

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC RENEWAL HEARINGS

A. Horizon Academy West

B. New Mexico Academy for the Media Arts

December 12, 2022

10:30 a.m. and 2:00 p.m.

CNM Workforce Training Center

5600 Eagle Rock Ave., NE, Room WTC101

Albuquerque, New Mexico

AND

Via Zoom Webinar Video Teleconference

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1 APPEARANCES

2 COMMISSIONERS:

3 REBEKKA BURT, Chair

4 GLENNA VOIGT, Vice Chair

5 STEVEN CARRILLO, Member

6 MICHAEL CHAVEZ, Member

7 PATRICIA GIPSON, Member

8 KT MANIS, Member

9 DAVID ROBBINS, Member

10 PED STAFF:

11 CORINA CHAVEZ Director

12 Charter School/Options for

13 Parents and Families Division

14 BRIGETTE RUSSELL Deputy Director, Options for

15 Parents and Families

16

17 MISSY BROWN Technical Assistance and Support and

18 Training Administrator

19 Charter School/Options for

20 Parents and Families Division

21 LUCY VALENZUELA Technical Assistance and

22 Training Coordinator

23 Charter School/Options for

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1 THE CHAIR: Good morning. It is 10:31. I

2 will call this meeting to order. And if I could ask

3 Vice Chair Voigt to do roll call for me this

4 morning.

5 COMMISSIONER VOIGT: Sure.

6 Okay. Commissioner Manis.

7 COMMISSIONER MANIS: I am here.

8 COMMISSIONER VOIGT: Commissioner Chavez.

9 COMMISSIONER CHAVEZ: Present.

10 COMMISSIONER VOIGT: Thank you.

11 Commissioner Robbins.

12 COMMISSIONER ROBBINS: Present.

13 COMMISSIONER VOIGT: Commissioner Gipson.

14 COMMISSIONER GIPSON: Here.

15 COMMISSIONER VOIGT: Commissioner

16 Carrillo.

17 COMMISSIONER CARRILLO: Here.

18 COMMISSIONER VOIGT: Commissioner Burt.

19 THE CHAIR: Here.

20 COMMISSIONER VOIGT: Commissioner Davis.

21 (No response.)

22 COMMISSIONER VOIGT: Commissioner Voigt is

23 here.

24 Commissioner Taylor.

25 (No response.)

5

1 COMMISSIONER VOIGT: And Commissioner

2 Armijo.

3 (No response.)

4 We have seven Commissioners present.

5 THE CHAIR: Thank you. And if I could ask

6 Commissioner Gipson to lead us in the Pledge of

7 Allegiance and Commissioner Carrillo in the Salute

8 to the New Mexico Flag.

9 (Pledge of Allegiance and Salute to the

10 New Mexico Flag conducted.)

11 THE CHAIR: Thank you.

12 Item No. 2 is Approval of the PEC Renewal

13 Hearings Agenda.

14 So I do want to make it clear that it's

15 for Monday through Wednesday of this week. We'll do

16 another approval of the agenda on Thursday for

17 Thursday and Friday -- or sorry -- on Friday for

18 Friday.

19 So -- yeah. Commissioner --

20 COMMISSIONER ROBBINS: So move.

21 COMMISSIONER GIPSON: Second.

22 THE CHAIR: All right. Any comments or

23 questions on the agenda?

24 (No response.)

25 THE CHAIR: All right. Hearing none,

6

1 Commissioner Voigt, would you mind doing roll?
 2 COMMISSIONER VOIGT: Commissioner Manis.
 3 COMMISSIONER MANIS: Yes.
 4 COMMISSIONER VOIGT: Commissioner Chavez.
 5 COMMISSIONER CHAVEZ: Yes.
 6 COMMISSIONER VOIGT: Commissioner Robbins.
 7 COMMISSIONER ROBBINS: Yes.
 8 COMMISSIONER VOIGT: Commissioner Gipson.
 9 COMMISSIONER GIPSON: Yes.
 10 COMMISSIONER VOIGT: Commissioner
 11 Carrillo.
 12 COMMISSIONER CARRILLO: Yes.
 13 COMMISSIONER VOIGT: Commissioner Burt.
 14 THE CHAIR: Yes.
 15 COMMISSIONER VOIGT: Commissioner Davis.
 16 (No response.)
 17 COMMISSIONER VOIGT: Commissioner Voigt
 18 votes yes.
 19 Commissioner Taylor.
 20 (No response.)
 21 COMMISSIONER VOIGT: And Commissioner
 22 Armijo.
 23 (No response.)
 24 COMMISSIONER VOIGT: That motion passes,
 25 seven, with three absences.

7

1 THE CHAIR: Thank you.
 2 All right. The next item is Approval of
 3 the PEC Minutes and Transcripts, and I will move to
 4 approve the PEC Minutes and Transcripts.
 5 COMMISSIONER GIPSON: Second.
 6 THE CHAIR: Thank you. There's a motion
 7 and a second.
 8 Any comment?
 9 (No response.)
 10 THE CHAIR: All right. Commissioner
 11 Voigt.
 12 COMMISSIONER VOIGT: Commissioner Manis.
 13 COMMISSIONER MANIS: Yes.
 14 COMMISSIONER VOIGT: Commissioner Chavez.
 15 COMMISSIONER CHAVEZ: Yes.
 16 COMMISSIONER VOIGT: Commissioner Robbins.
 17 COMMISSIONER ROBBINS: Yes.
 18 COMMISSIONER VOIGT: Commissioner Gipson.
 19 COMMISSIONER GIPSON: Yes.
 20 COMMISSIONER VOIGT: Commissioner
 21 Carrillo.
 22 COMMISSIONER CARRILLO: Yes.
 23 COMMISSIONER VOIGT: Commissioner Burt.
 24 THE CHAIR: Yes.
 25 COMMISSIONER VOIGT: Commissioner Davis.

8

1 (No response.)
 2 COMMISSIONER VOIGT: Commissioner Voigt
 3 votes yes.
 4 Commissioner Taylor.
 5 (No response.)
 6 COMMISSIONER VOIGT: Commissioner Armijo.
 7 (No response.)
 8 COMMISSIONER VOIGT: That motion passes
 9 with seven votes.
 10 THE CHAIR: Okay. Now that we have the
 11 business taken care of, we are on to Item No. 4,
 12 Charter School Renewals. This morning we have
 13 Horizon Academy West here with us.
 14 **A. HORIZON ACADEMY WEST**
 15 THE CHAIR: And the first item will first
 16 be the Public Education Department Evaluation. So
 17 Director Chavez.
 18 DIRECTOR CORINA CHAVEZ: Thank you,
 19 Chair Burt. Welcome, everybody.
 20 THE CHAIR: Actually, Director Chavez,
 21 before -- since it's our first one, I would prefer
 22 to have them introduce themselves and then go to the
 23 evaluation.
 24 All right. So those of you here for us,
 25 if you could start. If you could just introduce

9

1 yourself.
 2 MS. STORM GONZALES: My name is Storm
 3 Gonzales. I'm president of the Governing Council of
 4 Horizon Academy West.
 5 MS. ALICE CHAVEZ: Alice Chavez, business
 6 manager for Horizon Academy West.
 7 MS. ANDREA GALLEGOS: Andrea Gallegos.
 8 I'm the Dean of Students.
 9 MS. CARISSA CANTRELL: Good morning.
 10 Carissa Cantrell. I'm the Executive Director of
 11 Horizon.
 12 THE CHAIR: Thank you. I appreciate that.
 13 I'll remember for the next ones now that we have
 14 this one going.
 15 DIRECTOR CORINA CHAVEZ: And I'm not sure
 16 if the school has audiovisual presentations to make.
 17 That might be something that you cue up and let
 18 folks know about.
 19 But I'm going to go ahead and say good
 20 morning to all. Good to see -- good to see you
 21 here. I want to make some introductory statements
 22 before I talk specifically about Horizon Academy
 23 West.
 24 I'd first like to start out by expressing
 25 gratitude towards everyone who has worked so hard in

<p style="text-align: right;">10</p> <p>1 this process: the schools, their teachers, the 2 community, all the Public Education Commissioners, 3 all the PED Charter Schools Division staff and 4 contractors who are part of the site visits, and all 5 the documentations and contributed behind the 6 scenes. I have such deep gratitude. 7 This is a complex process that started on 8 October -- well, started on day one of charter 9 school approval, really. But the renewal process 10 started on August 19th when the CSD submitted a 11 preliminary set of information, known as Part A, to 12 the school. It was preliminary because we lacked 13 data. So it had preliminary proficiency data. 14 Annual reports from the '21-'22 school 15 year was sent to the school September 12th. 16 Part B, which is the school's submission, 17 was sent to CSD on September 15th. 18 The Horizon Academy site visit was 19 September 29th. 20 And on November 1, CSD sent a preliminary 21 analysis to the school. 22 On November 15th, the school sent a 23 response. 24 And on December 1st, the CSD sent a final 25 recommendation to the school and to the PEC.</p>	<p style="text-align: right;">12</p> <p>1 and was the implementation of those terms evident in 2 the renewal application, in the site visit, and in 3 the site visit reports for the last four years?" 4 We acknowledge that there is always room 5 to improve any process and recognize that there were 6 components to this review process that could have 7 been refined. 8 First, the renewal documents sent to the 9 school were not as comprehensive as the CSD would 10 have liked. At the same time, it was important to 11 get those reports to the schools as quickly as 12 possible. 13 As you know, we have been waiting for the 14 State to release student academic performance data. 15 And because of this baseline year, growth data has 16 not come in; so that was something that we were 17 unable to take into consideration. 18 Also, we asked for and carefully read 19 schools' responses to the preliminary report. We 20 corrected any ratings that warranted correction if 21 evidence was presented to justify a change. 22 Some of the responses did not. In this 23 case, we did make a change to the Horizon Academy 24 rating. 25 Second, we acknowledge that in the renewal</p>
<p style="text-align: right;">11</p> <p>1 Renewing schools is a complex process. 2 And circumstances particular to the past four years 3 make the renewal process even more challenging. 4 For one, policies and practices have 5 evolved at the PED. Some of what is in the 6 Performance Framework is no longer applicable. 7 Which is why we are revising the Performance 8 Framework. 9 And I encourage all of you to be involved 10 in that process. I even have copies of the draft if 11 you'd like one. 12 And also the global pandemic created new 13 challenges for all schools and for education, 14 generally. 15 And, lastly, there is always a balance 16 between holding charter schools to the same, if not 17 more rigorous, standards than traditional schools 18 and honoring schools' autonomy as unique entities. 19 The Charter Schools Division diligently 20 reviewed what was promised in each charter school's 21 contract with the Public Education Commission. The 22 terms in that contract were at the core of the 23 renewal process. 24 Essentially, we were asking, "Did the 25 school implement what was promised in the contract,</p>	<p style="text-align: right;">13</p> <p>1 application, it stated that CSD would send each 2 renewal applicant and the PEC a preliminary renewal 3 analysis that it would include a preliminary 4 indication of the recommendation, either to renew, 5 non-renew, or renew with conditions. 6 A very specific indication of the 7 recommendation was not offered in the preliminary 8 analyses. However, the ratings provided in Part B, 9 Progress Report, do provide insight into how CSD 10 understood the schools' performance. 11 Finally, during this process, it became 12 clear that many school leaders were unclear as to 13 what would be covered in the renewal or what 14 feedback and commentary would be included in the 15 preliminary analysis. 16 To that degree, PEC would -- CSD would 17 like to reiterate that the school is responsible for 18 implementing with fidelity the terms agreed to in 19 the contract and to comply with all state and 20 federal regulations, rules, and statutes. 21 Ultimately, the renewal process is a time 22 for making the serious decision about whether to 23 renew the school's contract, but it is also a time 24 for reflection. The preliminary analyses are meant 25 to offer an opportunity for each school and the PEC</p>

<p style="text-align: right;">14</p> <p>1 to reflect about what has happened in the learning 2 community; specifically, how the successes can be 3 sustained and how the areas in need of improvement 4 can be improved.</p> <p>5 In the case of Horizon Academy West, we 6 are recommending that the school be renewed for a 7 term of five years with no conditions.</p> <p>8 We did not see that the school had 9 violated any terms of the New Mexico statutes, as 10 stated in the CSD's preliminary renewal analysis. 11 And the school was observably evident -- excuse me. 12 The school has observable evidence that suggested 13 that the educational program aligned with what was 14 in the contract and was implemented with fidelity.</p> <p>15 The school's preliminary ratings were 16 changed in the Student Outcomes indicator because 17 the school was able to provide some information, and 18 we were able to verify, that the Student Outcomes 19 rating should be Meets Standards. That is in the 20 final renewal recommendation.</p> <p>21 Horizon Academy West is a school located 22 in Albuquerque. It is a pre-K through sixth-grade 23 school. It is authorized to serve 500 students. 24 The current enrollment is 403 students. 25 All of the documents that I mentioned as</p>	<p style="text-align: right;">16</p> <p>1 but the floor is yours.</p> <p>2 MS. MELISSA BROWN: And if the school 3 could please identify themselves as they're speaking 4 so that the court reporter knows who's talking.</p> <p>5 MS. CARISSA CANTRELL: Good morning again. 6 This is Carissa Cantrell. I am the Executive 7 Director, Principal, Nurse, sometimes, Assistant 8 Principal. You know how it goes in charter schools. 9 We wear many hats.</p> <p>10 I have my wonderful team with me today, 11 and we have just a quick presentation for you. 12 we love to share about our school. And we 13 hope that at the end, you will know that we extend 14 an invitation to all of you Commissioners to please 15 join us and come see us and come meet our staff and 16 our students.</p> <p>17 So, again, I'm the Executive Director. 18 Next to me is Andrea Gallegos, my Dean of 19 Students, assistant, right-hand person, whatever 20 else she's doing that day as well.</p> <p>21 Alice Chavez, our business manager and 22 CPO. 23 And Storm Gonzales who is our president of 24 our governing council. 25 So talked a little bit about our mission.</p>
<p style="text-align: right;">15</p> <p>1 part of this process can be found on the PEC's 2 website. I know that it's a lot to toggle back and 3 forth between the documents, so I'm just going to 4 read the school's mission and -- and, again, 5 reiterate that, indeed, we hope that the PEC will 6 renew this school.</p> <p>7 "Horizon Academy West has committed to 8 educational excellence, and our staff is dedicated 9 to providing a rigorous, creative, well-rounded 10 education for all students. Our school is committed 11 to helping each student master his or her subjects 12 and learn to think critically and creatively." 13 I was unable to make the renewal site 14 visit to Horizon Academy West. But last year, I was 15 able to go on the site visit to the school, and I 16 appreciate the use of data and the way that students 17 are treated by the adults in the school and 18 supported to make the progress that we are able to 19 see in the information that was provided for the 20 school's outcome and for students at the school.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: Thank you, Director Chavez. 23 All right. That will take us to Item No. -- Item 24 Letter B, which is the School Comments. 25 So this will be no more than 30 minutes,</p>	<p style="text-align: right;">17</p> <p>1 I won't read the mission again. However, I do want 2 to say that we're very -- we really take a real 3 heavy look at what our mission looks like and what 4 our mission sounds like during the day. It's very 5 important to us. It's very important that our 6 students can reiterate in kid-speak what that 7 mission will look like and sound like.</p> <p>8 So while meeting and exceeding the Core 9 Standards every day, our teachers have autonomy, 10 they have creativity, flexibility to be able to 11 create project-based lessons. You would see that in 12 most majority of our classrooms right now at this 13 moment. They are cross-curricular, so they take a 14 lot of those standards and make sure that they're 15 meeting many over the course of the day.</p> <p>16 Students are actively engaged. Students 17 are encouraged to extend their own learning and 18 based on their own interests.</p> <p>19 Teachers and staff foster the success of 20 all learners academically, socially, emotionally, 21 and physically, making sure that it really does come 22 to fruition as you walk in our building.</p> <p>23 As a state charter school, we serve from 24 all ZIP Codes in Albuquerque and surrounding areas. 25 We also have had students from the East Mountains.</p>

<p style="text-align: right;">18</p> <p>1 We've had students as far as even going towards 2 Santa Fe, which is exciting to know that parents 3 want to drive to Horizon for their students. 4 Word of mouth from family and friends, 5 neighbors, coworkers, is powerful. We all know 6 that, and so we don't take that lightly. 7 When it comes to enrollment, the majority 8 of our families will tell us, "We come because of a 9 neighbor, of a friend." 10 "We've had other kiddos here." "We've had 11 cousins here." 12 And it becomes such a great thing to see 13 siblings and older siblings and then parents that 14 went to Horizon now bringing their littles. 15 The majority of our parents enter our 16 lottery as soon as day one hits. They're very 17 interested in knowing that they're going to get in, 18 and they call often to find out when our lottery is. 19 We have a waiting list right now, with the 20 majority in pre-K and kindergarten, as can be 21 expected, with a few at each grade level, one 22 through three. 23 And you can see, currently, we are, pre-K 24 to 5, 488 students; K-to-5, 428. 25 We are excited to be up 59 students from</p>	<p style="text-align: right;">20</p> <p>1 year, students earn BEAR Bucks, so they get to spend 2 those at the store for demonstrating great 3 behaviors. 4 Our store is open once a month for 5 students to purchase trinkets and/or experiences, 6 like will buy them lunch with Ms. Andrea and 7 Ms. Cantrell. They get to help the custodian; 8 that's a popular one right now, to help Mr. Steve. 9 And other things like Lunch DJ. 10 So if you ever want to come at lunch, you 11 can be our lunch DJ. The kids are super excited 12 about that. 13 And here's a picture of our mascot, Oso. 14 The kids named Oso for us. 15 And then you'll see those posters in all 16 of the areas of our building. Basically, they're 17 coloring in their puzzle pieces as they're 18 demonstrating behaviors as a class, and then as a 19 school. 20 The "Go Bears" to the left, that's our 21 school poster. And then the one on the door happens 22 to be one of the classrooms. 23 They're very excited about coming to 24 Ms. Andrea, who announces, in her cheerleader voice, 25 when someone has colored in their entire puzzle.</p>
<p style="text-align: right;">19</p> <p>1 last year, which is, again, a testament to our 2 mission. Our waiting list has 22 pre-K, 14 3 kindergarteners. 4 And to note, high teacher retention. And 5 the high teacher retention, I believe, is a 6 testament to our mission and vision that we provide 7 every single day. 8 We were able to add a classroom over the 9 last few years at kindergarten, first, and fourth 10 grade. So we're excited about that. 11 One thing that we chose to really look at 12 is, again, what it looks like and sounds like when 13 you walk into Horizon. So we created a BEARS Pledge 14 with all of our stakeholders. 15 Ms. Andrea really put that out there to 16 our entire community for an entire summer, and then 17 even into August and September of last year, really 18 making sure that we got some great feedback from 19 parents and students and grandparents and whoever 20 wanted to comment on our BEARS Pledge. 21 We recite our BEARS Pledge every single 22 morning, and we created the pledge to put our 23 mission into daily practice and to create positive 24 behavior supports for our students. 25 All stakeholders were involved. And this</p>	<p style="text-align: right;">21</p> <p>1 And then she will provide parties or some fun things 2 for them to look forward to when they've colored in 3 their bear. 4 Our educational program. We use MyMath 5 and myView Literacy at all grade levels. 6 As you know, there is no silver bullet to 7 curriculum. So teachers supplement. We have 8 digital components of both of those as well. But 9 teachers do supplement with standards-based 10 collaborative projects. 11 Some things to note. We meet and exceed 12 State standards. We have hired two reading and math 13 interventionists. We have a counselor. We have a 14 special education program, gifted education program, 15 and we have eight TESOL-endorsed teachers that 16 support the learning of our EL population. 17 So we're super excited that we really 18 truly do meet the needs of all. 19 And just some cute pictures of kids, 20 because who doesn't like to look at our cute kiddos. 21 The middle one is lunchtime, because that's always a 22 fun time. But you'll see they are actually making, 23 doing to exceed those standards. 24 Two of the pictures are fifth graders 25 reading to our kindergarteners. And they try to do</p>

<p style="text-align: right;">22</p> <p>1 that once a week. Right now during the holidays, 2 it's been a little fun, as they're doing other 3 things. But they really do try to do those 4 cross-grade-level types of experiences. And it's 5 super cute to watch the fifth graders become leaders 6 for our kindergarteners.</p> <p>7 Our assessment data is above State average 8 for both ELA and math for third, fourth, and fifth 9 grades. And we recognize the need to use multiple 10 data points.</p> <p>11 We guide our instruction looking at that 12 data. Teachers are reflective, and they meet with 13 their grade-level and/or district test 14 coordinator/instructional coach each month to 15 discuss progress.</p> <p>16 Everyone has a binder. And we say that 17 binder is not just on a shelf collecting dust. They 18 are actually using those binders every single day to 19 meet those needs.</p> <p>20 Instructional strategies that have been 21 successful are shared in these meetings. And things 22 that they might say: "You know what? It's not 23 working, and so let's not continue. Let's look at 24 other ways to meet those student needs." 25 Our spring test results, we were super</p>	<p style="text-align: right;">24</p> <p>1 that we can go out, but also bring community in. 2 And so what are some things that we've 3 done? 4 Canned food drives for the Rio Grande Food 5 Project. 6 Joy Junction. 7 Foster Grandparent Program. We have 8 Grandma Linda that comes in and is with our littles 9 during the day every day. And -- because she 10 volunteers and wants to be with us, it's super cute, 11 through the Albuquerque -- City of Albuquerque. 12 Also our BEMP program, our fourth graders. 13 That is the environmental program. And so they do a 14 lot of data collection with real scientists and real 15 ecologists, and they're excited about that as well. 16 And Assisted Living Home. The Argos Dog 17 Shelter. 18 Ongoing is pop tabs for the Ronald 19 McDonald House. Our kindergarteners lead that. 20 Thanksgiving baskets for families in need. 21 And the Baptist church across the street 22 just recently did a coat drive for us. And how 23 many? Over 50 coats for our children were 24 collected. So we were super excited for that 25 partnership.</p>
<p style="text-align: right;">23</p> <p>1 excited to show the blue that shows that we were 2 above State. And we really celebrated our wins when 3 we drilled down to those different subtests.</p> <p>4 So we also use Istation to really talk 5 monthly and really to draw a correlation between 6 those data points.</p> <p>7 So this one is overall reading. We're not 8 quite finished with December yet. So we don't have 9 all of our kiddos' progress. But 60 percent of our 10 students meet or exceed grade-level standards with 11 five months to go.</p> <p>12 We are very proud of that. And we 13 continue to really work on that.</p> <p>14 Our teachers like to see, obviously, those 15 red boxes shrink, which they are. And we really 16 like to see those green grow. So that means that 17 our kiddos are exceeding those standards.</p> <p>18 And then this is our overall math. Again, 19 December is not quite complete. But 56 of our 20 students meet or exceed grade-level standards. And, 21 again, five more months to go, so we're excited 22 about that as well.</p> <p>23 So our Bears in the Community. 24 So part of our charter is to really seek 25 out community and community projects, community ways</p>	<p style="text-align: right;">25</p> <p>1 And just some pictures. We have never had 2 that great of a canned food drive, so we had to take 3 pictures and send that out in our newsletter. We 4 like to think it was because we had a cute little 5 turkey in our hallway. But it went down the hall. 6 And all of those -- the Rio Grande Food Project, the 7 manager, came and said, "I'm going to have to come 8 back a second day to make another trip." 9 So we were super excited to be able to 10 help with that, too.</p> <p>11 Family engagement is very, very important 12 to us. Family engagement directly is a direct 13 correlation with how students are going to succeed 14 in school. And so we want to build positive 15 relationships with our families.</p> <p>16 We have an active and supportive PTO, an 17 active and supportive governing council. And with 18 fundraisers and donations, we've been able to make 19 improvements to our playground and our field this 20 fall.</p> <p>21 This year, we -- as we welcome families 22 back to in-person events, finally, we're planning 23 parent education nights as well. That's one thing 24 that when we did surveys, we found that parents were 25 saying, "How do I read to my child?" "How do I</p>

<p style="text-align: right;">26</p> <p>1 select books that are appropriate?" "What are some 2 math games that I can play with them at night?" 3 And so we're really looking at ways to 4 really partner with our families. 5 Reading strategies, math strategies, using 6 manipulatives, those kinds of things. 7 And so, again, we've had Harvest Fest and 8 our Turkey Bingo. We will have our Holiday Light 9 Drive-Through on Thursday. Come join us. Santa and 10 the Grinch will be making an appearance. 11 Mother-Son event, Father-Daughter Dance, 12 Teacher Appreciation Week. We had an Explora 13 Science Night, Literacy Night, and we will be having 14 a STEM Night. 15 We just have some testimonials from our 16 community. "As parents of two children, we are in 17 the middle of our tenth consecutive year at HAW. We 18 continue to return each year because we trust in the 19 educators that represent HAW as well as the 20 leadership. We are very pleased with the continuous 21 safety improvements that the school has put in place 22 over the years for our HAW community." 23 "Horizon Academy West provides us with a 24 sense of community and has a great atmosphere." 25 And this is my favorite.</p>	<p style="text-align: right;">28</p> <p>1 All right. The next item is going to be 2 Public Comment. And so thank you, Missy. 3 MS. MELISSA BROWN: We do not have anybody 4 signed up for Public Comment. 5 THE CHAIR: Okay. And I know you just 6 gave us some of those testimonials at the end there. 7 All right. So that will take us to 8 Item "d.," which is PEC Questions. 9 So, Commissioner Voigt, Commissioner 10 Carrillo. And I can see you -- I can see you 11 online, so just raise your digital hand and I'll get 12 you right into the queue whenever you have your hand 13 up. 14 Commissioner Voigt. 15 COMMISSIONER VOIGT: Okay. Thank you, 16 Madam Chair. Thank you for being here. It's great 17 to hear about your school. 18 This is probably my favorite thing to do 19 on the Commission, because you get to hear in depth 20 from the school about their awesome program. So 21 thanks for sharing that. 22 I know your school. You're established. 23 You've been around for decades. Yeah, decades. And 24 so -- and that shows. So you know what you're 25 doing, and you're confident, and you have some</p>
<p style="text-align: right;">27</p> <p>1 "HAW has been able to cater to each of our 2 children. Each of our children is very different. 3 We have children who are gifted. We have a child 4 who lags a little behind. We have a child with 5 autism in need of special education. But the 6 teachers and staff at HAW have helped each one excel 7 individually. The smaller class size allows for the 8 kids to receive the best education possible." 9 And this from one of our parents. 10 "As a sixth-grade language arts 11 teacher..." -- and she's in APS -- "...I have had 12 the pleasure of teaching students who previously 13 attended HAW. I have to say I was impressed with 14 their writing, problem-solving skills, reading 15 comprehension, and the ability to listen and follow 16 directions." 17 And that was our staff at our opening 18 meetings. We went downtown and -- to Old Town, and 19 we had a scavenger hunt and some team building. 20 And we just want to say thank you for this 21 opportunity. We take every chance we can get to 22 share the good news at Horizon, and we thank you for 23 your time. 24 THE CHAIR: All right. Thank you, 25 Director.</p>	<p style="text-align: right;">29</p> <p>1 really quality programs in place. So thanks for 2 making that available to your community. 3 So I just had a question, because I saw in 4 the documents that the new MLSS, when it came out -- 5 was the confusion with your contractors? I know it 6 wasn't from the school. But I was wondering if they 7 were misinformed possibly through their agency of 8 employment. 9 MS. CARISSA CANTRELL: It wasn't 10 necessarily I would say misinformed. They hadn't 11 had training. 12 And so when they came to the building, 13 they just didn't know what we knew. And so it was 14 just that closing the loop. 15 COMMISSIONER VOIGT: Okay. Super. And 16 I'm sure -- because -- because I've dealt with other 17 on-site contractors that come in to provide 18 services. Every school will make it unique to their 19 own environment, whatever procedures they have in 20 place. So that's great. That sounds like an easy 21 fix. 22 I wanted to commend you on giving your 23 students ownership of their learning. For them to 24 be able to extend their own learning and challenge 25 themselves, and I'm sure to be commended for that as</p>

<p style="text-align: right;">30</p> <p>1 well, that's awesome that you provide that challenge 2 for your kids and that they pick it up, right? 3 How many kids actually do that for -- I'm 4 not saying to, but for themselves -- extend their 5 learning? 6 MS. CARISSA CANTRELL: It's interesting. 7 You would think that it's just -- just our kiddos 8 that have been identified gifted. But when you walk 9 in and out of the classrooms, you hear statements 10 of, "Well, what if I went and did this?" 11 Or, "Can I go and -- can I please do some 12 more research on this topic?" 13 And teachers promote and allow them to go 14 in, then. And the next day, "I'm going to be an 15 expert" -- they call them "experts" -- "I'm going to 16 be an expert on STEM." 17 I'm going to be an expert on" -- they did 18 Explora projects. 19 And so some kiddos then took their Explora 20 project and created busts with papier-mache, and 21 they were able to present -- and I think the 22 majority of our kids liked to do it because they can 23 go and then present and become experts. 24 COMMISSIONER VOIGT: You know, that says a 25 lot, that kids are curious and that you're sparking</p>	<p style="text-align: right;">32</p> <p>1 or grade-specific learning. So that's great that 2 you are thinking out of the box and letting your 3 kids work towards mastery with different grade and 4 age levels. Very progressive. Thank you for doing 5 that. I love it. 6 And I think it's really wonderful that you 7 included the Grinch in your Santa and Grinch Day. 8 So that's also out of the box. Thank you. 9 All right. Thanks very much. I 10 appreciate you. 11 MS. CARISSA CANTRELL: Thank you. 12 THE CHAIR: Commissioner Carrillo. 13 COMMISSIONER CARRILLO: Thank you. Thank 14 you for the presentation and for being here. 15 It's -- Glenna pretty much touched on, you 16 know, everything. It sounds like just a really 17 wonderful place for kids to be and for parents to 18 have their children. 19 Especially, as Glenna had mentioned, the 20 idea of, you know, the young kids presenting their 21 learning. How often do we see now, unfortunately, 22 children in middle and high school, they can't even 23 look you in the eye and shake your hand, let alone 24 get in front of a classroom or other children and 25 present something. So starting at this age, the way</p>
<p style="text-align: right;">31</p> <p>1 that curiosity, because that's everything, being 2 full of wonder, being curious. And that they want 3 to present their learning, that's huge. I mean, 4 that's equivalent to, you know, doing a doctoral 5 thesis or a master's degree. I mean, when you want 6 to stand up in front of other people and defend and 7 talk about what you know and why it's important, 8 that's great stuff. I wish we could all think more 9 like scientists. 10 So about your lunches, because that's 11 great that you had a packed room. I'm just curious 12 who's your lunch vendor? 13 MS. CARISSA CANTRELL: Canteen is our 14 lunch vendor. 15 COMMISSIONER VOIGT: Okay. That's super. 16 Do you all have a salad bar? 17 MS. CARISSA CANTRELL: We do have a salad 18 bar this year. They brought it back. Kids are 19 super excited. 20 COMMISSIONER VOIGT: That's super. That's 21 really wonderful. That's fantastic. 22 So the cross grade level with your kids, 23 that is also a really wonderful thing to hear about, 24 because your kids are -- they're mastery learning. 25 They're not just in a silo of age-specific learning</p>	<p style="text-align: right;">33</p> <p>1 that builds self-confidence and maturity is 2 fantastic. So thank you for doing that. 3 I'm always curious about schools from down 4 here. I'm not from down here, and I come down 5 La Bajada, really, as I have to, as opposed to any 6 other time. Where is this school relative to 7 everything else in Albuquerque? 8 MS. CARISSA CANTRELL: We are on the west 9 side of the Ladera West neighborhood. So Coors and 10 Ouray, way west. 11 COMMISSIONER CARRILLO: Way -- okay. 12 Great. Have you been there the whole 20 years? 13 MS. CARISSA CANTRELL: No, ten years, 14 we've been in that building. We were over by the 15 Walmart at one point, as well, in the same area. 16 COMMISSIONER CARRILLO: Okay. Cool. 17 The question I have -- it's challenging. 18 I mean, sometimes for a school, if you've got 25 19 proficiency here and there, you know, raising it to 20 30 sometimes is less of a challenge than when you're 21 at your level raising it, you know, by five points 22 or ten points or whatever it might be. 23 So, first off, very impressed about where 24 you rate in terms of schools not only in the 25 district but in the state. So, clearly, you're</p>

<p style="text-align: right;">34</p> <p>1 doing lots of things right. But that also means 2 that we don't keep our -- we don't let our foot off 3 the gas. 4 So I'm curious as to, where you have a lot 5 of proficiencies here that are in their upper 40s, 6 and then 50 in science -- that is so cool -- what's 7 your plan to increase this? 8 And for me, personally, I think reading is 9 the most important thing there is on the planet. 10 What's your plan especially to get that boost you 11 want in reading? 12 MS. CARISSA CANTRELL: Absolutely. Good 13 point. And we talk about it every day. 14 It's important to us that we meet. That's 15 why we meet every month as grade levels, and then 16 across grade levels, to really talk about those -- 17 we call them our "bubble" kids. How do we move 18 them? How do we keep moving everyone? And those 19 conversations really take place because of that. 20 So this year, at the end of last year, 21 teachers came and said, "We really want to look at a 22 curriculum that'll help us do that." 23 And so we partnered with Savvas Learning 24 and myView Literacy in reading, specifically, so 25 that we had consistency at all grade levels so that</p>	<p style="text-align: right;">36</p> <p>1 testament of charter schools going forward. I can't 2 speak enough on how wonderful starting at a charter 3 school has been for us. 4 And so that's, on a personal level, how I 5 view where these kids go after -- you know, after 6 Horizon Academy West. I feel like Horizon Academy 7 West really sets them up for success and gives them 8 the tools and the processes that they need in order 9 to succeed in middle school and in high school. 10 Absolutely. 11 COMMISSIONER CARRILLO: Did your kids go 12 to APS for middle and high? 13 MS. STORM GONZALES: They did not. They 14 attended the Public Academy for Performing Arts, 15 which starts at sixth grade and goes to 12th grade. 16 Both have excelled at both schools. Both graduated 17 high school with their associate's degree. Yeah, 18 absolutely. 19 And so, again, like I said, I feel like, 20 you know, 90 percent of that was the fact that they 21 started at Horizon from the get-go. 22 COMMISSIONER CARRILLO: Do, mostly, kids 23 stay in the charter world as opposed to going to 24 APS? 25 MS. STORM GONZALES: Yeah, yeah. We</p>
<p style="text-align: right;">35</p> <p>1 we had a valid and reliable foundation. And with 2 that, then they actually have lessons directly for 3 your upper, your middle, and your kiddos that might 4 need some remediation. And so that's kind of how 5 we're addressing those kiddos as well. 6 COMMISSIONER CARRILLO: Neat. So being 7 successful as you are and being a K-5 -- or a 8 pre-K-5, where do kids end up going after your 9 school? Is there a place that you find you're the 10 funnel for? 11 MS. CARISSA CANTRELL: I'll have Storm 12 take that one, because you're a parent and a 13 council -- 14 MS. STORM GONZALES: So both of my 15 daughters attended Horizon Academy West. I 16 currently now have -- and I'm going to boast just a 17 little bit. My oldest is graduating summa cum laude 18 from UNM this Friday with her bachelor's in 19 psychology. 20 COMMISSIONER CARRILLO: Congratulations. 21 MS. STORM GONZALES: And my youngest will 22 graduate another charter school high school as 23 valedictorian in May. 24 So that is a true testament to me on where 25 they started in elementary school and the true</p>	<p style="text-align: right;">37</p> <p>1 find -- in fact, my oldest daughter is on the board 2 at her former high school as a board member. 3 COMMISSIONER CARRILLO: How cool is that? 4 MS. STORM GONZALES: It's awesome. So her 5 and I get to bounce a lot of ideas off of each 6 other. And she's found that a lot of the kids that 7 she went to school with and a lot of the kids that 8 are currently in PAPA did come from charter schools. 9 Or -- or it was a lot of kids that tried public 10 school and just didn't have a good fit and found 11 that charter schools were a lot better, you know, 12 size for them. 13 COMMISSIONER CARRILLO: Cool. Thank you 14 very much. Glad you're here. And glad to be able 15 to meet you. 16 THE CHAIR: Commissioner Gipson. 17 COMMISSIONER GIPSON: Thanks. So thanks 18 for that presentation. 19 And I truly do appreciate even the comment 20 that you made about looking at strategies you're 21 using that sometimes don't work and rethinking and 22 retooling. And that's -- you know, that's always 23 appreciated. And that conversation with governance 24 council, you know, that makes -- that makes a great 25 school.</p>

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1 And I like the fact you're celebrating
 2 additional students. But there was a little tiny
 3 glitch, it looks like, of retention from -- I think
 4 it was last year -- from last year to this year. So
 5 could you just -- I think it was last year to this
 6 year?
 7 MS. CARISSA CANTRELL: I think that the
 8 retention piece has really been because of the
 9 pandemic. We don't like to use that as an excuse
 10 anymore. However, that's what we were finding,
 11 parents that said, "I just need to be home for my
 12 kiddos."
 13 And then this year, we saw people return
 14 and say, "We're ready to be in-person."
 15 We didn't -- it was interesting. Some of
 16 the things, as we looked at that data to say, okay,
 17 where's our -- where are the glitches? Where are
 18 the people that are leaving, and where are they
 19 going?
 20 We really found that when a sibling got
 21 into another charter, and they happened to have --
 22 excuse me -- that grade level for elementary, they
 23 would follow them.
 24 So, say, they went to sixth grade
 25 somewhere and they had an elementary -- we had

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1 several students do that. And that was interesting
 2 to note, and something that I say in the future
 3 maybe we need to look at expanding sixth, seventh,
 4 and eighth. But that would expand our charter and,
 5 that's a whole other conversation in five years.
 6 But that was the one area that we know --
 7 that was particularly of note as we looked at, well,
 8 where did they go? Where are they going? But a lot
 9 of them went homeschool, which was interesting.
 10 COMMISSIONER GIPSON: Okay. Yeah. Yeah.
 11 I imagine that's probably true, from last year, of a
 12 number of schools. You answered one of my questions
 13 was did you ever think about growing. I know it's a
 14 big conversation. But I think it's maybe less
 15 necessary a conversation if you know that the kids
 16 are landing primarily in good spaces.
 17 MS. CARISSA CANTRELL: Correct.
 18 COMMISSIONER GIPSON: So the necessity
 19 isn't quite as, you know, imperative.
 20 In some areas, there aren't any other
 21 choices. But, of course, Albuquerque, there is a
 22 lot more choices.
 23 It was mentioned that your equity council
 24 is still kind of a work in progress. So what
 25 challenges have you had with really getting that up

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1 and active, or more active?
 2 MS. CARISSA CANTRELL: I think, honestly,
 3 again, it was just getting people in person, that
 4 Zoom was not always that great. But we've met. The
 5 CLR framework is up and going. We actually were
 6 asked to present our CLR framework to one of the
 7 larger meetings, so we were excited about that,
 8 which shows that our work was recognized.
 9 And so I think, honestly, now, it's just
 10 really -- and we have talked about this in the last
 11 week -- it's just now just setting those dates on
 12 the calendar for meetings. So we have our -- we
 13 have parents ready to go. We have, you know, all of
 14 that.
 15 COMMISSIONER GIPSON: So you've got the
 16 groundwork --
 17 MS. CARISSA CANTRELL: Absolutely.
 18 COMMISSIONER GIPSON: -- of the equity
 19 council.
 20 MS. CARISSA CANTRELL: Absolutely.
 21 Absolutely.
 22 COMMISSIONER GIPSON: Thanks.
 23 MS. CARISSA CANTRELL: Absolutely.
 24 THE CHAIR: Commissioner Robbins.
 25 COMMISSIONER ROBBINS: Thank you. I

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1 apologize for not being present. As some of you
 2 know, I have a disabled son. And taking an entire
 3 week away from him and putting that burden on my
 4 wife is a bit difficult.
 5 A couple of things. One, I want to
 6 acknowledge your success. It's wonderful. It's
 7 glad to hear. I want to kind of parrot what
 8 Commissioner Gipson said. And although your
 9 students tend to, maybe most of them, find success
 10 in schools and openings in schools after Horizon, it
 11 may be something you want to consider sooner rather
 12 than later.
 13 You don't have to wait five years, you
 14 know, if there's enough pressure and a drive within
 15 the parents and everything to do so.
 16 Also the intent and support from the
 17 governing council would be important.
 18 Two questions.
 19 The first one is what steps or
 20 interventions do you take to help your students that
 21 are at level 1 through 3 in order to move them up?
 22 I mean, you know, we talk about general things. But
 23 you're seeing success that other schools don't see.
 24 What are you doing that's unique?
 25 MS. CARISSA CANTRELL: One of the things

<p style="text-align: right;">42</p> <p>1 that we talked about, as we really discussed 2 learning loss and coming back to in-person learning, 3 was the need for just that. And so we used funds to 4 really look at hiring the right people for those 5 roles. 6 And so we hired one interventionist that 7 works with our students in math and reading at 8 grades K to 2. And then we hired a second 9 interventionist that is working with grades 3 10 through 5 in math and reading. 11 They both have higher advanced degrees. 12 One is a reading specialist. And both had been 13 teachers, so that was important and exciting to us. 14 The other thing we did was it need -- we 15 feel the need of supporting students as the whole 16 child. And so we hired a counselor. 17 And so with the counselor and the 18 interventionists, then we're able to meet those 19 needs. 20 They use a program called S.P.I.R.E., and 21 that comes directly from what we use with our 22 remedial students in our special education program. 23 And so there's consistency and continuity just in 24 case we do need to move them to an IEP, or, you 25 know, if things are not progressing as well.</p>	<p style="text-align: right;">44</p> <p>1 So I really applaud Horizon West. Wish 2 you the best in the future, and congratulations. 3 Thank you. 4 MS. CARISSA CANTRELL: Thank you. 5 THE CHAIR: All right. So I don't have a 6 question. I'll lead with that, just to let you 7 know. It's just going to be a kudos. 8 But, honestly, just looking through your 9 data, looking through the documentation, it just 10 makes it really easy. So thank you for that. 11 Appreciate that from you all. 12 The one thing I wanted to just say is you 13 have been around for 20 years. Sometimes it can be 14 easy to get stuck in how we've always done things. 15 So I appreciate the innovation and adaptation you 16 all make to keep improving year after year. And 17 hearing that from everybody working there, love it. 18 And the one piece that really put that in 19 my mind was your family engagement process, because, 20 you know, the -- we know it's different. Parental 21 involvement and family engagement are two different 22 things. And often, I will see schools who say, "We 23 do all these things. It's great. It builds a 24 community, it builds..." -- but to listen to your 25 families saying, "Hey, how do I read to my kid at</p>
<p style="text-align: right;">43</p> <p>1 So we're excited about that as well. 2 COMMISSIONER ROBBINS: Thank you. You 3 know, again, a couple of the other Commissioners had 4 mentioned this. Reading is so important, and being 5 able to read well. I mean, I said this when I was 6 on the APS School Board. If you can read well, you 7 can learn almost anything. If you cannot read well, 8 you will struggle at learning almost everything. 9 And I think that is borne out in study 10 after study after study. 11 And also bringing in interventionists that 12 are specialists. And I think this is one thing 13 where the district schools -- not all, but many of 14 them -- struggle. And I don't want to fault the 15 teachers, because higher education, I think, you 16 know, has kind of let the ball down over the last 20 17 or 30 years. 18 A lot of people come out of the education 19 program ill-prepared for teaching reading. And I 20 think we need to get back to those basics. Because 21 once we do that, we're going to see things just -- 22 you know, just take off. 23 And it shouldn't take years. It should be 24 something that within a year or two, we start seeing 25 these successes.</p>	<p style="text-align: right;">45</p> <p>1 home?" 2 That's family engagement. That's real 3 family engagement, when you can utilize the families 4 who are choosing your school, they want to help with 5 the academic success of your students as well, and 6 they don't know how to. So educating your families, 7 that's what family engagement is now. 8 And it's -- I think schools have had a 9 difficult time shifting to that. They're like, "Oh, 10 they come to our school -- we do the Harvest 11 Festival." 12 Great. Don't stop doing those things. 13 The list of all the involvement things that you do, 14 amazing. That's the things that will get those 15 parents to the school -- right? -- get the families 16 to come and meet you to where you can find out, 17 "Hey. Common Core math, I don't know it. I didn't 18 learn Common Core math." 19 That's the easiest one for me to always go 20 back to. Even by the time -- even when they're in 21 kinder, first, second, parents are, like, "What is 22 this. Why am I teaching -- why are you teaching my 23 kids to do it this way? This is so confusing for 24 me." Right? 25 It's those kinds of adaptations in</p>

46	<p>1 education, where we inform -- I just -- when I look</p> <p>2 at your data, I can imagine how that education you</p> <p>3 do for your families helps with that data as well.</p> <p>4 That's going to directly support that out-of-school</p> <p>5 time where the families have them at home and</p> <p>6 they're actually able to help support what you're</p> <p>7 doing in the classroom.</p> <p>8 So I would like to say if I ever hear</p> <p>9 about a school that's struggling with it, I would</p> <p>10 love to point them in your direction, because that's</p> <p>11 genuinely what I love to see schools doing, because</p> <p>12 it just supports that whole roundedness of that</p> <p>13 student, including their academics, right?</p> <p>14 So thank you for that. I really am</p> <p>15 grateful. I -- everyone else asked questions that I</p> <p>16 had. And I'm -- I'm really genuinely impressed with</p> <p>17 your school, and I love that it's providing an</p> <p>18 option for Westside students over there who need</p> <p>19 something different than where they're supposed to</p> <p>20 be going.</p> <p>21 Love it. It's exactly -- this is exactly</p> <p>22 what the purpose of a charter school is. And I love</p> <p>23 when I see schools successfully do it year after</p> <p>24 year.</p> <p>25 So 20 years is incredible. Super happy</p>	48	<p>1 I move that the Public Education</p> <p>2 Commission approve the renewal application for</p> <p>3 Horizon Academy West for a five-year term, 2023</p> <p>4 through 2028, without conditions.</p> <p>5 COMMISSIONER ROBBINS: Second.</p> <p>6 COMMISSIONER CHAVEZ: Second.</p> <p>7 COMMISSIONER CARRILLO: Second.</p> <p>8 THE CHAIR: Thank you. A lot of seconds</p> <p>9 there.</p> <p>10 Any comments from Commissioners?</p> <p>11 (No response.)</p> <p>12 THE CHAIR: All right. Seeing none,</p> <p>13 Commissioner Voigt, if you could call roll.</p> <p>14 COMMISSIONER VOIGT: Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 COMMISSIONER VOIGT: Commissioner Chavez.</p> <p>17 COMMISSIONER CHAVEZ: Yes.</p> <p>18 COMMISSIONER VOIGT: Commissioner Robbins.</p> <p>19 COMMISSIONER ROBBINS: Yes.</p> <p>20 COMMISSIONER VOIGT: Commissioner Gipson.</p> <p>21 COMMISSIONER GIPSON: Yes.</p> <p>22 COMMISSIONER VOIGT: Commissioner</p> <p>23 Carrillo.</p> <p>24 COMMISSIONER CARRILLO: Yes.</p> <p>25 COMMISSIONER VOIGT: Chair Burt.</p>
47	<p>1 that you are continuing on. Maybe you should take a</p> <p>2 look around your area and just see if there's a</p> <p>3 middle school that is close to you that isn't</p> <p>4 providing the options, because I know, coming to the</p> <p>5 east side from the west side, that's difficult.</p> <p>6 Many families can't make that.</p> <p>7 So just throwing that out there, too, you</p> <p>8 know, that if it's a -- you know, a little bit more</p> <p>9 isolated out where you're at, families -- I'm in</p> <p>10 Rio Rancho, and I'm, like, I don't want to drive</p> <p>11 into Albuquerque, really; right?</p> <p>12 I know families do have -- I know</p> <p>13 Albuquerque has options. But Westside families are</p> <p>14 even a little bit more different; right? Like, we</p> <p>15 want to stay over on the Westside. So just throwing</p> <p>16 that out there, too. Even though it sounds like,</p> <p>17 Albuquerque, so many options.</p> <p>18 Just take a look at your families and see</p> <p>19 if they have a lot of options at the level that</p> <p>20 you're providing your students now.</p> <p>21 MS. CARISSA CANTRELL: Thank you.</p> <p>22 THE CHAIR: All right. Commissioner</p> <p>23 Voigt?</p> <p>24 COMMISSIONER VOIGHT: I think we're ready</p> <p>25 for a motion.</p>	49	<p>1 THE CHAIR: Yes.</p> <p>2 COMMISSIONER VOIGT: Chair Voigt votes</p> <p>3 yes.</p> <p>4 Commissioner Davis is not here.</p> <p>5 Commissioner Taylor is not here.</p> <p>6 And Commissioner Armijo is not here.</p> <p>7 So that motion passes with seven votes.</p> <p>8 THE CHAIR: Thank you, and</p> <p>9 congratulations.</p> <p>10 COMMISSIONER CARRILLO: Congratulations.</p> <p>11 (Applause).</p> <p>12 THE CHAIR: All right. And so with that,</p> <p>13 we will go ahead and take a break until 2:00.</p> <p>14 (Recess held.)</p> <p>15 B. NEW MEXICO ACADEMY FOR THE MEDIA ARTS</p> <p>16 THE CHAIR: All right. We'll go ahead and</p> <p>17 get started.</p> <p>18 All right. We are on to Item B, which is</p> <p>19 the charter school renewal for the New Mexico</p> <p>20 Academy for the Media Arts.</p> <p>21 First, I would love to have the school</p> <p>22 introduce yourselves, and then we will go to</p> <p>23 Director Chavez. So if you want to go ahead and</p> <p>24 start and introduce who you are.</p> <p>25 MICHAEL VIGIL JR.: Hello, my name --</p>

50	<p>1 Madam Chair, members of the Commission, my name is 2 Mike Vigil. And I'm sitting here as representative 3 for business management for the New Mexico Academy 4 of Media Arts. 5 MR. MIKE TRUJILLO: Good afternoon, 6 everyone. My name is Mike Trujillo. I am the board 7 president of New Mexico Academy of Media Arts. 8 MR. JONATHAN DOOLEY: Good afternoon, 9 Counsel -- PEC. Thank you. I'm Jonathan Dooley. 10 I'm the principal of the New Mexico Academy for the 11 Media Arts. Thank you. 12 THE CHAIR: Thanks so much. And so that 13 will take us to Item Letter "a.," the Public 14 Education Department Evaluation. Director Chavez. 15 DIRECTOR CORINA CHAVEZ: Good afternoon, 16 everyone. Good to see you. 17 I'd first like to start out by expressing 18 my gratitude towards everyone who worked really hard 19 on the renewal process: the schools, the teachers, 20 and the communities, all of the Public Education 21 Commissioners and PEC staff, and the Charter Schools 22 Division team who were part of the site visits and 23 whose contributions behind the scenes led to us 24 arriving where we are today with lots of data and 25 information about this school.</p>	52	<p>1 Also, the global pandemic created new 2 challenges for all schools. So everybody that stuck 3 with it is my hero. 4 Lastly, there's always a balancing act 5 between holding charter schools to the same, if not 6 more rigorous, standards than traditional schools, 7 to honor their autonomy as unique entities. 8 Charter Schools Division reviewed what was 9 promised in each charter school's contract with the 10 Public Education Commission. The terms of that 11 contract were at the core of the renewal process. 12 Essentially, our ask was, "Did the school 13 implement what was promised in the contract, and was 14 the implementation of those terms evident in the 15 renewal application? Were they observable during 16 the site visit and in site visit reports for the 17 last four years?" 18 We acknowledge that there is always room 19 to improve any process and recognize that there were 20 components to this review process that could be 21 refined. And I think they will be next year when we 22 have access to academic data more quickly. 23 The renewal documents sent to the school 24 were not as comprehensive as the CSD would have 25 liked them to be, which is why there were multiple</p>
51	<p>1 We started out August 19th with Part A. 2 We had preliminary proficiency data on 3 September 2nd. We had annual reports from the 4 school year 2021-'22 sent to the school on 5 September 12th. 6 Part B was sent to the CSD from the school 7 on September 15th. 8 And we conducted the site visit and sent 9 preliminary renewal analyses to the school 10 November 1st. 11 On November 15th, the schools had an 12 opportunity to respond, and on December 1st, we sent 13 a final recommendation. 14 Renewing schools is a complex process, and 15 circumstances particular to the past four years make 16 the renewal process even more challenging. 17 For one, policies and practices have 18 evolved at the PED. Some of what is in the 19 Performance Framework is no longer applicable, which 20 is why we are in the process of revising the 21 Performance Framework. 22 I encourage all of you to be involved in 23 the process. If you need a copy of the proposed 24 Academic Performance Framework draft, I have copies 25 and am happy to share them with you.</p>	53	<p>1 versions of documents sent to the school. 2 And, you know, we have been waiting for 3 the State to release academic performance data, 4 because this is the baseline year, and growth data 5 has not come in. We don't quite have as full of a 6 picture as we would like. 7 Also, we asked for and carefully read any 8 school's response to the preliminary report. In 9 this case, there was a very succinct and very 10 accurate question that Mr. Dooley asked. And as a 11 result of him asking the question about the rating 12 and us able to verify that, in fact, the school had 13 a CLR framework submitted to the PED, we modified 14 that rating. So that is the one change in the final 15 analysis and recommendation. 16 Secondly, we acknowledge that the renewal 17 application stated that the CSD would send each 18 renewal applicant and the PEC a preliminary renewal 19 analysis that includes a recommendation for renewal, 20 non-renewal, or renewal with conditions. 21 We did not send that in the preliminary, 22 because we were waiting for more data. 23 So, ultimately, we feel like the renewal 24 process is a time for making -- we know that it's a 25 time for making serious decisions about whether to</p>

<p style="text-align: right;">54</p> <p>1 renew a school's contract. But it's also a time for 2 reflection.</p> <p>3 I appreciated the reflective discussions 4 that we had at Media Arts when we conducted the site 5 visit. Preliminary analyses are meant to offer an 6 opportunity for schools and for the PEC to reflect 7 about what's happening at the schools and how the 8 successes can be sustained and areas in need of 9 improvement can be improved.</p> <p>10 Media Arts was the first charter school 11 application to the PEC as a start-up school. We had 12 renewed schools to become State-chartered, but this 13 was the first start-up application.</p> <p>14 This is its third renewal. It will enter 15 into its first -- fourth charter term, should it be 16 approved.</p> <p>17 At the time -- within this time, the 18 school has expanded its enrollment, and it was the 19 first charter school to enter into a 20 lease-to-purchase agreement.</p> <p>21 It is located on Central, east of 22 Nob Hill, and you can't miss it. It now occupies 23 two buildings.</p> <p>24 I'm sure that the school will share more 25 information about the facilities and what it does.</p>	<p style="text-align: right;">56</p> <p>1 MR. JONATHAN DOOLEY: Thank you very much. 2 Everyone can hear me. I'm Jonathan Dooley, the 3 principal at Media Arts.</p> <p>4 One thing I want to share is a 5 presentation. And then after a quick overview of 6 the presentation, I will share it on Zoom, and then 7 we can hear from some people who are either in their 8 various locations, and some of the kids are at the 9 school. And then we'll close the presentation.</p> <p>10 And I welcome Mike and Mike to join me 11 anytime. I mean, there's one thing, I don't want to 12 be a hog here or anything like that. It's a team 13 effort. And a part of our school is collaboration, 14 and we really do focus on that.</p> <p>15 And thank you so much to the Charter 16 School Division and the PED. This has been a quite 17 interesting charter term with the pandemic and all 18 that we had to struggle through. But we did it 19 together, and I'm really grateful for the support 20 that we had throughout this process, not only from 21 the PED, but from the governing council, as well as 22 my community at Media Arts.</p> <p>23 We've really built strong relationships 24 because of this. 25 So let me share this.</p>
<p style="text-align: right;">55</p> <p>1 The school has been rated as Making 2 Substantial Progress on all indicators of the 3 renewal application. And keep in mind, 4 Commissioners, that the rating could be due to 5 either data or systemic improvement.</p> <p>6 In the case of the academic performance, 7 you will see how the school has made progress in 8 academic proficiencies. And we learned that the 9 school hired staff to address learning loss. So I 10 think that that absolutely contributed to those 11 improvements.</p> <p>12 One indicator, as I mentioned before, that 13 was rated as Making Substantial Progress is now 14 Meets, and that was due to the information that we 15 were able to verify from Mr. Dooley, pointing out 16 that they, in fact, had submitted the CLR framework.</p> <p>17 All materials are posted on the PEC 18 webpage. And, CSD is happy to recommend that the 19 school receive a five-year renewal with no 20 conditions.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: Thank you, Director Chavez. 23 So that'll take us to "b.," which is the School 24 Comments, which will be no more than 30 minutes. 25 But it's all yours, Mr. Dooley.</p>	<p style="text-align: right;">57</p> <p>1 Okay. Just a second. I can't share 2 sound? (Mr. Dooley assisted by Santa Fe AudioVisual 3 person.)</p> <p>4 (A discussion was held off the record.)</p> <p>5 MR. JONATHAN DOOLEY: You'll be able to 6 see the video that the kids put together. I think 7 one of them is a video put together by Social 8 Emotional Learning, and also it's about a promo that 9 the kids put together, about a minute and a half.</p> <p>10 The one where the students are talking, 11 there's no -- there's no closed caption to it.</p> <p>12 And then there's one at the end, a report 13 that was on KOB about our internship program with -- 14 with the Desert Ice Wolves.</p> <p>15 We'll move forward. I have some data in 16 this that we can all share. And I think it's really 17 important -- it's not necessarily what I'm going to 18 share. But when our kids get online and when our 19 parents are there, I think it'll be really 20 important.</p> <p>21 This is a video that the kids had put 22 together. There's some music in the background. 23 And just everything that we've done in the school 24 lately and some of the things that we're doing. 25 We're working on a -- we've become more of</p>

<p style="text-align: right;">58</p> <p>1 a community school. We have a community green space 2 that we're putting together at the school. And part 3 of the green space is bringing us together, 4 especially after the pandemic. 5 And as we simplify project-based learning, 6 we have studio time in the morning, studio time in 7 the afternoon, and all the classes are collaborating 8 together. Teachers are still teaching their 9 content, but it's in the spirit of collaboration. 10 And what's bringing this together for the most part 11 is our work in the community green space. 12 It's ending up to be a yearlong process. 13 And what we want to do is use the green space for 14 Social Emotional Learning, communing with nature, 15 and just a space to where the students can be 16 together and work. If you -- on our campus, we 17 don't have necessarily a space with a bunch of trees 18 and a walkway and a garden and all this. We've been 19 working toward that. 20 Some of the artwork that the students have 21 put together, and also the videos that they've done. 22 We have a functioning production studio 23 with a TriCaster, and then some of the videos the 24 kids have made, the PSAs and all. So... 25 Well, first, I want to acknowledge not</p>	<p style="text-align: right;">60</p> <p>1 So with the first year of our charter 2 term, we started to really dive into data and 3 analyze the data to improve our math scores and 4 graduation rate. 5 At the time, our graduation rate was 6 around 50 percent. So we looked at not only State 7 assessments, but our own in-house assessments and 8 classroom assessments and just observations. 9 We were able to receive the Comprehensive 10 Support and Improvement Grant from the State, and we 11 hired -- one of our support staff became the student 12 intervention specialist. We had data-driven 13 dialogue to inform classroom instruction. These are 14 weekly things the teachers get together and talk 15 about how to best serve our kids. And then we also 16 had a Corrective Action Plan that year about prior 17 written consent, and we did some training with Adams 18 and Crow. 19 So we implemented, brought back the Winter 20 NWEA, the Kid Talks -- that's what we call when the 21 kids and teachers get together on a weekly basis. 22 We had a boot camp for the freshmen. We had a focus 23 on the freshmen, collaborative planning. We brought 24 in a robotics program, and we charted our media 25 experiences. We had documentation in order to</p>
<p style="text-align: right;">59</p> <p>1 only the support that we had with our counsel and 2 the PED, but also, as tribal recognition, the Media 3 Arts recognizes the unique and enduring relationship 4 that exists between indigenous peoples and the 5 traditional lands that we are on, the historic 6 homeland of the pueblo, Navajo, and Apache. 7 And let this serve as a reminder of our 8 ongoing efforts to recognize, honor, reconcile, and 9 partner with the peoples whose lands and water we 10 benefit from today. We gratefully recognize our 11 history. 12 We are not on tribal land. But we do have 13 a population of -- about 10 percent of our kids are 14 First Nations. 15 So who we are. 16 Students come to Media Arts curious about 17 media and leave with a passion for film, art, and 18 design. Students collaborate through a 19 project-based learning curriculum that incorporates 20 students voice and choice, career-technical 21 educational resources with the latest 22 state-of-the-art technology, internships with 23 industry partners and community members for 24 real-world experiences. Students graduate college- 25 and career-ready. We're very proud of that.</p>	<p style="text-align: right;">61</p> <p>1 handle discipline and referrals along those lines, 2 and we started implementing the New Mexico DASH. 3 Then something happened the second year. 4 We had a large decrease of the CSI Grant in the face 5 of the Small School Size. This was very beneficial 6 for us, as we were able to keep the size of the 7 classrooms smaller. 8 But without thinking any further, we had 9 to stop what we had started. We had established the 10 systems in our school in order to get together, to 11 meet with each other, to work on the math, to help 12 with the graduation rate. And we created the 13 capacity for data-driven dialogue. 14 And, of course, there was the 15 Yazzie-Martinez lawsuit. One thing great about our 16 community, the kids were already in tune to the fact 17 that everyone belongs at the table. So we started 18 to explore that. When Yazzie-Martinez came, we 19 thought, "Hey, we're heading in that direction 20 anyway." 21 So some of the things that we had done, we 22 brought in a sixth-grade boot camp because it was so 23 much fun with the ninth grade. We continued the 24 NWEA and Kid Talks and some equity training, and 25 also we focused a lot on the collaborate media at</p>

<p style="text-align: right;">62</p> <p>1 our school.</p> <p>2 Then we had the pandemic year, and that</p> <p>3 was quite a challenge for us being online, and I'm</p> <p>4 sure a lot of schools can speak to that. But we</p> <p>5 spent the year in remote.</p> <p>6 We started what we call Operation</p> <p>7 Reconnect. And what that meant was teachers were</p> <p>8 looking at the -- when students would revise work,</p> <p>9 they could get the better score. If something was a</p> <p>10 C, they redid it, they got an A, they get the A.</p> <p>11 Also, teachers meeting with students online to help</p> <p>12 them with Social Emotional Learning, and also with</p> <p>13 coursework, and also, by a directive from our</p> <p>14 counsel was to not to let go of the media.</p> <p>15 So it became, like, let's dive in. And</p> <p>16 because of that, suddenly we started getting a whole</p> <p>17 bunch of media, art, film, things going on. It was</p> <p>18 phenomenal.</p> <p>19 And so also that year, we revisited our</p> <p>20 document -- our founding documents, seeing that we</p> <p>21 were going to have to make a shift. Because we had</p> <p>22 lost some students, we lost the funds, how are we</p> <p>23 going to train our teachers in order to have larger</p> <p>24 class sizes?</p> <p>25 And so we decided that we were going to</p>	<p style="text-align: right;">64</p> <p>1 started having schoolwide, project-based themes.</p> <p>2 Last year, it was about the connectedness</p> <p>3 of all things, and this year, it's about building a</p> <p>4 community.</p> <p>5 We also started to dive into the</p> <p>6 representations of race and film because of the</p> <p>7 Black Education Act and looking at subgroups. We</p> <p>8 always looked at students that were in the Q1, 2, 3,</p> <p>9 and 4.</p> <p>10 We started looking at how students with</p> <p>11 certain backgrounds and ethnicities did in our</p> <p>12 population. And those are challenging</p> <p>13 conversations, and I really hand it to my staff for</p> <p>14 diving into that, taking the risk and having those</p> <p>15 conversations with each other.</p> <p>16 You'll notice our progress report that</p> <p>17 Ms. Chavez had talked about. We made substantial</p> <p>18 progress in those areas. We also increased our</p> <p>19 graduation rate from 62 percent, when it started, to</p> <p>20 79 percent.</p> <p>21 We also were able to increase our reading</p> <p>22 scores on the State testing 20 percentage points.</p> <p>23 We also, when it came to math, we started</p> <p>24 very low, below the State and the local district we</p> <p>25 went up to 23, still below the district -- APS --</p>
<p style="text-align: right;">63</p> <p>1 reimagine the master schedule, have a studio time in</p> <p>2 the morning, studio time in the afternoon.</p> <p>3 Teachers have a universal prep in the</p> <p>4 morning, meeting parents online with Q&As on a</p> <p>5 monthly basis, and also helping our parents with</p> <p>6 SEL.</p> <p>7 Also what we've brought on, because of</p> <p>8 online, we became a one-to-one technology because of</p> <p>9 laptops. We had it with desktops, but also with</p> <p>10 laptops. So that was quite exciting. I know when I</p> <p>11 came to the school, I wanted to do that, because</p> <p>12 then the kids -- there was no excuse not to do</p> <p>13 homework if they were doing that, because they took</p> <p>14 the laptop home.</p> <p>15 Then last year, we were back online. The</p> <p>16 tool kit changed periodically. We all had masks on.</p> <p>17 We practiced social distancing and being very</p> <p>18 careful. But we also brought in a humanities and</p> <p>19 STEM coach in order to help the students with</p> <p>20 science and math and students with reading and</p> <p>21 social studies.</p> <p>22 We also had the universal prep. And</p> <p>23 because of that, we saw an increase in our media and</p> <p>24 the collaboration. We continued the data-driven</p> <p>25 dialogue on math and graduation rate. And we</p>	<p style="text-align: right;">65</p> <p>1 but doing better than the State.</p> <p>2 And, of course, our science kind of</p> <p>3 tapered out. It stayed the same.</p> <p>4 And in our in-house, we also -- the</p> <p>5 orange, because that's the only time we did the NWEA</p> <p>6 in -- excuse me. That's my time. I get up and walk</p> <p>7 around the school and make sure I'm not doing --</p> <p>8 excuse me. I have to do that; otherwise, I get</p> <p>9 hyperfocused.</p> <p>10 Okay. We did the NWEA at the end of 2021</p> <p>11 just to see how the kids were. And even though we</p> <p>12 had made a dip, last year we were back up. Grade</p> <p>13 level is where the yellow dot is, and the kids who</p> <p>14 met projections are at the 77 percent, which is</p> <p>15 where we were even before the pandemic.</p> <p>16 Math. We've always had a challenge in</p> <p>17 math. So that's where our focus was in math once</p> <p>18 again. I think it's thanks to our collaboration and</p> <p>19 our STEM coach, we were able to do even better than</p> <p>20 we did with projections before the pandemic.</p> <p>21 Once again, our Career Pathways, which is</p> <p>22 exciting for the kids. The Career Pathways,</p> <p>23 100 percent of our seniors graduating were able to</p> <p>24 complete a career pathway. That has continued on to</p> <p>25 this year.</p>

<p style="text-align: right;">66</p> <p>1 We have our internships. We're a 2 percentage point behind what we wanted to do to 3 Meet. Because as you can attest, that the pandemic 4 was a little hesitant with the kids going out and 5 doing internship. What we've done, we're now 6 meeting our expectations on the internships, because 7 we're not waiting for the senior year to do the 8 internships. We're getting the kids -- sometimes 9 they're freshman doing an internship, which is 10 exciting.</p> <p>11 And then our project-based learning, we've 12 decided instead of having a single semester where 13 they're doing a presentation of learning, that's our 14 delivery system. Everyone is doing presentations of 15 learning. In fact, next week, we'll be doing that 16 in the classrooms. Every classroom is doing 17 project-based learning. And that's what's exciting.</p> <p>18 So our education program is mixed-grade 19 pedagogy, collaboration with community outreach and 20 the dual credit program.</p> <p>21 In the financial compliance, the first two 22 years, we did not -- we had two audits. But we were 23 able to fix that by basically having the contracts 24 signed when the people are there and not starting 25 before then.</p>	<p style="text-align: right;">68</p> <p>1 I can see how many students there are.</p> <p>2 THE CHAIR: Take whatever time you need.</p> <p>3 MR. JONATHAN DOOLEY: Thank you.</p> <p>4 MS. MELISSA BROWN: Our first speaker is 5 Carolyn Carlson. I will allow you to talk. Please 6 spell your first and last name for the court 7 reporter, and you have approximately three minutes.</p> <p>8 FROM THE PUBLIC: Good afternoon. My name 9 is Carolyn Carlson. C-a-r-o-l-y-n. Carlson, 10 C-a-r-l-s-o-n. I am currently the vice president of 11 the governing council, and I want to thank everybody 12 for being present here today.</p> <p>13 And I want to thank our staff and our 14 principal and all of our kids for the amazing job 15 they've done over these last few years and going 16 into this charter renewal.</p> <p>17 Do you have any questions of me?</p> <p>18 THE CHAIR: No, thank you.</p> <p>19 Mr. Dooley, if you want to have any 20 questions for them during this time, you're welcome 21 to, if you want them to tell us anything else.</p> <p>22 MS. MELISSA BROWN: Okay. The next person 23 I have on the list is Martin Nutt. I will promote 24 you to the panel.</p> <p>25 FROM THE PUBLIC: Hi. My name is Martin.</p>
<p style="text-align: right;">67</p> <p>1 And the equity identity over the charter 2 term are the Media Arts student population has 3 grown. The kids of ethnicity has grown from 4 47 percent to 57 percent, with 5 percent English 5 Language Learners.</p> <p>6 Our SpEd population is 36 percent, and our 7 Free and Reduced Lunch Program is 43 percent.</p> <p>8 This is in our founding document about The 9 Beauty Way. We've encompassed that, as our delivery 10 system, all the children are at the table. And our 11 equity is found in the original document, the 12 application. We reimagined the schedule, and we're 13 also exploring media literacy and representations of 14 race in films. It's really exciting about what the 15 students bring.</p> <p>16 This is a video. I'm sorry you won't be 17 able to hear it. It won an Emmy Award recently. 18 One of our students went forward about who she is. 19 And she's a little bit of multiculturals. You can 20 see this on our on YouTube page. Sorry you won't be 21 able to see this.</p> <p>22 So let's take a break from my talking, and 23 we can hear from some of our families.</p> <p>24 MS. MELISSA BROWN: Chair, if you don't 25 mind if I confer with the teacher -- the leader, so</p>	<p style="text-align: right;">69</p> <p>1 What do you want me to say? It's a good school.</p> <p>2 MR. JONATHAN DOOLEY: Why don't you tell 3 us, Martin, maybe one of the most exciting things 4 you remember -- Martin has been with us since -- 5 sixth grade, is it?</p> <p>6 FROM THE PUBLIC: Yes, I've been here 7 since seventh grade. I'm now a junior.</p> <p>8 MR. JONATHAN DOOLEY: And your sister 9 graduated with us about three years ago.</p> <p>10 FROM THE PUBLIC: Yes.</p> <p>11 MR. JONATHAN DOOLEY: Yeah. So what's a 12 fond memory you have of our school when it comes to 13 media?</p> <p>14 FROM THE PUBLIC: I really enjoy being on 15 the green screen and using the -- using the 16 equipment, the cameras, the lighting, all that 17 stuff. I really like it.</p> <p>18 MR. JONATHAN DOOLEY: What's a project 19 that you worked on that you'd like to share? You've 20 done some PSAs, I know.</p> <p>21 FROM THE PUBLIC: I did a PSA about how 22 smoking is bad for your lungs and it gives you 23 cancer. I don't have it anymore. I kind of lost 24 it.</p> <p>25 MR. JONATHAN DOOLEY: Oh. And what class</p>

70	<p>1 did you do that for? Was it for Health?</p> <p>2 FROM THE PUBLIC: It was Mass Media.</p> <p>3 MR. JONATHAN DOOLEY: Okay. Excellent.</p> <p>4 Excellent.</p> <p>5 What are your plans after you leave Media</p> <p>6 Arts?</p> <p>7 FROM THE PUBLIC: I would like to either</p> <p>8 be a contractor or get SAE-certified and be a</p> <p>9 mechanic.</p> <p>10 MR. JONATHAN DOOLEY: Cool. Thank you,</p> <p>11 Martin.</p> <p>12 FROM THE PUBLIC: You're welcome.</p> <p>13 MS. MELISSA BROWN: Okay. Changing your</p> <p>14 role to Attendee.</p> <p>15 Our next speaker is Jonathan Theiss.</p> <p>16 MR. JONATHAN DOOLEY: Yes.</p> <p>17 MS. MELISSA BROWN: I'm promoting you to</p> <p>18 the panel.</p> <p>19 As he's being promoted, I will tell the</p> <p>20 court reporter that the last name is spelled</p> <p>21 T-h-e-i-s-s.</p> <p>22 FROM THE PUBLIC: Hello.</p> <p>23 MR. JONATHAN DOOLEY: Hi, Jonathan.</p> <p>24 FROM THE PUBLIC: My name is Jonathan</p> <p>25 Theiss.</p>	72	<p>1 MR. JONATHAN DOOLEY: Oh. How did you go</p> <p>2 about doing that?</p> <p>3 FROM THE PUBLIC: Well, I went into the</p> <p>4 video game. And then I -- it's practically just a</p> <p>5 form of stop motion, because I'm just moving the</p> <p>6 characters and taking screenshots.</p> <p>7 MR. JONATHAN DOOLEY: Cool. And you</p> <p>8 can -- and that's actually on our YouTube channel as</p> <p>9 well.</p> <p>10 Anything else you want to say, Jonathan?</p> <p>11 FROM THE PUBLIC: I really like the access</p> <p>12 to technology in this school, 'cause right now, me</p> <p>13 and my friends are kind of just working on stuff.</p> <p>14 We have a script for something that we want to work</p> <p>15 on for this year. I'm also making just kind of</p> <p>16 music on the off side. So I'm having some fun.</p> <p>17 MR. JONATHAN DOOLEY: Cool. Thank you,</p> <p>18 Jonathan.</p> <p>19 FROM THE PUBLIC: (Indicates.)</p> <p>20 MS. MELISSA BROWN: Okay. Our next</p> <p>21 speaker is Ana Sofia Rodriguez. I'll move you to</p> <p>22 the panel.</p> <p>23 FROM THE PUBLIC: Hello.</p> <p>24 MR. JONATHAN DOOLEY: Hi, Ana Sofia. How</p> <p>25 are you doing?</p>
71	<p>1 MR. JONATHAN DOOLEY: They're in our</p> <p>2 boardroom in the CT wing.</p> <p>3 Tell us, Jonathan, what memory do you have</p> <p>4 of Media Arts? You've been here since sixth grade;</p> <p>5 right?</p> <p>6 FROM THE PUBLIC: Right. And I'm a senior</p> <p>7 in high school.</p> <p>8 MR. JONATHAN DOOLEY: Yeah.</p> <p>9 FROM THE PUBLIC: As for best memory here,</p> <p>10 I would have to say would be any time that I have to</p> <p>11 do any filming when we got to use the cameras and we</p> <p>12 got to go out and just film whatever for fun.</p> <p>13 MR. JONATHAN DOOLEY: What's a project</p> <p>14 that you remember?</p> <p>15 FROM THE PUBLIC: Nightmare Man.</p> <p>16 MR. JONATHAN DOOLEY: Which one?</p> <p>17 FROM THE PUBLIC: Nightmare Man is a</p> <p>18 little film, a little documentary, a mock</p> <p>19 documentary that we had to make for last year. That</p> <p>20 was pretty fun.</p> <p>21 MR. JONATHAN DOOLEY: I remember in Health</p> <p>22 class, you did an animation about preparing a meal.</p> <p>23 FROM THE PUBLIC: Yeah. That's an</p> <p>24 interesting one, because I actually used a video</p> <p>25 game to animate that.</p>	73	<p>1 FROM THE PUBLIC: I'm doing okay. Still a</p> <p>2 little under the weather.</p> <p>3 MR. JONATHAN DOOLEY: Okay. I'm glad to</p> <p>4 know you're back at school.</p> <p>5 So tell us a story about Media Arts. This</p> <p>6 is your second year at our school.</p> <p>7 FROM THE PUBLIC: Uh-huh. Well, one of</p> <p>8 the first projects that I actually did here, like,</p> <p>9 involving media and filming and things, was with</p> <p>10 Amanda and Destiny, who don't go to our school</p> <p>11 anymore. Destiny doesn't go.</p> <p>12 And we actually -- we cooked onion bread</p> <p>13 from Ancient Mesopotamia. And then we filmed, like,</p> <p>14 ourselves eating it for a little commercial, as,</p> <p>15 like, an advertisement for it. So that was really</p> <p>16 cool.</p> <p>17 MR. JONATHAN DOOLEY: So what are you</p> <p>18 working on right now?</p> <p>19 FROM THE PUBLIC: Right now? Well, me and</p> <p>20 my project group for the green space project just</p> <p>21 made -- like, set up the donating campaign on seed</p> <p>22 money. And so, like, we wrote the little</p> <p>23 description and everything, and we've started</p> <p>24 writing thank-you notes to some of the donors as</p> <p>25 well. So that's what I'm --</p>

74	<p>1 MR. JONATHAN DOOLEY: Thank you. Is there 2 anything else you would like to add, Sofia -- Ana 3 Sofia? Yeah.</p> <p>4 FROM THE PUBLIC: Well, I'm really glad to 5 be here. I really like our school. And I really 6 like the people that I've met, so, yeah.</p> <p>7 MR. JONATHAN DOOLEY: Nice. Thank you, 8 Sofia. Thank you very much for joining us.</p> <p>9 MS. MELISSA BROWN: Our final speaker is 10 Ben Theiss.</p> <p>11 MR. JONATHAN DOOLEY: Theiss. Yeah.</p> <p>12 FROM THE PUBLIC: Hello.</p> <p>13 MR. JONATHAN DOOLEY: Hi, Ben. How are 14 you doing?</p> <p>15 FROM THE PUBLIC: I'm doing well. How are 16 you?</p> <p>17 MR. JONATHAN DOOLEY: I'm doing great. So 18 tell us about the media project that you're working 19 on right now.</p> <p>20 FROM THE PUBLIC: So the media project 21 that I'm working on right now is in history, we are 22 doing a -- sort of like a play. And so it -- I 23 don't remember what the theme was. But I think my 24 role right now is, like, a cop. And we're going to 25 be filming it on set and all around the school. And</p>	76	<p>1 last name, but I know it's "Mike" -- Vigil. That's 2 right.</p> <p>3 So it's -- you know, the school, of 4 course, is very dear to my heart, and it's great to 5 see how it's grown. And everyone who knows me knows 6 I cry. So I'm just going to -- but, anyway, I do 7 have some questions.</p> <p>8 Hi, Carolyn, who's on Zoom. I do want to 9 say hi to Carolyn. I don't think she's on speaker 10 anymore.</p> <p>11 So you had mentioned a green space. Is 12 that to the east of where the campus is?</p> <p>13 MR. JONATHAN DOOLEY: Oh, the green space 14 is.</p> <p>15 COMMISSIONER VOIGT: Or are you talking 16 about the green screen?</p> <p>17 MR. JONATHAN DOOLEY: Not the green 18 screen. Just north of our portables we've had 19 forever, we've cleared out that area. It's going to 20 be north of the campus on the corner between 21 Washington and Copper.</p> <p>22 In that corner, it's fenced in. But we've 23 taken the whole area, and we've taken up the 24 concrete there, the blacktop, and the kids have made 25 plans in order to turn it into a garden with trees</p>
75	<p>1 I think -- pretty fun to film. So --</p> <p>2 MR. JONATHAN DOOLEY: Well, thank you, 3 Ben.</p> <p>4 Is there anything else that you want to 5 say about your experiences at our school? You've 6 been here three years; right?</p> <p>7 FROM THE PUBLIC: Yeah, sixth to eighth.</p> <p>8 I probably will say how good the community 9 is. 'Cause from what I know, I've not met anyone 10 that's, you know, super rude. But, like, most of 11 the people I've met are really good people. And I 12 really like the community at the school. So --</p> <p>13 MR. JONATHAN DOOLEY: Well, we're glad 14 you're here, Ben. Thanks so much for joining us.</p> <p>15 I think that's it. Okay. Thank you so 16 much.</p> <p>17 THE CHAIR: All right. Thank you, 18 Mr. Dooley.</p> <p>19 All right. So that should take us to PEC 20 questions.</p> <p>21 Commissioner Voigt?</p> <p>22 COMMISSIONER VOIGT: Thank you, 23 Madam Chair.</p> <p>24 Thanks a lot. Great seeing you, 25 Mr. Dooley. Mike Trujillo. Mike -- I forget your</p>	77	<p>1 and a walkway. And, eventually, we're thinking of 2 getting no more of the portables and just building 3 an amphitheater there. There's also going to be a 4 horn there, functioning, that we can use for our 5 school as well. So it's north of the campus.</p> <p>6 COMMISSIONER VOIGT: It's super. It's 7 space that's east of the school that's no longer.</p> <p>8 MR. JONATHAN DOOLEY: We still use it, but 9 it's been sold. So somebody's going to build 10 condominiums there or something along that line, 11 which means more kids for the school. Oh, this will 12 be great.</p> <p>13 So that's been sold. That's going to 14 become -- one part is going to be a restaurant, and 15 the rest is condominiums.</p> <p>16 But the green space. For years, the kids 17 have always wanted someplace to actually -- that 18 was -- because it's all concrete, bas- -- like, a 19 parking lot.</p> <p>20 And so it just took some energy from the 21 teachers to say let's make this happen. So that's 22 what they decided to do. And so it turned out -- 23 it's a yearlong project. The kids are planning it. 24 They're organizing it. They're also checking the 25 soil. All the curriculum is coming into play.</p>

78	<p>1 We're actually thinking of finding a</p> <p>2 Shakespeare play in the spring that deals with</p> <p>3 something like green space and climate change and</p> <p>4 all that and making that a project-based experience.</p> <p>5 COMMISSIONER VOIGT: That's wonderful.</p> <p>6 That's very cool. They're literally taking out</p> <p>7 asphalt and putting in green space.</p> <p>8 And it's really great to hear your passion</p> <p>9 and enthusiasm around data. It's not for everybody.</p> <p>10 But it's great that you're thriving with that and</p> <p>11 you're really using it to tell the story and the</p> <p>12 success of the school.</p> <p>13 MR. JONATHAN DOOLEY: Thank you.</p> <p>14 COMMISSIONER VOIGT: So that's huge,</p> <p>15 because it's not a strength of everybody. And that</p> <p>16 you're able to use that tool and that information to</p> <p>17 show your successes along the way is super.</p> <p>18 Let's see. So you had mentioned that the</p> <p>19 Small School Size funding kind of hit you all.</p> <p>20 Was that -- how bad was that? And I know</p> <p>21 it hit many schools. But I think there was a</p> <p>22 combination of that and the community schools you</p> <p>23 said --</p> <p>24 MR. JONATHAN DOOLEY: Yeah,</p> <p>25 comprehensive --</p>	80	<p>1 went from \$365,000 to \$33,000. We were like, wow.</p> <p>2 So we had the Small School Size and that.</p> <p>3 And we also saw our enrollment had</p> <p>4 declined.</p> <p>5 I'm happy to say that enrollment is</p> <p>6 getting back. It's been a steady 180 for the past</p> <p>7 few years.</p> <p>8 But how do we deal with this as a staff?</p> <p>9 So we got together thinking, okay, how can</p> <p>10 we have a blitz? Let's increase enrollment. Let's</p> <p>11 bring in a PR firm in order to -- and because of</p> <p>12 that, we saw an increase in our lottery numbers and</p> <p>13 our visibility.</p> <p>14 And when the pandemic hit, that was</p> <p>15 another thing that affected us as well. We were</p> <p>16 down to, like, 230, 225 kids, which is perfect. You</p> <p>17 can deal with the staff we have. But it went down,</p> <p>18 then, to 190 and then 180.</p> <p>19 So the pandemic was a way for us to really</p> <p>20 try to -- okay, we're shrinking as a school, but how</p> <p>21 can we still stay connected with one another?</p> <p>22 So there was this one thing after another.</p> <p>23 But, still, we had in place the Kid Talks, talking</p> <p>24 about data, interventions, teachers doing planning</p> <p>25 together and all that. So we were able to maintain</p>
79	<p>1 COMMISSIONER VOIGT: -- came together?</p> <p>2 Did that affect any programming or any growth plans</p> <p>3 that you had?</p> <p>4 MR. JONATHAN DOOLEY: I think what</p> <p>5 happened was we -- our pupil-teacher ratio up till</p> <p>6 then was about 15 to 1. We really prided ourselves</p> <p>7 on that. Losing the Small School Size meant we</p> <p>8 didn't have the funds in order to keep that.</p> <p>9 The teachers learned they can do that</p> <p>10 without a small class. Project-based was a great</p> <p>11 way to do that. So we did training with -- I think</p> <p>12 it was like the Buck Institute and also PBLWorks</p> <p>13 about having the teachers really collaborate</p> <p>14 together and making it to where the students excel.</p> <p>15 They move ahead and frees up the teacher to work in</p> <p>16 smaller groups with the direct instruction.</p> <p>17 So the Small School Size was about a half</p> <p>18 a million dollars. And I know the Comprehensive</p> <p>19 Support and Instruction Grant, we initially got</p> <p>20 in -- that's when we started the year '18-'19. We</p> <p>21 had like \$365,000, and we were able to bring in a</p> <p>22 specialist to devise this time to look at data. Not</p> <p>23 just looking at data, but and how does that inform</p> <p>24 our practice and what do we need to do.</p> <p>25 And when it went the following year, it</p>	81	<p>1 the level. And as you see in our scores, we have</p> <p>2 been able to maintain that level of success, despite</p> <p>3 all those things happening.</p> <p>4 COMMISSIONER VOIGT: And with the smaller</p> <p>5 class sizes probably increasing and with the</p> <p>6 project-based learning and thematic units and all</p> <p>7 that, you probably have more than two teachers with</p> <p>8 a group of kids at any given time.</p> <p>9 MR. JONATHAN DOOLEY: Sure. Uh-huh.</p> <p>10 COMMISSIONER VOIGT: And, you know, the</p> <p>11 school before you, too, had talked about</p> <p>12 mixed-grade-level teaching, which makes total sense,</p> <p>13 you know, when you're teaching towards mastery.</p> <p>14 MR. JONATHAN DOOLEY: Uh-huh.</p> <p>15 COMMISSIONER VOIGT: So it's great to see</p> <p>16 yet another school today doing that same thing. So</p> <p>17 kudos to that.</p> <p>18 You mentioned that you're teaching parent</p> <p>19 Social Emotional Learning. That is phenomenal,</p> <p>20 because I know it wasn't just kids -- or teachers --</p> <p>21 that suffered trauma -- or suffered trauma in their</p> <p>22 lives, but especially during the pandemic, that had</p> <p>23 challenges.</p> <p>24 So do you have good participation with</p> <p>25 your parents seeking that type of learning?</p>

<p style="text-align: right;">82</p> <p>1 MR. JONATHAN DOOLEY: What we have is I 2 have a really innovative support staff that is our 3 counselor, social worker, as well as our coaches, 4 who make it a possibility -- well, I have the -- we 5 have -- when the parents meet every month, I also 6 have a Town Hall Q&A. 7 And then once a semester, it's a time for 8 the parents to come in and talk about Social 9 Emotional Learning, how to make -- and this was 10 really prevalent during the pandemic -- how to 11 create a space for a student to learn when it's all 12 online, how to be supportive of all that. 13 It was quite dynamic. 14 And we had parent -- I would say there was 15 at least a dozen or so, sometimes fewer, sometimes 16 more, that would be a part of that, and it was a way 17 for us to connect and really support the parents. 18 And, of course, we had parents coming in. And 19 then -- to the school for support. 20 And also our foundation board as well as 21 the governing council reached out. And we had -- 22 like, we've recently had a Thanksgiving meal drive. 23 We've done things for the parents in order to give 24 them support. We're in the process of creating a 25 parent room, where there is not only clothes, but</p>	<p style="text-align: right;">84</p> <p>1 our butts. 2 And we also streamlined our -- our board, 3 but we are intending on having that foundation 4 regrow and sticking to that -- that plan that we had 5 before previously with it as well. 6 COMMISSIONER VOIGT: Understandable. It's 7 hard to recruit volunteers. It's hard enough 8 getting governing board members, much less -- 9 MR. MIKE TRUJILLO: Especially when 10 everything is kind of -- during 2020, during the 11 thick of the pandemic, it was very harrowing. 12 And -- but I give the administration and everybody 13 that was involved a lot of credit for still sticking 14 around. 15 And I think that that created a lot of 16 sustainability for our students, as well as their 17 parents, in knowing they had, still, a place to go 18 to. And that was -- you know, I know I got 19 off-tangent on the foundation board, but it does all 20 tie in together a bit. 21 COMMISSIONER VOIGT: That's great. 22 Thanks. 23 So the internships that the kids are doing 24 in secondary, what type of internships are the most 25 popular that the kids are doing? Or do they have a</p>
<p style="text-align: right;">83</p> <p>1 canned food and all that in order to give the 2 parents support. 3 Also something we've done that came from 4 the teachers, we have a weekly newsletter that goes 5 out, where the teachers add in what we're going to 6 be doing this week, what the parents can do at home 7 with their kids. Come on in -- in fact, just as I 8 was leaving, parents coming in for the afternoon 9 just to see what's going on. 10 COMMISSIONER VOIGT: Nice. So you 11 mentioned foundation board. So you have a full 12 functioning foundation board? 13 MR. JONATHAN DOOLEY: Well, right now, 14 it's in hibernation. Be quite honest about that. 15 It's in hibernation. Their kids graduated. It went 16 on. It's still there. It still has funds, and some 17 of those funds are helping the Thanksgiving drive. 18 But our goal is to try to amp that up. Mike is 19 really big about making that a part of it. 20 Do you want to say something about the 21 foundation board? 22 MR. MIKE TRUJILLO: Perfect word that he 23 used was "hibernation." We are in the process of 24 trying to recruit some people. Volunteer work, as 25 you might imagine during the pandemic, really kicked</p>	<p style="text-align: right;">85</p> <p>1 choice? Or do you have community partners that take 2 students in for internships? 3 MR. JONATHAN DOOLEY: We have some 4 community partners, like AFMX, Albuquerque Film and 5 Music Experience. 6 Many times it's kids coming up with their 7 ideas. We did have a student who wanted to do 8 taxidermy. So how does that deal with media? Well, 9 at the end of it, they did a presentation for the 10 school. 11 Another student wanted to work at a used 12 bookstore, because that was his passion. 13 Another, we have kids at Meow Wolf. I 14 actually have a parent in our community whose 15 student goes to our school and she works at Meow 16 Wolf. A lot of tapping into our kids, what they're 17 interested in. It could be something at where their 18 parents work. They're doing some artwork for that. 19 But the most popular is the Ice Wolves, 20 because the kids get paid \$15 an hour. It's gotten 21 so popular that the kids have to interview for it. 22 And if they're not doing the job, they're fired. 23 Not that -- it's a reality. We tell kids, 24 "Hey, this is your warning," you know. 25 So it's very popular. The kids are</p>

<p style="text-align: right;">86</p> <p>1 filming. You can see it on our YouTube channel. 2 KOB came out to do a report on it. And after, we 3 got a slew of questions, wanted to be a part of 4 that. You've got to go to the school to be a part 5 of it. 6 The internships are tapping into kids' 7 interests and what they want to do. 8 We have kids working with Coral Community 9 School just south of our school; it's a K-6 school. 10 We had some there, and they actually did a video 11 promoting the school. 12 So it's really tapping into what the kids 13 want to do. And if they don't, we nudge that a 14 little bit and give them some options and ideas. 15 COMMISSIONER VOIGT: I think -- doesn't 16 Media Arts have an exclusive on the Ice Wolves, as 17 far as the film -- the filming of those games? 18 MR. JONATHAN DOOLEY: Yeah. 19 COMMISSIONER VOIGT: That's what I 20 thought. Way to go. Have that in the bag. 21 MR. JONATHAN DOOLEY: I know Mark Gardner 22 was going to join us. I wonder if he's still going 23 to be coming. He is here? Is he -- does he want to 24 talk? 25 COMMISSIONER VOIGT: Nice. Okay. Well,</p>	<p style="text-align: right;">88</p> <p>1 humanities; so -- 2 MR. MIKE TRUJILLO: Can I answer that or 3 expand on that real quick? We as a board have 4 really identified that that is going to be one of 5 the most important facets of our curriculum. 6 Because as we know what's happened politically over 7 the past few years, the whole fake news and the 8 irresponsibilities that we're seeing from media via 9 Internet from, you know, amateurs and novices and 10 people that don't really take the time to do the 11 correct reporting and the correct -- having the 12 correct etiquette in that field is something that is 13 going to be a long task force that we're going to 14 try to achieve going forward a little bit more. 15 I mean, we have been -- we have always had 16 media literacy as a component. That's an important 17 part. But, definitely, we're trying to hone in on 18 it as one of the primary or paramount parts of our 19 academic presentation to the students. 20 MR. JONATHAN DOOLEY: Many of our kids 21 have done Public Service Announcements, again, all 22 on our YouTube. But they're very much into their 23 Social Emotional Learning, mental health needs. 24 They're actually participating with bringing calming 25 spaces to schools, which is part of Representative</p>
<p style="text-align: right;">87</p> <p>1 let me finish my questions, because I still have -- 2 yeah, if he had a question or something. 3 So it's great to see the students are 4 still doing presentations, because I really believe 5 that is something that can empower kids, when they 6 can speak up, especially about issues that are 7 important to them or things that they would like to 8 see changed in their world. And for them to have 9 that voice behind issues is really strong. 10 When -- when the kids are studying media, 11 do they take any type of media literacy classes, 12 like, how to deconstruct media and identify 13 propaganda, things like that? 14 MR. JONATHAN DOOLEY: Yes. One of our 15 middle school teachers is -- has a degree in media 16 literacy and has brought that in middle school. 17 Because according to her -- it's actually down to 18 the high school level, too. But it's also 19 emphasized in the middle school and the kids in our 20 school they're going to have a real exploration of 21 media and the power that's involved with that and 22 the fact that you are part of the media and you are 23 part of the process. 24 Yeah. So, actually, teachers -- her mom's 25 bachelor's degree is in media and also teaches</p>	<p style="text-align: right;">89</p> <p>1 Herndon's -- she contacted us. We put together a 2 documentary about it, about what the kids (verbatim) 3 and how important it is. And the kids actually 4 said, "We'd like to have more of this as part of our 5 curriculum." 6 So part -- that's where the green space 7 comes in. 8 Also we have a mentoring program of older 9 kids working with younger kids. 10 Historically, the school has been like 11 middle school and high school. And when I say I'm a 12 principal of two schools, we're trying to bring that 13 together. And at first, the kids were going, "What? 14 We have to do teaching work?" 15 "No, you're supporting or being a mentor." 16 And it's really taking off. I really give 17 credit to my teachers. I can stand there and say to 18 do something and make it all sound great. But 19 they're the ones doing the heavy lifting and making 20 it happen. 21 And it's just been phenomenal to see how 22 you have these -- day one of the -- the video that 23 we did for Representative Herndon was seniors -- I 24 mean older kids, high school kids -- working with 25 middle school kids and just coming together in order</p>

<p style="text-align: right;">90</p> <p>1 to show how important it is for us to be in tune to 2 that.</p> <p>3 When you think academics, academics, 4 academics. Well, I'm comforted by knowing that our 5 young people are aware of the affective part and how 6 we connect with one another and building of 7 relationships. Yes, academics are important. But 8 in order to get there, we have to take the journey 9 through this, and it's very powerful.</p> <p>10 COMMISSIONER VOIGT: So my last question 11 is, you know, there's always -- every school has 12 increasing numbers of special education students. 13 It's just the way (inaudible) right now.</p> <p>14 With 36 percent of your population having 15 an IEP, are you able to keep up with all of that ed 16 diag testing?</p> <p>17 How many special ed licensed teachers do 18 you have right now?</p> <p>19 MR. JONATHAN DOOLEY: We have three right 20 now. And I think that's why the numbers are twice 21 what they are at a public school. Like, usually, 22 public schools are 17 percent. We're at 36 percent 23 because we do it so well. We have an inclusion 24 program where we have teachers working together. 25 So you have the general ed teacher and the</p>	<p style="text-align: right;">92</p> <p>1 unique work. And also keep your data up, important, 2 too, because I think a lot of people think the two 3 just can't go well together. And I truly do 4 appreciate that.</p> <p>5 I know you said there were challenges 6 with -- with finances and loss of students. And are 7 you still at .6?</p> <p>8 MR. JONATHAN DOOLEY: No, I'm at 9 full-time. It's next year that I would probably be 10 a .6.</p> <p>11 COMMISSIONER GIPSON: Oh. Are you going 12 to go .6 next year? Is that for financial reasons 13 at the school, or --</p> <p>14 MR. JONATHAN DOOLEY: Well, as we -- I 15 remember at the site visit. I'm expensive.</p> <p>16 COMMISSIONER GIPSON: I know. I know.</p> <p>17 MR. JONATHAN DOOLEY: And with my 18 experience, I'm expensive. But the way we're 19 looking at it -- and Mike, the other Mike, please 20 jump in if you want.</p> <p>21 We've looked at several scenarios. And I 22 have charts in the packet there. One scenario was 23 to if we can get up to 240 kids in two years, I can 24 stay full time. But you're realistically thinking, 25 that's a challenge, 240 kids, unless a school</p>
<p style="text-align: right;">91</p> <p>1 special ed teacher actually working in smaller 2 groups, helping the teachers plan, and making sure 3 that the teachers are working with the IEP in mind.</p> <p>4 That's another great way for the Kid Talks 5 that we have. Teachers are aware of the IEPs. It's 6 not just a document that's there for compliance, but 7 we use it and make it come alive and help the kids.</p> <p>8 And that's what we've always said. The 9 reason why our pop- -- is so -- 36 percent is 10 because parents really do like the fact that we give 11 attention to those kids with special needs.</p> <p>12 COMMISSIONER VOIGT: I have an idea for 13 Higher Education to help make special ed licensing 14 easier to obtain, because there's going to be a 15 need. There already is a need. I mean, that's the 16 biggest teacher vacancy right now is for special ed 17 licensed teachers. I have a plan.</p> <p>18 So, anyway, thank you very much. I'm glad 19 I could hold it together. And thanks.</p> <p>20 MR. JONATHAN DOOLEY: Well, thank you.</p> <p>21 THE CHAIR: Commissioner Gipson.</p> <p>22 COMMISSIONER GIPSON: So thanks for all of 23 this. We were laughing before about the books. And 24 I truly do appreciate the fact that you've got this 25 dedication to the media arts and integrative and</p>	<p style="text-align: right;">93</p> <p>1 totally closes. Then we get -- then we looked at 2 220 kids. Okay, that's 40 kids. I have 20 each 3 year, I could be a .8.</p> <p>4 Okay. That sounds good.</p> <p>5 And then we have -- and then if we went to 6 a .6, let's say we didn't get as many kids. We 7 struggle. If we got up to 200 kids, we wouldn't be 8 able to make it past the next few years.</p> <p>9 But by having a .8, and if we got up to 10 220 kids -- and I've talked to the staff about that, 11 and they're so great. They're, like, "We can do it. 12 Lets go." It felt like Judy Garland and Mickey 13 Rooney. "Let's do it." It's just 20 kids. Let's 14 see -- okay, great. Twenty next year. I could be a 15 .8, or I could be a .5.</p> <p>16 And a .5 will allow me to do what's 17 necessary as a principal, the statutory things, I 18 work with the governing council with that. And I 19 would also teach. I would be one of the humanities 20 teachers. And I think that would be really 21 powerful. And those days, I'd be the head teacher. 22 If there was an emergency, then we'll save it for 23 the next day when I would be the principal. I could 24 juggle that.</p> <p>25 But what I really like is being the .8.</p>

94	<p>1 We wouldn't save as much money, but we would be 2 sustainable. .8. And then every Friday would be 3 like we were when we were online. Everyone goes 4 online. We would survey our community and see who 5 couldn't do it and make accommodations for them. 6 But they could be -- I wouldn't be 7 working, because as an administrator, the kids are 8 home, parents take care of it. But the teachers 9 would spend the morning working with the kids. 10 And bring back our Operation Reconnect -- 11 well, we would continue the Operation Reconnect. 12 Because during the pandemic, the teachers would 13 spend the afternoon meeting with kids one on one 14 online helping the kids with their grades and make 15 sure they are staying the course and what they 16 needed to do. 17 So that's an avenue. And I've mentioned 18 it to some of the teachers. I'd be coming into the 19 classroom, or -- they like the idea of being online 20 on Friday, because it just gives some time for them 21 for their downtime as well and their social 22 emotional needs as well. 23 So right now I'm full, but next year it 24 could change. That's a long answer. 25 COMMISSIONER GIPSON: Are there additional</p>	96	<p>1 So we don't know where those kids went. 2 Some of them may have moved away. Some may have 3 decided to stay home. Some don't want to take the 4 risk with the pandemic and all. 5 So we understand that. I know that the 6 parents coming to our school like it for the 7 project-based learning. They like the 8 individualized attention. They like the fact that 9 their kids have teachers that are really involved in 10 the kids' lives and really want to make a 11 difference. 12 COMMISSIONER GIPSON: Yeah. And I do -- I 13 appreciate that with the project-based learning, the 14 inclusive classroom. We know how special ed 15 students can really thrive through that. 16 And I appreciate your commitment to that, 17 because a lot of people think project-based learning 18 is easy to do. 19 MR. JONATHAN DOOLEY: No. 20 COMMISSIONER GIPSON: And it's not. You 21 know, if it's done well, it's very difficult to do. 22 And the commitment to it is -- is -- it's hard for 23 some schools to sustain it, because once they get 24 into it, they know it is hard. So I truly do 25 appreciate that.</p>
95	<p>1 staff cuts that have to take place? Or no? 2 MR. JONATHAN DOOLEY: No, no, no, no. 3 COMMISSIONER GIPSON: Okay. And I know in 4 the application, you said you weren't really able to 5 identify where those kids went. 6 MR. JONATHAN DOOLEY: Yeah. 7 COMMISSIONER GIPSON: Have you been able 8 to figure out -- 9 MR. JONATHAN DOOLEY: Well, we've -- we 10 know that some of them may have gone to 11 homeschooling. 12 COMMISSIONER GIPSON: Yeah. 13 MR. JONATHAN DOOLEY: We know that. Some 14 of them -- I know that we've increased -- we've been 15 able to maintain. Because during the ESSER -- 16 because those funds, we advertised in communities 17 who really needed -- who were affected by the 18 pandemic. 19 By virtue of that, we have now 61 percent 20 of our kids are kids of color, which I'm very proud 21 of, and really creates a certain dynamic of our 22 school that we're able to reflect the population of 23 New Mexico, which is really powerful in my book. 24 And I'm really -- and I have a staff that really 25 supports that as well and have those conversations.</p>	97	<p>1 Do you have an active equity council? 2 MR. JONATHAN DOOLEY: Yes, we do. 3 Actually, during the pandemic, right before it hit, 4 our equity council met for the very first time, and 5 then we had to go online. 6 COMMISSIONER GIPSON: They hibernated, 7 too. 8 MR. JONATHAN DOOLEY: What it is, we 9 stayed in touch through Zoom and all that. In order 10 to move forward as a school with the reimagining 11 part and diving into the founding document, and the 12 CLR representation is actually from the founding 13 document, I just had to clean it up a bit. But the 14 founding document is very equitable. And so we want 15 to get them back going together, because what 16 happened we were able to stay the course of their 17 equity is because the staff took it over and making 18 sure students are at the table and their voice and 19 becoming very diverse. And our kids want that as 20 well. 21 So we have the -- we have the committee. 22 Some people had to leave and some people are on it. 23 So I want to get them back together and saying, 24 okay, now that we're getting back into the swing of 25 things, let's touch base with that.</p>

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1 COMMISSIONER GIPSON: Okay. Thanks.
 2 MR. JONATHAN DOOLEY: Oh, yeah.
 3 COMMISSIONER GIPSON: Thanks.
 4 THE CHAIR: Commissioner Chavez. Then
 5 Commissioner Carrillo.
 6 COMMISSIONER CHAVEZ: Yes. Thank you.
 7 Excuse me. I want to go back to -- I think
 8 Commissioner Voigt had already brought this up about
 9 the SpEd. And when you said 36 percent of our
 10 population was SpEd, boy, that sent up a red flag
 11 for me, because the average, actually, in the state
 12 is actually 12 percent. Not 17 percent. It's
 13 12 percent.
 14 And so I'm just wondering. Is that -- is
 15 that an issue that you have 36 percent identified
 16 SpEd kids? And has anybody from the SpEd Bureau at
 17 PED looked at what's going on? I mean, have they
 18 identified a problem or not?
 19 And it could be totally legitimate. I'm
 20 just asking.
 21 MR. JONATHAN DOOLEY: Oh, yeah. We
 22 haven't heard anything from the PED with our SpEd
 23 population. We stay in contact with them with what
 24 we need to do in order to be in compliance.
 25 I know that the project-based approach

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1 really does support more of the SpEd kids than more
 2 of a traditional classroom. And I think it's
 3 because we have an inclusion. It's not a pullout
 4 program, but a pull-in program.
 5 So we have the teachers team teaching
 6 together in the classroom with those kids.
 7 COMMISSIONER CHAVEZ: Could you -- I mean,
 8 off the top of your head, could you tell me the
 9 different levels you have as far as percentages?
 10 You know what? What makes up that 36 percent as far
 11 as the different levels?
 12 MR. JONATHAN DOOLEY: It's kids with IEPs,
 13 kids with 504s, and our gifted students.
 14 COMMISSIONER CHAVEZ: Sure. Sure. I
 15 understand. But how many are identified D-level,
 16 C-level, A and B?
 17 MR. JONATHAN DOOLEY: I don't know that
 18 right off the bat. But I do know that when we look
 19 at the subgroup of our SpEd kids, with our NWEA
 20 results, the kids in some areas are doing just as
 21 well as the kids in general.
 22 COMMISSIONER CHAVEZ: Okay. I guess I --
 23 the next question I have is for Director Chavez.
 24 Has anything come up as far as red flags in regards
 25 to such a high population of SpEd?

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1 DIRECTOR CORINA CHAVEZ: Commissioner
 2 Chavez, I know that we have had the SpEd Bureau look
 3 at the school's SpEd performance. And if you'll
 4 give me a minute, I'll be able to respond to that.
 5 COMMISSIONER CHAVEZ: I guess another
 6 question I can ask in the meantime is are the kids
 7 that you're receiving, are they already -- do they
 8 already have IEPs? Or are you -- or are the
 9 majority of the kids being identified once they hit
 10 your school?
 11 MR. JONATHAN DOOLEY: No. Most of the
 12 students come to us already with an IEP or a 504.
 13 COMMISSIONER CHAVEZ: Okay.
 14 DIRECTOR CORINA CHAVEZ: So if I may,
 15 Commissioner Chavez, if you look at the final
 16 renewal recommendation on this school, there is a
 17 roll-up of all of the indicators and the ratings
 18 over the past four years. And so the indicators
 19 that would be associated with special ed findings or
 20 concerns would be on the rights of students.
 21 So that would be Indicator 4.a. And so
 22 when we look at that across the board, it Meets
 23 Standards for the years that it was reviewed. And
 24 we have the actual data.
 25 So in 2018-'19 and then again in '21-'22,

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1 it's green. The other year, we had assurances,
 2 which meant that we were not specifically going into
 3 the school and looking at IEPs; rather, we relied on
 4 the Special Ed Bureau to do that work and let us
 5 know if they have any concerns.
 6 I'd like to comment a little bit about
 7 special ed. I know that there is special ed staff
 8 and special ed services at the school. And word
 9 gets around if a school is doing a good job of
 10 serving students.
 11 We asked when we visited the school about
 12 this. And so I think that the school has attracted
 13 a population of students that know that their needs
 14 are going to be met.
 15 COMMISSIONER CHAVEZ: That's great to
 16 hear.
 17 And you know what? It's -- that's why I
 18 asked the question, "Are the kids coming into the
 19 school with IEPs already?" And that's great, you
 20 know. It -- you're obviously serving the needs of
 21 kids, and word does get around. And so bravo to
 22 you. Thank you.
 23 MR. JONATHAN DOOLEY: Thank you.
 24 THE CHAIR: Commissioner Carrillo.
 25 COMMISSIONER CARRILLO: Thanks very much

<p style="text-align: right;">102</p> <p>1 for being with us today. Sorry we didn't get to see 2 the movie-movie. But -- no, it was great. 3 MR. JONATHAN DOOLEY: It's on our YouTube. 4 COMMISSIONER CARRILLO: The -- let's see. 5 I'm glad to hear what Glenna -- what Vice Chair 6 Voigt -- brought up regarding literacy. 7 So on -- in that kind of area, are you 8 also in any way teaching and discussing with kids 9 responsibility and ethics related to media? I mean, 10 not just media literacy. 11 MR. JONATHAN DOOLEY: Oh, yeah. The 12 ethics and being responsible, especially because 13 they have such easy access to things like TikTok and 14 Instagram and all that, and the kids being 15 responsible and being ethical about that and -- 16 COMMISSIONER CARRILLO: Do they have 17 spirited discussions about -- it would be 18 interesting to hear young people these days talk 19 about that issue, since they're barraged mostly with 20 things that are false and horrible, I'd say probably 21 90 percent of it, and having to weed through 22 everything. 23 MR. JONATHAN DOOLEY: One thing. A lot of 24 students, including when my kids were younger, they 25 couldn't understand that we had three channels. And</p>	<p style="text-align: right;">104</p> <p>1 form of, you know, expression within the media? 2 Have kids expressed that? Or do you offer a way for 3 them -- are you encouraging them to do investigative 4 reporting, whatever it might be? 5 MR. JONATHAN DOOLEY: Actually, yeah. 6 When you have the kids doing a PSA on mental health 7 or a PSA on green space, or a PSA on something going 8 on in the community, they're having to do the 9 research and the investigation. 10 And our Film and Television teacher does 11 that in the green room production studio. The kids 12 are putting together information. 13 And what's interesting is that sometimes 14 you can have a conversation with them to where -- 15 for instance, this one student did -- and it just -- 16 that the homeless rate was less in Bellingham, 17 Washington, than it is in Albuquerque. 18 So I took the student and -- the person 19 that worked on it, and we did some research. 20 Actually, the percentage, it's lower in Albuquerque. 21 So this is why you do it. So they all got into 22 this. It's, like, that's why you need to do 23 research. You can't just go on your opinion. 24 That's the ethical part. We all have 25 ideas. But you want to make sure you're</p>
<p style="text-align: right;">103</p> <p>1 we had (inaudible) and PBS. You had to go up the 2 chain. You didn't have easy access right there. 3 So it's just teaching them that you're not 4 your phone. You're not that -- on TikTok and all 5 that. And part of the social-emotional is dealing 6 with what the kids have to experience when the 7 outside world is right there at the palm of your 8 hands. 9 But also it's very powerful in the fact 10 that they know they can make a difference. They can 11 change. We want to make kids much more promoting 12 the school on social media. 13 In fact, some of the kids have asked to 14 put a TikTok on to hash-tag the school. And I asked 15 them, "Can I look at it before? It looks good." 16 But the thing is, then on Facebook, 17 Instagram, Snapchat, all those things the kids do; 18 Twitter, if they care about that. But having the 19 kids be aware of their influence and what they can 20 do and how powerful they can be with something like 21 that. 22 COMMISSIONER CARRILLO: Good. I'm happy 23 to hear that. 24 Are there any kids or any expressions -- 25 interests in journalism, specific -- as a specific</p>	<p style="text-align: right;">105</p> <p>1 communicating what's right out there and what's 2 correct. 3 MR. MIKE TRUJILLO: Can I expand on that 4 as well? 5 COMMISSIONER CARRILLO: Sure. My question 6 is why Bellingham? 7 MR. JONATHAN DOOLEY: They went to 8 vacation up there. 9 MR. MIKE TRUJILLO: As far as the 10 journalism component is something that we as a 11 board, some of us as founders -- I'm one of the 12 founder -- one of the nine original founders -- 13 that's an important piece of the puzzle for us is 14 broadcast journalism. 15 I'd like -- we would like to see that 16 enhanced. We have a journalist that sits on our 17 board. I work in media, not as a journalist, but 18 with journalists, and that is something that's 19 important to me, the media integrity, again, going 20 back to what we talked about with media literacy as 21 well as media responsibility. 22 That is something big that we would like 23 to really hone in on a lot more as well for future 24 generations of our students. 25 COMMISSIONER CARRILLO: That's great to</p>

<p style="text-align: right;">106</p> <p>1 hear. The -- so I -- I'm impressed by your 2 graduation rate being higher than, and the way it's, 3 you know, increased in trajectory over these last 4 four years.</p> <p>5 And then, certainly, in science. And it 6 would seem like the people that would go to the 7 school, they're just -- their brains are going to be 8 working that way in a lot of ways. Reading, much 9 higher.</p> <p>10 What are you going to do about these 11 horrible math scores? Seriously. It's, like, what 12 are you going to do?</p> <p>13 MR. JONATHAN DOOLEY: No, you're right.</p> <p>14 COMMISSIONER CARRILLO: Because I know in 15 a lot of cases where someone has 23, they can say, 16 "Well, we're way above most of these other people." 17 You know, the bar is set so low in 18 New Mexico as it is. And so what are you going to 19 do to bring those math scores up?</p> <p>20 MR. JONATHAN DOOLEY: The reason why we 21 wanted the CTE grant and we brought in this 22 intervention specialist and we started the Kid Talks 23 was to increase the math scores.</p> <p>24 The freshman focus was the way to get kids 25 to graduate, and we've done that.</p>	<p style="text-align: right;">108</p> <p>1 mean, when you start to look -- but we want to keep 2 that going, and we know that the one on one with the 3 kids is really working.</p> <p>4 And when it comes to high-dosage tutoring 5 with the kids after school, we're doing it in the 6 classroom. Project-based allows the kids who are 7 excelling to move on. We facilitate. We let those 8 kids do what they can. And that gives the teacher 9 time to do small group. And if you're working with 10 another teacher, they can facilitate the rest of the 11 kids while I'm working with these here.</p> <p>12 And that also is a mind-shift for some 13 teachers. Because in education, we come -- it's 14 usually top-down, the system, where we're doing a 15 shift to where it's a lot of bottom-up and about 16 looking at what the kids need, me, as the 17 administrator, empowering and helping the teachers 18 feel that empowerment, because the schedule we have 19 now all came from the teachers. Working with the 20 STEM coach, that comes from them. That's where it 21 happens. So it's a continuous improvement.</p> <p>22 COMMISSIONER CARRILLO: Challenge. No. 23 But I'm glad you see that and you're working on it. 24 Oftentimes -- these days, anyway -- it's helping 25 kids find the relevance of it.</p>
<p style="text-align: right;">107</p> <p>1 Math is -- right now, we're back on 2 trajectory after the pandemic, because we have the 3 STEM coach. They're working one on one. They're 4 working with the kids who have not done so well in 5 the NWEA and working with those kids one on one in 6 the classroom.</p> <p>7 When I say "coach," it's not a coach for 8 the teacher; it's a coach for the kids. And then 9 helping the kids with those assignments and seeing 10 the connectedness. I know with -- with 11 project-based learning, it makes learning the 12 academics much more enjoyable and comprehensive and 13 the kids see the connection.</p> <p>14 So that's a journey that we're on. And to 15 say that we've always done really well with the 16 reading and we've always struggled with the math, I 17 think it's ongoing to keep plugging away. We've 18 seen some results with this. We want to keep it 19 going.</p> <p>20 I think it's also teachers helping 21 teachers. For instance, if I'm a humanities 22 teacher, and there's some math in my curriculum, I'm 23 going to support the math program with that. It's 24 just a matter of working together.</p> <p>25 We see a growth. But you're right. I</p>	<p style="text-align: right;">109</p> <p>1 And I know the legislature -- I think in 2 this legislature, they're seriously considering the 3 idea of eliminating Algebra 2 and replacing it 4 with -- yeah, I agree with you completely -- and 5 replacing it with either financial literacy or kids, 6 the electives they want in their lives that they're 7 interested in.</p> <p>8 And for those people going into an 9 engineering track, yeah, you're going to need this. 10 So it's the relevance piece, too. I just wanted to 11 ask you about that.</p> <p>12 MR. JONATHAN DOOLEY: Sure. Thank you.</p> <p>13 COMMISSIONER CARRILLO: I'm very impressed 14 on the reading side.</p> <p>15 MR. JONATHAN DOOLEY: Thank you.</p> <p>16 THE CHAIR: All right. So I'll say the 17 one thing I love about schools that are specialty 18 schools the way you are is the integration of being 19 able to do the history -- the humanities project of 20 Mesopotamia and filming it -- like, I love the 21 opportunity to be able to take the core subjects and 22 integrate, like, the specialties that your school 23 provides into that learning, because I think that's 24 what -- like I know from many traditional schools, 25 kids go for the electives. They'll tell you. You</p>

<p style="text-align: right;">110</p> <p>1 talk to high schoolers. They're, like, I'm going 2 because I love gym, or I love the yearbook class. 3 I'm there all day, but I love that elective, right? 4 So integrating basically the elective into 5 everything makes the school more enjoyable for many 6 kids, especially kids that are choosing schools 7 knowing what they're getting themselves into. 8 My -- so Vice Chair Voigt talked about 9 community partners. You talked a little bit about 10 community partners. 11 I'm wondering -- this is just my 12 curiosity. Like, the Netflix Studios expansion, 13 like the film industry coming to New Mexico, how has 14 that impacted your school over the last, you know, 15 years? 16 MR. JONATHAN DOOLEY: Talk about it, Mike? 17 MR. MIKE TRUJILLO: That has been a work 18 in progress. We have definitely reached out to as 19 many of those -- because that's what we built the 20 school for in the first place. Our vision was to 21 provide jobs in the state of New Mexico, keep those 22 folks here instead of going to Los Angeles, going to 23 New York. You know, keep the -- our economy 24 growing. And since it's very vibrant with the film 25 and media industry here in the state, that's</p>	<p style="text-align: right;">112</p> <p>1 those opportunities outside the school and you're 2 already built for it, it seems like it should be a 3 natural -- "Hey, we have kids who know what they're 4 doing already." 5 MR. MIKE TRUJILLO: We heard about the 6 proposed state school, I guess, which is a 7 secondary. And we want to reach out to them and 8 provide them some of our basic, you know, frameworks 9 that we use to build up our curriculum. 10 And so, you know, it's not about 11 reinventing the wheel. It's about sharing and 12 helping collaborate that and bulking it up. And 13 that includes other schools at our grade levels, 14 whether they're public -- APS, I should say -- or 15 other charter schools. 16 That was why the "Collaborative" was part 17 of our initial name, because that was one of our big 18 areas was to network and help as many people as we 19 could via those other higher levels of corporate 20 filmmakers. 21 THE CHAIR: Awesome. Well, I'll be 22 interested to see how it can integrate better moving 23 forward. 24 So the other -- actually, this is for you, 25 Mr. Trujillo, as well.</p>
<p style="text-align: right;">111</p> <p>1 something we have been actively working on. 2 We've had some good luck, and we've had 3 some tough luck, not any bad luck. And when I say 4 tough luck, it's just a matter of knocking on doors, 5 I think, and having them accept us and say, "All 6 right. Here's what we're going to do to work with 7 you." 8 But we are always actively seeking 9 Netflix, NBC Universal, CBS, whatever entity that is 10 here in the state of New Mexico in working with them 11 as far as internships and other possibilities of 12 work and experiences for the students, including the 13 union, the 480 union. IATSE has been always a 14 partner with the school, and we're kind of 15 reestablishing that. It took a little bit of a lull 16 because of the pandemic. But we're focusing on that 17 as well, and they've been receptive. 18 So we're known. And people know it's just 19 a matter of time of building up the stronger 20 foundations in that regard. 21 THE CHAIR: Do you feel like that's going 22 to be one of those goals for the next five years? 23 MR. MIKE TRUJILLO: It's just a goal since 24 the beginning. 25 THE CHAIR: Like, when you're expanding</p>	<p style="text-align: right;">113</p> <p>1 So one of the things I noticed is that the 2 governing -- the governing board seems to have some 3 issues with always getting their training hours done 4 and completed. 5 Do you have -- have you-all had a 6 discussion about that? Do you have a plan moving 7 forward on how to make sure those -- when you do 8 have changes, they're getting submitted timely, and 9 everyone's getting their training hours that they're 10 supposed to? 11 MR. MIKE TRUJILLO: Yes. We don't have 12 necessarily a plan. But we do have -- for one, we 13 have reminders all the time. And when we're in our 14 board meetings, it's, like, all right, we've got to 15 do this. I'll probably be the one to say that I've 16 been the one that's fallen back. 17 THE CHAIR: I'm so glad you're here today 18 for me to talk to you directly, Mr. Trujillo. 19 MR. MIKE TRUJILLO: We make sure that we 20 emphasize that, especially the new board members. 21 Get your training taken care of and stay on it. And 22 even if you're a board member that's had a lot of 23 tenure, and you're going through the same kind of, 24 quote, unquote, boring training you've done before, 25 you just have to re-up it, do it, and get it done.</p>

<p style="text-align: right;">114</p> <p>1 Yeah, we've been a little bit tighter on 2 that. And, again, the fish rots at the head. That 3 was a little bit of my -- 4 THE CHAIR: Well, you know, as a former 5 teacher, it's the teachers who have been on the 6 longest are like the last ones to do the required 7 trainings. The new teachers are like, "I'm doing it 8 yesterday." 9 I'm glad it's you that's here today. Get 10 that done so we don't need talk to you about it next 11 time. 12 MR. MIKE TRUJILLO: Okay. Will do. 13 THE CHAIR: It's, like, one of those 14 things that -- the only thing that I bring it up for 15 is because it makes me worried about if your 16 processes are clean and clear-cut. Like, if you're 17 turning them in late, if your governing board 18 transitions, and you're turning that in late, how 19 are the other processes going, right? 20 Like, it's sometimes those simple things. 21 How are they doing the big things then if the simple 22 things aren't working functionally? 23 MR. MIKE TRUJILLO: Yeah. It has been 24 somewhat of a deficiency on my part in executing it, 25 but not anymore.</p>	<p style="text-align: right;">116</p> <p>1 question about civics and government. Because one 2 thing that does -- everyone in this room, except 3 maybe Chair Burt, remembers, "I'm just a bill on 4 Capital Hill." I mean, how great were those? 5 What are you doing? Man, you just loved 6 it on Saturday mornings. You know, need to know -- 7 MR. JONATHAN DOOLEY: "Conjunction 8 Junction, what's your function?" 9 Yeah, don't get me started. The last 10 renewal, I just went off. Oh, yeah, really. I 11 started singing. It was great. 12 COMMISSIONER CARRILLO: Good. Okay. 13 Where does civics and government fit in to the whole 14 scheme of things? Because I just have -- in my 15 imagination, I have you guys making a 2023 version 16 of "I'm just a Bill" to teach the executive branch 17 and how it works. Or the three branches. 18 MR. JONATHAN DOOLEY: And this comes 19 mostly from the kids, I think, when they started 20 three years ago, when they said, "We want our 21 teachers to know who we are, that we're more than 22 just our test score or our grade," explore the fact 23 that kids have pronouns and special needs and their 24 cultural background and all that. 25 And the school is very community minded in</p>
<p style="text-align: right;">115</p> <p>1 THE CHAIR: That was the only real 2 question I had. Commissioner Carrillo, and then 3 Commissioner Voigt. 4 COMMISSIONER VOIGT: Yeah. Thank you. 5 THE CHAIR: Commissioner Carrillo first. 6 COMMISSIONER VOIGT: Okay. 7 COMMISSIONER CARRILLO: I'm not going to 8 make a motion or nothing. Why do you get to make 9 all the motions? 10 THE CHAIR: She just wants to. 11 COMMISSIONER CARRILLO: Oh, that's cool. 12 That's fine. No, I know that Julia, who writes them 13 out and they're all, like -- it's all cool. 14 So, Jon. 15 MR. JONATHAN DOOLEY: Yes, sir. 16 COMMISSIONER CARRILLO: You had 17 referenced -- I guess Mickey Mantle -- Mickey Rooney 18 and Judy Garland earlier. You made a comment 19 about -- now I'm dating myself. You know, I wasn't 20 alive when those things came out, and neither were 21 you. 22 MR. JONATHAN DOOLEY: How do you know? 23 No. Just kidding. 24 COMMISSIONER CARRILLO: I can't imagine 25 that you were when those came out. However, a</p>	<p style="text-align: right;">117</p> <p>1 that respect. The kids really steer us in what we 2 need to do with being civic minded, reaching out. 3 I think part of our becoming a community 4 is taking care and nurturing each other and also 5 being aware that there's always these policies that 6 we follow and respecting that. 7 And if you want to be a change agent, 8 you've got to know what the rules are in order to 9 make the change. 10 And there's a quote from Working Girl that 11 has that. You want to make a difference, but you 12 have to get there to make the difference. It just 13 doesn't happen. 14 And that's why I look at it -- my journey 15 with Media Arts is the fact you want to make a 16 difference, and you want to make sure that kids 17 realize that you have a voice in what it is you're 18 doing in your education; it's not just top-down. 19 Kids come to us thinking it's going to be 20 the teacher doing it. Teachers come in thinking, 21 I'm going to tell them what to do. We're at a 22 table? We're all deciding this? Yes. 23 We're going to make sure we follow through 24 with the kids and, with each other, that we have 25 this larger goal about our school in mind and about</p>

118	<p>1 our community being a safe space for everyone to 2 excel that.</p> <p>3 COMMISSIONER CARRILLO: I'm happy to hear 4 that. I'm more specifically wondering about -- this 5 is big concern of mine generally, and just about 6 public schools in general, kids knowing how our 7 government works and the history of the 8 United States, 'cause I firmly believe we wouldn't 9 be in the mess we're in today in this country if 10 kids were taught all of this over the last 25, 11 30 years.</p> <p>12 How are you going to help fix that?</p> <p>13 MR. JONATHAN DOOLEY: At our school, we 14 have our SGA sponsors -- we'll do the best we can. 15 But I have an SGA sponsor who's bringing the kids 16 together. We just had an election. Some of the 17 kids were running against themselves. No 18 opposition. So it's like having the conversation 19 that if you want to make a change, you have to be 20 out there doing it. And so it's being an agitator. 21 Be the one to make this happen.</p> <p>22 And so it's having that conversation with 23 kids. The kids will say they want something. They 24 want this and that. Well, how are you going to make 25 it happen? You tell me. We have to do this</p>	120	<p>1 something as a school.</p> <p>2 We don't want to see people leaving away 3 not knowing those things. And if they're not 4 getting that at home, we like to provide that 5 information. We can provide that for their families 6 as well. Even some basic things. Those numbers are 7 appalling, and we're looked on as a joke, I think, 8 worldwide. When you see Jimmy Fallon asking, "Who's 9 vice president of the United States?" 10 "Oh, I don't know. Roosevelt?" 11 It's not funny. It's actually pretty sad. 12 And that's our responsibility as a media school to 13 make sure that the students don't leave without 14 those very basic things in their knowledge of what's 15 going on in the world.</p> <p>16 So that's, again, part of it, kind of ties 17 hand in hand.</p> <p>18 MR. JONATHAN DOOLEY: And our Film and 19 Television teacher also brings in a lot of the 20 current events with the kids.</p> <p>21 COMMISSIONER CARRILLO: Cool. So just as 22 a closing thing, I don't know if you saw it. But 23 I'm sure you remember All The President's Men. I'm 24 sure everyone here remembers the film. The movie, 25 She Said, I think is like a 2022 version of that</p>
119	<p>1 together.</p> <p>2 That's where it comes in about the 3 government, that it's really up to us to be the 4 change to make it happen.</p> <p>5 And we have a student government 6 association that's working toward that. We have a 7 National Honor Society that's also part of that, and 8 making sure that, "Okay, you're on the student 9 government but you represent these other kids. How 10 are you going to make sure that they're at the table 11 as well?"</p> <p>12 So it's a process. We've been doing it 13 the past few years. And it's continuous.</p> <p>14 MR. MIKE TRUJILLO: Fortunately, when 15 we're talking about media arts, the news is 16 something that's always going to be there. And the 17 students are going to use those as examples of 18 what's going on in the world.</p> <p>19 Because I'm with you. I -- it's 20 absolutely appalling when you find a 16-, a 17-, or 21 a 42-year-old who doesn't even know the 22 vice president of the United States or what 23 amendment is what or what civil rights they have or 24 this, that, or the other. And it's really bad. And 25 we have identified that as well as -- that's</p>	121	<p>1 issue of that film.</p> <p>2 Its importance and the way it was done, 3 it's like right up there with All the President's 4 Men, and I think it's important in political cinema. 5 So if that's something the kids want to watch, it's 6 really powerful.</p> <p>7 MR. JONATHAN DOOLEY: We've actually done 8 All the President's Men with the kids.</p> <p>9 COMMISSIONER CARRILLO: Have you, really?</p> <p>10 MR. JONATHAN DOOLEY: Yeah. They've read 11 the book and did reports on it.</p> <p>12 COMMISSIONER CARRILLO: Outstanding. 13 Pass.</p> <p>14 THE CHAIR: All right. Commissioner 15 Voigt?</p> <p>16 COMMISSIONER VOIGT: Thank you. I think 17 in addition to his passion for filmology, 18 Commissioner Carrillo is bucking for a producer's 19 job.</p> <p>20 COMMISSIONER CARRILLO: Yeah. 21 (Inaudible.)</p> <p>22 COMMISSIONER VOIGT: So it is my honor to 23 move that the Public Education Commission approve 24 the application for New Mexico Academy for the Media 25 Arts for a five-year term, 2023 through 2028,</p>

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1 without conditions.
 2 COMMISSIONER GIPSON: Second.
 3 COMMISSIONER CARRILLO: Second.
 4 THE CHAIR: There's a motion and a second.
 5 Any other discussion by Commissioners?
 6 (No response.)
 7 THE CHAIR: All right. Seeing none, Vice
 8 Chair Voigt, if you could call roll.
 9 COMMISSIONER VOIGT: Commissioner Manis.
 10 Commissioner Manis. I see you. I will come back.
 11 Commissioner Chavez.
 12 COMMISSIONER CHAVEZ: Yes.
 13 COMMISSIONER VOIGT: The motion. Yes or
 14 no?
 15 COMMISSIONER CHAVEZ: Yes.
 16 COMMISSIONER VOIGT: Thank you.
 17 Commissioner Robbins.
 18 COMMISSIONER ROBBINS: Yes.
 19 COMMISSIONER VOIGT: Commissioner Gipson.
 20 COMMISSIONER GIPSON: Yes.
 21 COMMISSIONER VOIGT: Commissioner
 22 Carrillo.
 23 COMMISSIONER CARRILLO: Yes.
 24 COMMISSIONER VOIGT: Chair Burt.
 25 THE CHAIR: Yes.

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1 COMMISSIONER VOIGT: Vice Chair Voigt
 2 votes yes. Commissioner Davis is still not here.
 3 Commissioner Taylor, not here.
 4 And Commissioner Armijo is not here.
 5 Coming back to Commissioner Manis.
 6 COMMISSIONER MANIS: Yes. Thank you.
 7 COMMISSIONER VOIGT: Okay. Thank you.
 8 That motion passes with seven yays.
 9 THE CHAIR: Congratulations.
 10 MR. JONATHAN DOOLEY: Thank you.
 11 (Applause.)
 12 THE CHAIR: We will adjourn until
 13 8:30 a.m. tomorrow.
 14 (Proceedings adjourned at 3:30 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 4 HEARINGS - Horizon Academy West and NM Academy for
 5 the Media Arts
 6 CASE CAPTION: In re: Charter School Renewal Hearing
 7 Meeting
 8 *****
 9 ATTORNEY: MS. BEVERLY FRIEDMAN - PED
 10 DOCUMENT: Transcript / Exhibits / Disks / Other ____
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2 STATE OF NEW MEXICO

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18 *Cynthia Chapman*

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