

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

May 20, 2022

9:00 a.m.

VIA ZOOM WEBINAR VIDEO TELECONFERENCE

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

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1 APPEARANCES

2 COMMISSIONERS:

3 REBEKKA BURT, Chair

4 GLENNA VOIGT, Vice Chair

5 MELISSA ARMIJO, Secretary

6 STEVEN CARRILLO, Member

7 GEORGINA DAVIS, Member

8 PATRICIA GIPSON, Member

9 KT MANIS, Member

10 DAVID ROBBINS, Member

11 PED STAFF:

12 CORINA CHAVEZ Director

13 Charter School/Options for

14 Parents and Families Division

15 BRIGETTE RUSSELL, Deputy Director, Options for

16 Parents and Families

17 MISSY BROWN Technical Assistance and Support and

18 Training Administrator

19 Charter School/Options for

20 Parents and Families Division

21 COUNSEL TO THE PEC:

22 JULIA HOSFORD BARNES, ESQ.

23 Barnes Mediation and Law, PC

24 200 W. DeVargas Street, Suite 7

25 Santa Fe, New Mexico 87501

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1 THE CHAIR: Good morning, everyone. It is

2 9:02 a.m. I'm going to go ahead and call this

3 meeting to order.

4 And we will start with roll call, please.

5 Secretary Armijo.

6 COMMISSIONER ARMIJO: Good morning.

7 Melissa Armijo is here.

8 Rebekka Burt.

9 THE CHAIR: Here.

10 COMMISSIONER ARMIJO: Steven Carrillo.

11 COMMISSIONER CARRILLO: Here.

12 COMMISSIONER ARMIJO: Michael Chavez.

13 Not here.

14 Georgina Davis. Not here.

15 Patricia Gipson.

16 COMMISSIONER GIPSON: Here.

17 COMMISSIONER ARMIJO: KT Manis.

18 (No response.)

19 COMMISSIONER ARMIJO: David Robbins.

20 COMMISSIONER ROBBINS: Here.

21 COMMISSIONER ARMIJO: Michael Taylor.

22 (No response.)

23 COMMISSIONER ARMIJO: And Glenna Voigt.

24 COMMISSIONER VOIGT: Here.

25 COMMISSIONER ARMIJO: Madam Chair, we have

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18 1 List of Attendees

5

1 a quorum.

2 THE CHAIR: Thank you.

3 All right. Next will be the Pledge of

4 Allegiance, led by Commissioner Robbins, and the

5 Salute to the New Mexico Flag. If -- Commissioner

6 Gipson, if you can lead that if Commissioner Davis

7 doesn't show up.

8 (Pledge of Allegiance and the Salute to

9 the New Mexico Flag conducted.)

10 THE CHAIR: Thank you. And I do see

11 Commissioner Manis has joined. So we'll reflect

12 that.

13 We're on to Item No. 2, Approval of the

14 Agenda.

15 I do have one item to change, and that

16 will be to move Item No. 8, Discussion and Possible

17 Action on Explore Academy-Las Cruces Request to

18 Amend Contract Adding Grade Levels, to next month.

19 So I will move to approve the agenda and remove Item

20 No. 8.

21 COMMISSIONER VOIGT: I'll second.

22 COMMISSIONER CARRILLO: Second.

23 THE CHAIR: Any discussion?

24 COMMISSIONER CARRILLO: Yes. So I want

25 to -- I want to be clear that on 6-i, it's under

6	<p>1 consent, the renewal for GREAT Academy. We all --</p> <p>2 THE CHAIR: It is not under consent. The</p> <p>3 consent -- it's Item No. 4.</p> <p>4 COMMISSIONER CARRILLO: You're right. I</p> <p>5 was reading -- you're right. I was reading that</p> <p>6 wrong. But it's there. And isn't it also -- I saw</p> <p>7 it also someplace else.</p> <p>8 COMMISSIONER VOIGT: Actually it's "l."</p> <p>9 You're looking at "l," not "i". "i" is THRIVE.</p> <p>10 COMMISSIONER CARRILLO: You're right.</p> <p>11 Thank you. Hold on. "Request to amend" -- okay.</p> <p>12 No, I'm good.</p> <p>13 No. Here it is. Should I -- I'm</p> <p>14 wondering if "i" should be discussed at the same</p> <p>15 time as we're discussing Item 7.</p> <p>16 THE CHAIR: No, they're two separate</p> <p>17 items.</p> <p>18 COMMISSIONER CARRILLO: Okay. That's</p> <p>19 fine. In that case, I would like -- if I need to</p> <p>20 remove "i" from --</p> <p>21 THE CHAIR: So it's not "i"; it's "l."</p> <p>22 But --</p> <p>23 COMMISSIONER CARRILLO: Got it. Got it.</p> <p>24 (Inaudible due to simultaneous speaking.)</p> <p>25 THE CHAIR: It's not a consent agenda. It</p>	8
7	<p>1 will (inaudible due to simultaneous speaking).</p> <p>2 COMMISSIONER CARRILLO: Got it. Got it.</p> <p>3 Got it. We can move on. My brain is slow this</p> <p>4 morning. Thank you.</p> <p>5 THE CHAIR: That's okay. All right. All</p> <p>6 right.</p> <p>7 So with no other discussion, Melissa -- or</p> <p>8 Commissioner Armijo -- if you can take a roll vote,</p> <p>9 please.</p> <p>10 COMMISSIONER ARMIJO: Yes. Chair Burt.</p> <p>11 THE CHAIR: Yes.</p> <p>12 COMMISSIONER ARMIJO: Commissioner</p> <p>13 Carrillo.</p> <p>14 COMMISSIONER CARRILLO: Yes.</p> <p>15 COMMISSIONER ARMIJO: Commissioner Gipson.</p> <p>16 COMMISSIONER GIPSON: Yes.</p> <p>17 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>18 COMMISSIONER MANIS: Yes.</p> <p>19 COMMISSIONER ARMIJO: Commissioner</p> <p>20 Robbins.</p> <p>21 COMMISSIONER ROBBINS: Yes.</p> <p>22 COMMISSIONER ARMIJO: Commissioner Voigt.</p> <p>23 COMMISSIONER VOIGT: Yes.</p> <p>24 COMMISSIONER ARMIJO: And Commissioner</p> <p>25 Armijo.</p>	9
	<p>1 That motion passes.</p> <p>2 THE CHAIR: Thank you. So that moves us</p> <p>3 to No. 3</p> <p>4 COMMISSIONER CARRILLO: I have a quick</p> <p>5 question, Commissioner Burt.</p> <p>6 THE CHAIR: Oh, sure.</p> <p>7 COMMISSIONER CARR: Is Commissioner Taylor</p> <p>8 okay? We haven't seen him in a while.</p> <p>9 THE CHAIR: He's on -- he's out of town</p> <p>10 right now. He's fine.</p> <p>11 COMMISSIONER CARRILLO: Okay. Thank you.</p> <p>12 THE CHAIR: Uh-huh.</p> <p>13 So that takes us to Item No. 3, Open</p> <p>14 Forum.</p> <p>15 Missy, do we have anyone who signed up to</p> <p>16 speak this morning in Open Forum?</p> <p>17 MS. MISSY BROWN: We do, Commissioner</p> <p>18 Burt. We have Rebecca Shepherd. I'll promote her</p> <p>19 to the panel.</p> <p>20 THE CHAIR: Great.</p> <p>21 MS. MISSY BROWN: She's no longer in the</p> <p>22 Attendees. So she might have also been on the one</p> <p>23 that you took off. So we don't have anybody signed</p> <p>24 up.</p> <p>25 THE CHAIR: Okay.</p>	

<p style="text-align: right;">10</p> <p>1 votes yes.</p> <p>2 Chair Burt.</p> <p>3 THE CHAIR: Yes.</p> <p>4 COMMISSIONER ARMIJO: Okay. That motion</p> <p>5 passes, seven to zero.</p> <p>6 THE CHAIR: Great. All right. That</p> <p>7 brings us to Item No. 6, Discussion and Possible</p> <p>8 Action on School Contracts From 2021 Renewals and</p> <p>9 Secretary Ruling.</p> <p>10 We're going to be going through each item.</p> <p>11 We have asked that each school send a representative</p> <p>12 today, if there are any questions.</p> <p>13 But, basically, what I'm going to do is</p> <p>14 I'll read a summary of what the subcommittee came up</p> <p>15 with for the -- for each school. I will then give</p> <p>16 it to Ms. Barnes. She has -- she will have</p> <p>17 something to say about each one of them.</p> <p>18 I will then offer the opportunity for any</p> <p>19 discussion or questions about each school</p> <p>20 individually, and then we will move to the next</p> <p>21 school.</p> <p>22 Ms. Barnes, do we vote on -- we vote on</p> <p>23 each school; correct? Vote to approve each school</p> <p>24 contract?</p> <p>25 MS. JULIA BARNES: Yes, vote to approve</p>	<p style="text-align: right;">12</p> <p>1 All of the data will be embedded in the</p> <p>2 New Mexico DASH Plan.</p> <p>3 So that is how they will meet that</p> <p>4 condition.</p> <p>5 Their mission goals, they are on Page 6 of</p> <p>6 the negotiated Performance Framework.</p> <p>7 The first one, the twelfth-graders --</p> <p>8 specific to twelfth-graders and completion of an</p> <p>9 apprenticeship.</p> <p>10 And the second mission goal is that their</p> <p>11 ninth- through twelfth-graders will score 83 percent</p> <p>12 on a yearlong arts-integrated project. And you can</p> <p>13 see more details in the Performance Framework on</p> <p>14 those mission goals.</p> <p>15 So, Ms. Barnes, now to you.</p> <p>16 MS. JULIA BARNES: I don't have too much</p> <p>17 to add to that. I did want to highlight that this</p> <p>18 school has worked hard with the CSD staff to work on</p> <p>19 a DASH Plan and are utilizing that extensively, and</p> <p>20 the condition documentation basically just follows</p> <p>21 that.</p> <p>22 And they had already started that work</p> <p>23 this year and are going to continue it in the</p> <p>24 following years.</p> <p>25 THE CHAIR: All right. So, now, if you</p>
<p style="text-align: right;">11</p> <p>1 each school.</p> <p>2 The motions are in two places; same</p> <p>3 document, two places.</p> <p>4 One is in the May 20th folder as Document</p> <p>5 No. 1. The other is in Folder 4, my folder for you.</p> <p>6 It's just loose at the bottom. Same document.</p> <p>7 And there -- it's complete for how you</p> <p>8 want -- what kind of motion you want to move forward</p> <p>9 with; so...</p> <p>10 THE CHAIR: Perfect. Thank you.</p> <p>11 All right. So we'll start with "a," which</p> <p>12 is Alma d'arte Charter High School, with condition</p> <p>13 documentation.</p> <p>14 This was an existing State charter. It</p> <p>15 was renewed with an academic condition.</p> <p>16 There are three documents:</p> <p>17 There is an amendment to the existing</p> <p>18 contract. There is the Performance Framework. And</p> <p>19 there is a condition documentation.</p> <p>20 The condition is a detailed Academic</p> <p>21 Improvement Plan and Short Cycle Assessment results</p> <p>22 to improve student academic outcomes.</p> <p>23 There is a fall report that will launch</p> <p>24 the Short Cycle Assessment and give information to</p> <p>25 staff; and spring reporting will show outcomes.</p>	<p style="text-align: right;">13</p> <p>1 all will do me the favor of if you have any</p> <p>2 questions or comments, I'm going to open it to</p> <p>3 Commissioners.</p> <p>4 Please just raise your digital hand.</p> <p>5 Pattie, I see you.</p> <p>6 We'll do digital hands and then I'll call</p> <p>7 you in order.</p> <p>8 COMMISSIONER GIPSON: I did my digital</p> <p>9 hand.</p> <p>10 THE CHAIR: All right. You're good.</p> <p>11 Commissioner Gipson.</p> <p>12 COMMISSIONER GIPSON: I just was going to</p> <p>13 ask, someone from the school is here. Shouldn't we</p> <p>14 bring them on in case the question should be</p> <p>15 answered by the school, as opposed to us?</p> <p>16 THE CHAIR: So we can. I was -- if there</p> <p>17 is a question -- so if there's no questions, I</p> <p>18 wasn't going to take the time to, like, move folks</p> <p>19 in and out.</p> <p>20 But, yes, as soon -- if there's a</p> <p>21 question -- and please do know that the school will</p> <p>22 then be moved on and will be prepared to answer any</p> <p>23 questions.</p> <p>24 So any questions from Commissioners?</p> <p>25 (No response.)</p>

14	<p>1 THE CHAIR: All right. I'll entertain a 2 motion. Or I can -- Commissioner Gipson? 3 COMMISSIONER GIPSON: So I have to open 4 the -- sorry. 5 THE CHAIR: No problem. 6 COMMISSIONER GIPSON: So I move that the 7 Public Education Commission adopt the charter 8 contract amendment Performance Framework and 9 condition documentation for Alma d'arte Charter High 10 School identified as Document 06.A.1-3, for the 11 2022-2027 charter term. 12 I further move that the amendment be 13 signed by the Chair and all documents be sent to the 14 school's governing board for consideration. 15 COMMISSIONER VOIGT: I'll second. 16 THE CHAIR: Thank you. There's a motion 17 by Commissioner Gipson and a second by Commissioner 18 Voigt. 19 Any further discussion? 20 (No response.) 21 THE CHAIR: All right. 22 Secretary Armijo, vote? 23 COMMISSIONER ARMIJO: Thank you. 24 Commissioner Gipson. 25 COMMISSIONER GIPSON: Yes.</p>	16	<p>1 Classical Academy are on Page 6 of their Performance 2 Framework. 3 The first one entails that the first-, 4 third-, seventh-grade, and high-school students will 5 receive a "C" or better in art, based on a rubric 6 that has already been provided. 7 The second mission goal is that third-, 8 sixth-, ninth-, and eleventh-grade students will 9 receive a "C" or better on history, based on a 10 rubric to be provided in the fall, aligning with the 11 curriculum to the new Social Studies 12 Standards-aligned curriculum. 13 Ms. Barnes. 14 MS. JULIA BARNES: I don't have much to 15 add. I did want to let Commissioners know that the 16 art rubric is very extensive. And, you know, we -- 17 the CSD will see the other rubric in the fall. But 18 there had been conversations about the rigor of the 19 art goal. But when you look at that art rubric, 20 it's quite extensive. 21 THE CHAIR: Thank you. 22 Any questions from Commissioners? 23 Commissioner Gipson, I think you just 24 didn't put your hand down from earlier. But I want 25 to acknowledge that it is up there, just in case.</p>
15	<p>1 COMMISSIONER ARMIJO: Commissioner Manis. 2 COMMISSIONER MANIS: Yes. 3 COMMISSIONER ARMIJO: Commissioner 4 Robbins. 5 COMMISSIONER ROBBINS: Yes. 6 COMMISSIONER ARMIJO: Vice Chair Voigt. 7 COMMISSIONER VOIGT: Yes. 8 COMMISSIONER ARMIJO: Commissioner Armijo 9 votes yes. 10 Commissioner -- Chair Burt. 11 THE CHAIR: Yes. 12 COMMISSIONER ARMIJO: And Commissioner 13 Carrillo. 14 COMMISSIONER CARRILLO: Yes. 15 COMMISSIONER ARMIJO: We -- that vote 16 passes, seven to zero. 17 THE CHAIR: Thank you. 18 All right. That will move us to Item "b," 19 Estancia Valley Classical Academy. 20 This was an existing State charter renewed 21 without condition. 22 There are two documents for approval 23 today: an amendment to the existing contract, and 24 the negotiated Performance Framework. 25 The mission goals for Estancia Valley</p>	17	<p>1 All right. Okay. 2 Seeing none, Secretary Armijo, if you 3 could call vote. 4 Oh, sorry. Before that -- sorry. Before 5 that -- sorry -- Commissioner Voigt. 6 COMMISSIONER VOIGT: Yes. I would like to 7 move that -- 8 THE CHAIR: Oh, thank you. 9 COMMISSIONER VOIGT: I would like to move 10 that the Public Education Commission adopt the 11 charter contract amendment and Performance Framework 12 for Estancia Valley Classical Academy, identified as 13 Document 06.B.1-2 for the 2022-to-2027 charter term. 14 And I further move that the amendment be 15 signed by the Chair and the complete contract packet 16 be sent to the Charter School Division. 17 COMMISSIONER ROBBINS: Second. 18 THE CHAIR: Thank you. 19 There's a motion by Vice Chair Voigt and a 20 second by Commissioner Robbins. 21 Any further discussion from Commissioners? 22 All right. Now, Secretary Armijo, you can 23 do a vote. 24 COMMISSIONER ARMIJO: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>

18	<p>1 COMMISSIONER ARMIJO: Commissioner                  2 Robbins.                  3 COMMISSIONER ROBBINS: Yes.                  4 COMMISSIONER ARMIJO: Commissioner Armijo                  5 votes yes.                  6 Chair Burt.                  7 THE CHAIR: Yes.                  8 COMMISSIONER ARMIJO: Sorry. Commissioner                  9 Voigt.                  10 COMMISSIONER VOIGT: Yes.                  11 COMMISSIONER ARMIJO: Commissioner                  12 Carrillo.                  13 COMMISSIONER CARRILLO: Yes.                  14 COMMISSIONER ARMIJO: And Commissioner                  15 Gipson.                  16 COMMISSIONER GIPSON: Yes.                  17 COMMISSIONER ARMIJO: That passes, seven                  18 to zero.                  19 THE CHAIR: Thank you. Item No. "c" is                  20 La Tierra Montessori School for the Arts and                  21 Sciences. They are also an existing State charter,                  22 renewed without a condition.                  23 There are two documents to approve: an                  24 amendment to the existing contract, and a negotiated                  25 Performance Framework.</p>	20	<p>1 12 windows open.                  2 COMMISSIONER CARRILLO: Must be getting                  3 kind of breezy in there.                  4 COMMISSIONER VOIGT: Oh, God. Now I lost                  5 it. If someone has it, go for it. I -- I lost my                  6 tab.                  7 THE CHAIR: Okay. I'll do it.                  8 COMMISSIONER GIPSON: I'll do it.                  9 THE CHAIR: Okay. Commissioner Gipson.                  10 COMMISSIONER GIPSON: I move that the                  11 Public Education Commission adopt the charter                  12 contract amendment and Performance Framework for                  13 La Tierra Montessori School for the Arts and                  14 Sciences, identified as documents 06.C.1-2, for the                  15 the 2022-2027 charter term.                  16 Oh, wait. Sorry. I was one down.                  17 We can leave it at that.                  18 I almost said "with the changes," and it's                  19 not.                  20 Oh. I further move that the amendment be                  21 signed by the Chair and the complete contract packet                  22 be sent to the Charter School Division.                  23 COMMISSIONER VOIGT: I'll second.                  24 THE CHAIR: All right.                  25 Motion by Commissioner Gipson and a second</p>
19	<p>1 Their motion goals are on Page 7 of their                  2 Performance Framework.                  3 Their first mission goal entails mastery                  4 of Montessori lessons, all grades who have been with                  5 the school for a number of years.                  6 And the second mission goal is leading --                  7 let -- Montessori classroom teachers are to be                  8 certified with Montessori accredited program within                  9 three years of employment.                  10 Ms. Barnes.                  11 MS. JULIA BARNES: Don't have much to add,                  12 except that there is -- because the school wanted to                  13 embed their mission goals in the Montessori                  14 framework, they put some description of the                  15 Montessori process and what they're doing and how                  16 they're following it. And the goals are very much                  17 aligned with the mission of the school.                  18 THE CHAIR: Commissioners, any questions                  19 for this school?                  20 (No response.)                  21 THE CHAIR: All right. So I would                  22 entertain a motion at this time.                  23 Vice Chair Voigt.                  24 You're on mute still.                  25 COMMISSIONER VOIGT: I have about</p>	21	<p>1 by Vice Chair Voigt. Any discussion?                  2 (No response.)                  3 THE CHAIR: All right. Secretary Armijo.                  4 COMMISSIONER ARMIJO: Commissioner                  5 Robbins.                  6 COMMISSIONER ROBBINS: Yes.                  7 COMMISSIONER ARMIJO: Commissioner Voigt.                  8 COMMISSIONER VOIGT: Yes.                  9 COMMISSIONER ARMIJO: Commissioner Armijo                  10 votes yes.                  11 Chair Burt.                  12 THE CHAIR: Yes.                  13 COMMISSIONER ARMIJO: Commissioner                  14 Carrillo.                  15 COMMISSIONER CARRILLO: Yes.                  16 COMMISSIONER ARMIJO: Commissioner Gipson.                  17 COMMISSIONER GIPSON: Yes.                  18 COMMISSIONER ARMIJO: And Commissioner                  19 Manis.                  20 COMMISSIONER MANIS: Yes.                  21 COMMISSIONER ARMIJO: That vote passes,                  22 seven to zero.                  23 THE CHAIR: All right. That brings us to                  24 "d," Mission Achievement and Success Charter School.                  25 Mission Achievement and Success Charter</p>

22	<p>1 School is an existing State charter. It was renewed 2 without a condition.</p> <p>3 There are two documents to approve today: 4 an amendment to the existing contract, and the 5 Performance Framework.</p> <p>6 The mission goals for MAS are on Page 6 of 7 their Performance Framework.</p> <p>8 Their first one is that every student will 9 apply and be accepted to at least one college.</p> <p>10 Their second mission goal is that 11 graduating seniors will have visited at least four 12 New Mexico college campuses.</p> <p>13 Any questions or discussion? 14 (No response.) 15 THE CHAIR: All right. 16 Commissioner Voigt?</p> <p>17 COMMISSIONER VOIGT: I would like to move 18 that the Public Education Commission adopt the 19 charter contract amendment and Performance Framework 20 for Mission Achievement and Success Charter School, 21 identified as Document 06.D.1-2, for the 2022-2027 22 charter term.</p> <p>23 And I further move that the amendment be 24 signed by the Chair and the complete contract packet 25 be sent to the Charter School Division.</p>	24	<p>1 votes yes.</p> <p>2 Chair Burt.</p> <p>3 THE CHAIR: Yes.</p> <p>4 COMMISSIONER ARMIJO: Commissioner 5 Carrillo.</p> <p>6 COMMISSIONER CARRILLO: Yes.</p> <p>7 COMMISSIONER ARMIJO: Commissioner Gipson.</p> <p>8 COMMISSIONER GIPSON: Yes.</p> <p>9 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>10 COMMISSIONER MANIS: Yes.</p> <p>11 COMMISSIONER ARMIJO: And Commissioner 12 Robbins.</p> <p>13 COMMISSIONER ROBBINS: Yes.</p> <p>14 COMMISSIONER ARMIJO: And that passes, 15 seven-zero.</p> <p>16 THE CHAIR: Great. I do realize sometimes 17 that sometimes I get right into business and, like, 18 don't acknowledge all the work that goes into this.</p> <p>19 Before I go to McCurdy, a pause for a 20 second just for -- as their school gets approved, if 21 they hop off, I want to first say thank you 22 (inaudible due to audio distortion) these 23 negotiations with -- with the schools throughout the 24 week.</p> <p>25 I know it's a long week. The</p>
23	<p>1 COMMISSIONER ROBBINS: Second.</p> <p>2 THE CHAIR: Thank you. There's a motion 3 by Vice Chair Voigt and a second by Commissioner 4 Robbins.</p> <p>5 Any other discussion? 6 Vice Chair Voigt.</p> <p>7 COMMISSIONER VOIGT: Yes. I just want to 8 say that Chair Burt, myself, and Commissioner Armijo 9 had the opportunity to attend their Senior Signing 10 Celebration -- oh -- and Ms. Barnes was there as 11 well.</p> <p>12 And it was so heartwarming to see 13 100 percent of their graduates accepted to a 14 post-secondary institution.</p> <p>15 And at the Tamaya Hyatt, they had that 16 place packed. It was a robing ceremony. It was a 17 contract -- a college contract signing ceremony.</p> <p>18 It was -- it was very heartwarming and 19 inspiring to see that celebration for that school.</p> <p>20 THE CHAIR: Thank you, Vice Chair Voigt. 21 All right. Secretary Armijo. 22 COMMISSIONER ARMIJO: Thank you. 23 Vice Chair Voigt. 24 COMMISSIONER VOIGT: Yes. 25 COMMISSIONER ARMIJO: Commissioner Armijo</p>	25	<p>1 Commissioners who joined that subcommittee, it was a 2 long week for them. So I'm so grateful for the work 3 and time that this subcommittee did.</p> <p>4 And, once again, very grateful for Vice 5 Chair Voigt for leading those negotiations.</p> <p>6 I want to say thanks to Ms. Barnes and 7 Rachel, who really worked cooperatively with the 8 schools for quite some time leading up to those 9 negotiations to lead them in a really great way and 10 to where I feel like, you know, both -- everyone 11 really felt supported and in a very collaborative 12 tone.</p> <p>13 So I really appreciate that.</p> <p>14 So thank you to Ms. Barnes and thanks to 15 Rachel for that support that she was able to give to 16 this process.</p> <p>17 And then CSD, once again, for really 18 taking the time to review these things, participate, 19 ensure that they were really looking at these 20 conditions and looking at the mission goals and 21 really being involved in the process to ensure 22 that -- I think they went -- really went into it 23 with a mindset of, "How can we best support schools 24 on this contract. How can we best support schools 25 through these mission goals and through this</p>

<p style="text-align: right;">26</p> <p>1 Performance Framework?"</p> <p>2 So it was a really -- I mean, I was very</p> <p>3 impressed with the process, once again, really</p> <p>4 grateful for all the time and effort from this</p> <p>5 subcommittee. And those Commissioners who attended</p> <p>6 any of the meetings, really, really helpful. So I</p> <p>7 do want to pause and stop and say thank you to</p> <p>8 everyone real quick. I should have done that right</p> <p>9 at the beginning. But often I jump right into the</p> <p>10 business part of it.</p> <p>11 So thanks to everyone. And thank you to</p> <p>12 the schools for all of the work that it took for you</p> <p>13 all to get to this point, too, and being such great</p> <p>14 collaborators throughout this process as well.</p> <p>15 All right. That being said, I'm going to</p> <p>16 move right back into business with "e," McCurdy</p> <p>17 Charter School.</p> <p>18 McCurdy Charter School is an existing</p> <p>19 State charter renewed with a financial condition.</p> <p>20 So there will be three documents to</p> <p>21 approve: First, the amendment to the existing</p> <p>22 contract; next is the Performance Framework; the</p> <p>23 last is the condition documentation.</p> <p>24 The condition is that the school is</p> <p>25 improving its fiscal processes and with goals</p>	<p style="text-align: right;">28</p> <p>1 questions for this school or on this school?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: All right. I would entertain</p> <p>4 a motion.</p> <p>5 Commissioner Gipson.</p> <p>6 COMMISSIONER GIPSON: I move that the</p> <p>7 Public Education Commission adopt the charter</p> <p>8 contract amendment, Performance Framework, and</p> <p>9 condition documentation for McCurdy Charter School,</p> <p>10 identified as Document 06.E.1-3, for the 2022-2027</p> <p>11 charter term.</p> <p>12 I further move that the amendment be</p> <p>13 signed by the Chair and all documents be sent to the</p> <p>14 school's governing board for consideration.</p> <p>15 COMMISSIONER VOIGT: I'll second.</p> <p>16 THE CHAIR: Thank you.</p> <p>17 There's a motion by Commissioner Gipson</p> <p>18 and a second by Vice Chair Voigt.</p> <p>19 Any further discussion?</p> <p>20 (No response.)</p> <p>21 THE CHAIR: All right. Secretary Armijo.</p> <p>22 COMMISSIONER ARMIJO: Thank you.</p> <p>23 Commissioner Armijo votes yes.</p> <p>24 Chair Burt.</p> <p>25 THE CHAIR: Yes.</p>
<p style="text-align: right;">27</p> <p>1 towards reducing audit findings and repeat audit</p> <p>2 findings.</p> <p>3 The compliance is embedded in the Google</p> <p>4 Docs that's listed. So you have been able to remove</p> <p>5 those more at depth in there.</p> <p>6 The mission goals are located on Page 6 of</p> <p>7 the Performance Framework.</p> <p>8 The first one is, in grades 3 through 12,</p> <p>9 will achieve a passing score or increasing an</p> <p>10 achievement level on the Galileo Test in English</p> <p>11 language arts.</p> <p>12 And then they also have that grades 3</p> <p>13 through 12 will achieve a passing score, or</p> <p>14 increasing an achievement level, on the Galileo Test</p> <p>15 in math.</p> <p>16 Ms. Barnes.</p> <p>17 MS. JULIA BARNES: Just wanted to</p> <p>18 highlight the condition documentation.</p> <p>19 Again, the school, again, worked with CSD</p> <p>20 staff. And a lot of that initial work went into the</p> <p>21 template that they'll use each year. And they have</p> <p>22 it so that it can be easily -- you know, when they</p> <p>23 submit the document, CSD can also check it quite</p> <p>24 quickly.</p> <p>25 THE CHAIR: All right. Commissioners, any</p>	<p style="text-align: right;">29</p> <p>1 COMMISSIONER ARMIJO: Commissioner</p> <p>2 Carrillo.</p> <p>3 COMMISSIONER CARRILLO: Yes.</p> <p>4 COMMISSIONER ARMIJO: Commissioner Gipson.</p> <p>5 COMMISSIONER GIPSON: Yes.</p> <p>6 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>7 (No response.)</p> <p>8 COMMISSIONER ARMIJO: Come back.</p> <p>9 Commissioner Robbins.</p> <p>10 COMMISSIONER ROBBINS: Yes.</p> <p>11 COMMISSIONER ARMIJO: Commissioner Voigt.</p> <p>12 COMMISSIONER VOIGT: Yes.</p> <p>13 COMMISSIONER ARMIJO: And Commissioner</p> <p>14 Manis.</p> <p>15 (No response.)</p> <p>16 COMMISSIONER ARMIJO: Okay. That vote</p> <p>17 passes, six to zero.</p> <p>18 THE CHAIR: Thank you.</p> <p>19 All right. That moves to Item "f," New</p> <p>20 America School-Las Cruces.</p> <p>21 New America School-Las Cruces was an</p> <p>22 existing State charter, is renewed without a</p> <p>23 condition.</p> <p>24 So there are two documents to approve:</p> <p>25 The first is the amendment to the existing contract;</p>



30	<p>1 the second is the Performance Framework.                  2 Mission goals for New America                  3 School-Las Cruces are on Page 6 of their Performance                  4 Framework.                  5 The first is that ELL students will                  6 improve one level in two areas of their ESL                  7 placement tests.                  8 The second mission goal is that                  9 full-academic-year students will improve one level                  10 on WorkKeys National Career Readiness Certificate.                  11 Ms. Barnes.                  12 MS. JULIA BARNES: Nothing to add on this                  13 school.                  14 THE CHAIR: Commissioner Gipson.                  15 COMMISSIONER GIPSON: I move that the                  16 Public Education Commission adopt the charter                  17 contract amendment and Performance Framework for                  18 New America School-Las Cruces, identified as                  19 Documents 06.F.1-2, for the 2022-2027 charter term.                  20 I further move that the amendment be                  21 signed by the Chair and the complete contract packet                  22 be sent to the Charter School Division.                  23 THE CHAIR: I'll second.                  24 COMMISSIONER VOIGT: Second.                  25 Okay.</p>	32	<p>1 (No response.)                  2 THE CHAIR: All right. Secretary Armijo.                  3 COMMISSIONER ARMIJO: Thank you.                  4 Chair Burt.                  5 THE CHAIR: Yes.                  6 COMMISSIONER ARMIJO: Commissioner                  7 Carrillo.                  8 COMMISSIONER CARRILLO: Yes.                  9 COMMISSIONER ARMIJO: Commissioner Gipson.                  10 COMMISSIONER GIPSON: Yes.                  11 COMMISSIONER ARMIJO: Commissioner Manis.                  12 (No response.)                  13 COMMISSIONER ARMIJO: Come back.                  14 Commissioner Robbins.                  15 COMMISSIONER ROBBINS: Yes.                  16 COMMISSIONER ARMIJO: Commissioner Voigt.                  17 COMMISSIONER VOIGT: Yes.                  18 COMMISSIONER ARMIJO: And Commissioner                  19 Armijo votes yes.                  20 That passes, six to zero. Or --                  21 Commissioner Manis, are you there?                  22 (No response.)                  23 COMMISSIONER ARMIJO: Okay. Six to zero.                  24 THE CHAIR: All right. That'll bring us                  25 to Item "g," Pecos Connections Academy/Pecos Cyber</p>
31	<p>1 THE CHAIR: So there's a motion by                  2 Commissioner Gipson, a second by Chair Burt.                  3 Any other discussion?                  4 All right. Secretary Armijo -- oh, sorry.                  5 One second before -- Commissioner Voigt.                  6 COMMISSIONER VOIGT: Thank you. Yeah. I                  7 just wanted to be sure that we know that New America                  8 School-Las Cruces has been recognized nationally and                  9 is in the spotlight for many -- many reasons.                  10 And I just pulled up an article here                  11 that -- from May 13th, Margarita Porter, the school                  12 leader, has been recognized as a 2022 Change-Maker,                  13 and she has received that award from the National                  14 Alliance for Public Charter Schools.                  15 And so, I mean, this is a huge                  16 recognition, and it brings a lot of kudos to our                  17 state about what we are doing right and what the                  18 charter school movement in New Mexico is doing to be                  19 recognized.                  20 So she will be recognized at the                  21 conference in D.C. in June. I'm really looking                  22 forward to being there to help her celebrate. So                  23 great kudos for that school.                  24 THE CHAIR: All right.                  25 Any other questions?</p>	33	<p>1 Academy.                  2 This is a new State charter. It was a                  3 district school previously.                  4 It was approved with a culturally and                  5 linguistically responsible curriculum condition.                  6 So there will be three documents to                  7 approve: First is a new contract; the second is a                  8 Performance Framework; and the third is a condition                  9 documentation.                  10 The condition was to incorporate a                  11 culturally and linguistically responsive curriculum                  12 during the charter term. The plan must include                  13 action steps, training, a timeline, and persons                  14 responsible. The compliance details are embedded in                  15 the Google Docs listed and includes an extensive                  16 self-assessment tool of the integration of this                  17 particular -- of CLR into all aspects of the school.                  18 Their mission goals are on Page 6 of the                  19 Performance Framework.                  20 They -- the first one is, from kinder to                  21 twelfth grade, full-academic-year students will                  22 achieve their math growth target.                  23 And their second mission goal is                  24 kindergarten through twelfth grade                  25 full-academic-year students will achieve their</p>

34	<p>1 reading growth target goal.</p> <p>2 Any questions for -- oh, sorry.</p> <p>3 Ms. Barnes, you first, and then questions.</p> <p>4 MS. JULIA BARNES: Just quickly</p> <p>5 highlighting again that the school has a very</p> <p>6 extensive Google Document that they're using, and</p> <p>7 that goals will be set and embedded into the</p> <p>8 contract -- and into the condition documentation</p> <p>9 annually that results from the work that they do</p> <p>10 each year.</p> <p>11 THE CHAIR: Commissioner Gipson, I think</p> <p>12 you didn't put your hand down again, but I just want</p> <p>13 to make sure. Okay. Great.</p> <p>14 Commissioner Gipson? No? Okay.</p> <p>15 All right. Seeing no questions or</p> <p>16 comments, I will entertain a motion.</p> <p>17 Commissioner Gipson.</p> <p>18 COMMISSIONER GIPSON: I move that the</p> <p>19 Public Education Commission adopt the charter</p> <p>20 contract, Performance Framework, and condition</p> <p>21 documentation for Pecos Connections Academy/Pecos</p> <p>22 Cyber Academy, identified as Documents 06.G.1-3, for</p> <p>23 the 2022-2027 charter term.</p> <p>24 I further move that the contract be signed</p> <p>25 by the Chair and all documentation be sent to the</p>	36	<p>1 to zero.</p> <p>2 THE CHAIR: All right. Great.</p> <p>3 That will take us to Item "h," the</p> <p>4 Rio Grande Academy of Fine Arts.</p> <p>5 This is a new State charter.</p> <p>6 There are two documents to approve: a new</p> <p>7 contract and a Performance Framework.</p> <p>8 Their mission goals are on Page 6 of their</p> <p>9 Performance Framework.</p> <p>10 Their first one is all full-academic-year</p> <p>11 students will meet standard on two arts-integrated</p> <p>12 assessments.</p> <p>13 Their second mission goal is that all</p> <p>14 full-year academic students will work with an art</p> <p>15 expert or mentor to participate in art events at the</p> <p>16 school.</p> <p>17 Any -- Ms. Barnes.</p> <p>18 MS. JULIA BARNES: I'll just highlight the</p> <p>19 kind of extensiveness of the mission goal is really</p> <p>20 embedded in what they're trying to do. And there</p> <p>21 was long discussion about how difficult it is to --</p> <p>22 to do art events and how much you get out of that.</p> <p>23 So they -- those goals are very much embedded in the</p> <p>24 work they're trying to do as a new school.</p> <p>25 THE CHAIR: All right.</p>
35	<p>1 Charter School Division.</p> <p>2 COMMISSIONER ROBBINS: Second.</p> <p>3 THE CHAIR: Thank you.</p> <p>4 I have a motion by Commissioner Gipson, a</p> <p>5 second by Commissioner Robbins.</p> <p>6 Any other comments?</p> <p>7 (No response.)</p> <p>8 THE CHAIR: All right. Secretary Armijo.</p> <p>9 COMMISSIONER ARMIJO: Thank you.</p> <p>10 Commissioner Carrillo.</p> <p>11 COMMISSIONER CARRILLO: Yes.</p> <p>12 COMMISSIONER ARMIJO: Commissioner Gipson.</p> <p>13 COMMISSIONER GIPSON: Yes.</p> <p>14 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 COMMISSIONER ARMIJO: Commissioner</p> <p>17 Robbins.</p> <p>18 COMMISSIONER ROBBINS: Yes.</p> <p>19 COMMISSIONER ARMIJO: Commissioner Voigt.</p> <p>20 COMMISSIONER VOIGT: Yes.</p> <p>21 COMMISSIONER ARMIJO: Commissioner Armijo</p> <p>22 votes yes.</p> <p>23 Chair Burt.</p> <p>24 THE CHAIR: Yes.</p> <p>25 COMMISSIONER ARMIJO: That passes, seven</p>	37	<p>1 Any questions or comments from the</p> <p>2 Commissioners?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: All right. With none, I would</p> <p>5 entertain a motion.</p> <p>6 Commissioner Voigt?</p> <p>7 COMMISSIONER VOIGT: Yes. Thank you.</p> <p>8 I would like to move that the Public</p> <p>9 Education Commission adopt the charter contract and</p> <p>10 Performance Framework for Rio Grande Academy of Fine</p> <p>11 Arts, identified as Documents 06.H.1-2, for the</p> <p>12 2022-to-2027 charter term.</p> <p>13 And I further move that the contract be</p> <p>14 signed by the Chair and the complete contract packet</p> <p>15 be sent to the Charter School Division.</p> <p>16 THE CHAIR: Second.</p> <p>17 So there's a motion by Commissioner Voigt</p> <p>18 and second by Chair Burt.</p> <p>19 Any comments?</p> <p>20 Vice Chair Voigt.</p> <p>21 COMMISSIONER VOIGT: Yes. Thank you. I'd</p> <p>22 like to just say how excited I am to see an</p> <p>23 arts-integrated charter school. And the mission</p> <p>24 of -- of what they're doing with full integration</p> <p>25 and art events is going to affect their community</p>

38	<p>1 greatly in a positive way.</p> <p>2 And the -- the aspect of art for students</p> <p>3 to express themselves provides safety, creativity,</p> <p>4 and I think it's going to provide a lot of</p> <p>5 empowerment for their student population.</p> <p>6 So -- so great job on their application,</p> <p>7 and I'm excited to see them open.</p> <p>8 THE CHAIR: Thank you, Vice Chair Voigt.</p> <p>9 Any other questions or comments by</p> <p>10 Commissioners?</p> <p>11 (No response.)</p> <p>12 THE CHAIR: All right.</p> <p>13 Secretary Armijo, if you could take vote.</p> <p>14 COMMISSIONER ARMIJO: Thank you.</p> <p>15 Commissioner Gipson.</p> <p>16 COMMISSIONER GIPSON: Yes.</p> <p>17 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>18 COMMISSIONER MANIS: Yes.</p> <p>19 COMMISSIONER ARMIJO: Commissioner</p> <p>20 Robbins.</p> <p>21 COMMISSIONER ROBBINS: Yes.</p> <p>22 COMMISSIONER ARMIJO: Vice Chair Voigt.</p> <p>23 COMMISSIONER VOIGT: Yes.</p> <p>24 COMMISSIONER ARMIJO: Commissioner Armijo</p> <p>25 votes yes.</p>
39	<p>1 Chair Burt.</p> <p>2 THE CHAIR: Yes.</p> <p>3 COMMISSIONER ARMIJO: And Commissioner</p> <p>4 Carrillo.</p> <p>5 COMMISSIONER CARRILLO: Yes.</p> <p>6 COMMISSIONER ARMIJO: That passes, seven</p> <p>7 to zero.</p> <p>8 THE CHAIR: All right. That takes us to</p> <p>9 Item "i," THRIVE Community School.</p> <p>10 THRIVE Community School is a new State</p> <p>11 charter. So, we will be approving two documents:</p> <p>12 First is the new contract; the second is the</p> <p>13 Performance Framework.</p> <p>14 The mission goals are on Page 6 of their</p> <p>15 Performance Framework.</p> <p>16 The first goal is a Social Emotional</p> <p>17 Learning survey and positive responses on a</p> <p>18 nationally approved Social Emotional Learning</p> <p>19 survey.</p> <p>20 The second mission goal is for students</p> <p>21 who have attended two full years will have a small</p> <p>22 performance gap, 15 percent or less, between</p> <p>23 students identified in the Yazzie-Martinez case and</p> <p>24 the highest performing subgroup.</p> <p>25 Any -- Ms. Barnes first.</p>
40	<p>1 MS. JULIA BARNES: I just wanted to</p> <p>2 confirm the school is strongly -- well, you know,</p> <p>3 has been created with a social-emotional aspect to</p> <p>4 their school. And there's been a lot of</p> <p>5 conversation about having that be, you know, a</p> <p>6 high-stakes decision.</p> <p>7 And they felt strongly that it's essential</p> <p>8 to their mission. And they know and have studied it</p> <p>9 a lot. So even given the interesting conversation</p> <p>10 we had yesterday, the school is really looking to</p> <p>11 that, and I think it will be very interesting to see</p> <p>12 how that goal is implemented.</p> <p>13 THE CHAIR: Thank you.</p> <p>14 Questions from Commissioners? Or</p> <p>15 comments?</p> <p>16 Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: Is Sean available</p> <p>18 to come into Chat, because I have a question for</p> <p>19 him.</p> <p>20 But before he's brought on, I just want to</p> <p>21 say that being a Santa Fean here 31 years and on the</p> <p>22 Board of Ed for Santa Fe, I'm very happy to have</p> <p>23 this as an addition to choices for Santa Fe</p> <p>24 students. And I know that we often hear that State</p> <p>25 charters -- or any charter -- and it's just so</p>
41	<p>1 annoying, and I know you guys feel likewise --</p> <p>2 "You're just taking our kids."</p> <p>3 How many times have all of us heard that</p> <p>4 ridiculous phrase?</p> <p>5 And we're not. We're giving kids and</p> <p>6 parents, and families in general, choices. And I</p> <p>7 know several kids and families that have already</p> <p>8 chosen THRIVE that I've known for years. And so I'm</p> <p>9 really happy about that.</p> <p>10 So I'm very happy to have THRIVE as part</p> <p>11 of the community. And as I've said on many</p> <p>12 occasions, if districts -- not yet -- but districts</p> <p>13 around the state need to get more innovative to be</p> <p>14 able to excite, attract their kids, and make what</p> <p>15 they're doing relevant to these families to have the</p> <p>16 kind of success I expect from THRIVE.</p> <p>17 So very grateful to have that up here in</p> <p>18 the Santa Fe community.</p> <p>19 Is Sean available?</p> <p>20 MS. MELISSA BROWN: (Indicates.)</p> <p>21 THE CHAIR: It looks like Sean is here.</p> <p>22 Amy and Julie are all here. Seems like --</p> <p>23 COMMISSIONER CARRILLO: It's just a quick</p> <p>24 question for Sean around how is the location coming?</p> <p>25 THE CHAIR: Okay.</p>

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1 COMMISSIONER CARRILLO: How is everything  
 2 going with -- you know, because it is nearly the end  
 3 of May, and I'm just curious if you could just do a  
 4 really -- like, a quick update as to how that's  
 5 going. Hi, Sean.  
 6 MR. SEAN DUNCAN: Hi, Commissioner  
 7 Carrillo and members of the Commission. I  
 8 apologize.  
 9 Commissioner Carrillo, I was transferring  
 10 in as you were sort of stating your question. I  
 11 just want to make sure I catch it.  
 12 COMMISSIONER CARRILLO: The question was  
 13 just a quick update on the property, because you  
 14 have a new property you're moving into.  
 15 MR. SEAN DUNCAN: Yes. So on -- a week  
 16 ago, we picked up the keys to the facility. It is  
 17 in ready shape for us. There's a couple of small  
 18 repairs that needed to be made, and so far, so good.  
 19 We have a whole bunch of stuff ordered to  
 20 be delivered throughout June, July, and, hopefully,  
 21 not too far into August before kids come. But so  
 22 far, so good.  
 23 In terms of the response from families,  
 24 everyone has been super excited about it. We are  
 25 utilizing some of our CSP funds to provide

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1 transportation in our first year. So the -- the --  
 2 sort of like the proximity to where most families  
 3 live has not really impacted families' decisions  
 4 overall. So, so far, so good.  
 5 COMMISSIONER CARRILLO: That's good news.  
 6 And the plan was to still, like three years down the  
 7 road, to be on the other side of town with the  
 8 community you want to serve; right?  
 9 MR. SEAN DUNCAN: That is our goal.  
 10 Absolutely. As soon as we build -- are done  
 11 building furniture with small Allen wrenches, we're  
 12 going to turn our attention to figuring out our  
 13 long-term plan.  
 14 COMMISSIONER CARRILLO: Terrific. And  
 15 Julia commented on the inclusion of SEL and  
 16 (inaudible).  
 17 I'll also comment on the commitment to  
 18 professional development for teachers. So thank you  
 19 very much for all you guys are doing, and I look  
 20 forward to it.  
 21 MR. SEAN DUNCAN: Thank you, Commissioner  
 22 Carrillo and members of the Commission. Appreciate  
 23 the opportunity to be here.  
 24 COMMISSIONER CARRILLO: Of course.  
 25 THE CHAIR: All right. Any other

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1 questions or comments?  
 2 (No response.)  
 3 THE CHAIR: All right. I would entertain  
 4 a motion at this time, then.  
 5 Commissioner Voigt.  
 6 COMMISSIONER VOIGT: Yes. I'd like to  
 7 move that the Public Education Commission adopt the  
 8 charter contract and Performance Framework for the  
 9 THRIVE Community School, identified as Document  
 10 06.I.dot 1-2, for the 2022-to-2027 charter term.  
 11 And I further move that the contract be signed by  
 12 the Chair and the complete contract packet be sent  
 13 to the Charter School Division.  
 14 COMMISSIONER ROBBINS: I'll second.  
 15 THE CHAIR: All right. We have a motion  
 16 by Vice Chair Voigt and a second by Commissioner  
 17 Carrillo.  
 18 Any discussion -- any further discussion?  
 19 Commissioner Voigt?  
 20 COMMISSIONER VOIGT: Yeah. You know, it's  
 21 so refreshing to see a new charter school kicking  
 22 off with a strong Social Emotional Learning focus.  
 23 And this school has probably at least 200 hours of  
 24 educational admin experience under its belt.  
 25 So it's going to be greatly successful.

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1 And I just also want to name that with the  
 2 gentrification in Santa Fe, it's hugely appreciated  
 3 that this school is focusing on an area of Santa Fe  
 4 that has been historically marginalized.  
 5 So I wanted to name that and just state my  
 6 appreciation for that focus.  
 7 COMMISSIONER CARRILLO: Ditto.  
 8 THE CHAIR: All right. Secretary Armijo,  
 9 vote?  
 10 COMMISSIONER ARMIJO: Thank you.  
 11 Commissioner Manis.  
 12 COMMISSIONER MANIS: Yes.  
 13 COMMISSIONER ARMIJO: Commissioner  
 14 Robbins.  
 15 THE CHAIR: You didn't unmute,  
 16 Commissioner Robbins.  
 17 COMMISSIONER ROBBINS: Yes.  
 18 COMMISSIONER ARMIJO: Thank you.  
 19 Commissioner Armijo votes yes.  
 20 Chair Burt.  
 21 THE CHAIR: Yes.  
 22 COMMISSIONER ARMIJO: Vice Chair Voigt.  
 23 COMMISSIONER VOIGT: Yes.  
 24 COMMISSIONER ARMIJO: Commissioner  
 25 Carrillo.

46	<p>1 COMMISSIONER CARRILLO: Yes.</p> <p>2 COMMISSIONER ARMIJO: And Commissioner</p> <p>3 Gipson.</p> <p>4 COMMISSIONER GIPSON: Yes.</p> <p>5 COMMISSIONER ARMIJO: That passes.</p> <p>6 THE CHAIR: Okay. Great.</p> <p>7 That'll take us to Item "j," Vista Grande</p> <p>8 Charter High School.</p> <p>9 This is newly authorized by the PEC as a</p> <p>10 previously locally-authorized charter.</p> <p>11 So we will be approving two documents.</p> <p>12 There's no conditions. The two documents will be</p> <p>13 the new contract and the Performance Framework.</p> <p>14 There is some innovation in this school's</p> <p>15 Performance Framework.</p> <p>16 First, while the school -- the school will</p> <p>17 continue to take State assessments and be governed</p> <p>18 by PED requirements. However, the indicator which</p> <p>19 was the first State accountability indicator is</p> <p>20 going to be replaced with alternative measures.</p> <p>21 There will be six alternative measures and</p> <p>22 then still keeping five State Assessment scoring.</p> <p>23 Indicator 2 is unchanged and will be</p> <p>24 assessed using State data.</p> <p>25 The mission goals are on Page 13 of this</p>	48	<p>1 Act doesn't require that. It requires that a set</p> <p>2 number of things be in the Performance Framework.</p> <p>3 So the school went in a different route and said,</p> <p>4 "We want to look at this a different way."</p> <p>5 So we have put in a section about the law</p> <p>6 to show what they have done that is different. My</p> <p>7 view is it complies with the law. Even though it's</p> <p>8 done in an alternative way, we have put that into</p> <p>9 the document so that the document itself is</p> <p>10 self-explanatory.</p> <p>11 And then they have also done the point</p> <p>12 system and aligned everything in the way that is</p> <p>13 consistent with the way that you all have been doing</p> <p>14 it.</p> <p>15 And the goals, they have done a new one</p> <p>16 for four PLB curricular units. They have done</p> <p>17 another one for ELA growth using MAPs.</p> <p>18 COMMISSIONER VOIGT: I'm sorry, Julia.</p> <p>19 That's "PBL," not "PLB."</p> <p>20 MS. JULIA BARNES: PBL. Sorry.</p> <p>21 A third one is a math growth assessment.</p> <p>22 The fourth one is a writing rubric.</p> <p>23 The fifth one is a science assessment.</p> <p>24 The sixth one is proficiency and</p> <p>25 professional skills and an internship and mentor</p>
47	<p>1 Performance Framework.</p> <p>2 The first is that seniors will succeed and</p> <p>3 defend a capstone project. The second mission goal</p> <p>4 is that full-academic-year students will exceed</p> <p>5 their projected academic growth, as measured by</p> <p>6 math, English Language Arts assessments.</p> <p>7 Ms. Barnes.</p> <p>8 MS. JULIA BARNES: Thank you. I want to</p> <p>9 clarify something.</p> <p>10 Sorry.</p> <p>11 The -- the information that I provided to</p> <p>12 you that you just went over, I want to clarify --</p> <p>13 I'm sorry -- that there's only one mission-specific</p> <p>14 goal, not two. So I'm sorry about that.</p> <p>15 It is the capstone project.</p> <p>16 And the other goal continues to exist, but</p> <p>17 it exists under Indicator 1.</p> <p>18 So let me just go back to what they have</p> <p>19 done and what the subcommittee did, just so that</p> <p>20 everyone understands a little bit more fully what</p> <p>21 you just went over.</p> <p>22 The Performance Framework has two</p> <p>23 indicators, 1 and 2, that are both based on State</p> <p>24 data.</p> <p>25 There is an ability -- the Charter School</p>	49	<p>1 placement.</p> <p>2 And then, as the Chair said, they have</p> <p>3 kept anything else, like the ELL goal, the</p> <p>4 graduation rate, they'll use State data for a lot of</p> <p>5 that.</p> <p>6 The reason that there's only one</p> <p>7 mission-specific goal is because many -- many goals</p> <p>8 were added and used in Indicator 1. So that's</p> <p>9 not -- in my view, that's not even a change. All of</p> <p>10 these are mission-related for the school.</p> <p>11 And they've kept Indicator 2, which is the</p> <p>12 subgroup performance. They are looking at it a</p> <p>13 different way internally. But to turn it into a</p> <p>14 goal proved a little bit more challenging right now.</p> <p>15 That doesn't mean they might not come back later for</p> <p>16 you.</p> <p>17 So I -- and then, finally, Indicator 1,</p> <p>18 all of those elements will be a high school</p> <p>19 37.5 percent of their scoring, subgroup 25 percent,</p> <p>20 consistent with what you've done with other schools,</p> <p>21 and the mission-specific goal will be 37.5 percent.</p> <p>22 So it's done in a different way. But the</p> <p>23 subcommittee, and, in particular, the school, spent</p> <p>24 a lot of time aligning this with what the Charter</p> <p>25 School Act requires. And I -- I went over it</p>

50	<p>1 several times, and I believe that it complies with</p> <p>2 everything that the law requires.</p> <p>3 Sorry to take a little longer on that.</p> <p>4 THE CHAIR: No. That's okay. This is</p> <p>5 definitely one of the -- it's an innovative one that</p> <p>6 we need to make sure we're clear on.</p> <p>7 All right. So Commissioner questions.</p> <p>8 Commissioner Gipson.</p> <p>9 COMMISSIONER GIPSON: Not a question, but</p> <p>10 a comment.</p> <p>11 I just wanted to thank the school. This</p> <p>12 truly exemplifies why we have charters. Their</p> <p>13 partnership with the Taos Pueblo and their</p> <p>14 commitment to that partnership is how charters serve</p> <p>15 communities, but also that driving the innovation</p> <p>16 not only within their school, but within us, for</p> <p>17 that Performance Framework and conversations that</p> <p>18 I -- that -- you know, forcing us to think out of</p> <p>19 the box was really important, too.</p> <p>20 I appreciated that conversation so much</p> <p>21 and making us look at things so differently. They</p> <p>22 were long conversations, but really challenging.</p> <p>23 And I just wanted to say thanks to the school. And</p> <p>24 the amount of work that went into what was brought</p> <p>25 forward to the subcommittee, just phenomenal work.</p>	52	<p>1 contract and Performance Framework for Vista Grande</p> <p>2 Charter High School, identified as.</p> <p>3 Documents 06.J.1-2 for the 2022-2027</p> <p>4 charter terms. I further move that the contract be</p> <p>5 signed by the Chair and the complete contract packet</p> <p>6 be sent to the Charter School Division.</p> <p>7 COMMISSIONER VOIGT: I'll second.</p> <p>8 THE CHAIR: Thank you. We have a motion</p> <p>9 by Commissioner Gipson, a second by Vice Chair</p> <p>10 Voigt.</p> <p>11 Any other discussion?</p> <p>12 Vice Chair Voigt.</p> <p>13 COMMISSIONER VOIGT: Thank you. I just</p> <p>14 want to resonate everything that's been said, but</p> <p>15 also just give kudos to this school, its leaders,</p> <p>16 for reimagining how things can be done and then -- and</p> <p>17 acting upon it and knowing their community so deeply</p> <p>18 to be able to have the support behind their success.</p> <p>19 This is a first-ever. And I love seeing</p> <p>20 first-evers. And I'm going to be supporting you</p> <p>21 even beyond my Commission days. I think this is a</p> <p>22 phenomenal school. I love this school, and I wish</p> <p>23 you all the best going forward.</p> <p>24 THE CHAIR: All right. Any other</p> <p>25 discussion?</p>
51	<p>1 It was shown at the renewal. But, really, that --</p> <p>2 that work continued.</p> <p>3 So I appreciate the school very much.</p> <p>4 THE CHAIR: Commissioner Carrillo.</p> <p>5 COMMISSIONER CARRILLO: First, echoing</p> <p>6 definitely what Commissioner Gipson has said. I</p> <p>7 want to thank Ms. St. Onge and her staff, as well as</p> <p>8 the stakeholders and some of the elders of Taos</p> <p>9 Pueblo for coming to Mabry.</p> <p>10 And it's so wonderful that all of you came</p> <p>11 down. You've done everything in person. Means a</p> <p>12 great deal to us for you to -- I'm not saying where</p> <p>13 people Zoom, it doesn't have the same, you know,</p> <p>14 effect. But it was just -- very grateful for the</p> <p>15 work that you've done coming to see us in person and</p> <p>16 excited for what -- what the next five years will</p> <p>17 hold. So thanks.</p> <p>18 THE CHAIR: All right. Any other</p> <p>19 questions or discussion?</p> <p>20 (No response.)</p> <p>21 THE CHAIR: All right. I would entertain</p> <p>22 a motion.</p> <p>23 Commissioner Gipson.</p> <p>24 COMMISSIONER GIPSON: I move that the</p> <p>25 Public Education Commission adopt the charter</p>	53	<p>1 I almost wanted to just, like, come up</p> <p>2 with a question, just because I missed on this</p> <p>3 subcommittee. And I know Ms. St. Onge is just a</p> <p>4 delight to have anywhere in your presence.</p> <p>5 So I almost thought of just, like, having</p> <p>6 a question just to make you come onto the screen,</p> <p>7 Ms. St. Onge, just to talk to us and entertain us</p> <p>8 for a little bit. But I withheld.</p> <p>9 So I also -- seeing this -- I wasn't a</p> <p>10 part of the subcommittee, so seeing it and learning</p> <p>11 about it, you know, it definitely is, like, okay,</p> <p>12 how is this going to work?</p> <p>13 But I do appreciate -- I know I remember</p> <p>14 Ms. St. Onge really looking at wanting to come to</p> <p>15 the PEC to be innovative, to get more support, to</p> <p>16 really, like, stretch their -- stretch their wings</p> <p>17 and, like, do -- do more things for their school and</p> <p>18 feeling like they could do that, and then taking us</p> <p>19 up on that immediately.</p> <p>20 I mean, it -- that -- you definitely --</p> <p>21 you talked the talk and walked the walk, and I</p> <p>22 appreciate that.</p> <p>23 So I know you're in attendance, so that's</p> <p>24 why I just wanted to say thanks for this. I think</p> <p>25 it's a good -- I'm interested in seeing how it works</p>

54	<p>1 out and having other schools see how it works out so 2 they feel a little more comfort in also trying to 3 maybe do something innovative for their school as 4 well. And being kind of the trailblazer on that is 5 always a little scary. So appreciate the courage to 6 do something different as well.</p> <p>7 Commissioner Carrillo. 8 COMMISSIONER CARRILLO: Thank you. 9 Definitely want to echo what Vice Chair 10 Voigt said. Your ability to innovate and how you're 11 going to compel your students to reach for their 12 highest levels is very admirable. So I will ask a 13 question, since I know you're out there, 14 Ms. St. Onge. 15 And if you wouldn't mind -- if you could 16 bring Ms. St. Onge as a panelist. 17 THE CHAIR: We can't anymore, because we 18 have a motion and a second. 19 COMMISSIONER CARRILLO: Okay. Yeah. Darn 20 it. Because there's a -- I can't remember it. But 21 there was -- maybe Ms. St. Onge will just talk 22 later. It's almost more than a rite of passage than 23 a graduation ceremony what they have for their kids, 24 and I was going to ask her to tell us about that and 25 when it is. So -- but that's okay. Thanks.</p>	56	<p>1 District is also participating. 2 But, yeah, if you ever get a chance to go 3 judge or participate as an audience member for a 4 presentation of learning or any kind of capstone 5 project, they'll blow you away, and you will be 6 re-inspired to continue this work, and you will never 7 retire. 8 THE CHAIR: All right. 9 Secretary Armijo, vote? 10 COMMISSIONER ARMIJO: Thank you. 11 Commissioner Robbins. 12 COMMISSIONER ROBBINS: Yes. 13 COMMISSIONER ARMIJO: Chair Voigt -- Vice 14 Chair Voigt. 15 COMMISSIONER VOIGT: That's okay. Yes. 16 COMMISSIONER ARMIJO: Commissioner Armijo 17 votes yes. 18 Chair Voigt -- excuse me -- Chair Burt? 19 Geez. 20 THE CHAIR: Yes. 21 COMMISSIONER ARMIJO: Commissioner 22 Carrillo. 23 COMMISSIONER CARRILLO: Yes. 24 COMMISSIONER ARMIJO: Commissioner Gipson. 25 COMMISSIONER GIPSON: Yes.</p>
55	<p>1 THE CHAIR: Yeah. Reach out to her after. 2 COMMISSIONER CARRILLO: Oh, definitely. 3 Thank you. 4 THE CHAIR: Commissioner Voigt. 5 COMMISSIONER VOIGT: Thank you. Yeah. 6 The senior capstones are now something that are 7 approved by the Public Education Department and 8 truly something that is rigorous, authentic, and, 9 you know, it's not a get-out-of-high-school test. 10 It's something that's an accumulated learning 11 defense. 12 And so it was great to know that 13 Vista Grande was part of that original communities 14 of practice when the senior capstones rolled out -- 15 gosh -- I guess it was a couple of years ago through 16 Future Focused Education -- that became policy 17 within PED. 18 So I think they are the first -- they're 19 the only school within our portfolio that is part of 20 that community of practice. 21 I know there are some APS charters and 22 there are some districts that are part of that 23 communities of practice for the senior capstones, 24 Las Cruces High School, I think being the biggest 25 district that is participating in that. Cuba School</p>	57	<p>1 COMMISSIONER ARMIJO: And Commissioner 2 Manis. 3 COMMISSIONER MANIS: Yes. 4 COMMISSIONER ARMIJO: That passes, seven 5 to zero. 6 THE CHAIR: All right. That'll bring us 7 to Item "k," Walatowa High Charter School. 8 This is -- with condition documentation, 9 this is an existing State Charter, was renewed with 10 a condition to improve governance. 11 There are three documents to approve: an 12 amendment to the existing contract, the Performance 13 Framework, and the condition documentation. 14 The condition is that the school shall 15 submit a plan outlining how the school will train 16 staff and the governing board and then ensure 17 compliance with the Open Meetings Act. 18 The plan must include action steps to 19 include updating the school's webpage information on 20 school governance, a timeline, and persons 21 responsible. 22 There is an amendment that is requested to 23 the condition that will need to be discussed today. 24 And I know Ms. Barnes will talk more about 25 this. There is a request that the condition be</p>

58	<p>1 ended after -- or condition be ended after one 2 successful year, with continuing review under the 3 Organizational Performance Framework, and that the 4 PEC must identify any deficiencies in the condition 5 within 30 days of acceptance of the annual report. 6 There are two mission goals. They are on 7 Page 6 of the Performance Framework. 8 The first is that SAT scores meet those 9 for American Indian and Alaskan Natives residing in 10 New Mexico; so two goals for two cohorts. 11 And the second is an ACCUPLACER goal to 12 meet a score of 241, two goals for two cohorts. 13 So I'm going to turn this over to 14 Ms. Barnes. 15 And, Vice Chair Voigt, I do have to take a 16 phone call real quick, so if I could ask you to take 17 my role for -- until I come back. 18 COMMISSIONER VOIGT: Will do. 19 THE CHAIR: Thank you. 20 MS. JULIA BARNES: Thank you. I -- the 21 language that Chair Burt just focused on was 22 discussed in the condition documentation. But in 23 talking with counsel, with Patty Matthews for the 24 school, I suggested moving it to the contract 25 amendment, because I think how you deal with the</p>	60	<p>1 couple of years in the state, they can go down. 2 So we're not putting a standard of 3 excellence or any great expectations of rigor in 4 their -- their work with the Native Americans. And 5 I think that's actually not serving that community 6 well. 7 COMMISSIONER VOIGT: Okay. Thank you, 8 Commissioner Robbins. 9 Any further discussion? 10 Do you want to raise your hand, please? 11 COMMISSIONER CARRILLO: Yeah. Hold on one 12 sec -- no. Now it's up. 13 COMMISSIONER VOIGT: Yeah. 14 COMMISSIONER CARRILLO: I'm wondering 15 if -- I didn't look in the participants -- if the 16 headmaster at that school wanted to comment on 17 Commissioner Robbins' comments or -- because there's 18 no motion yet, if he felt compelled to do so now 19 would be the time. 20 COMMISSIONER VOIGT: Okay. First of all, 21 let me see if there's any other comments by the 22 Commission or discussion or questions for the 23 principal. 24 COMMISSIONER CARRILLO: Oh, yes. 25 COMMISSIONER VOIGT: Okay. Missy, do you</p>
59	<p>1 condition should be in the -- in the contract if -- 2 in the contract amendment document. 3 So if you open that document, 06.K.1, the 4 language that Chair Burt just highlighted is 5 highlighted in yellow. That is the language that 6 the subcommittee, with the PEC members and the 7 school, came up with after discussion. 8 I just did want to highlight it for you 9 because it isn't in -- any other school that has a 10 condition, that language isn't there for any other 11 school. And -- but the language is -- is correct. 12 So... 13 COMMISSIONER VOIGT: Thank you, 14 Ms. Barnes. 15 Any further discussion? 16 Commissioner Robbins. 17 COMMISSIONER ROBBINS: I have a concern 18 that their goal in terms of SAT and scores is just 19 to equal that of Native Americans in New Mexico. 20 It's not to do any better. It's not like they're 21 going to increase that over the term. It's just to 22 equal it. 23 To me, that's not doing anything 24 different, you know. If you're just doing the 25 average -- if the average goes down over the next</p>	61	<p>1 want to bring Arrow on? Is he in the Attendees? 2 MS. MISSY BROWN: Bringing him on now. 3 COMMISSIONER VOIGT: Okay. Thank you. 4 MS. MISSY BROWN: Here we go. 5 COMMISSIONER VOIGT: Good morning, 6 Dr. Wilkinson. Can you hear us? 7 DR. ARROW WILKINSON: This is Dr. Arrow 8 Wilkinson. Can you hear me? 9 COMMISSIONER VOIGT: Hi. Good morning. 10 Yes. 11 MR. WILKINSON: Good morning. Good 12 morning. Thank you for this time and thank you for 13 the time that you've given me to be able to answer 14 that question. 15 The ACCU- -- and I'll work backwards. The 16 ACCUPLACER score is at a 241, which is the 17 graduation requirement. But the -- when you look 18 into the goals, it goes to a 252. So between that 19 241 and 252, it allows the students to qualify for 20 dual credit programs with our partnering colleges, 21 whether it's CNM or IAL, or SIPI, or UNM-LA. 22 And then that's Cohort 1. 23 And Cohort 2 is for students who transfer 24 in to the charter school that aren't cohort students 25 from ninth grade on to their twelfth-grade year.</p>



<p style="text-align: right;">62</p> <p>1           Then you move on to the SAT scores. And 2 the scores, when you look at "Exceeds," when they 3 hit that certain mark, it qualifies them for -- to 4 participate in college or career programs. And then 5 you start working backwards. 6           We looked at the data. We looked at the 7 scores in the -- and when you look at the scores, it 8 does qualify them to participate in -- in -- to 9 enter into college. So the rigor is there. 10          And the rigor as far as the ACCUPLACER for 11 assessments is there, because that's the goal is to 12 get them into a college or career program. It's not 13 to minimize. It's not to meet bare minimum 14 standards there. So we did do the research. 15          COMMISSIONER VOIGT: Okay. Thank you for 16 that. I'm going to pass the Comm back to 17 Chair Burt. 18          THE CHAIR: All right. Thank you. 19          Commissioner Robbins. 20          COMMISSIONER ROBBINS: Yes. And I 21 appreciate, Dr. Wilkinson, you addressing. But, 22 again, if the average score for Native Americans 23 drops -- you know, I would rather see this, rather 24 than the average Native American score on the SAT, 25 that it be acceptable for college admission.</p>	<p style="text-align: right;">64</p> <p>1           State standard that is determined by the PED, so 2 that the rigor is always going to be there, whether 3 it fluctuate- -- it's going to be there when it -- 4 the benchmark is going to be there to get into 5 college. 6           So is -- when we look at the data there 7 and look at how we wrote the charter goal, are you 8 recommending that we change the goal to the -- would 9 it be the national average to get into college? Or 10 would it be the State average? 11          COMMISSIONER ROBBINS: Well, if the 12 current is -- is 244 -- 241 to 252, if that's the 13 goal, that would be fine. My concern is, is if the 14 goal is just that they meet an average, whether it's 15 State or national -- because that can fluctuate up 16 or down -- if it's going up, that's great. But if 17 it's going down, that's not great. 18          So I would like it -- I would like it to 19 be that the scores are sufficient to maintain 20 college admission, rather than it be equal to the -- 21 equal to the average of the state. 22          DR. ARROW WILKINSON: And the 241 was 23 developed from the PED requirement from 2024 24 graduation requirement on an ACCUPLACER. And then 25 when you look at the ACCUPLACER scores, the 241 to</p>
<p style="text-align: right;">63</p> <p>1           If that's what you're saying, that it 2 currently is high enough for that, it should stay at 3 that so if, for some reason, the standard in the 4 rest of the state goes down, the results -- if the 5 scores go down, that your standard is still so that 6 their scores of your students would permit them for 7 college acceptance. 8           Because, like I said, I think -- I want 9 charters to do better than district schools and to 10 be doing better than just the average. 11          Can you address that? 12          DR. ARROW WILKINSON: No, I agree with 13 that, because if the -- if the scores do drop, then 14 the kids don't -- they're not going to -- I know 15 that colleges -- I mean, they're accepting more 16 data; they're accepting more things. They're not 17 just relying on the SAT or ACT. 18          But, no, I completely understand and 19 completely agree, you know. If the scores do drop, 20 then they're not going to qualify; they're not going 21 to be able to handle the rigor. 22          So when we wrote the goals, it's with the 23 idea that it stays at this -- at that level to score 24 to get into college and career, where it says 25 Exceeds and Meets. The Meets the Standard is the</p>	<p style="text-align: right;">65</p> <p>1           252 qualifies them, whether at CNM or whatever 2 college that accepts the ACCUPLACER score, which is 3 a College Board-made assessment, it allows them to 4 take the dual credit program. 5           So whatever -- if they hit 241 on up, they 6 get into the, you know, English 101, English 102, 7 things like that. So they are -- that is based off 8 the data from College Board and the data from, you 9 know, CNM. So -- and also from the PED graduation 10 requirement for 2023-2024 benchmark. 11          So that's never going to dip under 241, 12 unless the State changes that requirement. 13          MS. JULIA BARNES: Chair, can I just add 14 one thing, which is the -- the -- just for 15 clarity -- is the goal -- the SAT score and the 16 ACCUPLACER -- and the -- yeah, the ACCUPLACER 17 score -- are -- are embedded in the number. So it's 18 not going to be recalculated every year. 19          That's how it was calculated to come up 20 with a number. So I'm not -- Commissioner Robbins 21 may still want to talk about that. But the goal is 22 not going to change each year if the average goes 23 down. It's hardwired in the drafting of the rule. 24          COMMISSIONER ROBBINS: So if it doesn't go 25 down, even if State averages go down, that's fine.</p>

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1 But the way it was presented was it was the goal was  
 2 to be at least equal to the average.  
 3 MS. JULIA BARNES: That was why I wanted  
 4 to clarify. That's how the conversation came out.  
 5 But the drafting of the goal, essentially, in your  
 6 documents -- if you wanted to take a look at it,  
 7 06.K.2, Page 8, for example, I just wanted you to  
 8 see exactly how the goal was drafted.  
 9 THE CHAIR: All right. Commissioner  
 10 Robbins, are you --  
 11 COMMISSIONER ROBBINS: Well, I'm looking  
 12 at -- Page 6, you said, Ms. Barnes?  
 13 MS. JULIA BARNES: Of the Performance  
 14 Framework, yes, it starts on Page 6. So the cohort  
 15 exceeds the standard if they receive an SAT score of  
 16 887 or higher. So the Exceeds, Meets, Does Not  
 17 Meet, Falls Far Below, they've put in that exact  
 18 number of the SAT so it won't change. I see where  
 19 you were confused about that.  
 20 COMMISSIONER ROBBINS: Right.  
 21 MS. JULIA BARNES: The second one, which  
 22 is the second cohort, is a little bit different: If  
 23 a student is transferred in, but, again, still that  
 24 887 score. And then for ACCUPLACER, the number is  
 25 equal to or greater than 241 on Page 8 and 9.

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1 COMMISSIONER ROBBINS: Yes, I did look at  
 2 that. Thank you very much. So my concerns are  
 3 addressed. Thank you.  
 4 THE CHAIR: Vice Chair Voigt.  
 5 COMMISSIONER VOIGT: Thank you. I just  
 6 want to commend this school for taking on  
 7 exclusively academic mission goals.  
 8 The -- I think the community that is being  
 9 served here has had challenges historically  
 10 throughout time for whatever reason. And I think  
 11 that this is -- these goals make a statement and  
 12 that they are absolutely acceptable.  
 13 Thank you.  
 14 THE CHAIR: Any other questions or  
 15 comments?  
 16 You may have to catch me up if you all  
 17 discussed the request that the condition be ended  
 18 after one year. Has that been discussed yet?  
 19 Okay. Vice Chair Voigt?  
 20 COMMISSIONER VOIGT: Thank you. I'm ready  
 21 to make a motion if we're at that point.  
 22 I move that the Public Education  
 23 Commission adopt the charter contract amendment,  
 24 Performance Framework, and condition documentation  
 25 for Walatowa High Charter School, identified as

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1 Documents 6.K.1-3, for the 2022-2027 charter term.  
 2 I further move that the amendment be signed by the  
 3 Chair and all documents be sent to the school's  
 4 governing board for consideration.  
 5 COMMISSIONER GIPSON: Second.  
 6 THE CHAIR: Okay. There's a motion and a  
 7 second.  
 8 Any questions or discussion?  
 9 (No response.)  
 10 THE CHAIR: Okay. Seeing none, I have a  
 11 question.  
 12 Does that mean that the -- with that  
 13 motion, does that mean that the request for -- that  
 14 the condition stays throughout the term of the  
 15 contract? Or was that written into the condition  
 16 documentation?  
 17 MS. JULIA BARNES: The way the motion is  
 18 drafted is the language -- let me get there. The  
 19 amendment, which is 06.K.1, has -- we'll take out  
 20 the yellow if the motion passes. But it will -- it  
 21 will be in the contract that if they successfully  
 22 implement the condition for one school year,  
 23 compliance will then be assessed.  
 24 So the condition would be satisfied, and  
 25 the school would continue to be assessed under the

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1 Organizational Framework.  
 2 THE CHAIR: So if -- a vote "yes" is  
 3 saying that the condition lasts one year.  
 4 MS. JULIA BARNES: If it's successfully  
 5 implemented.  
 6 THE CHAIR: Okay. All right.  
 7 So I don't think -- I feel -- I don't want  
 8 to make an exception for this condition that we  
 9 don't do for all the rest of the conditions. I feel  
 10 like the condition is imposed. It's through the  
 11 life of the contract. So I'm not going to support  
 12 that.  
 13 And I would just -- I would say that the  
 14 condition is -- like, the documentation is fine and  
 15 how they would document it year after year. But I  
 16 think the condition should stay throughout the term  
 17 of the contract, just as we do for all the other  
 18 conditions.  
 19 COMMISSIONER ROBBINS: Agree.  
 20 THE CHAIR: Any other -- Ms. Barnes?  
 21 MS. JULIA BARNES: Just on Page -- on the  
 22 amendment document, there's two -- two sentences in  
 23 yellow. So the one you're talking about would be  
 24 the second sentence. And the first second -- the  
 25 first sentence just requires the PEC to notify the

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1 school if the condition hasn't been successfully  
 2 met. So there's two different things in there.  
 3 THE CHAIR: Vice Chair Voigt.  
 4 COMMISSIONER VOIGT: Thank you. I  
 5 understand that this condition is more than just an  
 6 implementation or procedural condition. You know,  
 7 it's an ongoing academic growth condition.  
 8 But we have to understand, as well,  
 9 that -- oh. It's not an ongoing academic growth  
 10 condition. It's a --  
 11 THE CHAIR: There is no academic condition  
 12 at all.  
 13 COMMISSIONER VOIGT: Okay. Right. This  
 14 is beyond an implementation condition. This is a  
 15 status condition. I'm trying to find the word.  
 16 THE CHAIR: The governance.  
 17 COMMISSIONER VOIGT: Right. To describe  
 18 how the condition is. Thank you for the hand  
 19 signals, audience.  
 20 I got it confused with another school.  
 21 But, anyway, I think that this is  
 22 something -- after the year and the verification  
 23 that the condition has been met, this is something  
 24 that could be overseen and verified by the Charter  
 25 School Division's annual reports and/or site visits.

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1 You know, it's tedium for the school to  
 2 have to do something -- you know, that's --  
 3 that's a -- this is, like, more of a -- a status  
 4 procedural type of condition that once it's met,  
 5 it's there, in place, like drying concrete.  
 6 And it's something that could be verified  
 7 annually by the Charter School Division, as they do  
 8 with all of their schools.  
 9 THE CHAIR: Commissioner Carrillo.  
 10 COMMISSIONER CARRILLO: I would  
 11 probably -- not "probably" -- I'd ask Dr. Wilkinson  
 12 to join again if we're going to want to make  
 13 changes.  
 14 THE CHAIR: We can't. There's been a  
 15 motion.  
 16 COMMISSIONER CARRILLO: Was there a  
 17 motion? I've got to pay attention more, I guess.  
 18 I'm totally here.  
 19 Then the challenge I have is moving the  
 20 goal post after we negotiated this. And it doesn't  
 21 seem fair.  
 22 And I would -- yeah, that's the main  
 23 thing. It doesn't seem fair. I know -- well, we  
 24 could hear from Dr. Wilkinson if the motion was  
 25 withdrawn, and then we could hear what he thinks

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1 about this. That's one procedural thing that could  
 2 happen.  
 3 But I don't like the idea of moving the  
 4 goal posts without input from Dr. Wilkinson. And I  
 5 do agree with Vice Chair Voigt that this is easily  
 6 monitored by CSD. And I just don't want any school,  
 7 regardless, just to have to do more since they  
 8 already have so much on their plates.  
 9 So if we do want to hear from Arrow, if  
 10 that's the desire, then the person that made the  
 11 motion can withdraw it, and we could hear from Arrow  
 12 and go back.  
 13 THE CHAIR: Commissioner Gipson.  
 14 COMMISSIONER GIPSON: So I completely  
 15 concur. We had a full discussion with the school  
 16 and their legal counsel about this particular issue.  
 17 And the -- this is what the subcommittee  
 18 is recommending. This is an organizational piece  
 19 that we felt very comfortable with, that the Charter  
 20 School Division monitors this. It'll be part of  
 21 their annual report.  
 22 And, historically, we have not had  
 23 conditions go all five years of a contract. It  
 24 really depends on, case by case, what the specific  
 25 condition is.

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1 And if the school can show that they've  
 2 successfully implemented those concerns that were  
 3 identified, it's going to be continually monitored.  
 4 So I'm uncomfortable with changing it now.  
 5 Even if the motion was withdrawn and we changed it,  
 6 it would have to go back to their governance council  
 7 for a discussion. And that's -- this is May. And  
 8 their contract -- so it's -- and I don't think it's  
 9 an issue that merits stalling or putting off -- not  
 10 "stalling" -- putting off voting at this point in  
 11 time, when the subcommittee had that thorough  
 12 discussion with the -- with the school regarding  
 13 this.  
 14 THE CHAIR: Commissioner Carrillo.  
 15 COMMISSIONER CARRILLO: First, I'm always  
 16 grateful, Commissioner Gipson, for your  
 17 institutional knowledge over the years. It's very  
 18 helpful for many of us that have only been on the  
 19 Commission for a year and a half. It's very helpful  
 20 to have someone that can go all the way back and  
 21 say, "We've not always had conditions..." --  
 22 COMMISSIONER GIPSON: (Indicates.)  
 23 COMMISSIONER CARRILLO: There you go;  
 24 right?  
 25 I would like to hear from Director Chavez

<p style="text-align: right;">74</p> <p>1 on this and then put this baby to -- no?</p> <p>2 But I just -- I mean, not around making</p> <p>3 any change, but just basically also confirming that,</p> <p>4 yeah, CSD can monitor this. Yes, we don't</p> <p>5 necessarily want to add to what they need to do.</p> <p>6 And if that's not necessary, that's fine,</p> <p>7 too. I'm ready to vote, and I don't think we should</p> <p>8 make any changes.</p> <p>9 COMMISSIONER CARRILLO: Commissioner -- or</p> <p>10 Vice Chair Voigt.</p> <p>11 COMMISSIONER VOIGT: Thank you. Just a</p> <p>12 question. Did we have a second?</p> <p>13 THE CHAIR: Uh-huh.</p> <p>14 COMMISSIONER VOIGT: Okay. Yes.</p> <p>15 COMMISSIONER CARRILLO: Oh, that we can't</p> <p>16 hear from -- right.</p> <p>17 THE CHAIR: Commissioner Gipson.</p> <p>18 COMMISSIONER GIPSON: So I'll speak for</p> <p>19 the director. It isn't something that not only can</p> <p>20 be monitored; it is monitored. It is part of the</p> <p>21 Performance Framework. So that's why the</p> <p>22 subcommittee was comfortable with it.</p> <p>23 It's embedded in there. So we will get</p> <p>24 the report out through the annual report. And if</p> <p>25 there's any concerns -- you know, it's brought up</p>	<p style="text-align: right;">76</p> <p>1 I could do anything one time for a year.</p> <p>2 But once the governing board council changes, they</p> <p>3 change again, are they going to continue doing that</p> <p>4 if it's just in the Performance Framework again?</p> <p>5 I guess it's -- the burden then becomes on</p> <p>6 the PEC that we're really looking at the Performance</p> <p>7 Framework for this school and remembering that this</p> <p>8 has been an issue in the past and looking</p> <p>9 specifically at this school moving forward at this</p> <p>10 thing.</p> <p>11 But that's what a condition is for.</p> <p>12 That's literally what a condition is for, is for us</p> <p>13 to have it highlighted, saying, "They are</p> <p>14 successfully meeting this condition that we felt was</p> <p>15 important enough to put as a condition."</p> <p>16 If it's a one-year thing, we shouldn't</p> <p>17 have ever put it as a condition. That's my opinion</p> <p>18 moving forward is if -- if we're in a place where</p> <p>19 like, "Yeah, just do it for one year, and then after</p> <p>20 that, it'll just be normal monitoring," that's -- we</p> <p>21 shouldn't be putting conditions on folks if it's</p> <p>22 that minimal.</p> <p>23 So, like I said, I don't think that really</p> <p>24 changes my -- it still -- this has to go to the</p> <p>25 governing board, so I'm not worried about that. I</p>
<p style="text-align: right;">75</p> <p>1 even before then.</p> <p>2 There is observations of governance</p> <p>3 council meetings that are done by the Charter School</p> <p>4 Division. So even before the annual report, if</p> <p>5 there was something that was raised through that</p> <p>6 observation, we would get that information</p> <p>7 potentially even earlier.</p> <p>8 THE CHAIR: I guess I'll just say -- I</p> <p>9 guess I'm a little confused why it's a condition at</p> <p>10 all then. I mean, anyone can do anything for one</p> <p>11 year. And then it just goes back -- it's been in</p> <p>12 the Performance Framework. It was not done to a</p> <p>13 level in which the PEC felt like it needed to be a</p> <p>14 condition of approval.</p> <p>15 So for me, when -- if we're going to say</p> <p>16 that it's a condition for approval, it rises to a</p> <p>17 level that is more than just putting it into the</p> <p>18 Performance Framework after one year. It's been in</p> <p>19 the Performance Framework, and it wasn't</p> <p>20 successfully met multiple times.</p> <p>21 So for me, I'm -- I don't think it's -- if</p> <p>22 it's being monitored annually, then keep it -- I</p> <p>23 just -- this documentation seems appropriate for</p> <p>24 any -- for a school who has had this trouble in the</p> <p>25 past. That's why it's a condition.</p>	<p style="text-align: right;">77</p> <p>1 don't think that's a -- I'm not -- I don't feel like</p> <p>2 that's a problem at all. That is going to the</p> <p>3 governing board next, regardless.</p> <p>4 So I'm just not supportive of including</p> <p>5 the part in which it goes away after one successful</p> <p>6 year. It just -- that doesn't sit well with me. I</p> <p>7 feel like it should be highlighted through the</p> <p>8 contract term.</p> <p>9 And if, at the end of the contract term,</p> <p>10 they've successfully done this, and it's become</p> <p>11 habitual for this school to successfully complete</p> <p>12 this, then, yeah, it goes off the next time.</p> <p>13 I just don't -- I think it's a slippery</p> <p>14 slope to do something for one year. And often, we</p> <p>15 talk about, like, one-year data is not enough.</p> <p>16 So I don't know why one-year data in this</p> <p>17 instance is enough for the Public Education</p> <p>18 Commission. That's -- I guess that's just where I'm</p> <p>19 coming from on it.</p> <p>20 Commissioner Gipson.</p> <p>21 COMMISSIONER GIPSON: You know what? I</p> <p>22 just don't think it's worth the conversation at this</p> <p>23 point in time to hold off the vote, because we can</p> <p>24 go back and forth on this.</p> <p>25 So I'm just going to say it's worked</p>

<p style="text-align: right;">78</p> <p>1 before. And I think -- and I trust the school that 2 it'll continually work. And I'm going to leave it 3 at that. It's just not worth it. 4 THE CHAIR: Vice Chair Voigt. 5 COMMISSIONER VOIGT: Thank you. I agree. 6 I think -- I think we should move on. 7 I think the time frame and the procedural 8 implementation is something that we can trust the 9 school with and trust the monitoring process. 10 THE CHAIR: Before we move on, Missy, 11 Commissioner Davis is in the audience. If you could 12 promote her, please? 13 (Commissioner Davis joins the panel.) 14 THE CHAIR: And then -- let me make sure. 15 COMMISSIONER DAVIS: Thank you. 16 THE CHAIR: All right. So Commissioner 17 Davis is in attendance. So having no other hands 18 raised, we'll go ahead and -- Secretary Armijo, if 19 you can call the vote. 20 COMMISSIONER ARMIJO: All-righty. 21 Vice -- hold on. Sorry. Vice Chair 22 Voigt. 23 COMMISSIONER VOIGT: Yes. 24 COMMISSIONER ARMIJO: Commissioner Armijo 25 votes yes.</p>	<p style="text-align: right;">80</p> <p>1 conditions: 2 Conditions pertaining to The GREAT Academy 3 Foundation operations, The GREAT Academy financial 4 conditions, The GREAT Academy's instructional 5 spending, The GREAT Academy personnel and payroll, 6 and conditions involving The GREAT Academy governing 7 board training and board operations consistent with 8 the training. 9 We have requested clarification of the 10 Secretary's order to see if the PEC can impose a 11 three-year charter term or ask -- or there is an 12 option that we ask that the school accept one. We 13 have not -- we did not receive a response from the 14 Secretary's Office. 15 There are three documents to approve: One 16 is the contract to get them onto the 2018 form of 17 contract; the Performance Framework; and condition 18 documentation. 19 We will be reviewing the condition 20 document in detail when I hand it over to 21 Ms. Barnes. 22 They do have two mission goals that are on 23 Page 7 of their Performance Framework. 24 One is the dual credit goal that seniors 25 will have nine or more college credits at</p>
<p style="text-align: right;">79</p> <p>1 Chair Burt. 2 THE CHAIR: No. 3 COMMISSIONER ARMIJO: Commissioner 4 Carrillo. 5 COMMISSIONER CARRILLO: Yes. 6 COMMISSIONER ARMIJO: Commissioner Davis. 7 COMMISSIONER DAVIS: Yes. 8 COMMISSIONER ARMIJO: Commissioner Gipson. 9 COMMISSIONER GIPSON: Yes. 10 COMMISSIONER ARMIJO: Commissioner Manis. 11 COMMISSIONER MANIS: Yes. 12 COMMISSIONER ARMIJO: Commissioner 13 Robbins. 14 Commissioner Robbins? 15 (No response.) 16 COMMISSIONER ARMIJO: Okay. We have six 17 yeses and one no. The motion passes. 18 THE CHAIR: All right. 19 That brings us to Item "I," The GREAT 20 Academy, with condition documentation. I'll go back 21 to my -- all right. 22 So The GREAT Academy is an existing State 23 charter. The court, then Secretary, ordered that 24 the nonrenewal be overturned. 25 The Secretary has asked for the following</p>	<p style="text-align: right;">81</p> <p>1 graduation; and, second, a service learning goal to 2 earn an average score of two out of three on four 3 service-learning reflection rubrics. 4 Ms. Barnes. 5 MS. JULIA BARNES: Thank you. I wanted 6 to -- I guess I thought it would be helpful if we 7 went over a couple of things on The GREAT Academy. 8 First, they are an existing charter, but 9 they had an older contract, which is why they have a 10 new contract. That's why there's not an amendment 11 to the old contract. It will bring them onto the 12 same documentation and form of contract that 13 everyone's on. But there's -- that's just why we 14 did that. 15 The condition document, I just would like 16 to go over what we've done. 17 The school, CSD, and the subcommittee went 18 over things in quite a bit of detail. So there is 19 an Academic Improvement Plan 1 and 2, which will be 20 whether they Meet or Exceed that will be determined 21 annually by PED, looking at similar schools serving 22 similar populations with students who are English 23 Language Learners, economically disadvantaged, and 24 students with disabilities. 25 So that is something that will be</p>

<p style="text-align: right;">82</p> <p>1 determined annually.</p> <p>2       The instructional spending is set at</p> <p>3 68 percent, which -- and is identified by specific</p> <p>4 function codes which does not include -- their</p> <p>5 administrative staff is not considered the staff</p> <p>6 that is teaching the students.</p> <p>7       The personnel and payroll have several</p> <p>8 identified things that they are going to do and show</p> <p>9 that they are doing. That includes a rubric for the</p> <p>10 head administrators and everyone to receive an</p> <p>11 annual performance evaluation, and certain criteria</p> <p>12 about how staff can have contracts, and no more than</p> <p>13 an equivalent of one FTE between the school and the</p> <p>14 Foundation.</p> <p>15       The governing board training, there will</p> <p>16 be a one-time additional financial training in the</p> <p>17 fall of the year coming up. There will be a</p> <p>18 recorded Webinar so that people would watch it if</p> <p>19 they come in later.</p> <p>20       They are going to post everything on their</p> <p>21 website in terms of their annual board calendar, a</p> <p>22 list of current board members, and the head</p> <p>23 administrator contact information.</p> <p>24       The board meetings are going to be hybrid</p> <p>25 with a link posted and a recording posted within the</p>	<p style="text-align: right;">84</p> <p>1 which, as I said right now, it's my understanding</p> <p>2 there aren't any private funds in the Foundation.</p> <p>3 But there will be a new MOU which limits the use of</p> <p>4 the funds from State monies to building expenses,</p> <p>5 building maintenance, and mortgage payments,</p> <p>6 retiring credit card debt that exists as of 5/20 of</p> <p>7 '22, and lawyer and accountant services for the</p> <p>8 Foundation.</p> <p>9       Once the credit card balance is cleared,</p> <p>10 which our understanding, as well, is they've been</p> <p>11 working to clear that balance, then it will be paid</p> <p>12 in full.</p> <p>13       And the document is drafted in a way that</p> <p>14 it's a template. They'll report on it annually.</p> <p>15       And I think, certainly, Ms. Matthews is in</p> <p>16 the audience, as is Sue Fox, as is Mr. Matthews, and</p> <p>17 I don't -- I think those are the representatives</p> <p>18 from the school.</p> <p>19       THE CHAIR: All right.</p> <p>20       Any Commissioner questions? Comments?</p> <p>21       All right. Commissioner Robbins.</p> <p>22       COMMISSIONER ROBBINS: Well, I guess a</p> <p>23 couple of comments.</p> <p>24       One, I would like us to consider less than</p> <p>25 a five-year term because of previous problems. I am</p>
<p style="text-align: right;">83</p> <p>1 minutes so that people -- there's transparency as to</p> <p>2 that.</p> <p>3       The GREAT Academy Foundation, there are --</p> <p>4 there are two conditions related to The GREAT</p> <p>5 Academy Foundation, which, as you know, you do not</p> <p>6 have direct supervisory control over them. It's my</p> <p>7 understanding they have agreed to this.</p> <p>8       They have agreed -- then this only goes to</p> <p>9 public monies that go to the Foundation. Presently,</p> <p>10 it's my understanding -- or, certainly, last year,</p> <p>11 it was 100 percent -- the Foundation was not</p> <p>12 privately raising money. But if the Foundation did</p> <p>13 privately raise money, they can use it on whatever</p> <p>14 they want.</p> <p>15       But they are going to -- when they're</p> <p>16 discussing the publicly -- the use of the money that</p> <p>17 came from public funds, they are effectively</p> <p>18 agreeing to follow things similar to the Open</p> <p>19 Meetings Act.</p> <p>20       A school employee shall not be a member of</p> <p>21 the Foundation board. And there's a provision that</p> <p>22 they will be eligible to join the board after</p> <p>23 12 months of departure from the school.</p> <p>24       And then they are going to segregate</p> <p>25 private sector funds from any other public funds,</p>	<p style="text-align: right;">85</p> <p>1 disappointed that the Secretary has not responded to</p> <p>2 the May 5th document that is in our folder. Fifteen</p> <p>3 days, and it's kind of disappointing that, you know,</p> <p>4 we get into situations, and, you know, this is one</p> <p>5 of those situations where we have perhaps different</p> <p>6 views; but when we raise an issue, the Secretary</p> <p>7 doesn't respond. And the silence in this case is</p> <p>8 concerning, because it's -- it's like, "No, do five</p> <p>9 years or nothing."</p> <p>10       We are permitted to negotiate less than</p> <p>11 five. And I understand that the school did not do</p> <p>12 that, and the statute requires agreement between the</p> <p>13 two parties. By the same token, there's nothing</p> <p>14 that would preclude us voting against this contract</p> <p>15 renewal.</p> <p>16       So, you know, that's the thing is that,</p> <p>17 you know, we aren't -- it's five years or -- and we</p> <p>18 have to accept five years. We can deny approving a</p> <p>19 five-year contract. And so they just don't have a</p> <p>20 contract come July 1st unless they're willing to sit</p> <p>21 down and negotiate.</p> <p>22       So the Secretary's silence, like I said,</p> <p>23 is concerning. You know, I realize he's busy. But,</p> <p>24 you know, that's my position, that I think -- you</p> <p>25 know, I appreciate the school's comments that</p>

<p style="text-align: right;">86</p> <p>1 they're working to prevent a recurrence of issues.  2 But I would like to have a shorter term in order to  3 give us a little bit of leverage, and the public  4 some confidence that the corrective measures will  5 not only be implemented, but followed.  6 Thank you.  7 THE CHAIR: Commissioner -- Ms. Barnes,  8 did you want to comment on what Commissioner  9 Carrillo said -- sorry -- Commissioner Robbins.  10 MS. JULIA BARNES: Yes, just to add to it  11 a little bit.  12 All of the schools with conditions, we set  13 it up so that the PEC was the first of two parties  14 to consider the documentation. It's my view that  15 that negotiation on contract, you could vote on a  16 lower term.  17 The next step is it's going to their  18 governing board, at which point they could accept or  19 reject it.  20 So I believe that under the existing law,  21 is appropriate. And you are taking the first -- the  22 first of two votes. So I just wanted to identify  23 that.  24 The second option that I -- I think has  25 less clarity for me is, looking at the Secretary's</p>	<p style="text-align: right;">88</p> <p>1 THE CHAIR: Thank you.  2 Commissioner Carrillo.  3 COMMISSIONER CARRILLO: Okay. So I agree.  4 I would support a three-year contract. I wouldn't  5 vote for anything beyond that.  6 And the -- so there's -- the Judge was  7 silent on this, and so was the Secretary silent on  8 this. And in reading the ruling and in reading the  9 Secretary's decision with conditions and everything,  10 there's totally room for us -- well, there's room,  11 anyway. But there -- to have a three-year contract  12 instead of a five.  13 And I'm inclined also to think that even  14 moving down the road after today, that, depending on  15 the challenges that any given school has had and the  16 conditions that we are negotiating with them, that  17 if they are as extensive as when Ms. Barnes was  18 reading all of the conditions, I mean, that should  19 be kind of a red flag for us that maybe we should  20 have more three-year contracts.  21 You know, I want -- I'd like people to  22 think about how the rest of the world operates in  23 the public or private sector, or whether it's in --  24 you know, well, the private sector, if a business  25 isn't performing as it should on whatever levels it</p>
<p style="text-align: right;">87</p> <p>1 order, the Secretary identified a series of  2 conditions you could pose and also said,  3 "including..." you know. So it was not limited,  4 the kind of conditions you could impose.  5 Part of the request for clarification was  6 whether a three-year term could be a condition. I  7 think it's less straightforward. That's part of why  8 we were asking for that.  9 The only other thing I will add to that is  10 many of these conditions are very unusual under the  11 charter school law. So, for example, the charter  12 schools have autonomy to do their own budgeting.  13 This condition limits that and puts a lot of  14 limitations that are not otherwise in the law.  15 In terms of -- but, anyway, I think that's  16 an option for you. In terms of anticipating whether  17 that would be -- I think one of the next steps would  18 be a contract impasse and would go to the Secretary,  19 you know.  20 But, honestly, I believe all of the  21 parties here today were working hard to try to  22 follow the Secretary's order and to understand what  23 the Secretary was wanting you to do.  24 So without that clarity, I just want to  25 outline what I think your options are.</p>	<p style="text-align: right;">89</p> <p>1 isn't, you don't automatically give the general  2 manager or CEO five years instead of three; you give  3 them the opportunity to prove themselves to meet the  4 expectations that we've laid forward.  5 And I believe -- you know, there's no  6 question a three-year contract does that. It meets  7 that. It doesn't limit them in any way. It's  8 just -- it's us saying, as a Commission, "You know  9 something? We're just not going to give everyone,  10 you know, that pass of a five-year, if you will. We  11 will look more carefully, and -- we're going to look  12 more carefully."  13 And I think as far as the public is  14 concerned, just in terms of what Commissioner  15 Robbins says, I think that -- I think that displays  16 to the public more confidence in what we are doing  17 in terms of our oversight.  18 We have -- let's see. I've been on  19 this -- that is what? -- end of May. So that means  20 I've been on this Commission for a year and a half.  21 And I wouldn't doubt it -- I'd have to go back and  22 look -- if The GREAT Academy wasn't on virtually  23 every agenda since I've been on this Commission for  24 something having to do with the operation of the  25 school, both the finances, the organizational, and</p>

<p style="text-align: right;">90</p> <p>1 the academic.</p> <p>2 And that, in itself, is a huge red flag.</p> <p>3 And so absolutely not willing to go beyond</p> <p>4 three years. You know, nobody gets awards for</p> <p>5 getting out of bed in the morning. There's no</p> <p>6 ribbon for participation. You need to show us what</p> <p>7 you're doing; you need to show us success.</p> <p>8 If you start going on this super upward</p> <p>9 trajectory after year one or two when we look at</p> <p>10 these reports, that's fantastic. And when it's the</p> <p>11 time to renew at the end of three years, if you have</p> <p>12 the confidence of the Commission, then I would say</p> <p>13 we'll probably do a five-year contract.</p> <p>14 But if in years one and two, we still have</p> <p>15 all of these concerns, then it's time, I think, for</p> <p>16 everyone to take a super hard look. Because this is</p> <p>17 taxpayer money. This is our kids. We don't have</p> <p>18 another five years to just shuttle them through and</p> <p>19 pass them on, because that's what the State does all</p> <p>20 too often, and especially with district schools.</p> <p>21 And so I would strongly support three</p> <p>22 years.</p> <p>23 Now, the question has been raised as well</p> <p>24 is if we do this, which I'm certainly hoping that</p> <p>25 there's enough support to do three years, how will</p>	<p style="text-align: right;">92</p> <p>1 to the Secretary again, I would ask you to really</p> <p>2 think about it. Is that a prudent use of your time,</p> <p>3 taxpayer dollars, and this money that should be</p> <p>4 going to the students?</p> <p>5 All right. That's it for now.</p> <p>6 THE CHAIR: Director Chavez.</p> <p>7 DIRECTOR CORINA CHAVEZ: Thank you,</p> <p>8 Chair Burt, Commissioners.</p> <p>9 I just want to offer a little perspective.</p> <p>10 I agree with so much of what Commissioner Carrillo</p> <p>11 just said. I think that way too much money does go</p> <p>12 to pay for attorneys in these battles. And since</p> <p>13 you started, Commissioner Carrillo, just like me, we</p> <p>14 have been involved in some sort of an appeal process</p> <p>15 on the motion to not renew this school.</p> <p>16 And this is what the court decided. And</p> <p>17 what statute says is that a shorter term should be</p> <p>18 negotiated between the -- the authorizer and the</p> <p>19 school.</p> <p>20 And I don't think that that has happened.</p> <p>21 I think that the conditions are extensive and call</p> <p>22 for a significant amount of oversight, additional</p> <p>23 oversight for this school. I don't think anybody is</p> <p>24 giving them a free pass, because I think that they</p> <p>25 have had close scrutiny.</p>
<p style="text-align: right;">91</p> <p>1 the school respond and how will Ms. Fox and Matthews</p> <p>2 and the board respond?</p> <p>3 And what I have found in this last year</p> <p>4 and a half is that people love more than anything to</p> <p>5 file suit against the PEC. It's, like, become a</p> <p>6 State pastime, you know. But what people have to</p> <p>7 realize, and what the public needs to realize,</p> <p>8 especially the students and the families at the</p> <p>9 school need to realize, is that if anyone is going</p> <p>10 to take legal action against us, it's not that we</p> <p>11 have deep pockets, but they're a lot deeper than</p> <p>12 yours, and our pockets don't come right out of the</p> <p>13 classroom.</p> <p>14 So when somebody threatens lawsuits</p> <p>15 against us, which they always do, and they did that</p> <p>16 with the district, too, they're taking their</p> <p>17 operational dollars right out of the classroom.</p> <p>18 And as much as I respect Ms. Fox and</p> <p>19 Ms. Matthews, they're just giving all that money</p> <p>20 right over to legal. And I don't think that's a</p> <p>21 responsible use, also, of taxpayer money or of your</p> <p>22 budget.</p> <p>23 So if that's even an inkling right now, is</p> <p>24 if the PEC is going three years, we're going to take</p> <p>25 them to court again or take them to the -- you know,</p>	<p style="text-align: right;">93</p> <p>1 I think PEC went -- took its authority as</p> <p>2 far as it could, and this is the outcome.</p> <p>3 And so I don't think they're getting a</p> <p>4 free pass with a five-year renewal. In fact, I</p> <p>5 think that a three-year renewal doesn't provide</p> <p>6 enough data.</p> <p>7 And we've seen this with other charter</p> <p>8 schools. Sometimes data is -- well, it is lagged.</p> <p>9 We're not even going to know about the financial</p> <p>10 performance of this school for this school year</p> <p>11 until next February. We're not going to know about</p> <p>12 the academic performance until August.</p> <p>13 So there's a lag of data. And three years</p> <p>14 just tightens it even further so that you have less</p> <p>15 information at renewal, and it's a lot more work on</p> <p>16 everybody's time.</p> <p>17 That said, I think that nothing precludes</p> <p>18 the Commission from revoking a school when they find</p> <p>19 that conditions warrant a revocation. That is</p> <p>20 completely within your purview. But I would</p> <p>21 advocate for a longer renewal term, simply because I</p> <p>22 think that more data is needed, and a short-term</p> <p>23 contract means that we have less information at</p> <p>24 renewal.</p> <p>25 Thank you.</p>



<p style="text-align: right;">94</p> <p>1 THE CHAIR: Thanks. Before I come back to 2 Commissioner Robbins and Carrillo, I'm going to let 3 other people speak first. So, Commissioner Gipson. 4 Then I'll come back around to you. 5 COMMISSIONER GIPSON: So I'm coming from 6 the perspective of the sage old woman who goes all 7 the way back for the information. 8 And I appreciate the words of the 9 Director, because, going to a number of NACSA 10 conferences, spending a lot of time on Zoom 11 trainings and reading information that comes from 12 national charter organizations that provide best 13 practices, a short-term contract is never considered 14 best practice by an authorizer for the reasons that 15 I think I've highlighted before, and the Director 16 did. 17 We're always behind, months, half years, 18 with data. And, historically, those short-term 19 contracts have never worked in our favor in terms of 20 being able to make a quality decision. 21 And a five-year is not a pass. The five 22 year -- it doesn't matter. Three years or five 23 years, a school is under the same monitoring, and 24 the Commission is under the same obligation to do 25 their job, to read the annual reports, to listen to</p>	<p style="text-align: right;">96</p> <p>1 But I really do feel that the conditions 2 that are being outlined are -- are very stringent, 3 and that using our intervention ladder annually for 4 the next five years would -- would bring about that 5 next level of intense oversight. 6 So -- and there is still an open door 7 within that condition parameter for revocation. 8 So protocol and procedure -- procedurally, 9 I think that we do have leverage to -- to hold The 10 GREAT Academy into fuller and tighter accountability 11 based on previous actions. 12 THE CHAIR: All right. I'm -- I'll 13 support a three-year. I think two years is plenty 14 of data. I want to see it. I want to see it. I 15 want to see it quick. I don't care about the lag. 16 I don't care about -- I'm not concerned about that. 17 Like, I'm just not -- I'll take whatever 18 is there, and I would like to see it have improved 19 over the course of the two years of -- before 20 renewal. And I would like to see that improvement 21 by then. 22 And I think if we wait till five years for 23 renewal, I just don't think it has -- I think it 24 applies a healthy pressure to the school to improve 25 now; not wait -- you know, not give gradual</p>
<p style="text-align: right;">95</p> <p>1 the Charter School Division when they highlight 2 concerns. 3 And at any time, we have the ability to 4 revoke a charter if the school is not performing 5 according to the standards established by us, 6 established by PED for academic, financial -- and us 7 for organizational -- performance. That's where our 8 authority comes in, and we need to exercise that. 9 So I support the five-year, because I 10 don't think the three-year gets us anything except a 11 legal battle, which I don't think is worth the time 12 and the effort and the time, effort, energy, and 13 money to put into this at this point in time. 14 THE CHAIR: Commissioner Voigt. 15 COMMISSIONER VOIGT: Thank you. I just 16 want to echo what Director Chavez stated about the 17 data collection would pose a challenge. And there 18 could be such a lack of data, we would not have a 19 leg to even stand on after three years as far as 20 imposing those conditions, and also to echo what 21 Commissioner Gipson said. 22 I understand, though, that just -- your 23 reasoning for a three-year contract, Commissioners 24 Robbins and Carrillo. You want to see some punitive 25 measures. I understand that.</p>	<p style="text-align: right;">97</p> <p>1 improvement over the course of five years just 2 enough to not go through revocation. I want to see 3 improvement today. 4 And I think the school can do it. I 5 think -- I think the leaders care about their 6 mission, they care about their school, and I think 7 that the leaders of the school, the governing board, 8 will rally behind. And if there's a renewal in 9 three years, I think the next two years of data are 10 going to be much better than if the renewal is in 11 five years. 12 So I will definitely support a three-year 13 renewal. You know, I -- at first, I heard that. I 14 was, like, you know, that's not -- I hear it. But, 15 honestly, I just don't care about the lag. Like, 16 whatever is there should be -- I want to see growth. 17 I want to see success. I want to see -- I think the 18 school, just in the last year, they've been able to 19 produce some data to show -- I mean, because I know 20 we're going to go to the next thing, and it's going 21 to be the CAP, and it's going to say that we wanted 22 their graduation rates to improve. 23 And guess what? In one year, they focused 24 on it, and they're showing that their students are 25 going to graduate this time.</p>

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1           So I believe that that actually is a  
 2 really positive -- it can be a really positive tool  
 3 to really apply healthy pressure to increase now and  
 4 not wait longer.  
 5           I mean, the standard for revocation is --  
 6 it's not -- I feel like, you know, when we say, "Oh,  
 7 well. There's always revoca-" -- that's a high  
 8 standard of burden to revoke a school. That's a --  
 9 I mean, that's a high standard. That's a lot of --  
 10 that puts a lot of pressure on us instead of on them  
 11 is what I feel like.  
 12           By saying, "Oh, well, the PEC can revoke,"  
 13 well, now it's the PEC's job to go in, and CSD has  
 14 to go in and find things. Whereas, I think a  
 15 three-year term requires the school to put the onus  
 16 on them to produce results in order to qualify for  
 17 renewal within three years.  
 18           So that's my reasoning behind very much  
 19 supporting a three-year -- the concept of a  
 20 three-year -- proposing the three-year to their  
 21 governing board. That's where -- that's kind of how  
 22 I see it best moving forward.  
 23           Commissioner Armijo.  
 24           COMMISSIONER MANIS: I'm also in support  
 25 of a three-year. Thank you.

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1           THE CHAIR: Sorry, Commissioner Manis. I  
 2 wasn't looking at the little sidebar. So I  
 3 apologize for that.  
 4           Commissioner Armijo.  
 5           COMMISSIONER ARMIJO: Thank you. I would  
 6 take the recommendation from Director Chavez, and I  
 7 would support a five-year. Thanks.  
 8           THE CHAIR: Commissioner Robbins.  
 9           COMMISSIONER ROBBINS: Well, I go back to  
 10 what we dealt with -- I believe it was last year --  
 11 we asked the Chair to send a letter to the Attorney  
 12 General's Office and also to the FBI, a referral.  
 13           And I wonder if we've ever gotten a  
 14 response or if there's any indication of anything  
 15 moving on those, even if it was an acknowledgment of  
 16 receipt.  
 17           One, were the letters sent? Did we get an  
 18 acknowledgment of receipt?  
 19           THE CHAIR: Ms. Barnes, if you want to --  
 20           MS. JULIA BARNES: Where we are on that,  
 21 thank you, is no, we didn't -- we didn't receive a  
 22 direct acknowledgment.  
 23           The letters were sent. All of that  
 24 documentation on the school and actions that have  
 25 been taken is in the Google Drive; so those letters,

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1           when they were dated and when they were sent.  
 2           I think you do know that the State Auditor  
 3 has requested that a special audit begin. My  
 4 understanding on that is that the school has  
 5 selected an auditor. And I think that that -- the  
 6 attorney for the school and the school leader is  
 7 here, and that that special audit is moving forward.  
 8           So one of the letters, action has been  
 9 taken. We don't have it back yet, but it is in  
 10 process.  
 11           Can I add one more thing?  
 12           The contract itself, the court order  
 13 allowed for the PEC directly to take any action  
 14 towards -- nothing in the order precluded the PEC  
 15 from taking action towards revocation.  
 16           And we have put into the contract that  
 17 both parties reserve the right to take action on any  
 18 of those letters.  
 19           And so if there is something that comes  
 20 out of the special audit, even though it was in the  
 21 previous contract term, you may take action on it.  
 22 The school, as well, has reserved any rights to  
 23 discuss that. So I did want to add that.  
 24           COMMISSIONER ROBBINS: Thank you.  
 25           THE CHAIR: Commissioner Carrillo.

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1           COMMISSIONER CARRILLO: Thank you. So,  
 2 respectfully, I completely disagree with Director  
 3 Chavez on this.  
 4           The -- we can, of course, through the term  
 5 of any contract, whether it be one, two, or five  
 6 years, we can always examine how a school is doing.  
 7           I would agree completely with Chair Burt.  
 8           You know, three years of data is plenty of data; two  
 9 years of data, just to see if they're making  
 10 movement.  
 11           If you're looking at whether -- I go back  
 12 to this all the time. If you're looking at growth  
 13 in a public sector company or the private sector or  
 14 whatever, you don't -- in most cases, you're not  
 15 going to wait five years, because by then, you have  
 16 spent so much money and time essentially waiting,  
 17 and, in our case, potentially not doing the best by  
 18 kids during that period of time.  
 19           So, I mean, the idea also that the three  
 20 years is a short contract, I would completely  
 21 disagree with the use of that term "short." I think  
 22 it's ample time to be able to start seeing results  
 23 and the incremental change that we want to see.  
 24           I don't think five years is a pass. I'm  
 25 sorry I used that word "pass" earlier. Definitely

102	<p>1 not a pass. There's no passes at all.</p> <p>2 I think this body is -- will be more</p> <p>3 vigilant, but has been in terms of looking at yearly</p> <p>4 progress of schools.</p> <p>5 The -- the other thing is -- I have a note</p> <p>6 here. No, no, I don't believe this is punitive. I</p> <p>7 believe this is practical.</p> <p>8 I mean, if I was -- I'll give you an</p> <p>9 example. If I'm running the food and beverage</p> <p>10 department, which I did over at the Hilton/Buffalo</p> <p>11 Thunder, I have benchmarks. If I don't reach them,</p> <p>12 they say, "Steve, this is your performance plan.</p> <p>13 This is what we want to see in the next year."</p> <p>14 Really, in the private sector in that</p> <p>15 industry, if I haven't met those benchmarks, and I</p> <p>16 have good reasons for doing it, I'm out, okay?</p> <p>17 They're not going to wait till they lose</p> <p>18 more revenue (inaudible) staff and they're just</p> <p>19 going to keep me on hand because -- you know,</p> <p>20 because I asked for a five-year or something.</p> <p>21 So don't think it's punitive at all. I do</p> <p>22 want to acknowledge, we will always have the ladder,</p> <p>23 the ladder, the intervention ladder. We -- I can't</p> <p>24 remember who said it. It might have been -- it</p> <p>25 might have been actually either Pattie -- I'm</p>	104	<p>1 COMMISSIONER CARRILLO: I don't have all</p> <p>2 the motion language in front of me. But if somebody</p> <p>3 else does that wants to make it three years, I would</p> <p>4 ask that they make the motion, and I'm happy to</p> <p>5 second. But I agree that it's time now to do so.</p> <p>6 THE CHAIR: I can make a motion.</p> <p>7 I move that the Public Education</p> <p>8 Commission adopt the charter contract, Performance</p> <p>9 Framework, and condition documentation for The GREAT</p> <p>10 Academy identified Document 06.L.1-3 with the</p> <p>11 following changes:</p> <p>12 That the contract term be from 2022 to</p> <p>13 2025.</p> <p>14 I further move that the contract be signed</p> <p>15 by the Chair and all documents be sent to the</p> <p>16 governing -- school's governing board for</p> <p>17 consideration.</p> <p>18 COMMISSIONER CARRILLO: I'll second.</p> <p>19 THE CHAIR: Any further discussion?</p> <p>20 (No response.)</p> <p>21 THE CHAIR: All right. Seeing none,</p> <p>22 Secretary Armijo.</p> <p>23 COMMISSIONER ARMIJO: Thank you. We're</p> <p>24 going to start with Vice Chair Voigt.</p> <p>25 COMMISSIONER VOIGT: No.</p>
103	<p>1 sorry -- Chair Burt -- not Chair Burt --</p> <p>2 Commissioner Gipson, or it might have been</p> <p>3 Ms. Barnes.</p> <p>4 We know what we can do with -- we know</p> <p>5 what we can do relative to the ladder or revocation</p> <p>6 or nonrenewal. We know what interventions are</p> <p>7 always available to us. That's not the question at</p> <p>8 all.</p> <p>9 The question is after the amount -- this</p> <p>10 year and a half of what I would say was a very</p> <p>11 tumultuous time between the PEC and The GREAT</p> <p>12 Academy, three years, to me, is just reasonable. It</p> <p>13 just makes sense.</p> <p>14 Thanks.</p> <p>15 THE CHAIR: Commissioner Davis.</p> <p>16 COMMISSIONER DAVIS: Yeah, I'm in</p> <p>17 agreement with Commissioner Carrillo and Robbins. I</p> <p>18 think that three years is plenty. And my curmudgeon</p> <p>19 self says we should just shut them down.</p> <p>20 So I think they had a lot of time to get</p> <p>21 all their ducks in a row.</p> <p>22 And thank you.</p> <p>23 THE CHAIR: Commissioner Carrillo.</p> <p>24 Actually, I would say I would entertain a motion at</p> <p>25 this point. You're on mute.</p>	105	<p>1 COMMISSIONER ARMIJO: Commissioner Armijo</p> <p>2 votes no.</p> <p>3 Chair Burt.</p> <p>4 THE CHAIR: Yes.</p> <p>5 COMMISSIONER ARMIJO: Commissioner</p> <p>6 Carrillo.</p> <p>7 COMMISSIONER CARRILLO: Yes.</p> <p>8 COMMISSIONER ARMIJO: Commissioner Davis.</p> <p>9 COMMISSIONER DAVIS: Yes.</p> <p>10 COMMISSIONER ARMIJO: Commissioner Gipson.</p> <p>11 COMMISSIONER GIPSON: No.</p> <p>12 COMMISSIONER ARMIJO: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 COMMISSIONER ARMIJO: And Commissioner</p> <p>15 Robbins.</p> <p>16 COMMISSIONER ROBBINS: Yes.</p> <p>17 COMMISSIONER ARMIJO: All-righty. That</p> <p>18 passes, five to three.</p> <p>19 THE CHAIR: Thank you. That moves us to</p> <p>20 Agenda Item No. 7, which is Discussion and Possible</p> <p>21 Action on The GREAT Academy Corrective Action Plan.</p> <p>22 And I will hand that over --</p> <p>23 COMMISSIONER ROBBINS: Chair Burt, can we</p> <p>24 take, like, a real five minutes?</p> <p>25 COMMISSIONER GIPSON: Yeah.</p>

106	<p>1 COMMISSIONER CARRILLO: Just to run to the 2 restroom and -- 3 THE CHAIR: Five minutes. We'll come back 4 at 11:12. 5 COMMISSIONER CARRILLO: Okay. Thank you. 6 (Recess taken, 11:07 a.m. to 11:13 a.m.) 7 THE CHAIR: All right. So we are on to 8 Item No. 7, Discussion and Possible Action on The 9 GREAT Academy Corrective Action Plan. 10 And Director Chavez. 11 DIRECTOR CORINA CHAVEZ: Thank you, 12 Chair Burt, Commissioners. 13 This is Document 7 in your folder and on 14 the website. And I just want to let you know that 15 today an updated version was posted and placed on 16 the Google Drive as well. And that is because, in 17 the Corrective Action Plan, if you are looking at 18 the governing body training -- this is Row 10 -- I 19 learned that, in fact, the one governing board 20 member that was lacking one hour of training 21 obtained that training. So all governing board 22 members have obtained their training. 23 So the updates are in the Notes section. 24 The DASH Plan has been submitted. 25 Looking at Row 2, that information is</p>	108	<p>1 school improvement. And not all of the goals were 2 completed. 3 I'd say -- if you look at Row 11, the 4 specific scores are listed in terms of what the 5 goals were set and what the results were. So not 6 all of the goals were met. 7 I think if we look at Row 12, the 8 graduation data, as Chair Burt suggested, is 9 encouraging. Not only did the 10 of the 10 students 10 that were listed in the original CAP graduate, but 11 they admitted additional seniors who also graduated. 12 The -- Row 14, which talks also about 13 having Next Step Plans in place was completed. And 14 since we last met, I was able to attend the school 15 as part of a site visit and review those Next Step 16 Plans. So I actually saw how they were kept at the 17 school. 18 Row 15. In terms of S.T.A.R.S. data, 19 there was a new hire who was not included in the 20 120th day report because it happened after that 21 information was collected. But we did review his 22 file. 23 When we look at Row 16, the school reports 24 that there has been no changes to the TGA 25 Foundation.</p>
107	<p>1 there. Again, we are waiting on data. So if it 2 seems like there is some lack of information about 3 the results of any of the assessments, that's how 4 long it takes in education to get results. So we 5 know that there is a DASH Plan and all the 6 components are submitted as required in the 7 Corrective Action Plan. 8 The school has access to its NWEA MAP data 9 because they can control the administration dates, 10 and the results get back to the school. They aren't 11 waiting for the rest of the state to take that same 12 training. And I have posted into -- pasted into the 13 cells what the results are from the MAPs data. 14 So there's also additional information in 15 the folder that you have on The GREAT Academy 16 Corrective Action with more detail. 17 But what I attempted to do was to list out 18 the specific results based on each -- each of the 19 indicators by the grade level. 20 Let's see. And more detail on that, 21 actually, is provided as the handout. 22 Hold on a second. I -- if you're like me, 23 like, navigating the Excel document is a little 24 challenging. But I would say that there was pretty 25 robust data that was set in terms of goals set for</p>	109	<p>1 So that is the completed Corrective Action 2 Plan. And I know that the school is in attendance. 3 So if you wanted to hear directly from the school, I 4 see Jasper is here, and I'm sure he'd be happy to 5 answer any questions that you have about any parts 6 of the CAP. 7 I think that it was substantially 8 completed, even if the academic goals were not met. 9 Those were pretty ambitious growth goals. But they 10 did collect information. They did work with 11 students, and the board did meet its goals. 12 THE CHAIR: Thank you, Director Chavez. 13 Any questions or comments from 14 Commissioners? 15 (No response.) 16 THE CHAIR: All right. Seeing none, I 17 think that's -- there is no -- there is no motion 18 for today -- right? -- because we're just receiving 19 an update. So -- all right. 20 Thank you, Director Chavez, for all the 21 information on that. 22 All right. That'll bring us to Item 23 No. 9, Discussion and Possible Action on Monte del 24 Sol Request to Amend Contract Increasing Enrollment 25 Cap.</p>

110	<p>1 Back to you, Director Chavez. Do you want 2 to start us off?</p> <p>3 And if -- while Director Chavez is 4 introducing us, Missy, if you can bring the school 5 in so that they can speak on this as well.</p> <p>6 DIRECTOR CORINA CHAVEZ: All right. So -- 7 so, yeah, Zoë is in the audience, and, I'm sure, 8 happy to field any questions.</p> <p>9 You will see in your folder the request, 10 combined with our analysis for the school's increase 11 in its renewal application enrollments cap.</p> <p>12 The school is asking for an increase in 13 enrollment by 20 students, which is not that much. 14 The school does report a fairly substantial 15 waitlist. If you look at the document that the 16 school provided the documentation, they break out by 17 grade level how extensive the waitlist is. And 18 adding 20 students does not require that the school 19 hire additional staff; so there's no overhead cost 20 to -- to the school.</p> <p>21 You know, because you are in the process 22 of drafting an opinion about the requirement for 23 increased salaries for teachers, that schools have 24 experienced that financial cost associated with 25 paying teachers. And they have also lost, over</p>	112	<p>1 have to make today.</p> <p>2 But the reports that I am hearing is that 3 the school has been responsive to the requests for 4 increases in financial oversight and of its 5 finances. And the oversight and -- and practices 6 around managing its finances have heeded the advice 7 of my staff.</p> <p>8 So we are encouraged with what we saw and 9 heard at the school, and we anticipate a better 10 audit. But, again, there is no published audit for 11 this school year.</p> <p>12 Similarly, we feel like the director has 13 put into place some steps that will show increased 14 academic performance. But that, again, is not yet 15 documentable.</p> <p>16 So with that, I am going to -- I am going 17 to pause my -- my introduction and let you all speak 18 about it.</p> <p>19 THE CHAIR: Thank you.</p> <p>20 Missy, I saw that your hand went up. I 21 don't know if you needed some support in something 22 or had a question.</p> <p>23 MS. MISSY BROWN: I just wanted to know 24 who else from the school I should be promoting. I 25 promoted Dr. Jenkins, who's the board president. I</p>
111	<p>1 time, Small Schools funding.</p> <p>2 So this 20 students provides a financial 3 boost to the school that I'm sure the school would 4 really, really appreciate, again, without the 5 additional cost.</p> <p>6 The -- the amendment request for 7 increasing the enrollment cap also asks that we take 8 a look at the school's performance. And when you 9 look at the data, again, we don't have three years' 10 worth of data. So we are unable to provide how 11 students are faring in that regard.</p> <p>12 However, I've asked Ms. Nelsen to do an 13 analysis of student performance relative to their 14 Short Cycle Assessments, and she can provide some 15 information on that.</p> <p>16 The information that you see in the 17 document is '20-'21. Again, here's the lag that 18 shows the performance of the school under the 19 previous administration and under the previous 20 financial budget manager for the school.</p> <p>21 We did conduct a site visit to the school. 22 We know that those reports aren't out. But the 23 staff that attended the school visit were able to 24 report to me -- and you will get these reports 25 probably in August, again, after a decision that you</p>	113	<p>1 don't know if there's anybody else that needs to be 2 promoted.</p> <p>3 DR. ZOË NELSEN: Elizabeth Franco should 4 be in the waiting room also, our business manager.</p> <p>5 THE CHAIR: Hello, Ms. Nelsen.</p> <p>6 If you can start by introducing yourself, 7 and once folks get into the panel, if you want to 8 introduce them, and give us a quick synopsis of why 9 you're having this amendment request today.</p> <p>10 DR. ZOË NELSEN: Yeah. Well, thank you, 11 and good morning, Madam Chair and Commissioners.</p> <p>12 My name is Dr. Zoë Nelsen, and I am the 13 Head Learner. This is the first year as the Head 14 Learner at Monte del Sol.</p> <p>15 Dr. Robert Jenkins is the chair of the 16 board. And then Elizabeth Franco is our business 17 manager, and this is also her first year as the 18 business manager.</p> <p>19 Both Ms. Franco and myself have been 20 connected to the school. Liz worked as the 21 assistant business manager last year, and then I 22 worked as the Assistant Head Learner for three 23 years, and then, previously to that, as a staff 24 member.</p> <p>25 So our succession plan feels strong as we</p>

<p style="text-align: right;">114</p> <p>1 take on some of the challenges of -- of cleaning 2 things up financially and then meeting some of our 3 academic goals. 4 I just would like to say whatever your 5 decision is today about increasing our enrollment 6 cap, which would support our finances and then also 7 provide a space for the families and the students 8 who would like to -- 20 more spaces who would like 9 to attend our school and participate in our 10 programs, regardless, we've just looked forward to 11 working with the PEC and with our continuing 12 improvement over the years, you know, and keeping a 13 strong connection as we grow and -- and just better 14 our programs. 15 I -- I will open it up to questions. I 16 have, you know, further -- further details, but you, 17 I'm sure, all have quite a few questions, too. 18 THE CHAIR: All right. Thank you, 19 Ms. Nelsen. 20 All right. Vice Chair Voigt. 21 COMMISSIONER VOIGT: Thank you. Hi, 22 Ms. Nelsen. I just have a -- just a couple of 23 questions. 24 So you're only increasing your enrollments 25 up to 20 more for your cap. How many students are</p>	<p style="text-align: right;">116</p> <p>1 we would need to increase our staff -- staffing. 2 There are already -- you know, in terms of 3 educational -- just in terms of rooms and so forth 4 there are already -- we're kind of at max for 5 adequate classrooms. And, you know, we hope to have 6 a facility expansion and get out of our portables 7 and build another administrative wing and -- and we 8 work with middle school students, and so there's a 9 lot to manage. 10 And I just feel like this is a modest 11 request. And, you know, we will be up for renewal 12 in a couple of years and maybe we have that 13 discussion then. If we have been able to really 14 move forward on our facility expansion, it would 15 make more sense to be able to grow from there. 16 I don't -- also we are one of the larger 17 charter schools. I notice that. And I wouldn't 18 want to grow to 400 or 500 students at this point. 19 I like the small school, and that's part of what 20 makes charter schools in general, and our charter 21 school, a real nice community to be involved with. 22 COMMISSIONER VOIGT: Thank you. Yeah. I 23 just -- I wanted to hear your justification for such 24 a modest increase. But that's fine. Thank you very 25 much.</p>
<p style="text-align: right;">115</p> <p>1 on your waitlist right now? 2 DR. ZOË NELSEN: Just under 200. 3 COMMISSIONER VOIGT: All right. Thank 4 you. 5 And what is your facility adequacy? 6 DR. ZOË NELSEN: Over 500, and that 7 includes the portables. 8 COMMISSIONER VOIGT: Okay. So do you 9 anticipate -- you have ample room to grow within 10 your facility, which is phenomenal. And that's 11 really great that you have such a healthy waitlist. 12 And I know your staffing would have to be 13 adjusted as far as, you know, any kind of student 14 increase. 15 But do you foresee having to increase your 16 cap again? Twenty just seems like a small number 17 for an amendment and an enrollment increase, 18 especially with your healthy waitlist and your 19 facility adequacy. 20 DR. ZOË NELSEN: It was recommended after 21 I had submitted the -- the initial request that we 22 go up to 400 and have a little bit more flexibility 23 and room within our numbers. 24 We have portables right now, currently. 25 And I feel like if we had an additional 40 students</p>	<p style="text-align: right;">117</p> <p>1 DR. ZOË NELSEN: Uh-huh. 2 THE CHAIR: Commissioner Gipson. 3 COMMISSIONER GIPSON: Thanks. I 4 appreciate the thought that went into that 5 discussion about the size of your enrollment cap. 6 An enrollment cap doesn't require you to 7 have that many students, so that you can set your 8 own limit. And the only reason I'm saying that is 9 my concern is I'm assuming that you're going to take 10 on those 20 students, because that's what you 11 wanted. 12 When we did contract negotiations not that 13 long ago with this school, the school -- the school 14 leader at the time identified that the school 15 regularly, during the school year, exceeds its 16 enrollment cap to adjust for any students that may 17 leave during the year, so that the school -- the 18 school often, during the school year, had more 19 students than the current enrollment cap was. 20 So that's my only concern. If you're 21 still doing that, why not hedge up a little bit so 22 that you can -- if you're still doing that, you've 23 got the adjustment, and you're not exceed- -- 24 because it concerned me that the school exceeds its 25 enrollment cap during the year in anticipating -- in</p>

<p style="text-align: right;">118</p> <p>1 anticipation of possibly losing one or two students 2 during the year. 3 So I guess I'm asking, are you still doing 4 that? And, if so, why don't you just hedge up your 5 enrollment cap a little bit? 6 DR. ZOË NELSEN: Is that on the table? 7 Could we go to 400 because of request as a -- 8 COMMISSIONER GIPSON: I think you'd have 9 to have that discussion with your governing 10 council -- 11 DR. ZOË NELSEN: Of course. 12 COMMISSIONER GIPSON: -- before -- you 13 know. It's on the table, sure. But it's -- you 14 know, I don't think it -- you could do it right now. 15 DR. ZOË NELSEN: Yeah. And then to answer 16 your -- your question about increasing -- having 17 more students than our enrollment cap, at this 18 moment, we have more students than 360, but because 19 we have found that students say yes if they've, you 20 know, entered the lottery and then decide to go 21 somewhere else. 22 And so we have -- and then we don't know 23 exactly the exact number of how many students are 24 leaving and who might be transferring to another 25 school. And so there's a -- there's a little bit</p>	<p style="text-align: right;">120</p> <p>1 THE CHAIR: All right. Commissioner 2 Robbins. 3 COMMISSIONER ROBBINS: Well, I'd just like 4 to echo what Commissioner Gipson said, that, you 5 know, the enrollment cap is a cap. It's not an 6 average, you know, over a week or over a month or 7 over the school year. It is a cap. 8 And, again, if you have a 200 waitlist, it 9 is modest. And I understand. You can self-impose. 10 You know, if you were to take this to 400 or 440 11 because of that waitlist, it would justify it. It 12 doesn't mean you have to go to that level. 13 It also gives you the flexibility. You 14 know, if you have five students that come in because 15 they're in desperate situations, and you're reaching 16 out to try to help these students, it gives you that 17 flexibility. Keeping -- only going up to 380, 380 18 is your cap. You can't go to 381 for a day or two 19 and then 385 and drop back down to 375. 20 So it's just something to consider. I'm 21 in support of the cap. I think what the Legislature 22 did with funding and everything was harmful to many 23 of the schools. You will be getting a little bit of 24 a bump in the fact that it's no longer just 25 education space; it is your -- whatever your lease</p>
<p style="text-align: right;">119</p> <p>1 of -- of padding there, I guess. But that's just at 2 this point throughout the -- you know, like -- 3 post-lottery and as we're kind of completing the 4 registration process. And I could get that number 5 for you probably really easily, because -- yeah. 6 But throughout the school year, no, we 7 really keep it -- like before the 40th day, we won't 8 bring in new students until we drop under our 9 enrollment cap. Same, you know, after the 40th day. 10 We'll just bring in a student once we've dropped 11 below that enrollment cap. 12 COMMISSIONER GIPSON: Okay. And I 13 appreciate that, because that was not what was 14 happening before. There was an actual enrollment 15 that exceeded -- during the school year, exceeded. 16 I get that, you know, adjusting that has to go on 17 with the lottery and who's leaving. I fully get 18 that. 19 But the school was regularly keeping more 20 than. And that's where I had -- so that's why I was 21 saying if you're still doing that, you should modify 22 that enrollment cap to adjust for that, and that 23 way, you know, if you had 382, it wouldn't be a 24 problem, because you've got that flexibility. 25 DR. ZOË NELSEN: Right.</p>	<p style="text-align: right;">121</p> <p>1 happens to be, the per MEM is your limit. 2 But I'm hoping that we can do an adequate 3 increase in the per MEM so you're not having to 4 divert any operating funds to cover any lease 5 assistance if you have issues with that now. 6 So, again, I just want to echo what 7 Commissioner Gipson said about, you know, really 8 seriously consider having a higher cap that you can 9 work with. And you can self-impose a number below 10 that based upon your financial and your management 11 goals and abilities. 12 THE CHAIR: Commissioner Carrillo. 13 COMMISSIONER CARRILLO: Thank you. Hello, 14 Dr. Nelsen. 15 And I would agree with Commissioner Gipson 16 and Commissioner Robbins around having a slightly 17 higher cap and then self-imposing what's realistic 18 for you, given space, staffing, and everything else, 19 if you wanted to go more than 20. 20 So your cap right now is 366; is that 21 right? 22 THE WITNESS: It's 360. 23 COMMISSIONER CARRILLO: 360. So you're 24 asking for 20 more. It honestly seems like you 25 should ask for 20 more than that and go to 400 and</p>

<p style="text-align: right;">122</p> <p>1 then just self-impose, as the others have said.  2 My guess is we could do that today, if  3 that's something you wanted -- no? I always -- I  4 love that. It's just easy to see everyone's heads  5 at once go "no." So something to consider for the  6 future.  7 So I have a couple of questions, and I'll  8 be super straight with you.  9 My first inclination was, if a school's  10 only performing at a so-so level, why would we want  11 to give them 20 more kids?  12 And, I mean, this is just what I was  13 thinking. Because it's my understanding -- and if  14 you could just tell me about it. Are you  15 currently -- there is others on the Commission that  16 could probably speak to it better, because they've  17 been here. Are you currently on probation or on  18 some sort of performance plan? Because that's my  19 understanding.  20 DR. ZOË NELSEN: My understanding is that  21 we were, but then completed all elements of the  22 Corrective Action Plan, August -- or October of  23 2020.  24 COMMISSIONER CARRILLO: Okay. Good. I'm  25 happy to hear that. So what are the proficiency --</p>	<p style="text-align: right;">124</p> <p>1 I want to see -- and I know you want to,  2 also. But to me, those numbers need to seriously  3 increase.  4 I think that in New Mexico in general,  5 we've accepted such low numbers for so long that  6 even if they increase by a few percentage points  7 from, like, you know, 27 to 30, all of a sudden  8 we're patting ourselves on the back. And it's,  9 like, that is no reason to pat yourself on the back  10 at all, ever, you know.  11 And so it's just something that I think  12 that I know me, personally, am going to be looking  13 at much more carefully over these coming years is  14 when we get these annual reports, you know, making  15 sure that the growth is there.  16 Because what's happening all too often,  17 you know, we use graduation rates so much as a  18 benchmark of something. And to me, it's kind of  19 meaningless. Because you can graduate with a  20 D average and go on and just, basically, you know,  21 take the ACCUPLACER and end up taking remedial at  22 the community college and then leaving the community  23 college after a year and giving up on higher ed  24 completely.  25 That's kind of the trajectory of -- I'm</p>
<p style="text-align: right;">123</p> <p>1 just math, science, and graduation rates currently,  2 to the best of your knowledge? And congratulations  3 on that graduation on that -- last Thursday.  4 DR. ZOË NELSEN: Oh, thank you.  5 So we -- I mean, we don't have any current  6 data since -- of course, since 2019.  7 Our performance targets, you know, for  8 2023 for district-wide mathematics, looking at  9 12/25, and then reading and science, 25 and  10 25 percent.  11 And I actually -- or the school submitted  12 performance targets that were higher than that based  13 on our 20 -- some previous data. And then we  14 actually met with some of the -- the data analysis  15 with PED, and they took us through the Vistas  16 platform and really revised that data. And so  17 that's on the -- the summative assessments.  18 COMMISSIONER CARRILLO: Okay. If I heard  19 you correctly, math right now around 12 and English  20 Language Arts around 25?  21 DR. ZOË NELSEN: Right. 25/25 would be a  22 conservative, realistic FY23 goal.  23 COMMISSIONER CARRILLO: So I just -- and  24 this isn't just with -- with Monte; it's with so  25 many of the schools that we've authorized.</p>	<p style="text-align: right;">125</p> <p>1 sure you're aware of that. It's more than  2 80 percent of the kids from Santa Fe Public Schools  3 graduating, Capital or Santa Fe, end up in remedial  4 at the college.  5 And to me that just says failure on the  6 part of our schools in preparing our students.  7 And so, I mean, I want to -- I hold -- as  8 Commissioner Robbins said earlier, and you probably  9 heard him -- I like to hold State charters to a  10 higher level. I mean, I think our charters around  11 the state generally perform better than their  12 district counterparts. They're more innovative and  13 more flexible. And I want to, you know, see that  14 continue.  15 But for me, it all comes down to are we  16 serving our kids in English language and math,  17 science, you know, core proficiencies if these rates  18 are just so low?  19 And so just to let you know, I'm going to  20 support the cap. I got off -- when I spoke with the  21 the Director earlier and said I want just more  22 information about your school, because I know you're  23 a new leader and then there's -- COVID interrupted  24 everything.  25 But I just want you to know that for me,</p>



126	<p>1 in particular, I'm going to be looking at serious 2 growth over these next couple of years. 3 And I have every confidence in you that 4 you're going to put together plans with your staff 5 to push students harder. And even if it means that 6 they take one less elective to make sure they're at 7 grade level for reading and math, then that's fine, 8 because we graduate too many kids that are in 9 twelfth grade, we graduate them when they're at 10 seventh-grade reading levels right? And we have 11 done them no service by passing them on from grade 12 to grade. 13 So thank you very much for all the work 14 that you do, and your staff, and I'll be supporting 15 your request for an increase. 16 DR. ZOË NELSEN: Thank you, Commissioner 17 Carrillo. 18 May I address the -- or Short -- using 19 just our Short Cycle data? 20 THE CHAIR: (Indicates.) 21 DR. ZOË NELSEN: This was -- since I guess 22 2018-'19, the first year that we actually had a 23 consistent three administrations of the NWEA MAP 24 Short Cycle Assessment, which was what we use in our 25 indicator, we have shown -- this is just preliminary</p>	128	<p>1 update. 2 THE CHAIR: All right, Commissioners. 3 Any other questions or comments? 4 COMMISSIONER CARRILLO: Yes. One more. I 5 would just -- I would caution -- because I'm 6 remembering this. I believe you were considering at 7 one time possibly coming back to Santa Fe Schools 8 and made a presentation. And I remember Robert 9 talking about growth. 10 And statistics in growth, I think, can be 11 very deceiving. I mean, if you have, you know, 12 20 percent of kids that are reading at a certain 13 level, and then you've raised that, you know, to 14 25 percent, you can say you have -- you've grown, 15 because that's 5 -- 5 percentage points you can say 16 you've grown by, you know -- 5 to 20 -- 25 percent. 17 That's all nice, but it doesn't tell the 18 real story about kids still being at 25 percent 19 proficiency. 20 So it's just cautioning the way sometimes 21 we use numbers, especially as it pertains to growth. 22 But I'm excited for these next years and 23 to see what you do there, Ms. Nelsen. Thank you. 24 Dr. Nelsen. Thank you. 25 THE CHAIR: All right. So I think at this</p>
127	<p>1 growth. 2 But in math for seventh grade, 68 percent 3 growth this year. And then 63 in ninth grade, 43 in 4 eighth grade. 5 So looking at that drop, that dip in math 6 scores and how can we address that on staff. 7 And then in reading, also in seventh 8 grade, 68 percent growth; eighth grade, 59 percent; 9 and then 78 percent growth in ninth grade. 10 So that's helpful to see that, through 11 that assessment, we're showing growth. 12 And then one other tweak that we've made 13 to your point, Commissioner Carrillo, around taking 14 away, I guess, an elective or really working with 15 our Q1 is students who are not -- just our Q1 16 students, in general, and especially the ones who 17 are also failing multiple classes, we've implemented 18 a new structure where we'll have academic labs 19 throughout the school day and reading specialists 20 and tutors in those classes. And those students 21 will be registered into those classes daily to get 22 that extra support -- 23 COMMISSIONER CARRILLO: Great. 24 DR. ZOË NELSEN: -- for next year. 25 COMMISSIONER CARRILLO: Thank you for the</p>	129	<p>1 time, I will make a motion -- I move that the 2 request by Monte Del Sol to amend their enrollment 3 cap from 360 to 380 be approved. 4 COMMISSIONER ROBBINS: I'll second. 5 COMMISSIONER GIPSON: Second. 6 THE CHAIR: Thanks. There's a motion by 7 Chair Burt, second by Commissioner Robbins and 8 Commissioner Gipson. 9 Any other comment or discussion? 10 (No response.) 11 THE CHAIR: All right. Seeing none, 12 Secretary Armijo, if you could take vote. 13 COMMISSIONER ARMIJO: Thank you. 14 Secretary Armijo votes yes. 15 Chair Burt. 16 THE CHAIR: Yes. 17 COMMISSIONER ARMIJO: Commissioner 18 Carrillo. 19 COMMISSIONER CARRILLO: Yes. 20 COMMISSIONER ARMIJO: Commissioner Davis. 21 COMMISSIONER DAVIS: Yes. 22 COMMISSIONER ARMIJO: Commissioner Gipson. 23 COMMISSIONER GIPSON: Yes. 24 COMMISSIONER ARMIJO: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>

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1 COMMISSIONER ARMIJO: Thank you.  
 2 Commissioner Robbins.  
 3 COMMISSIONER ROBBINS: Yes.  
 4 COMMISSIONER ARMIJO: And Vice Chair  
 5 Voigt.  
 6 COMMISSIONER VOIGT: Yes.  
 7 COMMISSIONER ARMIJO: Thank you. That  
 8 passes, eight to zero.  
 9 THE CHAIR: Thank you. And thank you to  
 10 the school leaders from Monte del Sol. I see you  
 11 already got moved back out. So thanks for being  
 12 here and talking with us today.  
 13 All right. So that'll take us to Item  
 14 No. 10, Discussion and Possible Action on Adopting  
 15 the Revised PEC Calendar.  
 16 This is the calendar that adds the  
 17 November 7th date working session. So November 7th  
 18 working session.  
 19 So I move that we adopt and -- we adopt  
 20 the revised PEC calendar and post the calendar on  
 21 the PEC website.  
 22 COMMISSIONER ROBBINS: Second.  
 23 THE CHAIR: Thanks. Motion by Chair Burt,  
 24 a second by Commissioner Robbins.  
 25 Any discussion?

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1 (No response.)  
 2 THE CHAIR: All right.  
 3 Secretary Armijo, if you could take vote.  
 4 COMMISSIONER CARRILLO: No, no. Hold on  
 5 one second. Sorry.  
 6 THE CHAIR: Sorry. One second.  
 7 Commissioner Carrillo.  
 8 COMMISSIONER CARRILLO: I'm looking it up  
 9 right -- hold on. I'm looking at these dates.  
 10 Okay. No. I just -- I wanted to check  
 11 the dates on -- for Rosh Hashanah and Yom Kippur to  
 12 make sure we were taking those into consideration.  
 13 And I see that we did. Thank you.  
 14 THE CHAIR: Great.  
 15 Secretary Armijo.  
 16 COMMISSIONER ARMIJO: Okay. Thank you.  
 17 Chair Burt.  
 18 THE CHAIR: Yes.  
 19 COMMISSIONER ARMIJO: Commissioner  
 20 Carrillo.  
 21 COMMISSIONER CARRILLO: Yes.  
 22 COMMISSIONER ARMIJO: Commissioner Davis.  
 23 COMMISSIONER DAVIS: Yes.  
 24 COMMISSIONER ARMIJO: Commissioner Gipson.  
 25 COMMISSIONER GIPSON: Yes.

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1 COMMISSIONER ARMIJO: Commissioner Manis.  
 2 COMMISSIONER MANIS: Yes.  
 3 COMMISSIONER ARMIJO: Thank you.  
 4 Commissioner Robbins.  
 5 COMMISSIONER ROBBINS: Yes.  
 6 COMMISSIONER ARMIJO: Sorry. Wait a  
 7 minute. Okay.  
 8 Commissioner Voigt.  
 9 COMMISSIONER VOIGT: Yes.  
 10 COMMISSIONER ARMIJO: And Commissioner  
 11 Armijo votes yes. That -- that is -- that motion  
 12 passes eight to zero.  
 13 THE CHAIR: All right. Thank you.  
 14 That'll take us to Item No. 11, Report  
 15 from Charter Schools Division. Director Chavez.  
 16 DIRECTOR CORINA CHAVEZ: Thank you,  
 17 Chair Burt, Commissioners.  
 18 I'm going to mix up the order of the  
 19 presentation and just give you an update on the  
 20 conference, as you all should have June 9th and 10th  
 21 marked in your calendars, and just wanted to let you  
 22 know that, typically, the Public Education  
 23 Commission holds a panel.  
 24 So we are holding Thursday from 10:15 to  
 25 11:15 for that panel. Between now and next week, if

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1 you can check your calendars and make sure that  
 2 you're able to attend and let us know if that time,  
 3 in fact, works for you, that would be great. We'd  
 4 like to finalize the schedule.  
 5 We have several proposals. Thursday will  
 6 be all virtual, so that will just be you  
 7 participating virtually.  
 8 Friday, we have an in-person at the  
 9 Tierra Adentro Charter School, which is in  
 10 Albuquerque, kind of close to Old Town. As part of  
 11 the -- the in-person from 4:00 to 6:00 p.m., we will  
 12 be having some student presentations, one flamenco  
 13 dance and one flamenco guitar performance. We hope  
 14 you can make it. It will be awesome to see all the  
 15 charter leaders and you all in person in Albuquerque  
 16 that Friday, the 10th.  
 17 The agenda should be going out next week  
 18 again. So if you can let us know if Thursday  
 19 between 10:15 and 11:15 would work, that would be  
 20 great.  
 21 We ordered some swag for the conference  
 22 and should be getting it next week. So we have that  
 23 planned, and we have the other sessions planned.  
 24 COMMISSIONER CARRILLO: One question about  
 25 the panel.

<p style="text-align: right;">134</p> <p>1 DIRECTOR CORINA CHAVEZ: Okay.  2 COMMISSIONER CARRILLO: You have it from  3 10:15 to 11:15.  4 DIRECTOR CORINA CHAVEZ: On Thursday.  5 COMMISSIONER CARRILLO: Right.  6 Realistically, is one hour enough? I mean, I don't  7 know. It just seems like it's not a lot of time for  8 a panel and people, whether it's leaders or teachers  9 or anyone that might want to have more discussion.  10 Just curious. That's all.  11 DIRECTOR CORINA CHAVEZ: I was using last  12 year's and previous years' charter schools  13 conference agendas that -- that had the -- that time  14 frame as the guide. But I think that if you want to  15 talk about having longer -- and you're welcome to  16 attend the entire conference.  17 I see that Commissioner Gipson has  18 something to say. She has some experience with  19 this. So does Vice Chair Voigt. So I will let them  20 speak. But that's what we have tentatively planned.  21 COMMISSIONER VOIGT: I'll just say that an  22 hour is plenty of time, yeah. I mean, typically --  23 I mean, sometimes -- I mean, I've been to these  24 conferences before, one Charter Division conference  25 where three people showed up.</p>	<p style="text-align: right;">136</p> <p>1 When we've typically been live, the place has been  2 packed and I can say an hour isn't enough.  3 Last year when we were virtual, there  4 weren't that many people that attended, and an hour  5 was more than enough time. And there were also a  6 lot of other sessions that people wanted to go to.  7 So I guess I have to qualify it by saying  8 if this is the only discussion, and the Performance  9 Framework is in a really good place, that hour is  10 not going to be enough time for this and answer any  11 other questions that school leaders may have.  12 DIRECTOR CORINA CHAVEZ: Thank you for the  13 feedback. I think, then, that the project team for  14 the Performance Framework, when we meet on Tuesday,  15 should have a discussion about a presentation that  16 might be separate from the PEC panel.  17 And the Public Education Commission panel  18 is likely to be concurrent with other sessions, or  19 the Financial Framework session will be concurrent  20 with other sessions.  21 But thanks for the question.  22 Commissioner Carrillo, you have more?  23 COMMISSIONER CARRILLO: I always have  24 more -- no -- yes.  25 You know, it would -- it would seem that</p>
<p style="text-align: right;">135</p> <p>1 So I don't know if there's going to be any  2 other breakout sessions that are happening  3 simultaneously as ours.  4 But I know we do want to talk about the  5 Performance Framework as one piece. That might take  6 35 minutes, and then maybe field questions or  7 something.  8 But, yeah. To answer your question,  9 Commissioner Carrillo, an hour is plenty of time.  10 COMMISSIONER GIPSON: So I'm going to add  11 a little. So I guess I need a little clarification.  12 Is the Performance Framework discussion  13 being done only during this session? Or is there a  14 separate session on it?  15 DIRECTOR CORINA CHAVEZ: We can do  16 whatever you want.  17 COMMISSIONER GIPSON: Because I'm going to  18 say if the Performance Framework -- depending on  19 where it is, that's my only qual- -- you know,  20 depending on where it is, if it's in a really good  21 place, that hour is not enough, you know. To couch  22 that also with -- also what Commissioner Voigt said,  23 if there's other competing sessions, that -- you  24 know, that's tougher, because charter leaders then  25 have to decide which ones they're going to go to.</p>	<p style="text-align: right;">137</p> <p>1 even though it's virtual, that it might behoove us  2 not to have any other thing going on when you have  3 the PEC panel.  4 I mean, I just -- I don't want people to  5 have to choose between meeting or seeing or talking  6 to their Commissioner and doing something else,  7 because so seldom do they even have that  8 opportunity. And there's only so many hours in a  9 day.  10 Two days in the conference, I understand  11 that there's a lot of competing factors, if you  12 will. But my preference would be that the PEC panel  13 be a stand-alone, just so that more people can  14 attend and hear why we think what we think about  15 those issues that affect them.  16 DIRECTOR CORINA CHAVEZ: Thank you for  17 your feedback.  18 So moving on, I would like to talk about  19 staffing update.  20 Unfortunately, my newest hire is not here  21 today. But I am so happy to announce that we have  22 hired a director of the Charter Schools Program  23 Grant, the federal grant that we get.  24 Louie Torrez is someone who I first met 12  25 years ago, maybe longer, when he was a teacher at</p>

<p style="text-align: right;">138</p> <p>1 Walatowa. He then went on to work at the PED. He's 2 been at the PED for 10 years. He's worked in 3 Title I. He most recently has been working with the 4 ESSER Grant funds that we have. 5 So he has a long tenure at the PED. He 6 knows exactly what he's getting into when he comes 7 to join the Charter Schools Division. 8 He -- I can say that he really cares about 9 charter schools, because he has firsthand experience 10 working in one, and I've seen him provide supports 11 to charter schools. 12 So I think he's a really excellent hire. 13 And next month -- and you'll get a chance to meet 14 him if not sooner. 15 And I also think that that will help the 16 schools that are -- that are in their Implementation 17 Year who are extremely busy, THRIVE and RioGAFA, in 18 preparing to open their doors and getting cash 19 advances. And you should know that those are the 20 only schools that get cash advances. District and 21 other schools -- other grant programs, nobody gets 22 cash advances. We're the only ones at the PED that 23 offer that for the new schools. 24 So it's a process that is detailed, 25 lengthy, time-consuming, and I'm so happy that Louie</p>	<p style="text-align: right;">140</p> <p>1 Not all of them are graduate students. But we 2 received applications, and we hope to conduct 3 interviews next week. 4 That person, we are asking for them to be 5 involved in data analysis and data presentation. 6 So Melissa Sanchez and I have been working 7 very closely with some people at the PED who are 8 starting a project that we are -- that we're calling 9 the "Google Looker." 10 And if you -- if you -- you guys know that 11 we collect a ton of information through S.T.A.R.S. 12 And you want data and information on schools, and 13 everybody wants data and information on districts 14 and schools. 15 And so what this does is it creates some 16 business intelligence tools using S.T.A.R.S. data to 17 create data visualization and reports. And if you 18 want to see an example of that, you can see how we 19 have posted attendance data. 20 So I can share my screen so that you can 21 see how beautiful the data becomes and see what the 22 vision is for the types of reports that we will have 23 for charter schools. Or you could just go to it on 24 your own. I can send you an e-mail with a link 25 since my computer is really slow. Which would you</p>
<p style="text-align: right;">139</p> <p>1 will be able to provide that work and serve those 2 schools with that being his sole focus. 3 I want to just thank Dr. Russell for her 4 work with the CSP Grant. It hasn't been easy. 5 She's held two hats. When she became the Deputy and 6 even before that, she was doing both work. 7 So I just want to thank her for that. And 8 I know that she's really happy to have Louie on 9 board as well. 10 You should know that we've conducted 11 interviews for the business operations position that 12 Debbie left behind. And I'm in the process of 13 checking references. I hope that by the next time 14 you meet -- or maybe at the conference -- we'll have 15 a new person in place. It has created a delay in 16 the finance subcommittee, and I apologize for that. 17 But we've been working on it, and we hope to meet 18 shortly, because other people have dug into those 19 massive share files. 20 So I am hoping to have that person soon. 21 I should -- I also want to let you know that we 22 posted to have an intern in the Charter Schools 23 Division. We requested that it be someone who is a 24 graduate student. 25 We have -- we received some applications.</p>	<p style="text-align: right;">141</p> <p>1 prefer? 2 THE CHAIR: I think you can send us an 3 e-mail. That would be great. Thank you. 4 DIRECTOR CORINA CHAVEZ: Yeah. So take a 5 look at it. It's really beautiful. I think it 6 relates to what we were talking about yesterday in 7 terms of dashboard. 8 Melissa and I are working with a person to 9 say, "These are all the S.T.A.R.S. reports that we 10 use." 11 I'm hoping that the intern can spend the 12 dedicated time and energy to really digging into 13 that and to create the first set of data that will 14 be posted to the website. 15 So that's an exciting bit of information 16 on staffing. 17 In terms of the existing team and our work 18 over the past month, I just have to say -- and I 19 know I say this all the time. But the team has been 20 incredible. 21 We have completed -- this week, we 22 completed site visits for 46 of the State charters 23 that we had not visited in the fall. And so each 24 visit entailed a team of people who did desktop 25 monitoring before showing up. We invited our</p>

<p style="text-align: right;">142</p> <p>1 colleagues at the PED, which -- to attend with us.  2 So we had people from Special Ed, CCRB,  3 Literacy, Language and Culture, and other PED team  4 members to collaborate so we ensured that the school  5 were not only getting visits about monitoring, but  6 included targeting technical assistance on the spot  7 with experts from PED in the subject area that they  8 came from.  9 Big kudos to Mari and Melissa on my team  10 who have been involved in what we call the "ed plan  11 reviews." I don't know if you're aware, but when  12 schools submit their budgets, they're required to  13 submit a narrative about how they are using their  14 SEG to support students.  15 And your team's call was to review the  16 at-risk portions of those ed plans for State  17 charters.  18 This year, the Secretary of Education also  19 asked that we reinstitute what we call "technical  20 reviews," which is a sit-down meeting with the  21 schools to talk about their budgets before the  22 budgets are approved.  23 And, by the way, we also -- the PED is  24 also not approving any of the schools' budgets until  25 their ed plans are complete.</p>	<p style="text-align: right;">144</p> <p>1 Albuquerque.  2 So we're super excited to be supporting  3 that.  4 We are also at the tail end of the  5 Implementation Year process. The schools had their  6 final date for submitting all of the items in the  7 Implementation Year Checklist, and they did, in  8 fact, submit all of the items.  9 There's a few -- my team has reviewed and  10 provided feedback and is planning some sit-down  11 meetings with the schools for a couple of items that  12 need to be edited in order to pass the high  13 standards that we also set for schools before  14 they're ready to open up their doors.  15 So that is in progress.  16 And we also have set the dates for school  17 visits. You know, we're supposed to visit the  18 school two weeks before they open their doors to  19 check out their facilities. We're super excited to  20 go to both THRIVE and RioGAFa, and we know that  21 those school leaders have been working really hard  22 to prepare to open up their doors.  23 They've been recruiting students. Last I  24 heard, I think THRIVE has done a really tremendous  25 job of meeting their target.</p>
<p style="text-align: right;">143</p> <p>1 So both these accountability measures are  2 being taken seriously.  3 There have been a number of technical  4 reviews that my staff has participated in. Monte  5 del Sol was one of them. And other schools that  6 have audit findings have been called to the table  7 for these technical reviews.  8 It's -- I hope that everybody read the  9 Charter Schools newsletter and learned more about  10 the consortium. But we are working closely with our  11 colleagues at the PED to start a charter-only  12 consortium this summer that focuses on -- that  13 focuses on the ways that the school will be able to  14 provide accelerated learning and all of the  15 opportunities that come with that, high-dosage  16 tutoring, et cetera.  17 It's a -- it's a yearlong consortium of  18 charter-only professional development and  19 collaboration around how the accelerated learning  20 plans can be implemented in the schools.  21 There's been great interest. Last I  22 heard, there was over 30 charter schools that wanted  23 to participate. They will be stipended for their  24 participation in the professional development, and  25 the program launches in July with an overnight in</p>	<p style="text-align: right;">145</p> <p>1 So big kudos to both THRIVE and RioGAFa on  2 their efforts. You'll hear from them next month.  3 They will actually come to the PEC meeting, so  4 you'll be able to ask them all the questions about  5 how it's gone and to hear about their readiness.  6 So at the same time, we've also ended the  7 trainings for the prospective applicants based on  8 the Notices of Intent that we received, and we're  9 waiting for June 1 to get here to know exactly how  10 many applications we'll need to review.  11 But we've recruited new application review  12 team members. And tomorrow is the first day that we  13 are working with the folks who applied to be charter  14 application reviewers. And so Ms. Brown is hosting  15 a training for those new application review team  16 members.  17 Also, big kudos to Missy Brown and Dylan  18 Wilson, who have updated the standards for charter  19 school governing board training. We have, as you  20 know, the requirements for equity and cultural  21 responsiveness training for all board members. And  22 they've created standards so that should anyone else  23 wish to provide the training, they'll know what the  24 expectations are, and it will guide the training  25 that they conduct.</p>

<p style="text-align: right;">146</p> <p>1           So big kudos to them on that. 2           I sent everybody yesterday or the day 3 before the PED's Strategic Plan and the 4 Yazzie-Martinez Discussion Draft. And if you read 5 that e-mail, you'll know that the PED is asking for 6 written comments and feedback to be submitted by 7 Friday, June 17th, at 5:00 p.m. 8           So I hope that you will take a look at 9 that and weigh in on the hard work that the PED is 10 doing to address that lawsuit. 11          And highlights and appreciations to all of 12 the schools for hosting us, for opening their doors, 13 calling their teachers, students, governing board 14 members, and staff together for the focus groups, 15 for showing us around their school, letting us go 16 into the classrooms, and having the tough 17 discussions about how this year has gone. 18          It hasn't been easy, but I am super 19 encouraged. I've been to some schools where the 20 word "COVID" barely came up. They are just, like, 21 hitting the ground running again and doing what they 22 need to do. 23          I saw kids with their heads down, studying 24 hard, outside playing kickball, and doing some 25 really wonderful things.</p>	<p style="text-align: right;">148</p> <p>1           I know of a school that has also provided 2 meals for the firefighters and/or a place for them 3 to be. 4           And so I want to recognize those schools 5 and just say that we're with you, that if there's 6 anything you need, we're here, and that we have 7 prayers for your safety and your communities' 8 safety. 9          THE CHAIR: All right. Thank you, 10 Director Chavez. We really appreciate that update. 11          If you all don't mind, I just found out 12 just a little bit ago, I have to leave at 12:30. So 13 I'm going to switch Items No. 12 and 13, just so I 14 can do the Report from the Chair real quick, just in 15 case we don't get through all the liaison reports 16 quick enough. 17          So we're going to go to Item No. 13, 18 Report from the Chair. 19          First item is report on new or updated PEC 20 school issues. 21          The first one is the announcement of 22 subcommittee assignments. Julia and I talked about 23 it, that we hadn't actually -- we had been doing the 24 subcommittees during work sessions, completely 25 appropriate, but we never formally announced the</p>
<p style="text-align: right;">147</p> <p>1           The New Mexico School for the Arts was 2 having their dress rehearsal the day that we were 3 there, so we got to see that. 4           And I am going to say a big kudos to -- to 5 Ms. Margarita Porter, as you heard from Vice Chair 6 Voigt, about her wonderful honor. Just -- I have to 7 say that. 8           And then I'm going to turn this over to 9 Missy Brown, who has created a slide show. My staff 10 continued to take pictures when we were on site so 11 you guys would have visuals of the schools. 12          I believe since we last met, there were 13 34 schools that we've visited. So I think Missy was 14 able to get pictures of most, if not all, of the 15 schools. 16          (Slide show presented.) 17          DIRECTOR CORINA CHAVEZ: Thanks, Missy. 18          I just want to close out by recognizing 19 that there are some school leaders right now who are 20 operating schools in the counties and locations that 21 are facing these horrific fires. And I know that 22 the school leaders are working really hard to 23 support their faculty, their staff, their students, 24 families, and that it's really scary and awful right 25 now in terms of what devastation that can bring.</p>	<p style="text-align: right;">149</p> <p>1           members of the subcommittees during a formal 2 meeting. So that's what I'm going to be doing today 3 is just going through our subcommittees and who 4 is -- who forms those subcommittees. 5           So bear with me. 6           So for this year, we have the Virtual 7 School subcommittee. That has Commissioner Gipson, 8 Commissioner Davis, and myself, Commissioner Burt. 9           On the Foundation subcommittee, there's 10 Vice Chair Voigt and Commissioner Taylor. 11           On the Budget subcommittee, there is 12 Commissioner Taylor, Commissioner Gipson, and 13 Commissioner Burt. 14           On the Performance Framework Project Team, 15 there is Vice Chair Voigt, Commissioner Carrillo, 16 Commissioner Gipson, Commissioner Burt, 17 Director Chavez, and Deputy Director Russell. 18           So that is the official folks who are on 19 those subcommittees. 20           The other -- Item No. 2 is Project Outline 21 and Location. 22           This, we did discuss this a little bit 23 yesterday, but I do just want to, once again in a 24 formal meeting, assure that that's something that 25 everyone's aware that we're doing this. And as you</p>

<p style="text-align: right;">150</p> <p>1 talk to constituents and school leaders, and 2 they're, like, "What are you guys doing," you know 3 where to tell them to go. 4 So now -- and, hopefully, you know, by 5 early next week -- I'm saying early next week to 6 give CSD time to put it up onto the website -- there 7 is going to be a link to a Google Drive that will 8 have PEC projects, timelines, and all the 9 information that folks need to know about what's 10 going on at the PEC, the actual links to drafts that 11 you can take a look at, ways to comment or who to 12 reach out to to participate in and engage in, and 13 timelines of those projects in the documents. 14 So that will be on the home page of the 15 PEC. So anyone -- you can direct folks to that. 16 "just go to the home page of the PEC. You're going 17 to see it there." 18 For Commissioners, in your Google Drive, 19 it is Folder 9. 20 So in your Google Drive, there is Folder 21 9. It says, "Public Approved Project Plan." 22 If you open that up, you're going to see 23 several items in there. Those are all public 24 documents, and they're going to be constantly 25 updated.</p>	<p style="text-align: right;">152</p> <p>1 Half of the charters serving tribal lands 2 are PEC-authorized. So I thought that was an 3 interesting piece of the report that -- it does -- 4 it directly is us. 5 So there's ten -- there were ten charter 6 schools identified, and five of them are 7 PEC-authorized. 8 On day two, they mostly did a lot of 9 review at the LESC. So they reviewed work plans for 10 the course of this year. They reviewed the Social 11 Studies Standards, and -- I think because of the 12 controversy around those. So they just did a 13 complete review of the Social Studies Standards and 14 process that that went through. 15 And then they did a 2022 poster session 16 review. 17 They also, then, the next day, reviewed 18 the graduation requirements and teacher licensure. 19 And then since that meeting, they did hire 20 a new LESC executive director. We know her well; 21 it's Dr. Gwen Perea Warniment will be the new LESC 22 director. So be look looking forward to -- just 23 personally, I just feel like it's going to be a huge 24 benefit to the state in so many ways to have someone 25 with such intimate knowledge of the PED to be</p>
<p style="text-align: right;">151</p> <p>1 So if you're ever wondering what's going 2 on or what the other groups are doing or what's 3 happening where, it's a really good place for you -- 4 for you to go to for yourself, but, once again, 5 really to help encourage folks to get involved in 6 the work that we're doing. 7 So it's a one-stop shop for people to get 8 involved in. So I just want to make sure everyone 9 knows about that and is aware of it. 10 That will take me to Item B. 11 I saw Matt Pahl was on earlier. I think 12 he's not on any longer. 13 MS. MISSY BROWN: He's no longer on. 14 THE CHAIR: And I didn't see Mike Ogas 15 either. 16 So I think that actually moves us to back 17 up to Item No. 12, which is Report from PEC 18 Liaisons. And, very conveniently, I also will go 19 first in this. 20 So LESC and LFC both met on the same exact 21 days, April 27th through 29th, last month. 22 The LESC -- first, their day one, they met 23 at Jemez Pueblo. They did release a document that 24 shows charter schools that are serving on or near 25 tribal lands, serving tribal students.</p>	<p style="text-align: right;">153</p> <p>1 helping lead the LESC. I think it's going to be 2 very beneficial to our legislators and to the PED 3 and everyone involved. 4 So if you do see Dr. Perea Warniment 5 anytime soon, please congratulate her on her 6 appointment there. 7 The LESC also met on April 27th through 8 29th. The only education topic specific to 9 education was, on day one, they did a thorough 10 review of the APS program. They did a program 11 evaluation and released a report on APS 12 specifically. 13 They did address the op-ed that was 14 published about the teacher salary increases and it 15 being burdensome to schools, which really made me 16 rethink how we are going to address it, because they 17 were very baffled by that op-ed as how that could 18 possibly be the case. 19 So I am going back and reviewing that 20 conversation again that they had that was specific 21 about that to see if there is a way that we can 22 utilize the op-ed that we are writing in order to 23 touch on different pieces or help it have some 24 understanding, other than what's already been 25 written and said.</p>

154	<p>1 So that's what I have for LESC and LFC.  2 And they meet again in May -- or -- sorry.  3 They meet again in June, June 9th and 10th.  4 The next one is Indian Education Advisory  5 Council. Secretary Armijo.  6 COMMISSIONER ARMIJO: Thank you. So we  7 met on April 19th. And there was a lot of items  8 that were being discussed. The -- they were over --  9 going through their bylaws again, so I was just kind  10 of catching up on some of their bylaws.  11 The biggest thing was their suggested IEAC  12 advisements to the PED -- New Mexico PED Strategic  13 Plan. And so I'm just going to real quickly give  14 you an overview of some of their -- some of what  15 they suggest go into the Strategic Plan.  16 And I believe the New Mexico PED is --  17 they're working very closely together.  18 So one of the biggest things was their --  19 the purpose of the advisement is to ensure input at  20 the local American Indian tribes to address the  21 education of American Indian students.  22 And some of the items that they wanted to  23 make sure were in there -- or that there was  24 alignment between the State Tribal Collaboration Act  25 and the New Mexico PED Collaboration Indian</p>	156	<p>1 poll, so I don't have an exact date.  2 That's all I have. Thank you.  3 THE CHAIR: All right. The next one is  4 the New Mexico Coalition of Educational Leaders.  5 Vice Chair Voigt.  6 And I'm actually going to pass the baton  7 over to you. I have to jump off. So thank you.  8 COMMISSIONER VOIGT: Thank you. So I did  9 have a little bit of movement in that I connected  10 with Dr. Filiss, Traci Filiss, who is the founding  11 principal of -- I believe it's Taos Integrated  12 School of the Arts.  13 And I believe I'm going to be invited to  14 the retreat for --  15 MS. MISSY BROWN: For the record, it's  16 Taos Academy.  17 COMMISSIONER VOIGT: Thank you. Thank you  18 very much, Missy. I get those two mixed up all the  19 time.  20 And so they have a retreat in July at  21 which time I hope to be invited.  22 That's about as far as we've gotten with  23 that.  24 So -- let's see. Next, we've got  25 Commissioner Robbins.</p>
155	<p>1 Education Communication Policy.  2 And how these tribal collaborations will  3 happen is that they want to make sure that there  4 should be constant collaborative relationships and  5 discussion between American Indian tribes, pueblos,  6 and nations of New Mexico, and the Public Education  7 Department regarding Titles I, II, III, IV, VI, and  8 VII, and other issues that impact American Indian  9 students.  10 And then also they want to have formal  11 semiannual G2G meetings of tribal leaders to provide  12 input on the education of American Indian students,  13 more frequent meetings with tribal leaders as  14 warranted.  15 And then they just also want to have  16 greater input from all tribal leaders on the  17 education of their students, and they want to have  18 tribal consultation to ensure that three initiatives  19 are being addressed, and they need -- they would  20 like annual status reports of its progress.  21 So that was about it.  22 We're going to have another meeting in  23 May. I believe we just did a little poll, so it's  24 going to be late May -- excuse me -- yeah, late May,  25 I think next week sometime. We just did a little</p>	157	<p>1 COMMISSIONER ROBBINS: Thank you.  2 The PSCOC -- several items. They're  3 developing legislative agenda items.  4 One of the items deals with offsets. Now,  5 this sounds like it's a boring thing.  6 But school districts that get an  7 appropriation from their legislator or from the  8 Legislature, in general, when they get direct  9 appropriations for school buildings and things like  10 that, that has been an offset to other State  11 funding.  12 So let's say a school had a \$20 million  13 school project, but they had received, you know, \$2  14 million for other uses within the district, whether  15 it was for that school or anything else. And let's  16 say that that district had a \$5 million district  17 contribution. So the State is still picking up a  18 lion's share of the cost.  19 They have, really, because of that  20 \$2 million appropriation, they really only have  21 \$3 million of State money that's going to come to  22 them, so they have to pick up a larger share.  23 One of the largest districts with the  24 biggest offset is Albuquerque. They have almost  25 \$30 million. And you can understand why they have</p>



158	<p>1 such a large offset, because most of the</p> <p>2 legislators -- guess what? They're from Albuquerque</p> <p>3 and the area around Albuquerque.</p> <p>4 The School Board Association is opposed to</p> <p>5 offsets. They don't want to have offsets.</p> <p>6 Principals and things like that, they want to be</p> <p>7 able to lobby legislators, get money, and then go</p> <p>8 back to the State to get even more money for capital</p> <p>9 projects without going to their local taxpayers and</p> <p>10 the like.</p> <p>11 You know, I voiced my concern that I think</p> <p>12 that's wrong. I think the PSCOC, in general, feel</p> <p>13 that that's wrong, that offsets should continue,</p> <p>14 unless those dollars were used for things such as</p> <p>15 band uniforms, you know, equipment, things like</p> <p>16 that. But if it's for school buildings, the offset</p> <p>17 should stay in place.</p> <p>18 The other big thing that they're pushing</p> <p>19 in the Legislature, if you remember, last year, the</p> <p>20 Office of Broadband -- this was a big issue during</p> <p>21 COVID; right? Students and schools not having</p> <p>22 Internet access or enough capacity bandwidth.</p> <p>23 So they initiated this idea of setting up</p> <p>24 an Office of Broadband within the Office of</p> <p>25 Information Technology.</p>	160	<p>1 COMMISSIONER CARRILLO: Nothing to report</p> <p>2 at this time. Thank you.</p> <p>3 COMMISSIONER VOIGT: Okay. And</p> <p>4 Commissioner Taylor is not here to report on the</p> <p>5 State Library Commission.</p> <p>6 So that moves us on to PEC Comments.</p> <p>7 But before we go there, I did get a</p> <p>8 statement, via Corina, from Matt Pahl on his report.</p> <p>9 So I can read that to everyone real quick.</p> <p>10 Matt Pahl said -- he's in a meeting from</p> <p>11 noon to 1:00, and so he missed his report-out time.</p> <p>12 But he has a few comments.</p> <p>13 First, about the LESC is now investigating</p> <p>14 the shortfall of funding for teacher salary</p> <p>15 increases. We know that's a huge concern for</p> <p>16 everybody.</p> <p>17 But this is the good news. There are some</p> <p>18 awards being given nationally, and we'll be</p> <p>19 recognized at the National Alliance for Public</p> <p>20 Charter Schools conference. One award is going to</p> <p>21 Senator Siah Correa Hemphill as a 2022 Charter</p> <p>22 Champion.</p> <p>23 Another award is being given to</p> <p>24 Representative Cathrynn Brown as a 2022 Charter</p> <p>25 Champion.</p>
159	<p>1 Believe it or not, they have, I think, one</p> <p>2 or two contract employees and that's it. They</p> <p>3 don't -- they've never -- Governor's Office hasn't</p> <p>4 appointed a director for that area, and so we're</p> <p>5 still lagging further and further behind.</p> <p>6 PSCOC has directed PSFA, and they're in</p> <p>7 the process of negotiating a contract right now with</p> <p>8 a vendor to start building out some of this.</p> <p>9 But we really believe that that function</p> <p>10 should be transferred over to the Office of</p> <p>11 Broadband sooner than later. So that will be on the</p> <p>12 legislative agenda also.</p> <p>13 Those are probably the two biggest items</p> <p>14 that are coming up that directly affect not only</p> <p>15 public schools, but charters directly. And it could</p> <p>16 have an impact on them. So that's really my brief</p> <p>17 update.</p> <p>18 COMMISSIONER VOIGT: Thanks, Commissioner</p> <p>19 Robbins.</p> <p>20 Let's see. Next we have Commissioner</p> <p>21 Manis.</p> <p>22 COMMISSIONER MANIS: Nothing to report at</p> <p>23 this time. Thank you.</p> <p>24 COMMISSIONER VOIGT: Okay. Commissioner</p> <p>25 Carrillo, School Boards Association.</p>	161	<p>1 And, then, of course, we know about</p> <p>2 Margarita Porter from the New America-Las Cruces.</p> <p>3 So that is all from Matt Pahl.</p> <p>4 Wow. Bekka did all the hard stuff.</p> <p>5 So now we are on to Public Education</p> <p>6 Commission Comments.</p> <p>7 Does anyone have any comments or kudos?</p> <p>8 COMMISSIONER GIPSON: I do.</p> <p>9 COMMISSIONER VOIGT: Or great recipes.</p> <p>10 Yeah. Go ahead.</p> <p>11 COMMISSIONER GIPSON: So I just wanted to</p> <p>12 thank Matt, because he hosted a -- a reception down</p> <p>13 here, which not only brought all the charter schools</p> <p>14 locally together, but it also was to recognize not</p> <p>15 only Margarita for, once again, all the great work</p> <p>16 that she does -- can't thank her enough. I got to</p> <p>17 see her daughter who's getting ready to get her</p> <p>18 Early Childhood Ed certification. So that's</p> <p>19 exciting, a charter school graduate who got a</p> <p>20 scholarship to the community college.</p> <p>21 But also Senator -- Senator Siah Correa</p> <p>22 Hemphill was also down to receive the award.</p> <p>23 So it was a great evening. So I want to</p> <p>24 thank him, and thank him for the three hours' notice</p> <p>25 that he gave me that it was happening. So I really</p>

<p style="text-align: right;">162</p> <p>1 appreciate all the efforts that they do.</p> <p>2 I just wanted to mention that at the LESC,</p> <p>3 that report about charter -- charter schools that</p> <p>4 are on tribal land is in conjunction with a request</p> <p>5 by tribal leaders for the tribes to be an</p> <p>6 authorizer.</p> <p>7 So I think that is something that needs to</p> <p>8 be monitored and possibly need conversation going --</p> <p>9 going forward in terms of the impact of that.</p> <p>10 So -- but -- and do appreciate that the</p> <p>11 LESC is looking at that teacher pay, because we all</p> <p>12 know it's devastating to schools. So thanks.</p> <p>13 COMMISSIONER VOIGT: Thank you.</p> <p>14 Commissioner Robbins.</p> <p>15 COMMISSIONER ROBBINS: Just a couple of</p> <p>16 things. You know, earlier, we had the discussion on</p> <p>17 schools and, you know, Corrective Action Plans and</p> <p>18 things like that.</p> <p>19 One of the things -- and I think the</p> <p>20 Commission is aware of this -- the schools --</p> <p>21 charter schools, they have a level of autonomy that</p> <p>22 district schools may not have. And all charters,</p> <p>23 they want to have that autonomy. They want to be</p> <p>24 independent and have all this.</p> <p>25 But there is a level of accountability</p>	<p style="text-align: right;">164</p> <p>1 50th in the nation in education, you know.</p> <p>2 I challenge all of us to continue to push</p> <p>3 for excellence and for raising the standards rather</p> <p>4 than trying to, you know, level the playing field,</p> <p>5 so that we're -- basically what we're doing is we're</p> <p>6 lowering the standards so the lowest performing</p> <p>7 students actually look better, because we've pulled</p> <p>8 down the top performing students.</p> <p>9 So just a general comment. But thank you.</p> <p>10 COMMISSIONER VOIGT: Commissioner</p> <p>11 Carrillo.</p> <p>12 COMMISSIONER CARRILLO: Agree with</p> <p>13 everything that Commissioner Robbins just said.</p> <p>14 Now, my -- I just want to thank Kimberly</p> <p>15 at Red River Valley Charter and John at Roots &amp;</p> <p>16 Wings. I was able to go there this week -- I don't</p> <p>17 know. Was it this week or last? All the days, they</p> <p>18 just blend together. I think it was Thursday or</p> <p>19 something last week.</p> <p>20 And it was so fun. And it's -- and I know</p> <p>21 that many of you go to new schools a lot. It was</p> <p>22 harder because those were further away. But</p> <p>23 Northern New Mexico is such a joy to drive around.</p> <p>24 And just seeing the kids, seeing what</p> <p>25 they're doing at both of the schools, it's just</p>
<p style="text-align: right;">163</p> <p>1 that goes with that. It's the double-A. You can't</p> <p>2 have autonomy, complete autonomy, unless there is</p> <p>3 complete accountability. And it usually comes</p> <p>4 back -- as Commissioner Carrillo has mentioned,</p> <p>5 comes back to these financial things, comes back to</p> <p>6 the performance of the students and things like</p> <p>7 that.</p> <p>8 Just because a student graduates doesn't</p> <p>9 mean a school is doing a good job. We need to look</p> <p>10 at are they ready to get a job? Are they ready to</p> <p>11 go on to higher education, if that's what they want</p> <p>12 to do?</p> <p>13 Graduation rates are a result. It should</p> <p>14 never be a goal. It should never -- and I said that</p> <p>15 when I was on the APS board -- should never be a</p> <p>16 goal that you look at and you pat yourself on the</p> <p>17 back for, because students with D grades can</p> <p>18 graduate. That's not a good standard.</p> <p>19 Proficiency. The number of students going</p> <p>20 into college that have to take remedial classes</p> <p>21 is -- is -- and has been -- Commissioner Carrillo</p> <p>22 talked about 80 percent in Santa Fe. I think</p> <p>23 statewide, it's, like, 50 or 60 percent, you know.</p> <p>24 That's not a good thing for our education,</p> <p>25 and I think it also is one of the reasons why we're</p>	<p style="text-align: right;">165</p> <p>1 remarkable.</p> <p>2 And I always get renewed just -- renewed</p> <p>3 energy around this work whenever I'm able to just be</p> <p>4 around kids. Because, honestly, the work of the PEC</p> <p>5 so often is very procedural. It's legal; it's</p> <p>6 policy. It's honestly, in many ways, joyless. It</p> <p>7 has to be done. It's very, very important. But it</p> <p>8 doesn't provide, for me, anyway, the joy around</p> <p>9 working with schools.</p> <p>10 So I just really want to thank John and</p> <p>11 Kimberly for taking a lot of extra time with me, and</p> <p>12 it was great to be in their schools.</p> <p>13 And earlier in the year, I met -- I was at</p> <p>14 Taos Academy with Traci Filiss, and that was</p> <p>15 wonderful. So, anyway, just, you all have a great</p> <p>16 weekend.</p> <p>17 COMMISSIONER VOIGT: Thank you. Well,</p> <p>18 it's time for a motion to adjourn.</p> <p>19 COMMISSIONER GIPSON: So moved.</p> <p>20 THE CHAIR: Okay. Thank you.</p> <p>21 COMMISSIONER ROBBINS: Second.</p> <p>22 COMMISSIONER VOIGT: Thank you. We have a</p> <p>23 motion from Commissioner Gipson to adjourn, a second</p> <p>24 from Commissioner Robbins.</p> <p>25 I'll do roll call, since Melissa --</p>

1 Commissioner Armijo is no longer here.  
 2 Commissioner Carrillo.  
 3 COMMISSIONER CARRILLO: Yes.  
 4 COMMISSIONER VOIGT: I vote yes.  
 5 Commissioner Davis.  
 6 COMMISSIONER DAVIS: Yes.  
 7 COMMISSIONER VOIGT: Commissioner Gipson.  
 8 COMMISSIONER GIPSON: Yes.  
 9 COMMISSIONER VOIGT: Commissioner Robbins.  
 10 COMMISSIONER ROBBINS: Yes.  
 11 COMMISSIONER VOIGT: Commissioner Manis.  
 12 I think we have a quorum on that.  
 13 COMMISSIONER CARRILLO: If we need one.  
 14 COMMISSIONER VOIGT: Thank you so much.  
 15 Have a great weekend ahead.  
 16 COMMISSIONER CARRILLO: See you all. Be  
 17 careful.  
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1 RECEIPT  
 2 JOB NUMBER: 6327N CC Date: 5/20/22  
 3 PROCEEDINGS: OPEN PUBLIC MEETING  
 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 \_\_\_\_  
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 2 STATE OF NEW MEXICO  
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 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, in the matter therein stated.  
 14 In testimony whereof, I have hereunto set my  
 15 hand on May 31, 2022.  
 16  
 17  
 18 \_\_\_\_\_  
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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

I, Cynthia C. Chapman, RMR, CCR #219, Certified Court Reporter in the State of New Mexico, do hereby certify that the foregoing pages constitute a true transcript of proceedings had before the said NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the State of New Mexico, in the matter therein stated.

In testimony whereof, I have hereunto set my hand on May 31, 2022.

*Cynthia Chapman*

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