have a dual 23 model. So students receive inclusion services, and 24 we have educational assistants that work with 25 students in different classes and cohorts.</p>
<p style="text-align: right;">Page 356</p> <p>1 City schools in St. Louis. So she's helping us, 2 through a humanistic model, not simply a data-driven 3 model. But guess what? It gives you the results of 4 a 95-95-95 school. 5 COMMISSIONER ARMBRUSTER: So in a sense, 6 you're using that instead of NM DASH? 7 DR. ROBERT JESSEN: Everybody's had to use 8 NM DASH. So we're using NM DASH. 9 COMMISSIONER ARMBRUSTER: In Principals 10 Pursuing Excellence. 11 DR. ROBERT: Yes. Actually, we used it in 12 PPE before all the charter schools used it. 13 COMMISSIONER ARMBRUSTER: And you have 14 17 -- is this correct? -- 17 percent of students 15 with disabilities? It was on some chart. 16 MS. KAREN WOERNER: That was last year. 17 COMMISSIONER ARMBRUSTER: So that was last 18 year. 19 MS. ZOË NELSON: 21 percent. 20 COMMISSIONER ARMBRUSTER: That's a pretty 21 actual thing that's happening with charter schools, 22 is they're getting more and more special ed 23 students, not just at your school. 24 So when you're working with them, what -- 25 not so much accommodations, accommodations to work</p>	<p style="text-align: right;">Page 358</p> <p>1 And we also -- many of our students have a 2 full hour-long class each day called Academic Lab. 3 And so they get a lot of their services. And those 4 classes are anywhere from five to twelve students at 5 tops. 6 And they get -- they have the case 7 manager, and then also usually an EA working 8 specifically on their targeted needs. 9 COMMISSIONER ARMBRUSTER: With some sort 10 of curriculum, I'm assuming. 11 MS. ZOË NELSON: What was your question? 12 COMMISSIONER ARMBRUSTER: With some 13 curriculum. They weren't really so much helping 14 them make it in the classroom, but they were 15 actually teaching how to read in this particular 16 example. 17 MS. ZOË NELSON: Right. So then some of 18 our other services -- or service providers -- help 19 target on certain areas of need, if it's reading or 20 math, that a student struggles in specifically. 21 COMMISSIONER ARMBRUSTER: Thank you. 22 THE CHAIR: So can I just ask while you're 23 maybe flipping through for another question -- are 24 you done? 25 COMMISSIONER ARMBRUSTER: I think.</p>

<p style="text-align: right;">Page 359</p> <p>1 THE CHAIR: Oh, okay. Wasn't sure. 2 So there's service logs that are provided 3 for the time the students are in those labs? 4 MS. ZOË NELSON: Yes. 5 THE CHAIR: Okay. 'Cause service logs are 6 something we're learning a lot about this year. 7 COMMISSIONER CABALLERO: Yes. 8 THE CHAIR: So just double-checking, 9 Commissioners, any other questions? 10 COMMISSIONER CHAVEZ: I have a question, 11 Madam Chair. 12 THE CHAIR: Sure. Commissioner Chavez? 13 COMMISSIONER CHAVEZ: I just want to go 14 back to you had mentioned your participation in PPE. 15 And as somebody that has mentored principals for the 16 last seven years under PPE, I've seen tremendous 17 success with the program when you have solid systems 18 in place. 19 I'm also -- I'm not familiar with that 20 95-95 study that you mentioned. However, I am 21 familiar with Doug Reeves' 90/90/90 study, which is 22 the same -- 23 DR. ROBERT JESSEN: That's the one. 24 COMMISSIONER CHAVEZ: So it's 90/90/90. 25 And a lot of them are based on systemic approaches</p>	<p style="text-align: right;">Page 361</p> <p>1 in the PPE program, as I understood it, was when 2 they first started, they worked with the principal, 3 and then they worked to the core team. 4 So a big part of the PPE is establishing a 5 core team of teachers that you work with so that it 6 could be institutionalized. There's also a Bain 7 Report that talks about making sure that the 8 principal has that team underneath them. 9 In order to best implement those practices 10 at our school, we needed to get more of a consistent 11 self-analysis and buy-in from teachers in the 12 program. So this year, we have a new leadership 13 team, which consists of department chairs and team 14 leaders in terms of grade levels who are working 15 with Linda Henke and the Santa Fe Center for 16 Transformative Educational Leadership, to begin the 17 practices. 18 So that allows everybody to see that those 19 best practices are there for a reason. But that's 20 part of the organic nature of trying to run the 21 school. 22 Did I answer your question? 23 COMMISSIONER CHAVEZ: Yes, partially. I 24 guess my concern is, is that given the things that 25 you've implemented, it looks like things are just</p>
<p style="text-align: right;">Page 360</p> <p>1 to improvement. 2 So as I look at your scores -- and you've 3 received some of this training, PPE, which, as you 4 mentioned, heavily influenced by Bambrick-Santoyo's 5 work on date-driven instruction, but also on the 6 Seven Levers of Leadership. To what extent have you 7 implemented the Seven Levers of Leadership and 8 data-driven instruction? 9 Because it goes beyond just test scores. 10 It goes into really looking at standards and 11 figuring out what -- where the gaps are in the 12 instruction and learning with kids, according to the 13 standards. 14 DR. ROBERT JESSEN: Madam Chair and 15 Commissioner Chavez, yes. And, in addition, when 16 we -- my first year of the PPE, we instituted a 17 Tuesday professional development, where every 18 Tuesday, we would work with teachers on working with 19 assessments in the classroom, formative assessments 20 and working with the standards. 21 Monte is unique school. We have a lot of 22 teachers who have been there a long time. We also 23 have a union. So there is an element of we need the 24 teachers to be on board with everything that we do. 25 Part of the development, or the shifting</p>	<p style="text-align: right;">Page 362</p> <p>1 stagnant, that they're not really moving overall 2 scoring. And I just wanted to hear your take on 3 that. 4 DR. ROBERT JESSEN: If you look at the 5 growth data we have that we have from the NWEA, it's 6 not that stagnant. Stuff is moving. We are getting 7 better. We are Meeting the Standards, Exceeds the 8 Standards, and comes really close to one of them in 9 terms of the student growth. 10 COMMISSIONER CHAVEZ: Could you explain 11 the growth? How do you define "growth"? 12 DR. ROBERT JESSEN: That's a very good 13 question. Do you know the NWEA MAPs software? They 14 have -- in there, you see how much -- they 15 determine, for that student at that level, what 16 would be a year's growth. So it's part of the data 17 in the NWEA MAPs that determines whether or not 18 they're meeting the one year's growth measure. 19 COMMISSIONER CHAVEZ: Okay. Thank you. 20 COMMISSIONER CABALLERO: Madam Chair? 21 THE CHAIR: Commissioner Caballero? 22 COMMISSIONER CABALLERO: All this data and 23 stuff, I'm learning a lot, especially from 24 Commissioner Voigt and Chavez. 25 But I think what some of the Commissioners</p>

<p style="text-align: right;">Page 363</p> <p>1 are trying to get to is -- is there's a sense that 2 the data that's driving, or supposed to be driving, 3 it's not going down to the classroom where it should 4 be. And to some extent, if the teacher does not 5 have a sense of urgency, it's not going to happen, 6 either a sense of urgency because I feel that my 7 kids have got to make it -- that's a sense of 8 urgency. "I feel that these students have got to 9 succeed" sense of urgency, or, "Oh, shit, I'm going 10 to get fired." 11 Fear gets you nowhere. I can tell you. 12 It gets you to a certain point, and then you say, 13 "Well, okay, so this is my last year," or, "This is 14 the last year for the school. I started looking," 15 or, "I'm just ready to just stay home." 16 And so there's got to be that sense of 17 urgency that ignites -- ignites and gives it 18 purpose. And I think to some extent you've got to 19 work with that union and say, "We've got to put this 20 together, guys." And talk to their union leadership 21 and say, "Look, I need help. And this is what's 22 happening." 23 And those folks -- union members are -- 24 work in unison. And they either all work in unison 25 to -- to -- and my colleagues talk about the</p>	<p style="text-align: right;">Page 365</p> <p>1 schools got sued, and they got slapped around. 2 So as Commissioners, for -- I took the 3 court order very seriously, because I felt there was 4 something missing. And I read it through. And 5 every point is right on-point. And it vindicated a 6 lot of stuff that I would just throw out with 7 nothing, just from past experience. 8 But I think the charter schools can 9 survive and get better and get awesome. I know 10 that, overall, charter schools in the state are 11 fantastic. But the standards have now been raised. 12 And we just have to meet those standards. 13 If you need to do it in a year or two 14 years or three years or five years, it doesn't 15 matter. We have just got to get -- with no 16 slippage. 17 And the board -- any organization that has 18 a board, the organization reflects what the board 19 is. And if there's a constant change on the board, 20 the organization's going to be weak. If there's 21 continuity on the board and they continue to get 22 training and retraining and retraining -- there's no 23 such thing as too much training, not for anybody; 24 not for legislators, for teachers, for 25 Commissioners. There's no such thing.</p>
<p style="text-align: right;">Page 364</p> <p>1 one-year gain is no gain at all. It's got to be one 2 year and a half at least. 3 THE CHAIR: You're not getting anywhere. 4 COMMISSIONER CABALLERO: Yeah. And I 5 understand that, why there's an insistence on that. 6 And so -- and I don't know where the 7 Commission is going with this. But there's got to 8 be that. There's a lot of things in place. But 9 the -- I don't think the school will continue to 10 stay stagnant if we don't push it hard. 11 And the standards are now -- for some 12 schools, is way beyond with a court order. And PED 13 is going to have to meet those standards. The 14 Legislature is going to have to meet those 15 standards, and we're going to have to meet those 16 standards. 17 And so what used to be the norm is no 18 longer the norm. We're already higher. 19 So if -- if the climate is not that, guys, 20 to say, "Well, our graduation rates are not good 21 because there's some at-risk students, and they 22 decided to go somewhere else," no, not anymore. And 23 that was the norm in Hispanic schools back in the 24 day. And those schools got sued. 25 I was in El Paso when all -- a lot of the</p>	<p style="text-align: right;">Page 366</p> <p>1 And so we just have to constantly improve. 2 And schools will show their -- their models to be 3 fantastic, and they're going to share, and we're 4 going to have opportunities to borrow from each 5 other. 6 But you also have to teach others on your 7 good models. And you -- you seem to be set up, all 8 that is needed for that. But somehow -- somehow 9 you've got to figure out a way to inject a fire in 10 everybody. Everybody. All the way down to the guy 11 that cleans, all the way down to the kids. And get 12 excited. Get excited. Because, otherwise, we just 13 go along to get along. 14 Thank you, Madam Chair. 15 THE CHAIR: No. I think we -- we've all 16 expressed that we appreciate the day-to-day in what 17 you do for the kids. And that's important. And the 18 experiences that they have are important. 19 But we also have that obligation to make 20 sure that these kids are growing at the same time. 21 And that's the concern. And when we were ruminating 22 about what we do -- because we don't have all the 23 data -- this was one of the schools, when I was 24 looking at, you know, the possibilities, to me, 25 without the new data, I was hoping that whatever we</p>

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1 don't have yet is going to help tell the -- continue
2 to help tell the story of the school, that if I had
3 to make a decision based on what is flat here, it
4 probably wouldn't be a good decision.

5 And the hope and the anticipation is, at
6 least for me, is that there's hope around the corner
7 in January, and that the story continues; because,
8 as I mentioned before, I have serious concerns about
9 the fact that you're spiraling backwards with your
10 performance framework and Workings to Meet too many
11 areas.

12 We've expressed financial concerns with
13 the school.

14 So I guess the question is -- 'cause here
15 is -- here is part of my dilemma -- if we place a
16 condition that -- the other -- all the other schools
17 that we've dealt with were looking for those schools
18 to maintain what they're going on, by and large.

19 This is not an example of that. So the
20 question becomes what is the target that we would be
21 looking for in that January data that would make us
22 feel more comfortable about it?

23 And that's where I have somewhat of a
24 loss, because I don't know what that data is going
25 to look like.

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1 pretty -- Madam Chair, it's still going to be pretty
2 packed. And --

3 THE CHAIR: It will be -- but we'll be
4 here in January -- no. January is before Session
5 starts. It probably will be pretty packed. Parking
6 will be a little easier, because there won't be
7 folks coming up for "It's Santa Fe Day," "It's
8 Albuquerque Day." Most of the lobbyists are done by
9 then.

10 COMMISSIONER CABALLERO: I don't know. A
11 30-day session is more rushed than 60.

12 THE CHAIR: Actually, it's still during
13 Session.

14 COMMISSIONER CABALLERO: March? Can we do
15 it the following month?

16 THE CHAIR: March? I don't think, in
17 fairness to the school, I'm not comfortable holding
18 off to March. I'm not.

19 COMMISSIONER ARMBRUSTER: We always meet
20 during Session. We do.

21 THE CHAIR: We always meet during Session.
22 And we've already actually adopted the calendar and
23 had this discussion about the fact that it was
24 during Session.

25 So -- and I honestly -- I'm not

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1 So to create a target, I don't know -- you
2 know. I don't want to put a target on and it become
3 a completely unreachable target. I mean, that's
4 just -- because that's not the goal here.

5 So I guess I'm asking is it better to say,
6 at this point in time, that we -- we extend the
7 charter, we renew the charter? And, at this point
8 in time, we can determine -- because we're closing
9 out financial and operational -- that we do want to
10 put a Corrective Action Plan on the school for
11 governance and financial, and we will have a further
12 discussion with the school in February, when the
13 data is out, and we will have a clearer idea of what
14 kind of potential Corrective Action Plan we would be
15 comfortable with academically.

16 COMMISSIONER CABALLERO: Madam Chair, just
17 a question on timeline. Is the February scheduled
18 meeting, is it during the --

19 THE CHAIR: It is. It's the last --

20 COMMISSIONER CABALLERO: Is it the last
21 day?

22 THE CHAIR: It's pretty close to the last
23 day, yeah. It's either the last day or pretty close
24 to the last day.

25 COMMISSIONER CABALLERO: It's still

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1 comfortable holding, and I don't think it's fair to
2 the school to hold them off till March as well. But
3 there's that outside possibility, a very outside
4 possibility, it could be January.

5 I know we've had discussions about whether
6 there is any possibility that the schools that we're
7 dealing with can get the -- get the information
8 released earlier.

9 But that "earlier" -- just so that you're
10 part of this conversation -- the earlier has to be
11 January 6th. Is that not -- so that you'd have the
12 ten days to be able to look at it prior to our
13 meeting. So that we would have to have that
14 information by January 6th.

15 And I know the Director has been using
16 whatever political swag he has to try to get that
17 done. But we can't guarantee it. So we're saying
18 January-February, because if we don't have that
19 information by January 6th, it's not fair to the
20 school, and also us, to be able to have time to look
21 at it to figure out what we might want to do.

22 MS. PATRICIA MATTHEWS: Madam Chair, could
23 I ask for some clarification? Because I keep
24 getting a little confused.

25 So you'll get the data first. Then at a

<p style="text-align: right;">Page 371</p> <p>1 full meeting of the Commission, you decide which 2 schools will go on to the Consent Agenda and then 3 which ones will get notice that they will need to 4 come forward. 5 THE CHAIR: No. We'll get the data. And 6 CSD will look at it. And as long as the schools 7 have complied with the motion, that they've not 8 shown any statistically significant decrease, 9 they'll be notified ten days before that they're on 10 the Consent Agenda. 11 MS. PATRICIA MATTHEWS: For January. 12 THE CHAIR: We're not meeting as a whole 13 to make that determination. CSD will review the 14 data and confirm that these schools have met this. 15 And then this -- this would be an example of a 16 school that would know right now, "You're going to 17 be back up here." 18 MS. PATRICIA MATTHEWS: And that would be 19 for the January meeting? 20 THE CHAIR: Well, like I said, if we don't 21 have -- if we, collectively, the school and us and 22 include the CSD -- don't have that data by 23 January 6th, we don't have the ten days to give the 24 school and us, so then it would have to be February. 25 MS. PATRICIA MATTHEWS: Okay. Now I</p>	<p style="text-align: right;">Page 373</p> <p>1 could, in identifying organizational and financial 2 CAP, we're not trying to imply that this is 3 punitive, but a -- a positive way that we can work 4 with the school to ensure that the school provides 5 the best outcomes for its students. 6 THE CHAIR: Right. Yeah. 7 COMMISSIONER ROBBINS: Thank you. 8 THE CHAIR: Yeah. Hopefully, through this 9 CAP -- you're absolutely right -- it does become a 10 working document for the school to drive 11 conversation that I think isn't happening, to some 12 extent, at those governance council meetings. 13 So it kind of acts as an outline of, "Here 14 are areas that..." -- and, hopefully, we can help in 15 supporting, if necessary, those areas that the 16 school may feel that they still need help with, when 17 we have that conversation about the CAP. 18 We're not going to delineate the CAP now. 19 That'll -- that would -- 20 MS. AMI JAEGER: Which CAP? 21 THE CHAIR: The financial and 22 organizational. I think that's something that needs 23 to be -- unless you want to discuss -- if you feel 24 that we need to have that full discussion about as 25 to what needs to be in that CAP, or if we can just</p>
<p style="text-align: right;">Page 372</p> <p>1 understand. I understand. Thank you. 2 THE CHAIR: So that's -- hopefully, it's 3 January; but we are using February in the wording, 4 just in case. 5 So... 6 COMMISSIONER ARMBRUSTER: Madam Chair, I 7 just wanted to clarify one thing. One word you 8 said. We're looking at an organizational CAP and 9 financial CAP right now? 10 THE CHAIR: Because we said, in my little 11 talking points, that we're closing out today 12 organizational and financial. So we will not be 13 discussing them when they come up before us again. 14 And the only thing that we'll be looking 15 at in January or February would be the -- that very 16 narrow academic area, the data we haven't had to 17 look at, which would help to drive the conversation 18 on -- on what, if anything, would need to be an 19 academic CAP. 20 And then, hopefully, we could just merge 21 those into one CAP; because I just think that would 22 be easier to manage for everyone if it was all in 23 one document, not having to go back and forth to 24 several documents. I think we can manage that. 25 COMMISSIONER ROBBINS: Madam Chair, if I</p>	<p style="text-align: right;">Page 374</p> <p>1 put in the motion that we will have a Corrective 2 Action Plan, organizational and financial, and have 3 a discussion with the school -- because prior CAPs, 4 we kind of had a negotiation of the CAP with the 5 school. 6 Because, to me, it shouldn't be something 7 that -- so it's not perceived as punitive. It's not 8 something that we're just imposing on you, and, 9 "This is what you're going to have to do"; but that 10 it's something that we come together about and have 11 a -- have a discussion, so that we're -- we're clear 12 on what it's going to be. 13 The school -- and the school might say, 14 "Hey," and, "We need help here." So maybe we put it 15 in the CAP so that it's something that the school 16 knows that it has to continue to work on. 17 But it's not -- I'm not comfortable with 18 just saying, "And this is what you're going to be 19 doing," because then it becomes something, "We've 20 got to do this." 21 Hopefully, it's something that we sort of 22 work on together, with you working on it 90 percent 23 of the time and we working on it 10 percent of the 24 time. 25 COMMISSIONER ROBBINS: We've had these</p>

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1 issues before, where we've worked with schools. And
 2 sometimes, you know, it was we were going to hire a
 3 consultant to come in, and we've had delays or
 4 something. So that was on us rather than school.
 5 So that's what -- you know, things that we
 6 negotiate together, there may be responsibilities
 7 and actions that the Commission or CSD would need to
 8 take in conjunction with the school in order to help
 9 you fulfill the CAP.
 10 It wouldn't be 100 percent on you or
 11 100 percent on us. It would be a combination, but
 12 something that we discuss and that we agree as to
 13 how to move forward to address the issues that we
 14 talked about today.
 15 MS. PATRICIA MATTHEWS: May I say
 16 something?
 17 THE CHAIR: Yeah. We don't have a motion
 18 out there. Yes. Yes.
 19 MS. PATRICIA MATTHEWS: Madam Chair,
 20 members of the Commission, you know, I've been
 21 through some CAPs with you-all. And I will just say
 22 that there are a lot of -- I'm not going to call
 23 them "small" -- there are a lot of little items.
 24 They're not small; they're just little.
 25 And I think one of the best CAPs we came

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1 up with was with through a subcommittee of the
 2 Commission. And we sat with the school, and we
 3 said, "These are the very specific things."
 4 And then we actually even created a matrix
 5 of how to track it. And we didn't do that with
 6 every one that I've been through.
 7 So I would just -- for the benefit of the
 8 school, that seems to be the best outcome I've seen
 9 work with the school. We're clear about deadlines;
 10 we're clear about who's responsible for what. And
 11 so that would just be my ask on behalf of the
 12 school.
 13 THE CHAIR: Right. And that is -- because
 14 it wasn't one of your schools. Another school last
 15 year, that's basically the model we used. Because
 16 it is -- to me, it is -- it is the -- I think it's
 17 the best working model. So -- right. Right.
 18 So are we -- are we most comfortable with
 19 that?
 20 Okay. So just give me a second so I can
 21 tweak this a little bit so I know my wording is
 22 right.
 23 Sorry. Can we just take a five-minute
 24 break, because this is getting more wordsmithy than
 25 I thought.

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1 (Recess taken, from 2:44 p.m. to 2:56
 2 p.m.)
 3 THE CHAIR: All right. So I think I have
 4 this. Excuse me. Okay. So I'm going to take a
 5 stab at this.
 6 I move that the Public Education
 7 Commission renew the charter for Monte del Sol for
 8 five years, with the condition that the PEC place a
 9 CAP with negotiated financial, organizational, and
 10 academic elements.
 11 COMMISSIONER ROBBINS: Second.
 12 COMMISSIONER CABALLERO: Madam Chair, can
 13 you spell out the CAP?
 14 COMMISSIONER ROBBINS: That will be
 15 negotiated.
 16 COMMISSIONER CABALLERO: No, no, no.
 17 The --
 18 MS. AMI JAEGER: A Corrective Action Plan.
 19 THE CHAIR: Okay. We're going to
 20 negotiate that. Oh. You mean --
 21 COMMISSIONER CABALLERO: Yeah. Yeah.
 22 ACTING DIRECTOR BRAUER: Corrective Action
 23 Plan.
 24 THE CHAIR: Okay. All right.
 25 COMMISSIONER ROBBINS: I second it.

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1 THE CHAIR: There's a motion by
 2 Commissioner Gipson, a second by Commissioner
 3 Robbins.
 4 And I'm just going to clarify, so the
 5 school knows, that those academic elements, we will
 6 be including the data that we will receive. We will
 7 not need a discussion with that school at the
 8 January or February meeting, because we will have --
 9 we've already agreed that we're doing this CAP on --
 10 on the academics.
 11 So there will be no further discussion
 12 with the school about it, no need for further
 13 discussion, for the school to have to come up in
 14 February to have that discussion, because the
 15 elements -- those academic -- that academic data
 16 will be considered when we negotiate the CAP.
 17 So are we clear with that?
 18 MS. PATRICIA MATTHEWS: I'm clear with
 19 that, Madam Chair. And then I assume you will talk
 20 about, either today or at your meeting in January,
 21 when we'll have the negotiations.
 22 THE CHAIR: Correct. Yeah. Yeah, we
 23 will. And we'll certainly include the school in
 24 terms of the time frame so that it's mutually agreed
 25 that -- you know, when we -- when we can have it.

1 We certainly would like -- we're certainly not going
 2 to have it any time before we get the data.
 3 MS. PATRICIA MATTHEWS: Understood.
 4 THE CHAIR: Yeah. So I don't see it
 5 happening much before February. But -- okay? So
 6 we're clear with this? Okay.
 7 Roll call.
 8 COMMISSIONER ARMBRUSTER: Commissioner
 9 Chavez?
 10 COMMISSIONER CHAVEZ: Yes.
 11 COMMISSIONER ARMBRUSTER: Commissioner
 12 Voigt?
 13 COMMISSIONER VOIGT: yes.
 14 COMMISSIONER ARMBRUSTER: Commissioner
 15 Gipson?
 16 THE CHAIR: Yes.
 17 COMMISSIONER ARMBRUSTER: Commissioner
 18 Raftery?
 19 COMMISSIONER RAFTERY: Yes.
 20 COMMISSIONER ARMBRUSTER: Commissioner
 21 Crone?
 22 COMMISSIONER CRONE: Yes.
 23 COMMISSIONER ARMBRUSTER: Commissioner
 24 Robbins?
 25 COMMISSIONER ROBBINS: Yes.

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
 3
 4
 5
 6
 7 REPORTER'S CERTIFICATE
 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 9 Court Reporter in the State of New Mexico, do hereby
 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
 13 State of New Mexico, County of Santa Fe, in the
 14 matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on December 18, 2019.
 17
 18
 19 _____
 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 21 BEAN & ASSOCIATES, INC.
 22 201 Third Street, NW, Suite 1630
 23 Albuquerque, New Mexico 87102
 24
 25 Job No.: 2369N (CC)

1 COMMISSIONER ARMBRUSTER: Commissioner
 2 Armbruster votes "Yes."
 3 Commissioner Ruiz?
 4 COMMISSIONER RUIZ: Yes.
 5 COMMISSIONER ARMBRUSTER: Commissioner
 6 Caballero?
 7 COMMISSIONER CABALLERO: Yes.
 8 COMMISSIONER ARMBRUSTER: That is a
 9 nine-to-zero vote for this.
 10 THE CHAIR: The motion passes, nine-zero.
 11 Congratulations. See you soon.
 12 DR. ROBERT JESSEN: Thank you very much.
 13 THE CHAIR: Thank you.
 14 (A discussion was held off the record.)
 15 THE CHAIR: We're in recess until tomorrow
 16 morning at 8:00 a.m.
 17 (Proceedings in recess at 3:00 p.m.)
 18
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1 RECEIPT
 2 JOB NUMBER: 2369N CC Date: 12/10/19
 3 PROCEEDINGS: OPEN PUBLIC MEETING, Volume Two
 4 CASE CAPTION: In re: Public Meeting of the Public
 5 Education Commission
 6 *****
 7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED
 8 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 9 DATE DELIVERED: _____ DEL'D BY: _____
 10 REC'D BY: _____ TIME: _____
 11 *****
 12 ATTORNEY:
 13 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 14 DATE DELIVERED: _____ DEL'D BY: _____
 15 REC'D BY: _____ TIME: _____
 16 *****
 17 ATTORNEY:
 18 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 19 DATE DELIVERED: _____ DEL'D BY: _____
 20 REC'D BY: _____ TIME: _____
 21 *****
 22 ATTORNEY:
 23 DOCUMENT: Transcript / Exhibits / Disks / Other _____
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 25 REC'D BY: _____ TIME: _____

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